



**DISC6300 Lifespan Discipleship**  
New Orleans Baptist Theological Seminary  
Church Ministry Division  
Fall 2022  
Internet

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**Mission Statement**

The mission of New Orleans Baptist Theological Seminary and Leavell College is to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Course Description**

Students will examine discipleship through the lens of developmental stages across the lifespan—birth through older adult. Methodology will involve course readings, class discussion, and related course assignments. Emphasis is given to application in the local church context. There are no prerequisites for this course, though it is recommended the student first complete CEEF6306 Lifespan Development.

**Student Learning Outcomes**

Upon completion of the course, the student will be able to:

- Understand the cognitive, social, physical, moral, and spiritual development of each stage of the lifespan.
- Identify basic components of a discipleship ministry.
- Appreciate the need to implement a sound discipleship program that ministers to each age group in the local church.
- Design a discipleship curriculum for a specific local church ministry reflecting age-appropriate content and learning activities.

**Required Textbooks**

All assigned reading for the course is available via .pdf on Canvas. See “Assigned Reading” in the *Course Schedule*.

**Course Methodology**

The course will involve the following methodologies: reading assignments, classroom lecture and discussion, and individual learning assignments.

**Format**

This course is taught online.

## **Embedded Assignment**

This course has been identified as a core course and therefore an embedded assignment exists for this course. See assignment #5 below.

## **Assignments and Evaluation Criteria**

All assignments must be submitted electronically on Canvas. Unless otherwise noted, all assignments are due before midnight on the due date. See Course Schedule (last page) for due dates.

### **1. Reading Assignments: (10%)**

All reading assignments should be completed prior to the deadline so you can actively engage and process all class materials. The assigned reading for each unit appears in the “Course Schedule” section of the syllabus. Reading is extremely important as the content covered in this class is based on the required reading, and online Canvas discussion also shows the level to which you are grasping and applying the course content. A minimum of one to two hours of reading and studying is needed to prepare for each unit. **Each student will be asked to report a percentage of the reading you have completed at the end of the course.**

### **2. Canvas Discussion Board (15%)**

Each student is expected to participate in online interaction through the Canvas Discussion Board. This is your class participation grade. Discussion board posts are due each week before midnight on Sunday night.

### **3. Unit Quizzes: (2.85% each, Total = 20%)**

Each student is expected to take all quizzes at the scheduled times. Unless otherwise indicated, exams are open book/open note. Unit quizzes will cover the content found in the unit’s assigned reading. Unit quizzes will consist of objective questions (true/false, multiple choice, fill-in-the-blank, etc.) and subjective questions (essay questions and short answer questions). **Make-up unit quizzes are approved at the discretion of the professor.**

### **4. Journal Article Review (10%)**

Locate an academic (peer-reviewed) journal article concerning one aspect of development (physical, cognitive, social, moral/spiritual) of one age group (infancy through senior adulthood) of the lifespan. Write a 3-4 page review of the research summarizing the conclusions and suggesting application in the local church. For assistance with this assignment, watch the video “How to Search for Journal Articles at NOBTS” on Canvas and refer to the **Peer-Reviewed Journal section** of this syllabus (pages 6-7).

The review should include:

1. A full bibliographic reference
2. The author’s primary point(s)
3. At least one identified strength
4. At least one identified weakness
5. A summary of the conclusions and suggested application in the local church

Note: Strengths and weaknesses are not likes or dislikes, but an academic evaluation that should be supported by the course texts or content.

### **5. EMBEDDED ASSIGNMENT: Lifespan Discipleship Design (35%)**

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Each student will design and submit a one-year discipleship program as a document for ALL of the age segments in a local church (preschool, children, youth, young adults, middle adults, AND senior adults). Assume a church large enough to sustain teachers and budget for each age group. Success in this assignment is a comprehensive plan, presented in paragraph and chart form including the a) biblical rationale, b) development and discipleship knowledge, c) curriculum utilized (or written), d) time frame for the units, and e) resources needed (human, space, financial). **The paper must be 18-20 pages in length.** A rubric is provided in the syllabus. See sample Discipleship Design papers on Canvas for assistance with this assignment.

### **6. Discipleship Design Presentation (10%)**

Prepare a video of your 12-month discipleship program for ONE of the age segments (preschool, children, youth, young adult, middle adult, OR senior adult). Your presentation should be created as if you were presenting to the volunteers at your church. Your presentation should be **5-8 minutes** in length. A link to your video presentation (YouTube, etc.) must be submitted on Canvas by end of the day on the deadline.

