

**Course: MS230D&ND Generational Discipleship (Blended)**

**Credit:** 3 hours

**Semester:** Spring 2026, Session 1 (January 12 – March 6)

**Days/Time:** Tuesdays and Thursdays, 11:00-12:20 p.m.

**Location:** CABRE 103

**Instructor:** Shaun LePage, ThM, shaun.lepage@calvary.edu, office: CABRE 107; (office) 816-768-6971, (mobile) 785-840-8568

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

## I. DESCRIPTION OF THE COURSE

An in-depth study of discipleship across the generational spectrum, with the goal of developing an understanding of the need and a strategy for developing a unified effort of the various ministries of the local church. Emphasis will be placed on discipleship needs during key transitions in the life cycle.

## II. OBJECTIVES

### A. General competencies to be achieved.

1. The student will be able to develop a biblical theology of discipleship. (PLO\*: 2)(A\*\*: A-E)
2. The student will be able to analyze and evaluate modern discipleship systems and practices. (PLO: 2)(A: B, D)
3. The student will be able to construct a strategy for discipleship. (PLO: 1-5)(A: F)

### B. Specific competencies to be achieved.

1. The student will be able to articulate a biblical philosophy of generational discipleship. (PLO: 2,3)(A: B,D,F)
2. The student will be able to evaluate discipleship practices in light of biblical discipleship principles and generational distinctions. (PLO: 2,5)(A: A-E)

3. The student will be able to construct and communicate a strategy for discipleship ministry in the local church across the generational spectrum. (PLO: 3-5)(A: B,D,F)

## II. TEXTBOOKS:

### A. Required:

1. English Bible (NAS, NASB-U, NKJV, NET, ESV, or other by approval).
  - a) The Bible is a required textbook in every course at Calvary University.
  - b) To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
2. *The Paradigm Papers* by Jeff Reed, 2014, only available through <https://store.bild.org/the-paradigm-papers-1/>, 2017, BILD International, \$25.

### B. Recommended:

1. *Trained in the Fear of God: Family Ministry in Theological, Historical and Practical Perspective* by Randy Stinson and Timothy Paul Jones. Kregel, 2011, ISBN 978-0-8254-3907-0, Cost: \$26.99.
2. *First Principles Series* by Jeff Reed, 2014, only available through <https://store.bild.org>, BILD International, complete series of 14 books \$100, \$9 per individual booklet.

## III. ASSIGNMENTS

- A. **Reading (240 points).** Students will read biblical passages and the textbook (Reed) as assigned in Canvas (30 points weekly).
- B. **Textbook Responses (240 points).** Students will write responses to questions about the reading provided via Canvas (4@60 points each).
- C. **Weekly Quizzes (120 points).** Weekly, online quizzes will be given to review class material (15 points each).
- D. **Outside Lectures (videos; 60 points).** Students will watch three (3) online lectures about generational discipleship issues (20 points each).
- E. **Lecture Responses (120 points).** Students will write THREE two (2) page responses to Outside Lectures/videos (40 points each).
- F. **Discipleship Plan and Presentation (220 points).** Create a Discipleship Plan
  1. Part 1 (50 pts): Statement of Discipleship Philosophy. Students will write a three-page paper answering three primary questions: 1) What is discipleship? 2) Why is discipleship important?

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and 3) How will you do discipleship ministry?

2. Part 2 (50 pts): Core Elements. Students will write a three-page paper listing and explaining the core elements of a discipleship ministry (e.g., teaching, relationships, experiences, mentoring, etc.).
3. Part 3 (50 pts): Discipleship Plan. Students will create a spreadsheet, a chart, or some other tool to map out a practical and specific generational discipleship plan.
4. Part 4 (70 pts): Present Plan in class. Students will present Parts 1-3 as though they were candidating for a ministry position at a local church. The student is encouraged to utilize presentation tools.

#### IV. GRADING

##### A. 1,000 Points Possible from Assignments

Assignment	Points
Assignment A: Reading	240
Assignment B: Textbook Responses	240
Assignment C: Weekly Quizzes	120
Assignment D: Outside Lectures	60
Assignment E: Lecture Response	120
Assignment F: Plan and Presentation	220
<b>TOTAL</b>	<b>1000</b>

##### B. Points and Final Grade

930–1000 points	A	730–769 points	C
900–929 points	A-	700–729 points	C-
870–899 points	B+	670–699 points	D+
800–829 points	B-	630–669 points	D
770–799 points	C+	0–559 points	F

## V. TENTATIVE CLASS SCHEDULE

- C. Week 1: Introduction to Course
- D. Week 2: Discipleship through the Lens of Scripture, Part 1
- E. Week 3: Discipleship through the Lens of Scripture, Part 2
- F. Week 4: Discipleship through the Lens of Scripture, Part 3
- G. Week 5: Ministry through the Lens of History and Culture
- H. Week 6: Discipleship Strategies and Resources
- I. Week 7: Overview and Conclusions
- J. Week 8: Student Presentations

## VI. NOTES

- K. \* PLO = Program Learning Objectives (see Calvary University Catalog, p.142)
- L. \*\* A = Assignments; showing how the assignments for this course are directly linked to the objectives.
- M. Punctual reading and writing, as well as attendance and participation in classroom discussions, will allow the student to get the most out of the course.
- N. About Plagiarism: Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.
- O. About Disabilities: Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.
- P. About Assistance for All Course Assignments: The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

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- Q. Grading criteria for all written assignments: All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the *Calvary Style Guide*, 2019 update. See the “Clark Academic Center” page on the CU website for a “Turabian Help” (<https://www.calvary.edu/clark-academic-center/>).
- R. About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.
- S. About Rubrics: An assignment-specific rubric will be provided for each assignment.
- T. About Late Assignments: Assignments are due when posted on Canvas. After that time, late assignment grades will be lowered 5% for each day it is late.