

Mission Statement:

Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

SECTION 1: COURSE OVERVIEW

Regent University
School of Divinity

SFRM 503: Spiritual and Vocational Integration (3 credit hours)

Summer 2018

(14 Weeks) May 14 - August 18

Online

Instructor: Dr. Larry K. Asplund

Location: Online

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Communications Policy

All course email communication should be conducted through the student's Regent University email account. Students can expect a faculty response to an email or a phone call within 24 hours Monday through Friday. Text first to set a time for a phone conversation. Any communication attempted after 5 PM on a Friday will be responded to the next business day.

Course Description

Assessment of spiritual progress and vocational preparedness within personal and professional contexts with a view toward recommendation for ministerial fitness; taken in final year of degree program.

Prerequisite: SFRM 502.

Program Outcomes

The Master of Divinity, Master of Arts in Practical Theology, and the Master of Theological Studies programs share six core learning outcomes. Upon completion of the MDiv, MA in Practical Theology, or MTS program, a student will be able to:

1. apply the Biblical text, historical knowledge, and theological resources to the process of holistic formation.
2. interpret a Biblical text with appropriate consideration of the linguistic, literary, historical, and theological context of the passage.
3. analyze the significance of major figures, movements, and theological developments in the history of Christianity.
4. explain the major doctrines of Christian thought.

5. demonstrate the characteristics of Christ-centered leadership.
6. compare and contrast the cultural differences among people groups.

In addition to the above six shared outcomes, upon completing the **MDiv** program each student will be able to:

7. demonstrate proficiency in the skills of ministry.
8. synthesize Biblical, historical, and philosophical knowledge to articulate a theological position.

In addition to the above six shared outcomes, upon completing the **MA in Practical Theology** program, each student will be able to:

7. defend a theological position pertaining to church practices and society.
8. apply ministerial knowledge to a vocational context.

In addition to the above six shared outcomes, upon completing the **MTS** program each student will be able to:

7. defend a theological position on Biblical, historical, and philosophical grounds.
8. incorporate global ecumenical sources in their theological research and writing.

Relationship of course to Regent's Mission

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1. **Biblical Perspective:** This course provides a summative experience for those nearing completion in the M.Div. program and also for those in the M.A. program who select this course as an elective. The course provides further evaluation of the seminarian's progress in preparation for transition from seminary to development within ministerial professions, the possible furthering of academic studies, and lifelong learning. All course dimensions emphasize biblical foundations (i.e., course presentations, Scripture reading and reflection within the context of peer groups, portfolio development, and all modular retreat activities including worship and prayer).
2. **Global Context:** In this course, seminarians will further assess their giftings and strengths as they lend themselves to ministerial fitness within the context of Christian formation in order to fulfill the Great Commission, Christ's mandate to every believer. By its very nature, Christian formation reaches out in the *missio Dei* (Lat. the mission of God) within the context of the world.

SECTION 2: COURSE REQUIREMENTS

Course Learning Outcomes (with match to Program Outcomes)

Upon completion of this course, students should be able to:

1. CLO 1: Develop a transition plan for post-graduation, first reviewing one's progress and growth in seven Christian formation dimensions (spiritual, emotional, social/relational, intellectual/theological formation, vocational, physical health and wellness, and resource stewardship) and second updating one's biblical core values, goals, and accountability, along with personal vision and mission statements. **[Assignment:** personal spiritual retreat (reflection to be included in the portfolio), and the portfolio]

2. CLO 2: Explore in-depth one facet of Christian formation (i.e., spiritual, emotional, relational, intellectual, vocational, physical health and wellness, or resource formation) in order to effectively teach others and model Christlikeness. **[Assignment: teaching PowerPoint]**
3. CLO 3: Examine critically one's relationship to individuals within one's family, church, and vocational contexts in order to cultivate healthy interpersonal dynamics, understand and resolve interpersonal conflict, and foster personal freedom in Christ. **[Assignments: case study, peer group meetings, portfolio]**
4. CLO 4: Synthesize the results of faith development and vocational assessments in order to further align one's calling with future vocational opportunities that include the development of an effective resume and cover letter, networking list, interview skills, and ministerial ethics and etiquette. **[Assignment: portfolio]**
5. CLO 5: Actively participate in community building activities that include online dialogues and peer group meetings, with a focus on Scripture reading and reflection **[Assignments: online dialogue, Scripture reading/peer group meetings, Collaborate sessions]**
6. CLO 5: Demonstrate application of the biblical text, theological resources, and historical knowledge within church history related to key spiritual figures, time frames, and events and how these relate and apply to one's Christian formation. **[Assignments: biblical, theological, and historical reflection and synthesis paper within portfolio]**

