

Course Requirements

Please Note: In the case of discrepancies between the course requirements mentioned in the audio material and the requirements given in this workbook, the workbook takes precedence. It is highly recommended that you do not turn in all of your written work at one time. Doing so will not allow you to benefit from the feedback of the instructor.

I. Reading

First there is a **reading requirement**. Please stay current with your reading. The Course Outline (found on page xx) provides a list of the reading required for each lecture. At times that will be difficult because of the pressure from other responsibilities in your life, but in order for you to get the most out of this class, it is vital that you do the reading as assigned. In this way you can then integrate what you learn from the reading with the lectures, with the discussions, and with your subsequent practice of the material. You will be asked to record the extent and the quality of your reading on the Reading/Project Report (found on page iii of the Course Snapshot).

Now, allow me to introduce the textbooks. First, you have a choice between Richard Foster's *Celebration of Discipline* and Dallas Willard's *The Spirit of the Disciplines*. By all means, the modern classic text of Christian spirituality in the Protestant world is Richard Foster's *Celebration of Discipline*. This fascinating Quaker began a renaissance within Evangelicalism in the 1970's in the area of spirituality. Prior to that time we were a little self-conscious about talking about spiritual exercises or the development of our own spirituality, and we thank God for Richard Foster who came along and helped us to become willing to look at this terribly important part of our lives as Christian disciples. The book is full of practical exercises designed within a meaningful rationale. There are the inward disciplines, the outward disciplines and the corporate disciplines. The inward disciplines are meditation, prayer, fasting and study. The outward disciplines are simplicity, solitude, submission and service. And finally the corporate disciplines are confession, worship, guidance and celebration.

You may wonder why, given the quality of *Celebration of Discipline*, that we have provided a choice of texts. Well, first of all, many have already read Richard Foster. Then, some who perhaps haven't read Foster nevertheless have a good background in the exercise of the spiritual disciplines and may want a more theological approach to the subject. If that's your interest, then Dallas Willard's *The Spirit of the Disciplines* is for you. Dallas Willard is theoretical, but he is practically theoretical, and I think you will enjoy that book if it is your selection.

The other reading requirements of the course include Richard Foster's *Prayer: Finding The Heart's True Home*. He follows the framework of "inward, upward, and outward" in the prayer volume. You may find that you want to pause in this book much more often than time allows. Please don't get discouraged. Rather, see this as an opportunity to have your appetite whetted, knowing that you can return to this rich resource again and again. This volume can be a valuable guide in developing your own prayer life.

The next book that we have is a relatively small paperback by Dennis Campbell entitled, *An Invitation to Ordained Ministry: Who Will Go for Us?* This is an extremely practical introduction to the meaning of Christian ministry. I think that you will be challenged as you read this book. Many students will begin to find the answer to that critical question—"God, have you called me into ordained ministry? And if not ordained ministry, then how have you called me into the vocation of your kingdom work?"

The next volume is Helmut Thielicke, *A Little Exercise for Young Theologians*. It is a small volume, only 41 pages long. Thielicke was a German theologian, pastor, professor, and administrator. Although this book was written in the 1950's, it is as current today as it was when written. Thielicke says, as it were, "Here are the dangers of formal theological education and here are the opportunities while you're doing your formal studies." I wish I had had this little book when I went to seminary many years ago.

The next volume is Ken Swetland's *The Hidden World of the Pastor*, written by the dean of the faculty at the Hamilton campus. Dr. Swetland has spent countless hours with individual pastors and with their congregations to become aware of immediate problems and how they've dealt with them. We can learn much through these case studies. The second reason for you to read Dr. Swetland's book, besides learning the practicalities of ministry, is to learn a new methodology, which is called "case study." Dr. Swetland will be teaching you that process in his lecture, and you'll notice in the syllabus that there is a final examination in which you will do your own case study analysis.

The next required volume is *Disciple Makers' Handbook: Helping People Grow in Christ*, edited by Alice Fryling. Jesus said, "Therefore go and make disciples." There are two aspects to the Great Commission: making new disciples and nurturing mature disciples. This volume teaches us how to make true followers of Jesus Christ the Lord.

