ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University
Springfield, Missouri

PTH 522 Identity and Calling of the Spiritual Leader
August 28 – December 8, 2017
Mondays 2:00 – 4:45pm
AGTS Room ???
(3 credit hours)

COURSE SYLLABUS

Instructors:	**Randy C. Walls, D.Min.**
Office:	**AGTS Administration, Room 105B**
Phones:	**Walls Office: 417-268-1045**
	Walls Cell: 417-860-6582
E-mail:	**rwalls@agts.edu**
Office Hours:	**9:00am – 4:00pm, M – F, or by appointment**
	(see Communications section of Syllabus)

MISSION STATEMENTS

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

The Assemblies of God Theology Seminary exists to shape servant-leaders with the knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

COURSE DESCRIPTION

Study the personal and vocational formation of the Christian leader, with an emphasis on human development, emotional health, interpersonal relationships, vocational calling, ministry vision, values, and strengths-based leadership.

TEXTBOOKS

Barton, R.H. (2008). *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry.* Downers Grove, IL: InterVarsity Press. ISBN: 083083513X, 231 pages.

Labberton, M. (2014). *Called: The Crisis and Promise of Following Jesus Today*. Downers Grove, IL: InterVarsity Press. ISBN: 9780830836833, 172 pages.

Manning, B. (2003). *Posers, Fakers, & Wannabes: Unmasking the Real You.* Colorado Springs, CO: NavPress. ISBN: 1576834654, 182 pages.

McIntosh, G.L. & Rima, S. D. (2007). *Overcoming the Dark Side of Leadership: How to Become an Effective Leader by Confronting Potential Failures.* Grand Rapids, MI: Baker Books. ISBN: 0801068355, 256 pages.

McNeal, R. (2011). *A Work of Heart: Understanding How God Shapes Spiritual Leaders, 2nd Edition.* San Francisco, CA: Jossey-Bass. ISBN: 1118103181, 240 pages.

Scazzero, P. (2014). *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World.* Grand Rapids, MI: Zondervan. ISBN-13: 978-0310494577, 336 pages.

ASSESSMENTS: (ONLINE) – your student account will be charged a lab fee for the following assessments: (NOTE: the instructor will send an email with the access and login data needed to complete the two online assessments)
StrengthsFinder Assessment: $15.00
NEO Personality Inventory-Revised. $22.00

COURSE OBJECTIVES
Upon successful completion of the course, the student should be able to:
1. Discuss how issues of identity, personhood, and authenticity are of fundamental importance in ministry.
2. Articulate a personal mission, vision and values statement that explains one's ministry calling.
3. Explain the integration, importance and interplay of wholeness and holiness.
4. Summarize one's own personality and emotional development and their impact on fulfilling ministry calling.

PROGRAM LEARNING OUTCOMES
The assignments for the course will assist the course instructor in providing assessment information for the AGTS Practical Theology Department (PTH), the AGTS Seminary Academic Council (SAC), and the AGTS Faculty to determine the effectiveness of the PTH 558 course in meeting the following degree program learning outcomes:

1. Master of Divinity
   a. Program outcome #7: Construct individual and corporate methods for spiritual and emotional growth.
   b. Program outcome #9: Apply biblical/ theological foundations and current ministry practices to specific ministry contexts.

2. Master of Arts in Christian Ministries:
   a. Program outcome #1: Construct individual and corporate methods for spiritual and emotional growth.
   b. Program outcome #3: Apply biblical/ theological foundations and current ministry practices to specific ministry contexts.
3. Master of Pastoral Leadership
   a. Program outcome #1a: Demonstrate effective leadership for the churches and ministries they serve through constructing individual and corporate methods for emotional and spiritual growth.

FAITH, WORK & ECONOMICS INTEGRATION

This course specifically relates to the Kern Family Foundation funded integration of Faith, Work & Economics into the overall AGTS curriculum in the following ways:

ON OUTCOME 1: Pastors, Christian leaders and local churches prioritize helping people live integrated lives wholly centered on discipleship to Christ, not limiting "mission" and "ministry" to church activities.