Course Objectives (specific tasks/assignments with match to CLOs)

Assignments	Course Learning Outcomes					
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
Assignment 1: Online Dialogue					X	
Assignment 2: Four Collaborate sessions					X	
Assignment 3: Scripture Reading & 5 Peer Grp Mtgs.	X		X		X	
Assignment 4: Personal Journal/Case Study			X			
Assignment 5: Teaching Ppt.		X				
Assignment 6: Portfolio (to include reflection of personal spiritual retreat and reflective biblical, theological, and historical synthesis paper)	X		X	X		X

Description of how faith and learning will be integrated in the course

This course provides plentiful opportunities for faith integration by involving key Christian practices that permeate the course to include: Scripture reading and reflection, prayer, journaling, community building, spiritual retreat activities involving personal and class worship, personal Christian spiritual growth assessment, vocational assessment for ministerial success, and application of biblical, theological, and historical sources for

Course Procedures

Attendance -

In order to receive credit for a course, students must attend a minimum of 70% of courses which have a residency or an on-campus requirement. Whether the course is standard, modular or hybrid in type, residency is an essential component of the requirements for these courses. Merely completing the assigned work is not sufficient to receive a grade for courses that have a residency requirement. This applies to masters and doctoral courses in the School of Divinity. NOTE: particular courses may assign credit for attendance and discount the final grade for a lack of attendance, even above 70% (see course syllabus for particular procedures and requirements). Note that online courses also require regular participation as specified in the relevant course syllabus.

Blackboard Requirements –

Students should refer to the Computer Standards and recommendations presented at the following link: http://www.regent.edu/academics/online_courses.

Late assignment penalties –

Aside from severe extenuating circumstances, all assignments submitted after the submission deadline will incur a 3-point deduction for each day the assignment is late, for up to three days. After three days, the assignment will not be accepted. Requests for extensions should be made to the professor by email at least two days before the assignment due date, barring emergencies. Extensions and due dates are considered on a case-by-case basis. For purposes of this course 12:01 a.m. (EST) will be considered the beginning of a new day.

Class participation -

Please note that students must participate in this class within the first week of the term or risk being dropped for non-participation. Simply logging in through Blackboard is not considered participation. The University's *Graduate Catalog* defines participation in the following way: "Students who have not physically attended an on-campus course, or who show no participation in any academic activities for an online course will, at the end of the add/drop period, be administratively withdrawn from that course in accordance with university practice. "Academic activity" includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course." The simplest way to participate in this course during week 1 is by completing the "Say Hello" area of the discussion board.

Academic Honesty -

Students are on their honor to complete assignments with integrity. This means that all written assignments, reading reports, exegetical observations, and term papers are to reflect the student's own work and have been submitted for credit only in this course. Where other secondary sources are used, appropriate acknowledgement with the proper use of parenthetical citations/endnotes/footnotes must be adhered to. Relative to the entire course of study, it must be assumed that cheating and plagiarism are sins contrary to God's laws and the mission of Regent University. Plagiarism is using the intellectual property of others without proper citation to give the impression that it is the student's own work. The professor's instructions concerning "take-home, closed-book" exams are to be honored. Students are responsible for following all policies of academic honesty and integrity included in the Student Handbook. Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Student Handbook:

<http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>

Required and Supplemental Resources

Students are expected to have all required materials by the first day of the semester.

The Regent University Bookstore website is: <http://www.cbamatthews.com/regent/>

Additional materials (e.g., articles, etc.) may be found in the *Content* section of Blackboard.

REQUIRED:

- Chandler, Diane. ***Christian Spiritual Formation: An Integrative Approach to Personal and Relational Wholeness***. Downers Grove, IL: InterVarsity Academic, May 2014.
ISBN: 978-0830840427
- **Choice** for the student between one of the following two books: *In the Name of Jesus* **OR** *The Return of the Prodigal Son: A Story of Homecoming*, if they have already read *In the Name of Jesus*.