### **Evaluation of Grade**

The student's grade will be computed as follows:

Reading Assignments	10%
Canvas Discussion Board	15%
Unit Quizzes (7 at 2.857% each)	20%
Journal Article Review	10%
Lifespan Discipleship Design	35%
Discipleship Design Presentation	10%

### **Attendance Policy**

Students are expected to engage regularly with course content through the learning management system and other course delivery methods. Students who fail to participate consistently in course activities may receive a grade of "F" for the course.

### **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. Canvas.NOBTS.com Click on the "Help" button for technical questions/support requests regarding the NOBTS Canvas System. You can also email questions to Canvas@nobts.edu.
3. ITCsupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

### **Course Policies**

Students are responsible for completing all reading assignments.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

### **Professor's Policy on Late Assignments**

All work is due on the assigned date and time in the syllabus. Assignments are due before midnight on the day they are due. Late assignments will be penalized an initial 5 points penalty and one percent for each day after the due date. No assignments will be accepted more than two weeks after the original due date. Submit all assignments electronically on Canvas. Do not send files as attachments via email to the professor.

### **Style and Formatting**

A copy of the approved NOBTS Style Guide can be found in the course Canvas shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

### **Help for Writing Papers at "The Write Stuff"**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer. A copy of the approved NOBTS Style Guide can be found in the course Canvas shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

In addition, the website Grammarly ([www.grammarly.com](http://www.grammarly.com)) will help you become a better writer. Eazypaper ([www.eazypaper.com](http://www.eazypaper.com)) will help you automatically format your sources.

### **Plagiarism on Written Assignments**

NOBTS has a no-tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definitions, penalties, and policies associated with plagiarism.

### **Grading Scale**

Each student's final grade will be based on your total accumulation of points as indicated under the Assignments and Evaluation Criteria section of this syllabus, according to the grading scale in the NOBTS catalog.

A 93-100    B 85-92    C 77-84    D 70-76    F 69 and below

### **Policy for Graduating Seniors**

Graduating seniors are responsible for alerting the professor of their intention to graduate. All of your assignments must be completed by noon (12:00pm) on the Wednesday prior to commencement exercises.

### **Optional Texts**

Geiger, Eric, Michael Kelly, and Philip Nation, *Transformational Discipleship: How People Really Grow*. Nashville, TN: B&H Publishing 2012.

Holibaugh, Anne Lincoln, "How to Talk to Your Children about Baptism and Communion."  
<http://www.thevillagechurch.net/the-village-blog/how-to-talk-with-your-children-about-baptism-and-communion/>

Michael, David and Sally Michael. "Children & Prayer," [http://www.brookhills.org/pdfs/DISC6300\\_Lifespan\\_Discipleship](http://www.brookhills.org/pdfs/DISC6300_Lifespan_Discipleship)

preschool/children\_and\_prayer.pdf (all articles on this page)

Ogden, Greg, *Discipleship Essentials: A Guide to Building Your Life in Christ*. Downer's Grove, IL: InterVarsity Press, 1998.

Setran David P. and Chris A. Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry*. Grand Rapids, MI: Baker Publishing, 2013.

Spooner, Bernie, Ed. *Preschool Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Spooner, Bernie, Ed. *Children's Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Spooner, Bernie, Ed. *Youth /Collegiate Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Spooner, Bernie, Ed. *Adult Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Stetzer, Ed. "Discipleship, Young Adults, and Deeper Teaching." Presentations at the D6 Conference, Frisco, TX, September 2012.

### **Selected Bibliography**

Arnett, Jeffrey J. *Adolescence and Emerging Adulthood: A Cultural Approach*, 5th ed. Boston: Pearson, 2013.

Baugh, Ken and Rich Hurst. *The Quest for Christ: Discipling Today's Young Adults*. Loveland, CO: Group, 2002.

Castor, Ken and Katie Edwards. *The Skinny on Discipleship: A Big Youth Ministry Topic in a Single Little Book*. Loveland, CO: Simply Youth Ministry, 2015.

Craker, Lorilee and Fleming H. Revell. *The Wide-eyed Wonder Years: A Mommy Guide to the Preschool Daze*. Ada, MI: Revell, 2006.

Dunn, Richard and Jana L. Sundene. *Shaping the Journey of Emerging Adults: Life-Giving Rhythms for Spiritual Transformation*. Westmont, IL: InterVarsity Press, 2012.

Eastman, Brett, Dee Eastman, Todd Wendorff, Denise Wendorff, and Karen Lee-Thorp. *Growing to Be Like Christ: Six Sessions on Discipleship*. Grand Rapids, MI: Zondervan, 2002.