COURSE REQUIREMENTS

The following are policies and requirements for the course in general. Specific content and assignment directions occur later in the Syllabus.
- All assignments are due on the date and time specified in this syllabus, on the CANVAS Course Calendar, and in the various weekly folders.
- All students should communicate with the teacher any concerns, technical difficulties, and/or questions they may have via the General Q&A Discussion Forum, emails, phone calls, or face-to-face appointment.
- Students should follow the structure and layout of the online course.
- Students should have (and use):
  - Daily computer access
  - Daily internet access
  - Evangel Email
- All assignments should be submitted in .docx or .doc format (MS Word 07/10/13).
  - Microsoft Office 2013 is available on campus in the AGTS computer lab.
  - Google Docs will convert/save documents to the .doc or .docx format, but requires a Google username and password: Google Docs Sign-in
  - You can also download Open Office for free: www.openoffice.org
- All students will submit homework as directed:
  - Via CANVAS assignment Dropboxes
  - Post via CANVAS discussion boards
- Suggested web browsers: Internet Explorer, Firefox (*especially for Mac users*).
  - *Mediasite*
    - This course may utilize video for recorded lectures and short "how-to" videos. The videos will be viewable within CANVAS.

- Show All Content - In Internet Explorer, please make sure and click the button "Show All Content" which will appear in a white and yellow bar (Only secure content is displayed) at the bottom of your browser. If that bar is X'd out of, then the video will not play in CANVAS.
- A separate URL Address link will be provided, just in case. Please copy and paste the address link into a new browser tab.
- Some CANVAS video may come from Evangel's Mediasite server and you will be asked for a username and password. When/if prompted, use your Evangel username and password.

COURSE STRUCTURE
This course will be a seated learning experience on Monday afternoons from 2-4:45pm. All course assignments will be submitted through the Course Commons (Canvas) learning management system (LMS). Assignments include weekly discussion forums, research, and writing assignments. Topics to be covered include human development, human relationships, identity formation, emotional health, vocational calling, and personal mission, vision, values statements.

All the course materials including assignments, PowerPoint files, and document files will be available through Canvas under the Course Content link. Course grades will be posted using the Canvas Grade Book (see Course Tools, My Grades).

How to accomplish each week:
1. Attend the weekly class sessions
2. Complete the discussion forum postings (*specific directions included in each project activity within CANVAS*)
   a. Discussion forums will have initial posts due by Sunday of a given week.
   b. Certain forums will require a Word .docx or .doc formatted file to be submitted as an attachment.
3. Complete the weekly reading assignments and submit an affidavit of your reading by the due date
4. Dropboxes for the first and final drafts of the summative reflection paper will require a digital document to be submitted
5. All assignments will be due each week on, or before Sunday at 11:59 p.m.

A. Weekly Projects:
Projects will be assigned each week to assist the student in processing the course materials and integrate their learning into personal application. Students will receive points commensurate with their efforts. Point values for each project will be identified at the time of the assignment. Unless specified otherwise, all exercises will be typed and meet professional standards.

B. Course Project:
During the course, students will read, reflect, and write in order to prepare their summative reflection projects. The project will consist of a 15-18 page integrative reflection paper.

C. Course Discussion Forum (CDF) Postings:
Students shall participate in this course by sharing their reflections on the reading and written assignments in the discussion forum. The forum is a great place for interaction among the course participants, providing opportunities for sharing and interacting on each other's reflective and written work product. The course instructor will check the discussion board regularly and participate in the discussion as needed.

Forum posts will be of two types, the initial post (required) and the response posts (optional). Descriptions of each of these are provided below.

i. **Initial Post:** A message sent to the class participants that begins the discussion thread specific to a reading or written assignment. These posts provide the forum for your classmates to respond, so each should contain enough detail as to assist them in doing so.

ii. **Response Post**: The response posts provide the opportunity for interaction among the class participants. You will have an opportunity to learn from the work that other classmates are doing, making the course a collaborative learning experience for all.