You will find a list of supplementary readings at the end of the workbook, organized by category according to the syllabus that has just been introduced. Enjoy these readings as you have time. We hope that by becoming aware of these volumes during the course that you will look forward to reading many more of them in your continuing education, after this course and after seminary is completed, in the vocation that God has for you.

II. Projects and Papers

A. Active Practice of Spiritual Disciplines

1. You will need to select **two** of the volumes listed below (under “Choice of Materials”) to guide you in your own individual practice of spiritual disciplines during the course.
2. Then for **one** of these two, carry out a small group exercise (described below) for seven weeks of approximately 90 minutes for each of the weekly sessions. (**Note: A small group** is usually defined by at least four and not more than twelve persons who agree to prepare and attend faithfully and then to participate actively in the small group itself.) It can be a valuable exercise for you as you bring together this small group. You may want to put a note in your church bulletin and invite those who are interested. Just give them a brief description of what the seven weeks will be all about. Finally, you might want to speak to your pastor and ask him if he is aware of individuals who would be interested and might benefit from this kind of opportunity.

No matter which of the following you select, let me emphasize again that **everybody must do their individual assignments before meeting in their small group** or else this part of the class will not be successful. The majority of the students who take Spiritual Formation for Ministry at Gordon-Conwell find that this assignment turns out to be one of the highlights of the course—if they prepare for the small group in advance.

In order to prepare to lead your small group, you must also **read the material at the back of either of Richard Peace’s books**. Please review this material, even if you have had experience leading small groups. You may consult the Small Group Checklist located on page 1 and 2 of the appendix for a summary of this material.

Choice of Materials

Let me now look with you at the three book choices you have for individual and group praxis. Richard Peace has written two of these. Nicky Gumbel has written the third.

Option 1. Richard Peace’s book, *Spiritual Journaling* (NavPress, 1998), will be of interest to you even if you have done a fair amount of spiritual journaling in your life because he approaches journaling as an art and as a science and gives a great deal of insight even to the veterans in the field. If, by chance, you are among the relatively few who have never engaged

in spiritual journaling, you have a treat in store for you. This is an exceptionally well-written and enjoyable praxis book. You might want to buy the book for future reference even if you opt not to use it for this course; indeed, that would be true for all three of these volumes. Read and be prepared to practice (for your small group and/or for your future ministry): (1) “How to Use This Guide” (pp. 5-8), (2) “The Art of Journaling” (pp. 97-103), (3) “Leader’s Notes for This Study” (pp. 105-106).

Option 3.

Your third option is Nicky Gumbel’s *The Heart of Revival*. Nicky Gumbel is the writer and presenter for the popular Alpha videos, arguably the most effective evangelism tool now being used around the world. In this popular little paperback, he provides an excellent biblical introduction to the topic of revival (Isaiah 40-66), with application for our own day. If you choose this book for your group work, take turns leading.

Week and Topic	Assignments if you select this book for <i>Individual Practice only</i>	Assignments if you select this book for <i>Individual Practice and Small Group Exercises</i>
1: Using a Journal to Capture Your History	Read and practice on your own (as if you were in a small group) Session #1, “Your Present Period.”	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
2: Using a Journal to Understand the Present	Read and practice on your own Session #2, “Your Daily Log.”	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
3: Using a Journal to Recover Your Past	Read and practice on your own Session #3, “Hinge Events.”	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
4: Using a Journal to Interact with Your History	Read and practice on your own Session #4, “Dialogue.”	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
5: Using a Journal to Realize Your Future	Read and practice on your own Session #5, “Crossroads and Patterns.”	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
6: Using a Journal to Explore Your Emotional Responses	Read and practice on your own Session #6, “Creativity and Dreams.”	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.

Week and Topic	Assignments if you select this book for <i>Individual Practice only</i>	Assignments if you select this book for <i>Individual Practice and Small Group Exercises</i>
7: Using a Journal to Nurture Your Spiritual Life	Read and practice on your own Session #7, "Letters and Dreams."	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
8: Using a Journal to Reflect on the Bible	Read and practice on your own Session #8, "Bible Study Through New Eyes."	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.

