School of
Distance Education
Andrews University

SYLLABUS

RELT 315 Christian Discipleship

202141

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School of Distance Education

Self-Paced Format
This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact
Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions
Christians are called to be followers or disciples of Jesus. This class presents the personal and spiritual implications of the biblical concept of discipleship. Discipleship is discussed in light of personal life, biblical teachings, and historical-theological developments.

Required Text/Material
Note: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Books
1. The Bible.
2. Coleman, R. E. (2006). *The Master Plan of Evangelism.* Grand Rapids, MI: Revell.
3. Hull, B., & Sobels, B. (2018). The discipleship gospel: what Jesus preached—we must follow. [Place of publication not identified]: Him Publications.

Ebooks and PDF handouts
1. Coleman, R. & Harrington, B (2014). Revisiting the Master Plan of Evangelism. (PDF)
2. Etheridge, C. (2017) Invest in a few: giving your life to what matters most. (PDF)
3. Gavin Anthony, Building Transformational Communities, (PDF).
4. Disciple-Maker Framework (PDF)
5. Disciple-Making Journey (PDF)

Optional Text/Material
1. Hull, B. (2006). *The complete book of discipleship: On being and making followers of christ*. Colorado Springs, CO: NavPress.
2. Harrington, B. & Patrick, J (2017). *The Disciple Maker's handbook*. Grand Rapids, MI: Zondervan.

Credit Hour and Commitment
This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each module. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended schedule to divide your time per module is provided:

Modules 1-4:

Readings and Videos: 4 hours
Reading report: 1 hour
Theological Paper: 3 hours
Zoom conference: 1 hour

Modules 5-15:

Zoom conference: 1 hour
Disciple-making workbook and peer mentor meeting: 6 hours
Disciple-making workbook reflection: 2 hours

Institutional Outcomes
3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Learning Outcomes
Graduates of this program will be able to:
- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

Student Learning Outcomes
1. Identify foundational principles and practices of disciple-making seen in the life and ministry of Jesus.
2. Integrate biblical principles of disciple-making into a disciple-making tool that you will design to be used by others.
3. Apply the biblical methodology of disciple-making to someone you will disciple.

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, essay, regular personal reflection on the application of theory to personal practice, interactions with the instructor and fellow students via a weekly video conference. Regular participation in the course is essential to good performance.

Technical Requirements
- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer (Office 365 available here)

LearningHub Access
This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven't already. If you need assistance, call or email us: (296) 471-6016 or mailto:helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.
- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Theological paper—The disciple-making methods of Jesus in the gospel of Matthew (week 1-4). Read the gospel of Matthew (and only Matthew), and describe the methods you observe Jesus using to make disciples who can make disciples. Summarize your findings by constructing a model of Jesus' disciple-making method. A final section of approximately 25% of your paper should explore the implication of your findings that you can use in your disciple-maker PDF workbook. (Minimum 2000 words). Submit by the end of week 4.

Reading report (week 1-4). After you have completed your reading / class video watching, list the essential ideas from the readings which you plan to include in each chapter of your disciple-making PDF workbook (use the format of the supplied Reading Summary handout). This will enable you to have the key disciple-making ideas mapped out before you start creating your workbook that you will refer back to when you are writing. Submit by the end of week 4.

Project: Creation of a disciple-making PDF workbook (week 5 onwards). Multiplying disciples can be facilitated by a tool that can be used with the person you are discipling, that they can then use with others. Using each of the concepts in the Disciple- Making Journey, you will develop your own tool—an electronic workbook—that you will test with another person and leave with them at the close of your course. They will also be asked to give a final assessment of your workbook. You will write a total of 18 'chapters', with each chapter being 2 sides of a full-size page. Each chapter should be submitted after meeting with your peer mentor. Each chapter should include the following sections: (although you may add sections of your own)
   a. The core ideas explained including any helpful diagrams.
   b. A Bible study on the core ideas.
   c. Personal application.
   d. Recommended resources for the participant to explore by themselves.

Disciple-making workbook chapter reflections (week 5 onwards). For each of the Disciple-Making Journey chapters (see handout and schedule), write a written reflection of at least 300 words where you reflect on your experience of writing and testing the workbook with your designated peer mentor. Follow the course schedule for this—a total of 11 reflections). This should be submitted after each chapter has been written and tested.