(1) Nouwen, Henri J. M. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroads Publishing, 1992. ISBN-13: 9780824512590
OR
(2) Nouwen, Henri J. M. *The Return of the Prodigal Son: A Story of Homecoming*. New York: Doubleday Religious Publishing Group, 1994. ISBN: 978-0385473071
- Rath, Tom. ***Strengths Finder 2.0***. New York: Gallup Press, 2007.
ISBN: 978-1595620156 [NOTE: **This book should be purchased new and not as a used book because of an assessment code located in the inside back flap that can only be used once**]
- Swenson, Richard A. ***Margin: Restoring Emotional, Physical, Financial and Time Reserves to Overloaded Lives***. Colorado Springs: NavPress, 2004.
ISBN: 978-1576836828
- Sheldrake, Philip. ***Spirituality: A Brief History (2nd edit.)***. Malden, MA/West Sussex, UK: Wiley-Blackwell, 2013. ISBN: 978-1118472354
- CASE STUDY (pdf linked in Blackboard for download, for the 4th Collaborate session/wk. 11): ***“Ethical Dilemmas in the Church”*** written by Dr. Diane Chandler .

RECOMMENDED:

A recommended reading list is located in Blackboard under the “Syllabus” tab from Bb’s main menu. These resources are not required.

Method of Evaluating Student Performance

Assignments	Weight
Assignment 1: Dialogue in Bb’s Discussion Board	3%
Assignment 2: Six Peer Group Meetings & Scripture Reading (2.5% each mtg.)	18%
Assignment 3: Four Collaborate Sessions (3% each session)	12%
Assignment 4: Reflective Journal/Case Study	5%
Assignment 5: Teaching Ppt.	10%
Assignment 6: Portfolio	52%
TOTAL	100%

- A. Introductory Dialogue in Discussion Board (week 1, 3% of grade):** 4-6 posts total to include: one original post of introduction of between 150-200 words by Tuesday of week 1, and 3-5 response posts of 125-150 words to others' original posts, posted evenly over the week. In your original introductory post, mention a bit about yourself, your current role or work situation, your family, and your ministry/academic aspirations. Stay within the requested word limits for conciseness. Post a photo of yourself in your original post of introduction, and refer to others by name in response posts. [Please check the *grading rubrics*, posted under the "Syllabus" tab from Blackboard's main menu, for how this assignment will be evaluated.](#)
- B. Class Participation/Four Online Collaborate Sessions (12%, 3% each).** Five Collaborate sessions are included in this course:
- (1) Week 2** to introduce the course and to offer a presentation on Christian spiritual formation.
 - (2) Week 4** to discuss preparing the SFRM 503 portfolio and the book, *Margin* by Dr. Richard Swenson.
 - (3) Week 6** on the *Strengths Finder* and vocational assessment.
 - (4) Week 10** on the case study: "Ethical Dilemmas in the Church" (pdf linked in Bb).
- To receive credit for each Collaborate session, each student must submit a one-page personal summary report and reflection on the session. [Please check the *grading rubrics*, posted under the "Syllabus" tab from Blackboard's main menu, for how this assignment will be evaluated. Each session will be recorded for those who need to "attend" after the fact.](#)
- C. A Half-Day Personal Spiritual Retreat** of at least four hours to be undertaking sometime *between weeks 3 to 5*. The retreat is listed here for students' planning purposes. Students should give prayerful consideration to planning the retreat in advance (i.e., date, time, and retreat location). It is highly recommended that the retreat location be a location other than one's home to maximize seeking the Lord and personal reflection. A retreat of longer than four hours is strongly encouraged. Retreat reflection questions are posted in Bb's Course Resources tab from the main menu. A written retreat reflection based upon retreat reflection questions will be included in the portfolio. The date, time, and location of the retreat must be specified in the written reflection.
- D. Small Peer Groups & Scripture Reading (15% total for six meetings; each peer meeting: 2.5%).** Small groups of 3 students will begin to meet during the third week of the semester. This group will meet for one hour for six total times, during weeks 3, 5, 7, 9, 10, and 11. Peer groups will agree on Scripture reading for weekly intervals (equivalent to 10-14 chapters weekly) and on a method of voice-to-voice communication (either face-to-face-if possible, via conference call, or through Skype—a free voice-to-voice e-mail venue). Peer groups will engage in agreed upon weekly Scripture reading, reflect together on what the Holy Spirit is speaking through the Word, reflect on certain course inclusions, and also prayer for one another. Further instructions regarding this small group component are posted under "Course Content" in Blackboard. [Please check the *grading rubrics*, posted under the "Syllabus" tab from Blackboard's main menu, for how this assignment will be evaluated.](#)
- E. Christian Formation PowerPoint (Wk. 6, 10%).** Each Peer Group will prepare a collaborative PowerPoint presentation on one of the chapters (chapters 2-10) in the book: *Christian Spiritual Formation: An Integrated Approach to Personal and Relational Wholeness*.
- Preparing this Ppt. will allow for an in-depth exploration of one selected chapter in order to be prepared to both model and teach this formation dimension in future personal and ministry contexts. The Ppt. is to contain at least 25 content slides (excluding the **title slide and the Works Cited slide/s** at the end). The title slide should contain: (1) the title of the presentation (be