Option 2. The second book is Richard Peace's *Contemplative Bible Readings* (NavPress, 1998). We have inherited from the Middle Ages a wonderful exercise for drawing near to God known as *lectio divina*, roughly translated "divine reading." The process is to read Scripture with an open heart and with an open mind and to dialogue with God through that. Dr. Peace has organized this book in a way that teaches you to do contemplative Bible reading by yourself. He has also adapted *lectio divina* from the Middle Ages and made it very workable for you to practice in a small group. Read and be prepared to practice (for your small group and/or for your future ministry): (1) "How to Use This Guide" (pp. 7-10), (2) "An Introduction to Contemplative Bible Reading" (pp. 11-20), (3) "Outcomes of Lectio Divina" (pp. 101-102), (4) "Leader's Notes for This Study" (pp. 105-106). Session #1 (pp. 21-20) gives instructions for the preparatory Bible Study, and Session #2 (pp. 31-40) gives instructions for contemplative Bible reading in the small group setting.

Week and Topic	Assignments if you select this book for <i>Individual Practice only</i>	Assignments if you select this book for <i>Individual Practice and Small Group Exercises</i>
1: Longing for God: Bible Study	Read and practice on your own (as if you were in a small group) Session #1, "Longing for God: a Bible Study on Psalm 63."	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
2: Longing for God: <i>Lectio</i> Exercise	Read and practice on your own Session #2, "Longing for God: a <i>Lectio</i> Exercise on Psalm 63:1."	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.

Week and Topic	Assignments if you select this book for <i>Individual Practice only</i>	Assignments if you select this book for <i>Individual Practice and Small Group Exercises</i>
3: The Call of Jesus: Bible Study	Read and practice on your own Session #3, "The Call of Jesus: a Bible Study on John 1:29-42."	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
4: The Call of Jesus: <i>Lectio</i> Exercise	Read and practice on your own Session #4, "The Call of Jesus: a <i>Lectio</i> Exercise on John 1:35-39."	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
5: The Cost of Discipleship: Bible Study	Read and practice on your own Session #5, "The Cost of Discipleship: a Bible Study on Mark 10:17-27."	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
6: The Cost of Discipleship: <i>Lectio</i> Exercise	Read and practice on your own Session #6, "The Cost of Discipleship: a <i>Lectio</i> Exercise on Mark 10:23, 27."	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
7: The Priorities of Life: Bible Study	Read and practice on your own Session #7, "The Priorities of Life: a Bible Study on Luke 10:38-42."	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
8: The Priorities of Life: <i>Lectio</i> Exercise	Read and practice on your own Session #8: "The Priorities of Life: a <i>Lectio</i> Exercise on Luke 10:41-42."	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.

Week and Topic	Assignments if you select this book for <i>Individual Practice only</i>	Assignments if you select this book for <i>Individual and Small Group Exercises</i>
1: What is Revival?	Read chapter 1 and answer the corresponding study guide questions.	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
2: Is Revival Coming?	Read chapter 2 and answer the corresponding study guide questions.	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
3: Whom Will God Use?	Read chapter 3 and answer the corresponding study guide questions.	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
4: What Is at the Heart of Revival?	Read chapter 4 and answer the corresponding study guide questions.	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
5: What Is the Message of Revival?	Read chapter 5 and answer the corresponding study guide questions.	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
6: What is the Vision? What is the Invitation?	Read chapters 6 and 7. Answer the study guide questions for chapter 6 OR chapter 7.	Read the assignment for <i>Individual Practice</i> and carry this out in your small group. (Group should pick a chapter to discuss in advance.)
7: How Should Revival Affect Society? What is the Source of Revival?	Read chapters 8 and 9. Answer the study guide questions for chapter 8 OR chapter 9.	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.
8: How Should We Pray for Revival? Where Will It End?	Read chapters 10 and 11. Answer the study guide questions for chapter 10 OR chapter 11.	Read the assignment for <i>Individual Practice</i> and carry this out in your small group.