   a. As you read your classmates initial posts, you should highlight insights grained from them, make additional suggestions from your own reflection or experience, and note any questions you have that may elicit further feedback. This means the quality of each response message should demonstrate critical reflection on each posting. Although personal opinions may be insightful and contribute to the discussion, these should only comprise a small part of the response posting. The major purpose of the response postings is to extend the ideas presented by your classmates. You can also expect the course instructor to comment in the discussion boards to help guide the class toward desired learning outcomes.

iii. **Discussion Forum Rubric:** The quality of your initial posts will be measured by several factors:
   a. critical thinking on the various issues raised by the reading assignments
   b. well-written and edited postings
   c. submitting a reasonable number of words for each post and response

   For each discussion forum assignment, **one of your posts must be an initial post to start a thread.** All other posts will be response posts. Since internet-based sites often have glitches, students should compose their posts offline in a word document before pasting them into the forum.

D. Email:

Students should check their Evangel email account on a regular basis during the workweek for announcements, course communications, reminders, and answers to specific questions submitted by the course instructor.

- Emails to the professor should contain the course code (PTHM 558), and a brief reason for the email in the subject line.

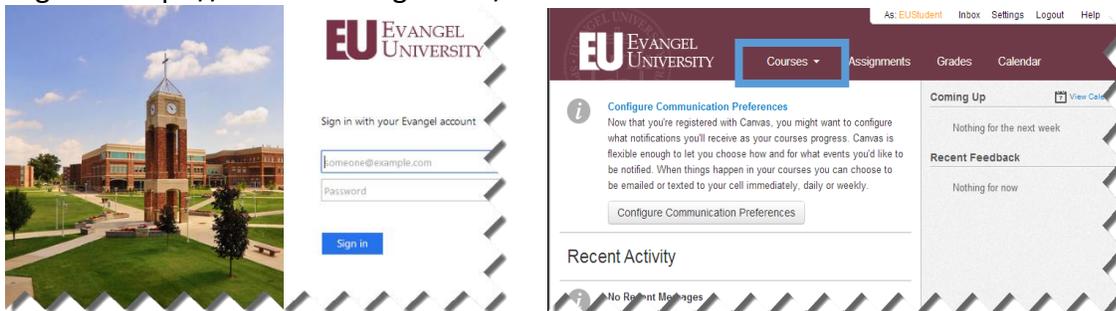The professor will commit to responding to emails within 24 hours of receipt.

E. Rubric:

The course instructor will provide a rubric specifying the grading scale and components of the final project.

F. Course Commons

This course will use Evangel's online system, Course Commons, powered by the Canvas Learning Management System.

Login at: https://courses.evangel.com/

Use your Evangel username and password to login.

To access the course, hover over or click Courses
at the top of the page after logging in

1. **Before the class starts:**
    a. Students will have access to Course Commons and this course seven (7) days before the official beginning of the semester. This does not mean all course content will be ready. Release of course content will be the prerogative of the professor.
    b. Students have until seven (7) days after the semester begins to complete financial registration. Failure to do so may jeopardize access to Course Commons and the retention of coursework submitted.
2. **Course Content:**
    a. All course content (syllabus, modules, course materials, dropboxes, quizzes, exams, discussions, grades, etc.) will be located on the navigation pane on the left hand side of our course. The Navigation pane may differ from course to course.

      b. At the end of a semester, students will have limited access to the course through Course Commons. Only access to already submitted work and grades will be available.

3. **Personal Settings:**

      a. After logging into Course Commons, be sure to go to Settings and adjust your personal profile settings.

      b. Add in a profile picture of yourself (Smile!)

      c. Set your nofications: set how you'll be notified (EU email, personal email, text, Facebook, Twitter, etc.) and how often.

      d. Need help figuring out how to do all that? Be sure to check the Canvas Help Guides or go here: Navigating Your Canvas Profile

4. **Help:**

      a. Course Commons Help can be found by clicking the Help button in the upper right corner after logging in. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets are through Canvas.

      b. Be sure to look at the Canvas Student Quickstart Guide: Canvas Student Quickstart Guide

