RELT115 Introduction to Christian Discipleship
Summer 2019
REL115 Introduction to Christian Discipleship
Consortium of Adventist Colleges and Universities

Self-Paced Courses
This is a Self-Paced Full Term course which follows the Andrews semester schedule. Self-Paced Full Term courses have four important dates: 1) a start date, 2) a midterm completion date, 3) a final completion date, and 4) a course completion date. Please note that all module prior to the midterm must be completed BEFORE the midterm and all modules between the midterm and final must be completed BEFORE the final.

Instructor Contact
Please refer to course in Learning Hub 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

<table>
<thead>
<tr>
<th>Service</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Part 1: Course Information

Course Description
This course covers fundamental theories of human psycho-social, moral, and faith development, transformational theology and theory, and foundational principles of discipleship as found in both the Old and New Testaments of Scripture.

Learning Outcomes

1. Design an individual discipleship plan.
2. Apply key biblical concepts of Christian discipleship to your own life and a friend.
3. Identify how God works to make disciples and the essential characteristics that discipleship to Jesus includes.
4. Integrate theories of human psycho-social, moral, and faith development into your discipleship journey.
5. Evaluate your own progress as a disciple, both by yourself, and in community, and be able to make relevant adjustments to your discipleship journey.
**Required Text/Material**

**To purchase**


**NOTE:** Purchase textbooks through any online bookstore, such as [amazon.com](http://amazon.com), which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu), cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

**Free download / Available online**


**Recommended books**

**Credit Hour and Commitment**

This course is offered for 3 semester credits; therefore it is expected that you 135 hours total on this course. The course has 16 modules with 16 lessons, weekly online coaching sessions with your instructor, and peer mentoring. Each module represents a typical semester course. It is recommend that you budget 8 ½ hours for studying and completing the activities for each module. There is a suggested schedules to accomplish this work included in this syllabus. Please note that you need to complete half of the course by the midterm, so plan your schedule accordingly.

**Please note the following:**

Below are **3 important factors** for being successful in this discipleship course

1. You have the **desire for personal growth**. This is a journey in discipleship and it not just an academic activity.

2. That you **attend the weekly coaching session** with the instructor. This will provide you with the tools that you need to share with others.

3. You **find a peer mentee**. This is someone in which you will share what you are learning in the class. This person must have the desire for personal growth. It is important that you have a good relationship with this person. The mentee will need to be able to write answers at the end of the class about the process. You will be the one to upload the evaluation into LearningHub.
Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, essay, individual reflections on the reading via blog posts, interactions with the instructor and fellow students via blog posts and weekly video conference. Regular participation in the course is essential to good performance.

Course/Technical Requirements
- Internet connection (DSL, LAN, or cable connection desirable).

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 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 but with four specific dates: start date, midterm date, final date and completion date.

Assessment Descriptions
1. Theological paper—The character and qualities of a disciple in the gospel of Matthew. Read the gospel of Matthew, and write a paper that describes the qualities and character traits of a disciple that you observe in the life of Jesus focusing on his life as a model disciple. This should focus on who Jesus is, rather than what he was doing—unless Jesus’ actions reveal something about who he is. A final section should explore the implication of your findings to your own life as a disciple of Jesus (2000 words). Submitted in the final module.

2. Discipleship glossary—Throughout the class you will develop a discipleship glossary that will contain a list of discipleship concepts for which you will provide definitions. For each definition your write, add one or two sentences that explains how you think this concept could impact your own discipleship to Jesus. You can update this glossary as you progress through the modules and grow in your understanding. Submitted in the final module.
3. **Individual Discipleship Plan (IDP)**—This is a personal discipleship plan you will develop at the beginning of the course and implement throughout. You will be provided with a form to guide you in this. The IDP will incorporate personal devotional activities of your own choosing to grow as a disciple of Jesus. You will need to find a peer mentor to join you in this discipleship journey with whom you will share what you are learning for approximately 15 minutes a week. They will need to agree to provide a response to this process at the end of the class which is valued as 5% of your final grade. You submit your IDP in module 1, update it throughout, and then provide a personal evaluation of it at the end of the course when you will re-submit your IDP.