creative!), (2) the students' names, (3) SFRM 503: Spiritual Formation 3, and (4) the date. The Works Cited slide/s should only contain sources referenced in the slides or notes beneath slides.

After the title slide, the second slide should be an overview slide that summarizes what will be covered in the ppt. presentation. ***Content slides are to include extensive notes in the "Notes" section beneath each slide, demonstrating additional research drawn from credible resources that reinforce the specified topic. The notes are also to reflect the range of sources used (i.e., books, online journal articles, websites, video links, etc.).*** Mastery of chapter content as well as thoroughness, graphic presentation (i.e., use of graphics), application of Scripture, and creativity will factor highly in assessing Ppts. Due in Blackboard on Sat. of Week 6 at midnight (Eastern Time). All peer group members will receive the same grade for this collaborative assignment. ***Please check the grading rubrics, posted under the "Syllabus" tab from Blackboard's main menu, for how this assignment will be evaluated.***

- F. Reflective Journal/Case Study (Wk. 7, 5%).** One *reflective journal* will be submitted. The journal is to be 5-pages (excluding title page), double-spaced using Times New Roman font (12 count), with page numbers in the upper right hand corner. Within the introduction, state a brief summary of the dilemma, crisis, or change you will describe in the journal.

This journal, which will be shared in your peer group during Peer Meeting #4 (wk. 10), focuses on a personal case study reflection (i.e., a situation that actually happened to you) during your seminary program which prompted a change, or created a conflict or a crisis in which you have (or are currently) processing. This reflection may focus on something personal, family, work, ministry, or seminary related and should *involve at least two clearly stated Christian formation areas* (i.e., spiritual, emotional, relational, vocational, intellectual, physical health, and resource stewardship, referring to what we do with money, possessions, the earth, and time). ***Clearly state the problem or issue in the paper introduction, and integrate Scripture throughout the paper.*** This paper should be personalized (as it is not a research paper) and is to be written in the first person (i.e., use personal pronouns: I, me, my), rather than writing in the third person (i.e., this person, he, or she). Frame this journal as a ***5 double-spaced pages in Turabian using Times New Roman font (12 count)*** that you feel comfortable sharing in your peer group to include these elements:

- (a)** the person/people involved in this situation/incident,
- (b)** the nature of the issue, change, problem, or conflict,
- (c)** how you processed (or are processing) through it,
- (d) what you learned about yourself, others, and the Lord through the lens of the Christian spiritual formation model found in the book written by your professor.**

Due in Blackboard on ***Sat. of Week 7 at midnight (Eastern Time)***. Include a title page (not included in 5-page minimum) and use main headings that follow (a)-(d) listed above, including a clear introduction and conclusion. You will share this personal case with your small group during modular week. ***Please check the grading rubrics, posted under the "Syllabus" tab from Blackboard's main menu, for how this assignment will be evaluated.***

- G. **SFRM 503 Portfolio (52%).** *The portfolio will be submitted as one file in an MS Word document using Times New Roman Font (12 count, left justified) in Blackboard on the Sat. of Week 12 at midnight (Eastern Time).* Portfolio development will begin week 2 of the term and continue through week 12. Consult the *Portfolio Preparation Guide* located in Blackboard's Course Content for more details on content inclusions and formatting requirements. The *Portfolio template* that you are to utilize is also linked in Bb (see Course Materials). ***In addition to your SFRM 503 portfolio, you must also upload your SFRM 501 portfolio in Bb no later than the Sat. of week 12. If you do not have an SFRM 501 portfolio to upload, please notify your instructor as early as possible in the semester.***