By clicking Help, you'll be able to…

    a. Submit a question directly to your instructor

    b. Access Canvas Help Guides

    c. Submit a Course Commons Helpdesk Ticket

    Direct Link - Canvas Help Website:

https://help.instructure.com/home

5. **Course Commons Troubleshooting:**

      a. Question about a quiz or course content? ***Contact your instructor, first!***

      b. Technical question about the Course Commons? ***Click Help and submit a ticket through Report a Problem.***

      c. Can't access Course Commons? ***Contact the EU IT Helpdesk: 417-865-2815 x8368 (phone) or helpdesk@evangel.edu (email) or help.evangel.edu (web)***

COURSE OUTLINE (Overview)

Module	Dates	Activity	Due	Points
Module 1	Aug. 28-Sep. 3, 2017	NEO & SF Assessments & AIS document	Sun. Sept. 3, 11:59PM	50
Module 2	Sept. 4-10, 2017	Reading & Weekly Reflection	Sun., Sept. 10, 11:59PM	35
Module 3	Sept. 11-17, 2017	Reading, Story Map, & Weekly Reflection	Sun., Sept. 17, 11:59PM	85

Module 4	Sept. 18-24, 2017	Reading Report, Reading & Weekly Reflection	Sun., Sept. 24, 11:59PM	60
Module 5	Sept. 25-Oct. 1, 2017	Reading Report, Reading & Weekly Reflection	Sun., Oct. 1, 11:59PM	60
Module 6	Oct. 2-8, 2017	Reading & Weekly Reflection	Sun., Oct. 8, 11:59PM	35
Module 7	Oct. 9-15, 2017	Reading, Reading Report & Weekly Reflection	Sun., Oct. 15, 11:59PM	60
Module 8	Oct. 16-22, 2017 (Fall Study Week)	Reading & Weekly Reflection (No Class Session)	Sun., Oct. 22, 11:59PM	35
Module 9	Oct. 23-29, 2017	Reading Report, Reading & Weekly Reflection	Sun., Oct. 29, 11:59PM	60
Module 10	Oct. 30-Nov. 5, 2017	Reading & Weekly Reflection	Sun., Nov. 5, 11:59PM	35
Module 11	Nov. 6-12, 2017	Reading Report, Reading & Weekly Reflection	Sun., Nov. 12, 11:59PM	60
Module 12	Nov. 13-19, 2017	Project Outline & Reading Report	Sun., Nov. 19, 11:59PM	25
Module 13	Nov. 20-26, 2017	Additional Bibliography	Sun., Nov. 26, 11:59PM	
Module 14	Nov. 27-Dec. 3, 2017	Rough Draft (Turnitin)	Sun., Dec. 3, 11:59PM	
Module 15	Dec. 4-8, 2017	Summative Project	Fri., Dec. 8, 11:59PM	400

COURSE OUTLINE: (Enhanced Version)

Module 1 — 8/28-9/3:

Assignments: Due date: Sunday, September 3, 2017 by 11:59PM

a. **Attendance**
- Attend the seated class session on Monday, August 28.

b. **Dropbox:**
- You will receive an email (student email address) the week of the course providing you instructions on how to access the NEO Personality Profile (NEO) and StrengthsFinder (SF) Assessment. These assessments will be done online. Once you have completed the SF assessment, save the results pages and upload them to the Module 1 dropbox. The instructor will send you the results pages from the NEO assessment. You don't need to upload them to the Module 1 dropbox.

c. **Academic Integrity Statement:**

- Complete the Academic Integrity Statement and submit it to the Module 1 dropbox folder.

Module 2 — 9/4-10:

Assignments: Due date: Sunday, September 10 by 11:59PM

a. **Attendance**
- Attend the seated class session on Monday, September 4.

b. **Reading:**
- Manning – Introduction & Chapters 1 – 5

c. **Reading Affidavit:**
- Post an **affidavit statement** noting the total number of pages read from the reading assignment above.
  - If you wish to dialogue on the CDF with your peers regarding the reading, feel free to do so.

d. **Dropbox:**
- Based upon the instructions given in the face-to-face class sessions, submit your **weekly reflection** statement on the assigned reading to the dropbox folder.