Basis of Grading the Active Practice of Spiritual Disciplines

You will receive a grade for this part of the course, “Active Practice of Spiritual Disciplines,” on the following bases:

1. Your **Reading/Project Report**, which is located on page iii of the Course Snapshot. Use this form to record the extent to which you fulfilled this part of the course, along with a self-evaluation of the quality of your own involvement both individually and in your small group participation. (This is the same report mentioned in the “Overview of Reading” section above.)
2. Your **Self-Reflection Paper** on the total experience of active practice of spiritual disciplines. (Five pages, typed, single spaced, double spaced between paragraphs.) Think of yourself looking in the mirror, as it were, both before and after you’ve had the experience of practicing spiritual disciplines in the course. I believe you’ll be amazed to see your reflection in the mirror after you have participated in the learning of the practice of spiritual disciplines compared to the before-image of yourself in the mirror. As you reminisce about your active practice of spiritual disciplines, both your individual practice and your practice within your small group, consider the following in your **self-reflection paper**:
 - a. What have you acquired in your practical understanding of the meaning of “spiritual discipline” itself?
 - b. What have you discovered about your own relationship with God, yourself, and others?
 - c. What have been your own personal struggles and advancements in your relationship with God, in your relationship with yourself, and in your relationship with others?

Let me hasten to add that we are not going to grade you based upon whether you’ve had many struggles or few, whether you have advanced greatly, or whether you feel like you have hardly grown this term. Your grade will be determined by your thoughtful observations and by your constructive analysis relating to your own spiritual development, regardless of where you determine that you may be at the time that you write this assignment. For more guidance on writing this kind of paper, please see the “Guide to Writing Papers” in the Appendix section of this workbook.

B. Instruments for Self-Understanding

The next part of the class provides **instruments for self-understanding**. In order to minister to the needs of others, those in ministry must have a clear understanding of their own personal dynamics, both spiritual and psychological. To assist in this process of developing self-understanding, the student will complete designated psychological tests to be purchased through the Gordon-Conwell BookCentre: (1) Combining 14 Spiritual Gifts with the 4 (DISC) Personality Types, and (2) Myers-Briggs Type Inventory. Please complete and score these tests prior to Section 5. (**Please note:** for this requirement the personality tests above have replaced the Ministry Match Assessment.)

C. Paper: Personal Assessment of Readiness for Ministry

The third part of the class is a **paper on personal assessment of readiness for ministry**. At the end of the semester, you will have the opportunity to write your own reflection on how ready you are for ministry and how you can continue to prepare yourself for ministry while in seminary. In this paper, you should specifically discuss the issues below, paying particular attention to Dr. Swetland's lecture on readiness for ministry, what you have learned about yourself from Dr. Pendleton's lecture, the various psychological tests, and the Ministry Match report, as well as other experiences you have had in this course.

Please write one page per issue:

1. Your **call to ministry** and the nature of your ministry as you understand it. In what ways do you need to clarify and confirm your call? How will you do this?
2. Identify the **strengths and gifts** that you bring to ministry. How will you build on these strengths and gifts during seminary?
3. Identify the **weaknesses and needs** that you have that bear on your ability to minister. How will you deal with these issues during the course of your seminary training?
4. What is your **theology of ministry**? At this point in time, what is your view of God, others, and self, and how does this affect how you do ministry?

5. What is your **plan for the future**? What have you learned about ministry and your role in it from your reading, the lectures, and the discussions, and how do you intend to go about the process of preparing yourself for ministry? This is your summation of the impact of this course on you as you prepare for ministry.

D. Final Paper: Case Study Analysis

The fourth requirement for this course, which serves as a final examination, is actually a paper— more specifically, a **case study analysis paper**. During the course you'll be taught how to understand yourself, especially in relationship to others, through the use of case studies. Dr. Swetland will lecture early in the term on the theology of ministry and will give you an introduction to case study analysis. For your final paper, **choose one of the first two case studies** - (1) "Should Pete Be Reinstated?/Depression-Sexual Sin" or (2) "The Pastor's Daughter is a Rebel/Family Problems of Pastors" - from *The Hidden World of the Pastor* and follow the steps noted below. Write your analysis in light of what you have learned about yourself during this course and how you see yourself relating to others as a leader. The exercise is intended to be integrative in nature, bringing together what you have learned from Spiritual Formation for Ministry, other classes, and the general theological and biblical truth and ministerial skills you have gained. The paper should be approximately 3-5 pages, again single-spaced with double spaces between paragraphs.