One significant inclusion in the portfolio is the ***Biblical, Theological, and Historical Synthesis & Reflection Paper*** (10-12 pages/excluding title page and the Works Cited page/s) to be included in Portfolio Section 8. In light of your divinity program and course work, your paper should incorporate these two primary sections, as indicated below:

- First, describe how *specific biblical and theological resources* encountered in your courses (i.e., Bible engagement, along with biblical/theological concepts, ideas, resource titles, and authors) have influenced you personally and professionally during your seminary journey? More specifically, how has your biblical and theological engagement with corresponding resources influenced your personal Christian formation growth, to include your (1) faith/spiritual formation, (2) emotional formation, (3) social/relational formation, (4) intellectual/theological formation, (5) vocational formation, (6) physical health and wellness formation, and (7) financial and resource stewardship? ***Please use personal pronouns for this section.***
- Second, after reading Philip Sheldrake's book, *Spirituality: A Brief History*, describe the primary eras in church history and the key figures and events that have influenced the growth of the church. ***Avoid use of personal pronouns in this section.***

This 10-12 page synthesis and reflection paper should include: (1) a title page (not included in the 10-pages), (2) a clear introduction with a purpose statement and a conclusion (1/2 page each), (3) relevant headings, using the bullet points immediately above, with clear, cogent writing, (4) double-spaced pages, (5) page numbering in the upper right corner, consistent with the rest of the portfolio, and (6) typed in Times New Roman 12-font. To reiterate, consider the specific resources gleaned through your course work that have developed your values, attitudes, and perspectives related to Christian formation throughout your seminary journey. ***Please check the grading rubrics, posted under the "Syllabus" tab from Blackboard's main menu, for how this assignment will be evaluated.***

Grading Scale

MASTER'S GRADING: PHILOSOPHY and CRITERIA (from the Graduate Catalog)

The following evaluation rubric is employed in the Masters programs of the School of Divinity and is in keeping with grading policies at most U.S. graduate schools.

A A-

Work of superior quality in all areas. Work displays an outstanding mastering of the facts, a creative and critical use of the data, and an analysis or evaluation of facts, research, and trends, that shows real scholarship and talent for graduate work at the highest level. Practical or formational implications of work are included, as appropriate.

B+ B B-

Good grasp of facts, creativity and analysis, showing good comprehension of the subject. Practical or formational implications of work are included, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

C+ C C-

The student has shown a minimal grasp of the facts of the course, and does not demonstrate the desired level of creativity, analytical performance, or comprehension. Practical or formational implications of work are included, as appropriate. The grade will vary from C+-C-.

D+ D D-

Below minimal understanding and ability to handle the subject material of the course, but not requiring the course to be repeated. Practical or formational implications of work are included, as appropriate. The grade will vary from D+ to D-.

F

Not acceptable for graduate level study. The student's work indicated major deficiencies both in routine learning and in use of data. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

MASTER'S GRADING SYSTEM

GRADE	PERCENTAGE	QUALITY POINTS	MEANING OF GRADE
A	94-100	4.00	<i>Superior</i>
A-	90-93	3.67	
B+	87-89	3.33	<i>Very Good</i>
B	83-86	3.00	<i>Good</i>
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	<i>Minimal</i>
C-	70-72	1.67	<i>Unsatisfactory</i>
D+	67-69	1.33	
D	63-66	1.00	
D-	60-62	.67	
F	0-59	0.00	<i>Failing</i>

SFRM 503 Course Schedule (Sp '18, 15-weeks online)

Assignments are due on Saturdays by midnight (Eastern Time) to reserve Sundays for church participation and rest/renewal. Any late submissions after the due date/time will result in a **3-point deduction per day for up to three days**. After three days, no credit will be given for the assignment. The course schedule provides a clear pacing throughout the term. You will want to keep up with course assignments, including portfolio development.

Week	Dates	Readings/Resources Used	Assignments Due
1	May 14-20	<ul style="list-style-type: none"> Review the syllabus and forward any questions to Dr. Diane Chandler (diancha@regent.edu). <i>Margin</i> (pp. 1-68) E-book: chaps. 1-5 <i>Christian Spiritual Formation</i> (pp. 1-41) 	<ul style="list-style-type: none"> Post a 150-200-word introduction in Blackboard's Discussion Board by Tuesday. Respond to 3-5 other student's posts in 125-150 words within this 1-week dialogue. Please attach your photo.