Week 3 — 9/11-17:

Assignments: Due date: Sunday, September 17 by 11:59PM

a. **Attendance**
- Attend the seated class session on Monday, September 11.

b. **Writing:**
- Submit your **personal story map** paper to the course dropbox folder.
  - The paper should include an emotional/psychological/spiritual time line from birth until now. Include spiritual/emotional/family/ traumatic/highs/lows and any other experiences which stand out as formative experiences in the development of who you are. Look for themes--significant events, individuals and formative experiences.

b. **Reading:**
- Manning – Chapters 6 - 8
- McNeal – Introduction & Chapters 1 - 4

c. **Reading affidavit:**
- Post an **affidavit statement** noting the total number of pages read from the reading assignment above.
  - If you wish to dialogue on the CDF with your peers regarding the reading, feel free to do so.

d. **Dropbox:**
- Submit your **weekly reflection** statement on the assigned reading to the dropbox folder.

Module 4 — 9/18-24:

    Assignments: Due date: Sunday, September 24 by 11:59PM

      a. Attendance
- Attend the seated class session on Monday, September 18.

      b. Writing:
- Submit the **reading report** to the course dropbox folder on the **Manning** text.

      c. Reading:
- McNeal –Chapters 5 – 10 & Conclusion

      d. Reading affidavit:
- Post an **affidavit statement** noting the total number of pages read from the reading assignment above.
  - If you wish to dialogue on the CDF with your peers regarding the reading, feel free to do so.

      e. Dropbox:
- Submit your **weekly reflection** statement on the assigned reading to the dropbox folder.

Module 5 — 9/25-10/1:

    Assignments: Due date: Sunday, October 1 by 11:59PM

      a. Attendance
- Attend the seated class session on Monday, September 25.

      b. Writing:
  - Submit the **reading report** to the course dropbox folder on the **McNeal** text.

      c. Reading:
- Labberton – Prologue & Chapters 1 - 6

      d. Reading affidavit:
- Post an **affidavit statement** noting the total number of pages read from the reading assignment above.
  - If you wish to dialogue on the CDF with your peers regarding the reading, feel free to do so.

      e. Dropbox:
- Submit your **weekly reflection** statement on the assigned reading to the dropbox folder.

Module 6 — 10/2-8:

    Assignments: Due date: Sunday, October 8 by 11:59PM

      a. Attendance
- Attend the seated class session on Monday, October 2.

      b. Reading:
- Labberton – Chapters 7 – 10 & Epilogue

      c. Reading affidavit:
- Post an **affidavit statement** noting the total number of pages read from the reading assignment above.

- If you wish to dialogue on the CDF with your peers regarding the reading, feel free to do so.

    d. Dropbox:
- Submit your **weekly reflection** statement on the assigned reading to the dropbox folder.

Module 7 — 10/9-15: Due date: Sunday, October 15 by 11:59PM

    Assignments:

    a. Attendance
- Attend the seated class session on Monday, October 9.

    b. Writing:
- Submit a **reading report** to the course dropbox folder on the **Labberton** text.

    b. Reading:
- Scazzero – Introduction & Chapters 1 - 5

    c. Reading affidavit:
- Post an **affidavit statement** noting the total number of pages read from the reading assignment above.
  - If you wish to dialogue on the CDF with your peers regarding the reading, feel free to do so.

    d. Dropbox:
- Submit your **weekly reflection** statement on the assigned reading to the dropbox folder.

Module 8 — 10/16-22: (Fall Study Week. No Seated Class Session on October 16)

    Assignments: Due date: Sunday, October 22 by 11:59PM

    a. Reading:
- Scazzero – Chapters 6 – 9
- McIntosh & Rima – Preface, Introduction & Chapters 1 - 4

    b. Reading affidavit:
- Post an **affidavit statement** noting the total number of pages read from the reading assignment above.
  - If you wish to dialogue on the CDF with your peers regarding the reading, feel free to do so.

    c. Dropbox
- Submit your **weekly reflection** statement on the assigned reading to the dropbox folder.