Introductory Comments:

Case studies are a good means of looking at issues which are real in the lives of people and which usually involve rather complicated developments that do not get resolved easily. A case will typically end with a situation unresolved. It is up to the reader to make decisions regarding the best course of action to take in light of the case dynamics. It thus becomes a learning experience in applying biblical truth to a real situation. Often there is no one right answer, but there is the need to be scrupulous in analyzing the case from a biblical and theological perspective. Remember, there is sometimes a difference in our "stated theology" (what we *say* we believe) and our "functional theology" (how we *actually behave*). The task is to bring the two together.

Case Study Analysis Steps:

Please note that you are expected to include all of the following elements in your case study analysis. You may submit your analysis in a full, working outline form rather than paragraph form if you so desire. If you choose to submit a working outline, please make sure that you have presented adequate synthesis of ideas and interpretation within that outline.

- 1. The first task is to be thoroughly familiar with the case.** Read the case a couple of times with a note pad handy. Jot down names and identifying points to help with recall as you think about the issues of the case. Make notes also about significant turning points or points where you were surprised or had questions about some action or statement in the case. Note the time-line which the case covers.
- 2. Begin to identify significant issues.** Often there is more than one apparent in a case. Jot down what you think is the predominant issue and what are secondary, but important, issues. Limit the secondary issues to three. Begin to analyze any common thread among the issues — something which may help you understand more clearly what is going on in the case.
- 3. Look for points where some kind of intervention or a different course of action might have led to a different outcome** (recognizing that one cannot predict outcomes with absolute certainty). Ask what might have made a difference had such intervention taken place. Try to determine if there is a point or points where the lack of intervention affected the situation negatively. This step helps in learning how to handle a similar situation in the future.
- 4. Examine the case in light of biblical teaching and theological structures.** Ask yourself what biblical principles apply here. Begin to formulate possible solutions in light of biblical teaching. Prioritize the possible solutions if you see more than one.
- 5. Outline a course of action you would take in reaching a resolution,** keeping in mind the facts of the case (reality of the situation), biblical teaching, theological constructs, your style of leadership, and the needs of the people involved. Remember that there is likely no perfect answer, especially in complicated affairs where human sin is involved, but this fact should not keep you from acting. It may mean that you develop a plan A and a plan B in addressing the situation. It may also mean that your love for people who are hurting or are in sin and your love for God's truth must both be kept in view as you act.
- 6. Try to predict the outcome(s) of the course of action you take.** Ask the hard questions of whether you have been faithful to the truth of God's word, sensitive to the needs of the people involved, and true to the situation you are facing. If you *predict* an outcome different from what you really *want* to be the result, perhaps you need to develop another course of action or a different way of approaching the situation in order to achieve the outcome you desire.

III. Interaction

Purpose

- To enhance distance learning by encouraging and providing a context for students to meet and interact with other students taking similar courses and with their course instructors as they work through their Semlink materials. Only Semlink students taking a course for credit are required to complete the interactive component of the course. Non-credit students who are taking Semlink classes for personal enrichment are encouraged to contact the Semlink office (see the contact information section below) if they want to participate in these discussions.
- As a member of the Association of Theological Schools, Gordon-Conwell Theological Seminary recognizes the value of interactivity in distance learning and complies with the standards for accreditation set by ATS which include interactivity as a compulsory component of any distance learning program that wishes to continue granting credit for its courses.
- It is highly recommended that you spread out your completion of the interactivity requirements outlined below over the six months you have to complete the course, rather than attempting to complete them all at once or very near your due date. By spreading out your completion of the requirements, you will be able to benefit fully from your interaction with other students and receive feedback from the course teaching fellow.

Requirements

The interaction requirement for Semlink courses is to be fulfilled in two ways:

- 1) **An online discussion forum:** converse with other students and with instructors.
 - Integration questions will be posted by the team of Semlink teaching fellows. These questions are designed to encourage you to analyze, synthesize, and apply what you are learning in your course in a cross-curricular environment. You will be interacting with other students who are taking this course and related courses.
 - Discussions may be based on current events, culture, literature, case studies, and scripture.
 - You are required to participate four (4) times in the discussions relating to your area of study. For example, if you were taking “The Church to the Reformation,” you would be required to participate in the Church History integration discussions four times during the six months you have to complete the course.
 - You may also submit an integration question for your course to your Semlink teaching fellow (see contact information section below). If your question is selected for use, it may fulfill one of your four required interactions in the discussion forums.
 - To ensure successful completion of this requirement, please complete your

participation in the discussion forums at least one week prior to your course due date. This will allow sufficient time for you to resubmit any responses if necessary.