		E-book: chaps. 1-2	
2	May 21-27	<ul style="list-style-type: none"> ▪ <i>Margin</i> (pp. 69-147) E-book: chaps. 6-10 ▪ <i>Christian Spiritual Formation</i> (pp. 42-105) E-book: chaps. 3-5 	<ul style="list-style-type: none"> ▪ View sample resume, cover letter, and curriculum vitae (CV) under the "Presentation" in Course Content (professional development skills). ▪ Update your resume or CV and write your sample cover letter for portfolio inclusion. ▪ Collaborate Session #1. Participate in this 60-minute online class on the course introduction and Christian Spiritual Formation. ▪ Schedule the date and time for your 4 hour/½-day personal spiritual retreat – to be completed sometime over weeks 3-5 of the term.
3	May 28 - June 3	<ul style="list-style-type: none"> ▪ <i>Margin</i> (pp. 148-225) E-book: chaps. 11-15 ▪ <i>Christian Spiritual Formation</i> (pp. 106-150) E-book: chaps. 6-7 	<ul style="list-style-type: none"> ▪ View presentation in Course Content on SMART goals, developing a Prayer Shield, and improving your Interview Skills. ▪ Review and revise these formation plans: (1) Faith/Spiritual Formation and (2) Emotional Formation for your portfolio. Develop two core values that are supported by one scripture and 1 primary SMART goal for each plan. Download and print a copy of the Portfolio Preparation Guide for future reference (in "Course Resources" from the main Bb menu). ▪ Peer Mtg. #1. Meet with your peer group for one hour. One person in your peer group to submit Peer Mtg. log #1 by Sat., at midnight (ET) for all members of the group.
4	June 4 - 10	<ul style="list-style-type: none"> ▪ <i>Christian Spiritual Formation</i> (pp. 151-179) E-book: chap. 8 ▪ <i>Strengths Finder 2.0</i> (pp. 1-34 or E-book: Parts I and II) prior to taking the Strengths Finder online assessment. 	<ul style="list-style-type: none"> ▪ View presentation on Life Calling (prior to writing Journal 1) Download and print a copy of the Portfolio Preparation Guide for future reference! ▪ Complete the online Strengths Finder Assessment (access code

		<p>Take the online Strengths Finder Assessment before completing the reading of pp. 35-174. After taking the assessment, then complete the rest of the book.</p> <ul style="list-style-type: none"> Complete the remainder of <i>Strengths Finder 2.0</i>. 	<p>found on the inside back cover of the book): http://strengths.gallup.com/111244/How-Use-Your-StrengthsFinder-Access-Code.aspx</p> <p>Please read pp. 1-34 prior to taking the assessment. Do not read beyond page 34 before taking the assessment! Then complete pp. 35-174 after completing the assessment.</p> <ul style="list-style-type: none"> Collaborate Session #2. Participate in this 60-minute online class on the SFRM 503 portfolio and Swenson's book, <i>Margin</i>. Develop and/or update your resume for portfolio inclusion. Review your vision and mission statements from your SFRM 501 portfolio and revise for SFRM 503 portfolio inclusion. Develop a support system/prayer shield of 4-8 people who will consistently pray for you throughout this semester and as you approach graduation transition. Then send them email updates every few weeks related to praise reports and specific areas of need for prayer (for portfolio inclusion). Engage in a minimum 4-hour personal retreat this week or next at a quiet location other than your home, where you can be alone with God. You will need your Bible and will respond to retreat questions posted in Bb's Course Content.
5	June 11 - 17	<ul style="list-style-type: none"> <i>Christian Spiritual Formation</i> (pp. 180-218) E-book: chap. 9 <i>Spirituality: A Brief History</i> (pp. 1-78) E-book: chaps. 1-3 	<ul style="list-style-type: none"> After taking the Strengths Finder assessment, send your top 5 strengths to your professor by email by this Sat. at midnight (<u>not the full Strengths Finder report, just the top 5 strengths</u>).