4. **Blog posts (video or written) for reading and participating in the IDP**—At the end of each module, write or record a blog post that should cover 3 specific areas with a paragraph written for each (up to 500 words total or 5 minutes).
   - One paragraph should be a personal reflection on a key idea you found from each of the assigned readings/videos.
   - The second paragraph should be a reflection on what you have discovered when completing the current section of your IDP.
   - A third paragraph should be a reflection on your discussion with your peer mentor.

Each blog post should only cover the material for the current module. Have this blog post available to share for the next video conference.

Remember that the blog post should be written only after all the other work has been completed for the current module. This is enable you to reflecting on all your learning together.

5. **Weekly coaching video conference**—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) our personal growth as disciples using the IDP and the authentic sharing of our journey in community. This would also include 2) verbal reflections on your blog posts and assignments worked on during the previous week, and 3) any questions concerning the course. Where something happens outside of your control that prevents your attending the video session, you can watch the recording and submit a minimum of 300 word response to what was discussed and how it relates to your own discipleship journey.

6. **Final reflection exercise**—Create a Keynote or Powerpoint presentation that you will share with others, or a video (5-10 minutes) that you will post on your own social media, that casts a vision for being disciple of Jesus. This exercise gives you the opportunity to summarize your own discipleship learning during the course. So it is partly a summary of concepts that have been helpful and partly a personal testimony of your own discipleship journey. Questions to consider should include: 1) What are the most important discipleship concepts I have learned during this class that I want to pass on? 2) How successful have I been so far in integrating these concepts into my life, and how do intend to further integrate them in the future? 3) What areas of discipleship to Jesus have caused me the most problems and challenges, and how do I plan to address these in the future? There are no right or wrong answers to these questions. Your primary task is be as honest and transparent as you can, because authenticity builds trust and community as you are sharing with others, and it also gives you a clearer understanding of your strengths and weaknesses going forwards as a disciple of Jesus.
Rubrics
Blog Posts on reading and your current experience of your Individual Discipleship Plan (IDP) during the current module
Each blog post is worth 10 points. Zero marks will be given for a missing post or if the post does not reflect your own thoughts.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Met (3)</th>
<th>Partial (2)</th>
<th>Not met (0)</th>
<th>Possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic interaction with the course material.</td>
<td></td>
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<td>3</td>
</tr>
<tr>
<td>Explain how the above interaction is impacting your personal discipleship, IDP development, or both.</td>
<td></td>
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<td>3</td>
</tr>
<tr>
<td>Connected interaction with other students blog posts.</td>
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<tr>
<td>Correct spelling, grammar, post length and accurate citation.</td>
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</tr>
</tbody>
</table>

Video coaching session
Points for the coaching session is based on attendance: 10 points for attendance, 0 points for non-attendance. In exceptional circumstances, if it is not possible to attend the video conference, a personal reflection to watching the video recording may be submitted, of a minimum of 300 words. The purpose of the coaching session is to provide an encouraging and nurturing discipleship community where we address both academic and personal questions and challenges.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Met (10)</th>
<th>Not met (0)</th>
<th>Possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance / reflection summary.</td>
<td></td>
<td></td>
<td>10</td>
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</tbody>
</table>