- Please note that there are many ongoing discussions on the Semlink website. While you are welcome to participate in any of these discussions, only participation in the discussions listed for your course will be given course credit.

2) **Email-based conversation** with a Semlink teaching fellow.

- Together with the lecturing professor and/or mentoring professor, the Semlink teaching fellows have written a conversation starter, designed to tie together some of the overarching themes raised in the course.
- The conversation starter will be posted on the Semlink website. You will go to the Semlink website, navigate to your course homepage (see below), and submit your first response to the question via email. The submission will be read and responded to by your Semlink teaching fellow, who will take the conversation further based on your original thoughts and comments.
- You are required to email a total of three (3) times, including your original response to the conversation starter.
- Please allow a minimum of one month to complete this conversation to allow time for the teaching fellow to respond. Allow five business days for a response to each of your submissions.

To find the website and specific interactivity details for your course:

- 1) Log on to the Semlink website (www.gordonconwell.edu/ockenga/semlink) and enter the section for “Current Students.”
- 2) Select your course from the menu, and go to the homepage for your course. This page contains links to the specific interactivity requirements for your course and other Semlink resources.
- 3) If you are unable to access the internet, please contact the Semlink office (see the contact information section below) and alternative arrangements will be made.

Please Note: In the case of any differences between the specific interactivity requirements given for this course on the website and the information given in this workbook, the website takes precedence.

Evaluation of Submissions

- You will not be assigned a letter grade for your participation in Semlink interactivity, but completion of your interactivity requirements is required to receive credit for your course. **If you fail to complete the interactivity requirements, you will fail your course.**

- Your submissions will be evaluated as complete or incomplete based on quality of thought and clarity of expression (see the general guidelines described below and the specific guidelines found on your course home page on the Semlink website).
- In the event of an unacceptable response, you will be informed and given the opportunity to expand or re-submit your thoughts, provided that your final submissions are made before the course due date. Submissions made after the course due date will be subject to penalty.

General Guidelines for Submissions

- Proper grammar and punctuation are required (no webspoken).
- Your response should demonstrate original thought and interaction with the issues being addressed, including a coherent flow of thought or argument. Please answer the questions fully and specifically.

If the interactivity requirement is not completed by your due date for the course, the final assignment will be held and will not be submitted to the professor for grading until the interactivity requirement is complete. Therefore, there will be no final grade given for the course until the interactivity requirement is fulfilled. Once this requirement is completed, the professor will receive and grade the final assignment and you will be given a final grade for the course. If a student has not completed all interactivity requirements within ONE MONTH after the end date of the course, the student will automatically fail the course with no exceptions.

IV. Workbook

One other requirement which might seem a bit obvious is the completion of all of the **lectures** on tape included with this course. The workbook questions have been designed to help you to process the information which you will receive in this course. This workbook is also designed to be your notebook for Spiritual Formation for Ministry. When completed, the workbook will serve as an in-depth outline of the course for future reference. You may find it helpful to stop the tape of the lecture at various times to consider the questions and answer them more fully. This is highly encouraged. Be honest in your answers. (You are not required to turn in your workbook.) Remember: this course is designed to help you in your spiritual formation. Take the time to discover what God would teach you through these lessons. You may also wish to take additional notes in the margins of the workbook or in the other spaces provided.

At the end of each section, space has been provided for you to record your reflections on the lesson as well as any questions which might have been raised by the material. When the course is complete, you may want to gather these together and place them in the Appendix as a further resource. For instance, you might record new ideas about spending time with the Lord, new ideas about worship, or concerns which you have in living a balanced life. These ideas may prove helpful in the future if you ever find yourself seeking new ways of spending time with the Lord, and your questions might prompt you to further study and exploration, both in your Seminary studies and in your ministry.