Goodwin, Debbie Salter. *Raising Kids to Extraordinary Faith: Helping Parents and Teachers Disciple the Next Generation*. Kansas City, MO: Beacon Hill Press, 2008.

Main, Bruce. *If Jesus Were a Sophomore: Discipleship for College Students*. Louisville, KY: Westminster John Knox Press, 2002.

Manyara, Daniel. *Adult Discipleship*. Saarbrücken, Germany: LAP Lambert Academic Publishing, 2014.

Naylor, Beth and Sheila Seifert. *Talking with God*. Colorado Springs, CO: David C. Cook, 2006.

Shafer, Barry. *Unleashing God's Word in Youth Ministry*. Grand Rapids, MI: Zondervan/Youth Specialties, 2009.

Rolph, Thana. *God's Mirror Discipleship for Overcomers*. Dunamas Publishing, 2010.

Spear, Kevin. *What's a Bathtub Doing in My Church?: Fifteen Questions Kids Ask about Baptism, Salvation and Snorkels*. Anderson, IN: Warner Press Publishers, 2006.

Turner, Rachel. *Parenting Children for a Life of Faith: Helping Children to Meet and Know God*. Oxford, UK: Bible Reading Fellowship, 2010.

Wilson, Christopher W. *Passage Into Discipleship: Guide to Baptism*. Atlanta, GA: Chalice Press, 2009.

Wilson, Valerie. *Welcome to the Family*. Schaumburg, IL: Regular Baptist Press.

### **Peer-Reviewed Journals**

*Adolescence* – available online at EBSCO

*Adolescent & Family Health* – published by the Institute for Youth Development

*Brown University Child & Adolescent Behavior Letter* – available online at EBSCO

*Child & Adolescent Social Work Journal* – published by Chicago State University

*European Child & Adolescent Psychiatry* – available online at EBSCO

*Journal of Adolescence* – published by the Association in Professional Services for Adolescents

*Journal of Adolescent Health* – published by The Society for Adolescent Health and Medicine

*Journal of Adolescent Research* – available online at EBSCO

*Journal of Child & Adolescent Psychiatric Nursing* – available online at EBSCO

*Journal of Child & Adolescent Substance Abuse* – published by Routledge

*Journal of Early Adolescence* – available online at EBSCO

*Journal of Research on Adolescence* – published by Society for Research on Adolescence

*Journal of Youth and Adolescence* – published by Springer

*Journal of Youth Ministry* – published by the Association of Youth Ministry Educators

*Journal of Youth and Theology* – published by the International Association for the Study of Youth Ministry

*Developmental Psychology* – a journal published by the American Psychological Association

*Psychology and Aging* - a journal published by the American Psychological Association

### Evaluation Rubric for Embedded Assignment: Lifespan Discipleship Design

Biblical Rationale (0-7)	Development and Discipleship Knowledge (0-10)	Curriculum Utilized, or Written (0-6)	Time frame for the Discipleship Units (0-6)	Resources Needed Identified (0-6)	TOTAL POINTS (35 possible)
<b>Point Value: 0-1</b> No mention of biblical rationale	<b>Point Value: 0-4</b> Does not appear to demonstrate basic knowledge, attitude, or skill throughout the discipleship design; Little knowledge of development and discipleship	<b>Point Value: 0</b> No mention of curriculum in the discipleship design	<b>Point Value: 0</b> No inclusion of a time frame for the proposed discipleship units in the discipleship design	<b>Point Value: 0</b> No mention of human, space, or financial resources required for the proposed discipleship design	
<b>Point Value: 2-3</b> Biblical rationale present but weak, not well defined	<b>Point Value: 5-6</b> Demonstrates basic knowledge, attitude, skills of discipleship yet does not utilize information presented throughout the semester	<b>Point Value: 1-2</b> Curriculum does not support the 12-month length of the discipleship design	<b>Point Value: 1-2</b> Time frame presented is shorter than the required one-year/12-month time frame	<b>Point Value: 1-2</b> Partial mention of resources required, but not complete	
<b>Point Value: 4-5</b> Biblical rationale present and well explained, clear connection with the overall discipleship design	<b>Point Value: 7-8</b> Good demonstration of discipleship knowledge, attitude, or skill, utilizes information presented throughout the semester, adequate consideration of development stages in discipleship design	<b>Point Value: 3-4</b> Curriculum adequately supports the 12-month discipleship design, comprehensive flow apparent among the units over the 12 months	<b>Point Value: 3-4</b> Time frame presented meets the 12-month/one-year requirement, and includes presentation of strategic dates and calendar considerations	<b>Point Value: 3-4</b> Adequately addresses all resources needed: human, space, and financial	
<b>Point Value 6-7</b> Biblical rationale present and compelling, exceeds expectations in regard to the need for a discipleship design for the selected age segment	<b>Point Value: 9-10</b> Exceeds expectations, excellent application of information presented throughout the semester, demonstrates understanding of discipleship knowledge, attitude, or skills for the selected age segment	<b>Point Value: 5-6</b> Curriculum thoughtfully constructed to support the 12-month discipleship design	<b>Point Value: 5-6</b> Creative & thoughtful implementation of discipleship during the 12-month calendar including specific calendar events, exceeds expectations in presentation of the time frame	<b>Point Value: 5-6</b> Additional attention given to required resources to support and sustain the discipleship design (human, space, financial), logical expectations for resources needed	
				<b>TOTAL</b>	