Module 9 — 10/23-29:

    Assignments: Due date: Sunday, October 29 by 11:59PM

    a. Writing:
- Submit a **reading report** to the course dropbox folder on the **Scazzero** text.

       b. **Reading:**
- McIntosh & Rima –Chapters 5 – 14

       c. **Reading affidavit:**
- Post an **affidavit statement** noting the total number of pages read from the reading assignment above.
  - If you wish to dialogue on the CDF with your peers regarding the reading, feel free to do so.

       d. **Dropbox:**
- Submit your **weekly reflection** statement on the assigned reading to the dropbox folder.

Module 10 — 10/30-11/5:

    Assignments: Due date: Sunday, November 5 by 11:59PM

       a. **Reading:**
- McIntosh & Rima – Chapters 15 – 19
- Barton – Introduction & Chapters 1 - 5

       b. **Reading affidavit:**
- Post an **affidavit statement** noting the total number of pages read from the reading assignment above.
  - If you wish to dialogue on the CDF with your peers regarding the reading, feel free to do so.

       c. **Dropbox:**
- Submit your **weekly reflection** statement on the assigned reading to the dropbox folder.

Module 11 — 11/6-12:

    Assignments: Due date: Sunday, November 12 by 11:59PM

       a. **Writing:**
- Submit a **reading report** to the course dropbox folder on the **McIntosh & Rima** text.

       b. **Reading:**
- Barton – Chapters 6 - 13

       c. **Reading affidavit:**
- Post an **affidavit statement** noting the total number of pages read from the reading assignment above.
  - If you wish to dialogue on the CDF with your peers regarding the reading, feel free to do so.

       d. **Dropbox:**
- Submit your **weekly reflection** statement on the assigned reading to the dropbox folder.

Module 12 — 11/13-19: Due Date: Sunday, November 19 by 11:59PM

    Assignments:

       a. **Writing:**
- Submit a **reading report** to the course dropbox folder on the **Barton** text.

- Submit a **draft outline** of your summative reflection paper to the course dropbox folder.

Module 13 — 11/20-26: Due date: Sunday, November 26 by 11:59PM
   Assignments:
   a. **Writing:**
   - Submit the **bibliography of sources** that you will use as additional reference material in constructing your summative reflection paper.

Module 14 — 11/27-12/3: (Optional)
   Assignments: Due date: Sunday, December 3 by 11:59PM
   a. **Writing:**
   - Submit a rough draft of your summative reflection paper to the Turnitin dropbox. The purpose of this optional project is to provide you with editorial feedback on the grammar, punctuation, and spelling of your project.

Module 15 — 12/4-9: Due date: Friday, December 9 by 11:59PM
   Assignments:
   a. **Writing:**
   - Submit the **15-18 page summative reflection paper** to the course dropbox folder the paper should include the following:
     - This final paper will be an integrative reflection on the student's emotional and developmental journey. It should integrate one's identity, faith experience, psychological development, and life experiences with one's personal calling to ministry. The student is to engage in a self-assessment addressing the following areas in some manner: (a) Influence of family-of-origin dynamics (b) Emotional well-being and ways of coping with stress; (c) Physical well-being and coping; (d) Spiritual development and formation. Address strengths, areas to improve and limitations.
     - Each student must identify a: BARRIER TO BREAK in the paper. This is a specific concept or trait that you realize is a barrier to your intra-psychic, interpersonal development and psychological growth. A barrier might be an issue such as stress, fear, anger, conflict resolution, frustration, abuse (being defiled in some way), resentment, or irrational thinking. Locate reading resources and prayerfully research ways to ameliorate that barrier. This may include relevant scriptures, exercises, learning activities, and spiritual disciplines and must include a strategy for growth.
     - The paper should also show evidence that the objectives of the course as stated in the syllabus have been achieved by the student.
     - A minimum of ten research resources is required. Only four of the ten resources may be the course texts. The other six resources will help the student focus on a specific component of his/her

personal development.
- The paper should conform to the Turabian style manual, 8th edition and demonstrate the writing and editing skill expected of graduate level performance.

COURSE METHODOLOGY
The professor will utilize lectures, readings, discussion forums, writing assignments, and assessment instruments to achieve the course objectives.