This workbook is provided as a tool to facilitate your learning experience. Use it in a way that best meets your educational needs. **Do not turn in the workbook.**

Grading

The grading percentages are as follows:

1. Reading	20%
2. Active Practice of Spiritual Disciplines	40%
3. Personal Assessment of Readiness for Ministry	20%
4. Final examination: Case Study Analysis	20%
5. Interaction	Completion Required

A student's grade may be raised for active participation or lowered for lack of participation. **Please use the Reading/Project Report form located on page iii of the Course Snapshot to indicate your completion of all of the reading and the projects that you did for the course.**

Note carefully that all work submitted must be typed and single-spaced with double spaces between paragraphs. Also, please provide a cover sheet with the name of the course and the date, title of the paper, and your name, telephone number and address. Please staple in the upper left hand corner with no external covers. Be sure to make a copy of any paper that you turn in. **Never submit your only copy.**

Please collect all your work and submit it all together at one time by the due date. *Papers submitted after the due date will lose one full grade point (i.e., A to B) for each day late. Remember: retain a copy of the papers you turn in.*

Course Outline

Learning to Love God: The Spiritual Disciplines

Section	Topic	Professor	Required Reading	Other Assignments
	<i>Introduction to Course</i>	Schutz	Introductory Letter	Watch the first half of the video included with the course.
1	<i>The Meaning and Practice of Spiritual Formation</i>	Schutz	Campbell, <i>An Invitation to Ordained Ministry: Who Will Go For Us?</i> Thielicke, <i>A Little Exercise for Young Theologians</i>	Choose 2 of the 3 options for active practice of spiritual disciplines, one to use by yourself alone, and the other for use by yourself and the others within your small group.
2	<i>A Theology of Ministry and Introduction to Case Study Analysis</i>	Swetland	Swetland, <i>The Hidden World of the Pastor</i>	

Section	Topic	Professor	Required Reading	Other Assignments
3	<i>The Prayer Life of a Minister</i>	Borgman	Foster, <i>Prayer: Finding the Heart's True Home</i>	
4	<i>Worship in Perspective</i>	Gibson	Willard, <i>The Spirit of the Disciplines</i> or Foster, <i>Celebration of Discipline</i>	Recommended exercise: visit a church with a worship style different from your own.

Learning to Love Ourselves: Personal Insight

Section	Topic	Professor	Required Reading	Other Assignments
5	<i>Self-Assessment</i>	Pendleton		You will need both personality type tests completed and scored prior to this section.
6	<i>Readiness for Ministry and Pressures in Ministry</i>	Swetland		Complete the self-tests included in the Appendix.

Learning to Love Others: The Church and Larger Community

Section	Topic	Professor	Required Reading	Other Assignments
7	<i>Dynamics of Discipleship</i>	Gibson	Fryling, <i>Disciple-Makers' Handbook</i>	
8	<i>What in the World is Worldliness?</i>	Robinson		
9	<i>Planning for Lifelong Learning</i>	Schutz, et al.		Watch the second half of the video included in the course materials.

Frequently Asked Questions

How do I arrange to take my exam?

1. Contact the Semlink office via email (semlink.office@gcts.edu) or phone (978-646-4144 or 1-877-736-5465, toll free). Please allow at least 48 hours to process your exam request as well as additional time for mailing to destination.
2. If you are a student at the Hamilton campus, your exam will be sent to Goddard Library.
3. If you are a student at CUME, Charlotte, or off-campus, you will need to find a proctor and provide proctor contact information when requesting your exam.
 - a. Your proctor should be a church official, an education official, or a librarian. Your proctor cannot be a GCTS student or a family member.
 - b. Your exam will be sent directly to your proctor, so you must provide a mailing address for him or her.
 - c. Your proctor will be responsible for mailing your exam to the Semlink address provided in the contact information section. **Please provide your proctor with an envelope with pre-paid postage for this purpose. The proctor must mail the exam so that it is postmarked by the course due date in order to avoid late penalty. Any work postmarked after the due date will be considered late.**

How do I send in written work?