Disciple-makers coaching video conference (Every week)—A one-hour online video mentoring session will be held for all students taking the class each week, no matter what module they are currently taking. The focus will be on 1) your reading, 2) your creation and use of your disciple-making workbook, and 3) any questions concerning the course. <u>If you are unable to attend the weekly session, it is your responsibility to contact your teacher to make alternative arrangements.</u>

Rubrics

Reading report (15%)

	Met	Partial	Not met
Identification of theory to be included in your workbook.	7	5	0
Source of theory	2	1	0
Correct spelling, grammar, post length and accurate citation.	1	.5	0

Theological reflection paper (20%)

	Excellent	Good	Minimal	Non-proficient (0 Points)
Organization	There is a clear focus, logical progression of ideas that fully supports the main thesis. 15 points	There is a clear focus and logical progression of ideas but may demonstrate occasional weaknesses in the linking of ideas around the main thesis. 12 points	The main thesis is weak and the organization struggles to support and build on the thesis. 10 points	The main thesis is poor or missing and demonstrates little effort in organizing ideas.
Format	Grammar, punctuation, style and citations are all accurate and according to standards. 10 points	Contains few mistakes. 8 points	Contains many mistakes. 6 points	Appears that little or no effort has been made to achieved accepted standards.
Identification of theological issues	Identification and clearly described understanding of the theological issues at stake demonstrating spiritual depth and thoughtfulness. 25 points	Identification and clearly described understanding of the theological issues at stake. 22 points	Identification of the theological issues is made but is partial or patchy. 18 points	No or little understanding of the theological issues.
Disciple-maker model	Simple, clear, and memorable and rooted in the biblical text. 25 points	Clear, rooted in the biblical text, but more difficult to remember. 22 points	The model has a basic structure but is lacking clarity and good biblical foundations. 18 points	The model does not make sense.
Application	A clear and insightful analysis of the implications of the theological issue that can be applied to your disciple-making workbook. 25 points	The implications are discussed well but without adequate application for the workbook. 22 points	Very little thoughtful analysis for the implications for the workbook. 18 points	No analysis.

Reflections: Workbook chapter creation and implementation (25%)

	Met	Partial	Not met
Identification of theory to be included in your workbook.	4	3	0
Report on testing the workbook with someone.	4	2	0
Correct spelling, grammar, post length and accurate citation.	2	1	0

Project: Disciple-making Workbook (30%)

The workbook is composed of the 18 "chapters" of the Disciple-Maker's Journey. The workbook will be graded as a whole but think carefully about the quality of each chapter your write.

	Met	Partial	Not met
Core ideas explained well	5	4	0
Bible study	2	1	0
Personal application	2	1	0
Recommended resources	1	.5	0

Video coaching session (10%)

Points for the coaching session is based on attendance: 10 points for attendance, 0 points for non-attendance.

	Met	Not met
Attendance / reflection summary.	10	0

Suggested 8 Week Schedule

Module	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	**Definitions**: The importance of shared definitions—Disciple / Disciple-making / disciple-maker / discipleship	ALL course material to read / watched before the end of week 4.	Video conference: discoveries and reflections on the theme	1
	Disciple-making: an historical chronology		Video conference: discoveries and reflections on the theme	1
2	**DiscipleShifts 1**: changing the way we think about following Jesus today		Video conference: discoveries and reflections on the theme	1
	DiscipleShifts 2: changing the way we think about following Jesus today		Video conference: discoveries and reflections on the theme **Theological reflection paper DUE** **Reflection: Mentor's Name DUE**	1
3	**Disciple-maker's Journey Introduction**—Summary of key ideas in lessons 1-4		Video conference Chapter creation and implementation reflection the introduction	2, 3
	Disciple-maker's Journey 1—Motivation—a consequence of the love of God **2—Ambition**—for the glory of God		Video conference Chapter creation and implementation reflection for 1 and 2. **Reading and Video report DUE** **Reflection: Introduction DUE**	2, 3
4	**Disciple-maker's Journey 3**—Providence—how God prepares us **4—Dependence**—dying to self and the filling of the Holy Spirit		Video conference Chapter creation and implementation reflection for 3 and 4.	2, 3
	Disciple-maker's Journey 5—Purpose—the specific call to be prepared for mission **6—Prayer**—choosing disciples		Video conference Chapter creation and implementation reflection for 5 and 6. **Reflection: Preparation DUE**	2, 3
5	**Disciple-maker's Journey 7—Community**—an invitation into a loving relationship **8—Prophetic**—the call to build transformational communities		Video conference Chapter creation and implementation reflection for 7 and 8.	2, 3
	Disciple-maker's Journey 9—Goal—restoring people in the image of God		Video conference Chapter creation and implementation reflection for 9. **Reflection: Calling DUE**	2, 3
6	**Disciple-maker's Journey 10—Learning**— building a learning community, using modelling, mission tasks, teaching, and reflection to—1) maintain a heart connection with God, 2) grow in Christ-like character, 3) obey God's word, 4) reach the lost, 5) invest in a few		Video conference Chapter creation and implementation reflection for 10.	2, 3