COURSE REQUIREMENTS
1. Complete the online assessments.
2. Attend all of the course sessions.
2. Read the assigned texts and complete the reading reflection report on the date specified in the course outline.
3. Complete all discussion forum and dropbox assignments by the dates noted in the course outline.
4. Complete the personal story map on the date assigned in the course outline.
5. Submit a 15-18 page summative reflection paper to the course instructor by the due date noted in the course outline.

GRADING PROCEDURE:
Grades will be based on number of points accumulated by completing assignments and quizzes. Points accumulated will be divided by the total points available in the class. The grading will be based on the following:

Total Points Possible:		
Category	**Points**	**Percentage**
NEO/SF Assessments	50	5
Story Map	50	5
Reading Affidavits	100	10
Reading Reports	150	15
Weekly Reflections	250	25
Summative Project	400	40
Total	**1000**	**100**

AGTS grading scale

Percent	*Grade*	*Percent*	*Grade*
100-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63-60%	D-
79-77%	C+	Below 60%	F

Communications

Student (what to do and know):
- Email: Students should daily check their Evangel University email account for announcements, course communications, reminders, and for submitting specific course questions. (If an Email account is needed or there are technical questions, students may contact Evangel's Information Technology HelpDesk: http://www.evangel.edu/Info/HelpDesk.asp).
    - Emails to the professor should contain the following:
        - The subject line of any email should contain the course code, the student's name, and a brief reason for the email.
        - The body of any email should contain proper grammar, punctuation, and be in complete sentences.
        - Please be descriptive as to the reason for the email.
    - CANVAS email:
        - Students can send email to the course instructor through CANVAS.
- Discussion forums: There will be several different discussion forums throughout the course. Content forums will have interaction directions posted within the forums. A general discussion forum will be created to provide students a setting to ask general course questions.
- Online Chat: Students may interact with the professor via CANVAS's online chat capabilities by prior appointment.
- Phone/Online and Face-to-face Meetings: Phone and Online conversations and face-to-face meetings may also be pre-arranged by appointment. Please contact the course professor for available times. If not already available to the student Skype may be downloaded for free at http://skype.com/.
- Course Announcements: Course announcements will be posted as needed on the CANVAS homepage. Please check them regularly.

Professor (what you the student can expect):
- Emails: All student emails will be answered within 24 hours of receipt.
- Discussions: The professor will interact with student postings as required and needed.
- Online Chat: The professor will be available by appointment through the Canvas online chat.
- Phone/Online and Face-to-face Meetings: The professor will be available for phone/online conversations or face-to-face meetings by prior appointment. Face-to-face meetings will be conducted in the professor's office during regular office hours. After hours meetings will be conducted in a public meeting space by prior arrangement.
- Course Announcements: Announcements will be posted regularly on the course CANVAS homepage. Any change in the course schedule, or assignments, will be posted in the announcements section of the CANVAS course homepage at least 12 hours in advance.

Academic Integrity
While discussion and collaboration is encouraged as part of course interaction, AGTS expects its students to exhibit the highest level of integrity for all course work. All work submitted in an online or hybrid course must be the original work of the individual student (unless an assignment is explicitly designated as a group activity). Any form of dishonesty, plagiarism, or cheating will be grounds for academic discipline.

Plagiarism or cheating (What can and will happen):
- Incidents of academic dishonesty are reported to the Academic Dean by the course instructor. Each case is reviewed on an individual basis for possible disciplinary action. Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment, disciplinary probation; removal from extracurricular activities; and suspension.
- The Seminary's policy on Academic Dishonesty is published in the Student Handbook in the Academic Information Section, p.4, Academic Integrity. The Handbook may also be accessed online on the Seminary website: http://www.agts.edu/community/student_handbook/2011studenthandbook.pdf An academic integrity statement is posted in the appendix of the course syllabus. Students must complete and submit the form to the course instructor by the first day of the course.

Technical Support
CANVAS questions? Your professor is your first level of support. Please contact him via email, chat, or phone.