			<ul style="list-style-type: none"> ▪ View Dr. Mark Yarhouse's presentation on Stewardship related to Relationships & Marriage/Ministry (Part 1). ▪ Evaluate and revise your Relational/Social formation section. Develop 2 core values and 1 primary goal in this area for portfolio inclusion. ▪ Peer Meeting #2. One person to submit meeting log by Sat. this week at midnight (ET).
6	June 18 - 24	<ul style="list-style-type: none"> ▪ <i>Christian Spiritual Formation</i> (pp. 219-247) E-book: chap. 10 ▪ <i>Spirituality: A Brief History</i> (pp. 79-144) E-book: chaps. 4-5 	<ul style="list-style-type: none"> ▪ View Dr. Mark Yarhouse's presentation on Stewardship related to Sexuality (Part 2). ▪ Develop your 2-page profile from the Strengths Finder assessment results for portfolio inclusion. ▪ Review and revise your Vocational Formation portfolio section. Develop 2 core values and 1 primary goal in this area for portfolio inclusion. ▪ One member of the peer group to submit the PowerPoint presentation on one selected chapter from the book, <i>Christian Spiritual Formation</i> by this Sat. at midnight (ET). ▪ Collaborate Session #3. Participate in this 60-minute online Collaborate class on the <i>Strengths Finder</i>. You will need to have completed the online <i>Strengths Finder</i> assessment and have your top five strengths available during the discussion. ▪ Request 3 letters of recommendation of others by this Wed. (ask for hard copies or scanned copies with an original signature. Email copies without original signatures will not be accepted. The letters should be

			<p>addressed to: “To Whom It May Be Concerned” – not your course instructor (to be received by you no later than Wed. of week 8 for portfolio inclusion):</p> <ol style="list-style-type: none"> 1) a pastor who knows you well, 2) another ministry leader, 3) another person who is a spiritual overseer or employer.
7	June 25 - July 1	<ul style="list-style-type: none"> ▪ <i>Christian Spiritual Formation</i> (pp. 248-266) E-book: chaps. 11 ▪ <i>Spirituality: A Brief History</i> (pp. 145-222) E-book: chaps. 6-8 	<ul style="list-style-type: none"> ▪ Reflective Journal. Personal case study (see syllabus for further details) is to be written and submitted by Sat. of this week at midnight (ET) in Bb. ▪ Prepare your networking list of at least 16 people, complete with their names, position titles, mailing address, work phone, email, and website (if applicable). See example in Bb in Course Content for this. ▪ Review and update the intellectual/ theological formation section of your SFRM 501 portfolio. Develop 2 core values and 1 primary goal in this area for portfolio inclusion. ▪ Peer meeting #3. One person to submit the peer meeting log by Sat. of this week at midnight (ET).
8	July 2 - 8	<ul style="list-style-type: none"> ▪ <i>Christian Spiritual Formation</i> (pp. 276-278) E-book: chap. 12 	<ul style="list-style-type: none"> ▪ Peruse the Crown Financial Ministries website (linked in Bb) regarding financial stewardship. ▪ View any of the brief Henri Nouwen YouTube videos on “Becoming the Beloved.” These are optional/not required for viewing. You will enjoy them. ▪ Review and update the Financial/Resource Stewardship Formation section of your SFRM 501 portfolio. Develop 2 core values and 1 primary goal in this area for portfolio inclusion.

			<ul style="list-style-type: none"> ▪ Complete the 10-12page biblical, theological, and historical synthesis and application paper by this Sat. at midnight for portfolio inclusion (utilizing Sheldrake's book, <i>Spirituality: A Brief History</i>). See syllabus and/or <i>Portfolio Preparation Guide</i>, along with the grading rubric for what should be included in the paper.
9	July 9 - 15	<ul style="list-style-type: none"> ▪ <i>The Return of the Prodigal Son</i> (pp. 1-76 E-book: chaps. 1-5 OR ▪ <i>In the Name of Jesus</i> (pp. 1-48) E-book: from beginning through "From Relevance to Prayer" ▪ Be sure to read Chapter 9 of the book: <i>Christian Spiritual Formation</i>. ▪ Read 3 articles of your choice on physical health and wellness suggested under "Readings" in Bb's Course Content for this week. 	<ul style="list-style-type: none"> ▪ View the three YouTube Videos on Health and Wellness (tremendous!) ▪ Review and update the Health and Wellness Formation section of your SFRM 501 portfolio and develop one primary goal in the area of nutrition, exercise, sleep, stress reduction, and sexual purity for the next 12 months ▪ Peer Meeting #4. One person to submit the Peer Meeting log #4 by Sat. of this week at midnight (ET).
10	July 16 - 22	<ul style="list-style-type: none"> ▪ <i>The Return of the Prodigal Son</i> (pp. 77-151) E-book: chaps. 7-end OR ▪ <i>In the Name of Jesus</i> (pp. 55-18) E-book: chaps. 49-102 	<ul style="list-style-type: none"> ▪ Collaborate Session #4. Participate in this 60-minute online class to discuss the case study: "Ethical Dilemmas in the Church" (pdf posted in Bb). ▪ Peer Meeting #5. One person to submit the Peer Meeting log #5 by Sat. of this week at midnight (ET). ▪ Develop a reading list of 10 books that will support your continued growth in Christian formation over the upcoming 12 months. Consider the books you have wanted to read but were unable to because of time constraints.
11	July 23 - 29	<ul style="list-style-type: none"> ▪ Well-known educator and author Parker Palmer's 	<ul style="list-style-type: none"> ▪ Complete for portfolio inclusion:

		article on “The Heart of a Teacher”. A <i>must-read</i> for those who teach people of all ages!	(1) the 2-page overview of one of the two Nouwen books you read, and (2) the Goal Summary and the (2) one-page final class reflection. ▪ Peer Mtg. #6. Meet with your peer group for one hour. One person in your peer group to submit Peer Mtg. log #6 by Sat., at midnight (ET) for all members of the group.
12	July 30 - August 5	▪ Complete up on any outstanding reading.	▪ Submit your e-portfolio in Bb by Sat. of this week at midnight (ET).
13	August 6 - 12	▪ Complete up on any outstanding reading.	▪ No assignments are due this week.
14	August 13 - 18	▪ Complete up on any outstanding reading.	Celebrate God’s faithfulness!

SECTION 3: POLICIES & PROCEDURES

This section covers policies related to academic integrity, accommodations, and University policies and procedures.

Christian Foundations of Academic Integrity

Biblical.

Regent University affirms the Biblical commandment of “thou shalt not steal” (Ex. 20:15). In the context of academic integrity, this must be understood in the larger framework of “love thy neighbor as thyself” (Matt. 22:39) as well as “render therefore unto Caesar what are Caesar’s; and unto God what are God’s” (Matt. 22:21). Paul writes from this framework of love and respect when he says, “Pay to all what is owed them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed” (Rom. 13:7). Each of these passages conveys the social obligation to respect the dignity of both the personhood and the property of those in society. Paul thus prescribes the biblical standard of honest, hard work as a key to respecting each other’s personhood and property. In his letter to the Ephesians, Paul even provides counsel to those who have committed theft, stating, “Let him labor, doing honest work with his own hands, so that he may have something to share with anyone in need” (4:28). As such, the God of the Bible mandates a higher life than the world requires, a life in which Christians participate in the love and dignity God holds for himself as Father, Son, and Spirit. Indeed, even as Christ honors and acknowledges the will of his Father and the works of his Spirit, so should Christians honor and acknowledge the wills and works of those that provide opportunities to edify their minds and hearts with the knowledge and wisdom of sound scholarship. In doing so, Christians follow the biblical precept of integrity that is founded on love and respect and enables them to learn both from one another and those outside the faith.

Philosophical.

Regent University also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one’s sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act

morally, individuals must act in a manner that prevents themselves from being placed in a position where they must choose between convenience and morality, or, stated differently, into a position where they “consider one thing to be right but not expedient, and another to be expedient but not right” (102). The virtues, therefore, require diligence in order to act morally upright—diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. *On Moral Obligations*. Trans. John Higginbotham. London: Faber and Faber LTD, 1967. Print.)

Legal.

Finally, Regent University affirms the necessity of equipping students for the reality of functioning within a society bound by laws, including copyright laws. Paul speaks clearly about a Christian’s responsibility to abide by the laws of the land. He concludes that authority is ultimately from God, so believers must work within that God-ordained system (Rom. 13). Thus, in mastering the art and science of proper attribution of sources, students are participating in the Biblical tradition of exhibiting reverence for the divine institute of law as well as giving honor where honor is due.

Accommodations for Students with Disabilities

The policy and intent of Regent University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Regent University will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services. Regent University will provide reasonable accommodation to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Services.

For information about student records, privacy, and other University policies and procedures, students are directed to the most recent version of the Student Handbook located at <http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>

REGENT UNIVERSITY CONTINUITY POLICY:

In the event of an emergency, it may be necessary for Regent University to suspend normal operations. During this time, Regent University may opt to continue delivery of traditional classroom instruction using the Blackboard Course Management System. It is the responsibility of the student to monitor the course Blackboard site in the event of campus closure.

This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract; either expressed or implied, and is subject to change without notice.

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