Discipleship glossary
The discipleship glossary which is developed during the course is worth 10 points. These points are awarded based on quality and accuracy (7 points) and written style and presentation (3 points). You may cite other people’s definitions if you believe that they provide the best definition you have found. In such a case, you would need to write a one or two sentence explanation as to why you think their definition is worth presenting.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Average (2)</th>
<th>Poor (1)</th>
<th>Not met (0)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality and accuracy of definitions</td>
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<td>4</td>
</tr>
<tr>
<td>Terms demonstrate good research and insightful theological reflection</td>
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</tr>
<tr>
<td>Terms are accurate without mistakes.</td>
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<tr>
<td>Shows a few inaccuracies.</td>
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<tr>
<td>Shows poor accuracy and understanding of the terms</td>
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<tr>
<td>Application of the glossary word to your own discipleship to Jesus</td>
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<td>4</td>
</tr>
<tr>
<td>A thoughtful, and authentic personal response to the word/s that demonstrates growth in understanding.</td>
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<tr>
<td>Clearly connects the word/s with personal experience but could do more to demonstrate the personal implications.</td>
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<tr>
<td>Demonstrates a vague connection between the word/s and personal experience.</td>
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<tr>
<td>Demonstrates a lack of thoughtfulness and authenticity and fails to connect the word/s to personal experience.</td>
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<tr>
<td>Written style and presentation</td>
<td>Met / Not met (2/0)</td>
<td></td>
<td></td>
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<td>2</td>
</tr>
</tbody>
</table>
Individual discipleship plan (IDP)
A draft of this plan will be submitted during the first module and then resubmitted in the final module with your personal evaluation of your plans.

<table>
<thead>
<tr>
<th></th>
<th>Met 5</th>
<th>Partial 3</th>
<th>Not met 0</th>
<th>Possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal vision statement with a clear theological foundation (3) in a coherent sentence (2)</td>
<td></td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td>Plans and evidence for growth</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Final personal evaluation (in last module)</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Personal response from a peer mentor</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Essay rubrics

Theological paper (20 points)

<table>
<thead>
<tr>
<th></th>
<th>Excellent 3</th>
<th>Good 2</th>
<th>Minimal 1</th>
<th>Non-proficient (0 Points)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is a clear focus, logical progression of ideas that fully supports the main thesis.</td>
<td>There is a clear focus and logical progression of ideas but may demonstrate occasional weaknesses in the linking of ideas around the main thesis.</td>
<td>The main thesis is weak and the organization struggles to support and build on the thesis.</td>
<td>The main thesis is poor or missing and demonstrates little effort in organizing ideas.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar, punctuation, style and citations are all accurate and according to standards.</td>
<td>Contains few mistakes.</td>
<td>Contains many mistakes.</td>
<td>Appears that little or no effort has been made to achieved accepted standards.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Identification of theological issues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identification and clearly described understanding of the theological issues at stake demonstrating spiritual depth and thoughtfulness.</td>
<td>Identification and clearly described understanding of the theological issues at stake.</td>
<td>Identification of the theological issues is made but is partial or patchy.</td>
<td>No or little understanding of the theological issues.</td>
<td>6</td>
</tr>
<tr>
<td><strong>Implications</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>A clear and insightful analysis of the implications of the theological issue that can be generalized to the human condition.</td>
<td>The implications are discussed thoughtfully but not generalized adequately to the human condition.</td>
<td>Little thoughtful analysis.</td>
<td>No analysis.</td>
<td>6</td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Met 5</strong></td>
<td></td>
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<td></td>
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</tbody>
</table>
Reflection exercise—presentation or video (20 points)