Technical questions? Please contact the Evangel University Information Technology HelpDesk: http://www.evangel.edu/Info/HelpDesk.asp or at 417.865.2815 x8368. Help desk hours are 7:30 a.m. - 10 p.m. Sunday-Sunday, CST. All calls outside of our hours will be reviewed the next shift.

Americans With Disabilities Act (ADA) Statement:
AGTS is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of Rehabilitation Act of 1973. If you think you may qualify for accommodations, notify your instructor as soon as possible.

CANVAS allows you, the student, to create a profile that describes your particular needs for accessing online course material within the CANVAS environment (font size, font and background colors, screen reader settings, etc.). If necessary, you can access an ACCLIP (Accessibility for Learning Information Profile) and create, save or import other ACCLIP profiles.

Non-Discriminatory Language. All students are urged to use non-discriminatory language in both verbal and written communication at the Seminary. While I do not endorse the following websites, they provide more information on non-discriminatory language:
General Principles: http://www.randomhouse.com/words/language/avoid_guide.html

Gender: http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html
Racial and Ethnic Identity: http://www.apastyle.org/race.html.
Disabilities: http://www.apastyle.org/disabilities.html.
Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html

Final Course Grade and Incompletes
At the end of the course, students will receive the final grade recorded in the CANVAS gradebook. An incomplete grade may be granted with prior notification of unfinished work to the course instructor. However, a final grade must be submitted by the course instructor at the end of the month following the last month of the course semester. If the work is still incomplete, the final grade will be based upon the amount of work submitted to date.

Selected Bibliography
Allender, D.B., & Longman, T., III (1994). *Cry of the Soul: How our Emotions Reveal our Deepest Questions about God.* Colorado Springs, CO: Navpress.
Anderson, J. (2007). *A Weekend to Change Your Life: Find Your Authentic Self After a Lifetime of Being All Things To All People*. New York: Broadway Books.
Beck, J.R. & Demarest, B. (2005). *The Human Person in Theology and Psychology. A Biblical Anthropology for the Twenty-First Century.* Grand Rapids, MI: Kregel Academic & Professional.
Benner, D. G. (2012). *Spirituality and the Awakening Self: The Sacred Journey of Transformation.* Brazos Press: Grand Rapids, MI.
Benner, D.G. (2004*). The Gift of Being Yourself*. Downers Grove, IL: Inter Varsity Press.
Cooper-White, P. (2004). *Shared Wisdom: Use of Self in Pastoral Care and Counseling.* Minneapolis, MN: Fortress.
Fowler, J. W. (1995). *Stages of Faith: The Psychology of Human Development*. HarperOne.
Groeschel, B. J. (1992). *Spiritual Passages: The Psychology of Spiritual Development.* New York: Crossroad.
McGee, R. S. (2003). *The Search for Significance.* Houston: Rapha Publishing.
McNeal, R. (2011). *A Work of Heart: Understanding How God Shapes Spiritual Leaders.* Jossey-Bass Publishers.
Mulholland, M.R. (2006). *The Deeper Journey: The Spirituality of Discovering Your True Self.* Downers Grove, IL: Inter Varsity Press.
Seamands, D. A. (1998). *Healing for Damaged Emotions: Recovering from Memories that Cause our Pain.* Colorado Springs, CO: Chariot Victor Publishing.
Shults, F.L., & Sandage, S.J. (2006). *Transforming Spirituality: Integrating theology and Psychology.* Grand Rapids, MI: Baker Academic.
Sisk, R. D. (2005). *The Competent Pastor: Skills and Self-Knowledge for Serving Well.* Herndon, Virginia: The Alban Institute.
Waggoner, B. (1999). *The Velveteen Woman: Becoming Real Through God's Transforming Love.* Colorado Springs: Chariot Victor Publishing.

Note: Recommended and required readings reflect a diversity of disciplines and authors perspectives. Professor does not expect students to necessarily agree with nor embrace

the perspectives of all authors. Professor does reserve the right to expect graduates students to expose themselves to a variety of readings: devotional, scholarly, and practical/professional. Critical reflection on any of the course materials is always welcomed.

SPECIFIC DATA
Syllabus prepared by Randy C. Wallls, D.Min., February 2017.