1. All course work is due by the course due date.
2. Course materials should be sent to the Semlink office address provided in the contact information section.
3. Any course work that is mailed to the Semlink office must be postmarked by your due date to avoid penalty.
4. Please include the address to which you would like your work sent. For Hamilton students, please use your campus box number.

How do I request an extension?

1. For Hamilton, Charlotte, or CUME students, extensions should be requested through your home campus' registration office.
2. For off-campus students, extensions should be requested through the Semlink office.
3. Extension requests must be made in writing and must be submitted on or before the due date of your course. Your extension request should include the unavoidable/avoidable circumstances that have prevented you from completing

your course and the amount of time lost due to those circumstances. You should also state what work you have completed and what is still unfinished. Please state which course work you are seeking an extension for.

4. Off-campus students who have not matriculated on to a campus should submit extension requests with a \$25 processing fee per course.
5. Generally, extension requests based on avoidable circumstances are granted with a grade penalty.
6. Extensions cannot be granted after the due date.
7. You cannot withdraw from a course after receiving an extension.

How do I withdraw from a course?

1. You can withdraw from your course up to the due date.
2. For Hamilton, Charlotte, and CUME students, requests to withdraw must be in writing and are to be submitted to your home campus registration office.
3. For off-campus students, requests to withdraw must be in writing and are to be submitted to the Semlink office.
4. Should you withdraw from the course, the tuition refund policy is as follows:
 - a. 100% up to 15 days, 50% up to 30 days, no refund after 30 days.
 - b. Material cost is non-refundable.
 - c. Courses dropped prior to the 15 day deadline will not appear on your transcript. A “W” (withdrawn) will appear on transcripts for courses dropped after 15 days.

What is the penalty for late work?

All course work submitted to the Semlink office after the due date will be assessed a grade penalty. On-campus students should contact their home campus’ registration office for more information on the specific grade penalty that will be applied. Off-campus students should contact the Semlink office.

When is my course due?

1. Your course due date can be found on the confirmation sheet sent to you separately. We highly recommend that you make this sheet a part of your course materials.
2. Your course is due six months after your start date which is based on the date you registered for the course allowing time for preparation of the course materials by the Semlink office and shipping the materials to you.
3. Graduating seniors should note that during their final semester the due date for Semlink courses will be the due date for course work for seniors.

Contact Information

At Semlink, there are a number of different offices working together as a team in order to care for you as a student. Please read the following descriptions and contact the appropriate office when questions arise.

For Questions About:

Course materials
Administrative issues
Exam requirements
Registration information
Extensions
Due dates
If you're unsure whom to call

Contact:**The Semlink Office**

The Semlink office handles your registration, course materials, and exams. They also handle extensions and other administrative issues. If you are unsure whom to call, the Semlink office will be able to direct you.

Phone: 978-646-4144 or 1-877-736-5465, toll free

Fax: 978-646-4565

Email: semlink.office@gcts.edu

Address: Semlink Office

130 Essex Street

S. Hamilton, MA 01982

Hours: 9 a.m. to 4 p. m. Monday-Friday

For Questions About:

Ordering textbooks

Contact:**The Gordon-Conwell BookCentre**

The BookCentre stocks the required textbooks for every course and carries many other books as well.

Phone: 1-888-252-4287 (toll free) or 978-646-4017

Email: books@gcts.edu

Website: www.gordonconwell.edu/bookcentre

For Questions About:

Interactivity requirements

Contact:**The Semlink Teaching Fellows**

The Semlink teaching fellows have been selected for demonstrated proficiency in a particular subject area. The teaching fellows work closely with the mentoring professor to help you to interact at a deeper level with the course content and to provide you with opportunities to interact with other students and instructors in an area related to this course.

Email: semlink.ministry@gcts.edu

Website: www.gordonconwell.edu/ockenga/semlink

For Questions About:

Course content

Paper topic approval

Suggested supplemental reading

Contact:**The Mentoring Professor**

The mentoring professor grades your course work, sets the course syllabus, approves paper topics, and can answer questions about the course content. Please contact the mentoring professor only with the above type of questions.

Name: Dr. Samuel Schutz

Phone: 978-646-4096

Email: sschutz@gcts.edu

Address: Dr. Samuel Schutz

130 Essex Street

S. Hamilton, MA 01982