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Minimal</th>
<th>Non-proficient (0 Points)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>There is a clear focus, logical progression of ideas that fully supports the main thesis.</td>
<td>There is a clear focus and logical progression of ideas but may demonstrate occasional weaknesses in the linking of ideas around the main thesis.</td>
<td>The main thesis is weak and the organization struggles to support and build on the thesis.</td>
<td>The main thesis is poor or missing and demonstrates little effort in organizing ideas.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Presentation is has been carefully and thoughtfully crafted with no mistakes.</td>
<td>Contains very few mistakes and is well presented.</td>
<td>Contains many mistakes with little thought to the presentation.</td>
<td>Appears that little or no effort has been made.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Identification of theological issues</strong></td>
<td>Identification and clearly described understanding of the theological issues at stake demonstrating spiritual depth and thoughtfulness.</td>
<td>Identification and clearly described understanding of the theological issues at stake.</td>
<td>Identification of the theological issues is made but is partial or patchy.</td>
<td>No or little understanding of the theological issues.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>A clear and insightful analysis of the implications of the theological issue that can be generalized to the human condition.</td>
<td>The implications are discussed thoughtfully but not generalized adequately to the human condition.</td>
<td>Little thoughtful analysis.</td>
<td>No analysis.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td>A thoughtful, and authentic personal response to the theological issues that demonstrates growth in understanding.</td>
<td>Clearly connects the theological issues with personal experience but could do more to demonstrate the personal implications.</td>
<td>Demonstrates a vague connection between the theological issues and personal experience.</td>
<td>Demonstrates a lack of thoughtfulness and authenticity and fails to connect the theological issues to personal experience.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Creation of recommendations</strong></td>
<td>Creation of recommendations for the future based on conclusions are clearly practical and useful.</td>
<td>Recommendations are made but not connected adequately to the conclusions.</td>
<td>Recommendations are made but not connected adequately to the conclusions.</td>
<td>Recommendations missing or not connected to the conclusions.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Keeps to length?</strong></td>
<td>Yes / No</td>
<td></td>
<td></td>
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<td>2</td>
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</table>
## Schedule with start, midterm, final and completion dates in RED.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
</tr>
</thead>
</table>
| Intro   | Introduction & Orientation | Orientation  
Writing Expectations | SUBMIT:  
Schedule  
Tell About Me  
Academic Honesty |  |
| 1 May 13-19 | Biblical Foundations 1 | God’s purpose for discipleship | Hull 15-49  
Cloud & Townsend 15-25, 41-62, 189-205  
One Ambition 1-2 | DUE  
a) Blog post  
b) IDP draft  
c) Video coaching attendance  
START WORKING ON  
a) Discipleship glossary | 2  
1  
4.5  
3 |
| 2 | Biblical Foundations 2 | The image of God and discipleship | Image of God specific readings / videos  
1. Diane Chandler blog post—The image of God in historical perspective  
2. NT Wright—What it means to be an image bearer (3 minutes)  
https://www.youtube.com/watch?v=up-Ku-_ekAY  
3. Ravi Zacharias—The Image of God on you (3 minutes)  
https://www.youtube.com/watch?v=KD9Wlt2dYU4  
4. John Piper—Created in God’s Image (5 minutes)  
https://www.youtube.com/watch?v=CN8et2pDGU  
5. Bible Project—The Image of God (6 minutes)  
https://www.youtube.com/watch?v=YbipxLDtY8c  
General readings  
Hull 113-152  
Cloud & Townsend 63-93  
One Ambition 3-6  
Image of God handouts | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing | 4.5  
2  
3  
1 |
| 3 | Biblical Foundations 3 | Discipleship in the context of the biblical metanarrative | Biblical Metanarrative  
1. One Ambition 13-15  
General Reading  
1. Cloud & Townsend 26-40 | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing | 4.5  
2  
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1 |
<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
</tr>
</thead>
</table>
| 4       | Early background for discipleship | 1. Hull 51-72  
2. Wilkins 51-94. (handout) | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4, 5  