# DISC6300 Lifespan Discipleship

## Course Schedule

Date	Topic	Reading	Assignment Due
<b>Unit One: Overview of Development and Discipleship</b>			
Aug. 15-28	Syllabus Review Introduction to the Course Spiritual Development Across the Lifespan What is Discipleship?	“Introduction to Lifespan Development” (.pdf in Unit 1 Session 1 on Canvas) “A Discipleship Primer” (read all the .pdf files in Unit 1 Session 2); Watch Video “Why is Discipleship Important?”	Quiz 1 Discussion Board 1  <b>Both due before midnight on Sunday, August 28</b>
<b>Unit Two: Discipleship for Preschoolers</b>			
Aug. 29- Sept. 11	Spiritual Development of Preschoolers Preschool Ministry in the Local Church	Transcript from <i>Four Views on Infant &amp; Children in the Church</i> (.pdf in Unit 2 Session 1)	Quiz 2 Discussion Board 2 <b>Due before midnight on Sunday, September 11</b>
<b>Unit Three: Discipleship for Children</b>			
Sept. 12-25	Spiritual Development of Children Children’s Ministry in the Local Church	“A Vision for Child & Youth Discipleship” by Sally & David Michael (.pdf in Unit 3 Session 1); Watch Video “Children’s Ministry Statistics” in Session 1 Watch Video “Leading Your Best Kids Discipleship Group” in Session 2	Quiz 3 Discussion Board 3  <b>Due before midnight on Sunday, September 25</b>
<b>Unit Four: Discipleship for Youth</b>			
Sept. 26- Oct. 2	Spiritual Development of Youth	“Discipling Youth” by David Odom  Watch Video “What Should I Do When My Kid Says, ‘I’m Not Going To Church’?” by Griffin	

Oct. 3-9	Fall Break		Quiz 4 <b>Journal Article Review Due Due before midnight on Sunday, Oct. 9</b>
<b>Unit Five: Discipleship for Young Adults (Emerging Adulthood)</b>			
Oct. 10-23	Spiritual Development of Young Adults Young Adult Discipleship in the Local Church	“Narrative Discipleship” by Byrd  Watch Video “Is Church Passé for 18-35 Yr. Olds?”	Quiz 5 Discussion Board 4  <b>Due before midnight on Sunday, Oct. 23</b>
<b>Unit Six: Discipleship for Middle Adults</b>			
Oct. 24- Nov. 6	Spiritual Development of Middle Adults  Middle Adult Discipleship in the Local Church	“Implications for an Adult Religious Education for Spiritual Development”  Watch Video: “How Do We Disciple Our Own Families”	Quiz 6 Discussion Board 5  <b>Due before midnight on Sunday, November 6</b>
<b>Unit Seven: Discipleship for Senior Adults</b>			
Nov. 7-20	Spiritual Development of Senior Adults  Senior Adult Discipleship in the Local Church	“Becoming Family” by Bozeman “Churches Responding to the Age Wave”  Watch Video “Ellie and Carl: Married Life”	
Nov. 21-27	Thanksgiving Break		Quiz 7  <b>Lifespan Discipleship Design Paper Due</b>  <b>Due before midnight on Sunday, Nov. 27</b>
<b>Unit Eight: Facilitating Discipleship in the Local Church</b>			
Nov. 28- Dec. 7	Spiritual Disciplines Partnering with Parents		<b>Lifespan Discipleship Presentation Due</b> <i>(Upload your presentation to Canvas by 11:59pm)</i>  <b>Due before midnight on Wednesday, Dec. 7</b>