Module	Lessons	Readings	Assignments	Outcomes Met
	Disciple-maker's Journey 11—Context—disciple-making provides the context for baptism, nurture and evangelism **12—Multiplication**—ensuring the DNA is built into the disciple-making process		Video conference Chapter creation and implementation reflection for 11 and 12. **Reflection: Apprenticeship DUE**	2, 3
7	**Disciple-maker's Journey 13—Gospel**—defining the gospel so that the proclamation of the gospel produces disciples **14—Priority**—the importance of disciple-making to Jesus		Video conference Chapter creation and implementation reflection for 13 and 14.	2, 3
	Disciple-maker's Journey 15—Workplace—disciple-making as we "go" **16—Identity**—"disciple-making where disciples identify with the body of Christ"		Video conference Chapter creation and implementation reflection for 15 and 16. **Reflection: Sending DUE**	2, 3
8	**Disciple-maker's Journey 17—Obedience**—the fruit of disciple-making **18—Resources**—Jesus' assurance for disciple-makers		Video conference Chapter creation and implementation reflection for 17 and 18. **Reflection: Conclusion DUE**	2, 3
	All assignments due including: Disciple-making workbook & Peer mentor feedback DUE			

Suggested 16 Week Schedule

Module	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	**Definitions**: The importance of shared definitions—Disciple / Disciple-making / disciple-maker / discipleship	ALL course material to read / watched before the end of week 4.	Video conference: discoveries and reflections on the theme	1
2	**Disciple-making: an historical chronology**		Video conference: discoveries and reflections on the theme	1
3	**DiscipleShifts 1**: changing the way we think about following Jesus today		Video conference: discoveries and reflections on the theme	1
4	**DiscipleShifts 2**: changing the way we think about following Jesus today		Video conference: discoveries and reflections on the theme **Theological reflection paper DUE** **Reflection: Mentor's Name DUE**	1
5	**Disciple-maker's Journey Introduction**—Summary of key ideas in lessons 1-4		Video conference Chapter creation and implementation reflection the introduction	2, 3
6	**Disciple-maker's Journey 1—Motivation**—a consequence of the love of God **2—Ambition**—for the glory of God		Video conference Chapter creation and implementation reflection for 1 and 2. **Reading and Video report DUE** **Reflection: Introduction DUE**	2, 3

Module	Lessons	Readings	Assignments	Outcomes Met
7	**Disciple-maker's Journey 3**—Providence—how God prepares us **4—Dependence**—dying to self and the filling of the Holy Spirit		Video conference Chapter creation and implementation reflection for 3 and 4.	2, 3
8	**Disciple-maker's Journey 5—Purpose**—the specific call to be prepared for mission **6—Prayer**—choosing disciples		Video conference Chapter creation and implementation reflection for 5 and 6. **Reflection: Preparation DUE**	2, 3
9	**Disciple-maker's Journey 7—Community**—an invitation into a loving relationship **8—Prophetic**—the call to build transformational communities		Video conference Chapter creation and implementation reflection for 7 and 8.	2, 3
10	**Disciple-maker's Journey 9—Goal**—restoring people in the image of God		Video conference Chapter creation and implementation reflection for 9. **Reflection: Calling DUE**	2, 3
11	**Disciple-maker's Journey 10—Learning**— building a learning community, using modelling, mission tasks, teaching, and reflection to—1) maintain a heart connection with God, 2) grow in Christ-like character, 3) obey God's word, 4) reach the lost, 5) invest in a few		Video conference Chapter creation and implementation reflection for 10.	2, 3
12	**Disciple-maker's Journey 11—Contex**t—disciple-making provides the context for baptism, nurture and evangelism **12—Multiplication**—ensuring the DNA is built into the disciple-making process		Video conference Chapter creation and implementation reflection for 11 and 12. **Reflection: Apprenticeship DUE**	2, 3
13	**Disciple-maker's Journey 13—Gospel**—defining the gospel so that the proclamation of the gospel produces disciples **14—Priority**—the importance of disciple-making to Jesus		Video conference Chapter creation and implementation reflection for 13 and 14.	2, 3
14	**Disciple-maker's Journey 15—Workplace**—disciple-making as we "go" **16—Identity**—"disciple-making where disciples identify with the body of Christ"		Video conference Chapter creation and implementation reflection for 15 and 16. **Reflection: Sending DUE**	2, 3
15	**Disciple-maker's Journey 17—Obedience**—the fruit of disciple-making **18—Resources**—Jesus' assurance for disciple-makers		Video conference Chapter creation and implementation reflection for 17 and 18. **Reflection: Conclusion DUE**	2, 3
16	**All assignments due including: Disciple-making workbook & Peer mentor feedback DUE**			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
10	Module Video conference.
20	Theological reflection essay.
15	Reading report.
25	Written reflections (11) on the application of theory to your workbook and testing.
30	Project: Disciple-making workbook.
100	**Total Percent Possible**

Viewing Grades in Moodle
- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at
https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy
is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place.
Your instructor will make every effort to make this environment safe for you to share your

opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:
1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.