2  
3  
1  
3 |
| 5       | History of discipleship | 1. Hull 73-111  
3. Biblical foundations of manhood and womanhood (Grudem ed.) - Handout | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4, 5  
2  
3  
1  
3 |
| 6       | Characteristics of a disciple 1 | Open | 1. Hull 153-162  
2. One Ambition, scan topics in the table of contents "section 1: Desiring openness"  
3. Steps to Christ Chapter 1-4 | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4, 5  
2  
3  
1  
3 |
| 7       | Characteristics of a disciple 2 | Faith-full | 1. Cloud & Townsend 278-292, 317-331  
2. One Ambition, scan topics in the table of contents "section 2: Deepening faith"  
3. Steps to Christ Chapter 5-6 | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4, 5  
2  
3  
1  
3 |
| 8       | Characteristics of a disciple 3 | June 17-20  
Dead to the sinful nature | 1. Cloud & Townsend 293-316  
2. One Ambition 97-98, scan topics in section 3 Depending on Divine Power  
3. Steps to Christ Chapter 7 | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4, 5  
2  
3  
1  
3 |
| 9       | Characteristics of a disciple 4 | Filled with the Holy Spirit | 1. Cloud & Townsend 94-114  
2. One Ambition 99-100  
3. Steps to Christ Chapter 8 | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4, 5  
2  
3  
1  
3 |
| 10      | Characteristics of a disciple 5 | Mission hearted | 1. Cloud & Townsend 332-345  
2. One Ambition 129-130. Scan topics in section 4 Joining God's Work  
3. Steps to Christ Chapter 9 | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4, 5  
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<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
</tr>
</thead>
</table>
| 11      | The environment for discipleship 1 | 1. Hull 187-207  
2. One Ambition 41-4 | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4.5  
2  
3  
1  
3 |
| 12      | The environment for discipleship 2 | 1. Cloud & Townsend 206-263, 346-360  
2. Steps to Christ Chapter 10 | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4.5  
2  
3  
1  
3 |
| 13      | The environment for discipleship 3 | 1. Hull 209-250  
2. Cloud & Townsend 117-146  
3. Steps to Christ Chapter 11  
4. Jo Saxton [https://www.youtube.com/watch?v=mvTCsaLw9p4](https://www.youtube.com/watch?v=mvTCsaLw9p4)  
5. Putnam [https://www.youtube.com/watch?v=A_CR7k30urA](https://www.youtube.com/watch?v=A_CR7k30urA)  
6. Putnam [https://www.youtube.com/watch?v=PZg1kiAK6Yc](https://www.youtube.com/watch?v=PZg1kiAK6Yc) | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4.5  
2  
3  
1  
3 |
| 14      | Stages of maturity | 1. Infographics on 5 stages of maturity—please also read the video transcript for related Bible texts.  
2. Hull 251-277  
3. Cloud & Townsend 147-183  
4. Steps to Christ Chapter 12  
5. Putnam [https://www.youtube.com/watch?v=A_CR7k30urA](https://www.youtube.com/watch?v=A_CR7k30urA)  
6. Putnam [https://www.youtube.com/watch?v=PZg1kiAK6Yc](https://www.youtube.com/watch?v=PZg1kiAK6Yc) | DUE  
a) Video coaching attendance  
b) Blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4.5  
2  
3  
1  
3 |
| 15      | Disciple-making & multiplication | Hull 279-288  
Steps to Christ Chapter 13 | DUE  
a) Video coaching attendance  
b) Final blog post  
KEEP WORKING ON  
a) Discipleship glossary  
b) IDP and peer sharing  
c) Theological paper | 4.5  
2  
3  
1  
3 |
| 16 | Jul. 29 – Aug. 1 (11:55 PM) | DUE:  
a) Reflection exercise (Start only in this module)  
b) Discipleship glossary  
c) IDP with personal and peer evaluations  
d) Theological paper on the Gospel of Matthew | 4 |
Part 4: Grading Policy
Graded Course Activities

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 20</td>
<td>Theological paper on discipleship in the Gospel of Matthew.</td>
</tr>
<tr>
<td>2 10</td>
<td>Discipleship glossary.</td>
</tr>
<tr>
<td>3 20</td>
<td>Individual discipleship plan (IDP).</td>
</tr>
<tr>
<td>4 15</td>
<td>Weekly blog post reflections on readings and IDP.</td>
</tr>
<tr>
<td>5 20</td>
<td>Final reflection paper.</td>
</tr>
<tr>
<td>6 15</td>
<td>Weekly coaching video conference.</td>
</tr>
<tr>
<td>100%</td>
<td>Total Percent Possible.</td>
</tr>
</tbody>
</table>

Viewing Grades in Learning Hub
- Click into the course.
- Click on the Grades link in the Settings Box to the left of the main course page.

Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

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](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](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/](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](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.

**Commit 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.

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