I. COURSE DESCRIPTION:
This course is designed to assist students in the continued understanding of self and call through covenantal community, field education and the practice of spiritual disciplines. Students will develop a personal rule of life, explore Covenant Discipleship, and develop personal, professional and spiritual goals for greater ministry acuity.

II. TEXTBOOKS:
Required Reading:

Suggested Reading:
Floding, Matthew, ed. Welcome to Theological Field Education. ISBN: 978-1566994071
Kula, Irwin, with Linda Loewenthal. Yearnings: Embracing the Sacred Messiness of Life. ISBN: 978-1401309138

III. GOALS:
This is a core course that deepens students experience with field education, spiritual formation, and self-identity. Students will revise their statements on ministry call, develop a Rule of Life, and learn a model for overcoming potential personal obstacles. In this course, students demonstrate deepening Christian faith and spiritual development characterized by mature self-awareness and self-direction.

IV. SPECIFIC OBJECTIVES:
Upon completion of the course, a student will be able to:
1. Identify the experiences in the practice of ministry that impact understanding of self and call.
2. Describe specific accomplishments and failures as well as any changes to one’s personal, professional and spiritual goals.
3. Describe spiritual disciplines/practices that contribute to personal peace, positive relationships and productive ministry.
4. Evaluate one’s experience and exposure to a variety of forms of covenantal community.

V. LEARNING/TEACHING STRATEGIES:
This semester of ministry formation integrates a variety of teaching/learning strategies:
1. Attendance/participation in plenary sessions, MINgroup, worship, and common meal
2. Establishment of a ministry group covenant
3. Submission and presentation of written assignments
4. Readings with corresponding papers and/or group presentations
5. Group discussion
6. Participation with members of the MIN group in evaluation

If one begins Field Education this semester:
7. Creation of a Site Covenant with United’s Contextual Ministry office, mentor and site placement
8. Service in an approved contextual ministry site for 10-14 hrs/week for 30 weeks
9. Meeting with Site Mentor at least 4 hrs/month to reflect on ministry and learning
10. Meeting with facilitator and mentor during the semester to review the student’s ministry experience and learning and to revise/update the student’s goals

VI. CALENDAR OF TOPICS AND READINGS:

<table>
<thead>
<tr>
<th>KEY</th>
<th>(Date)</th>
<th>Meeting of Monday Ministry Groups</th>
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<tbody>
<tr>
<td>Date</td>
<td></td>
<td>Meeting of Wednesday Ministry Groups</td>
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February (22) 24
Plenary:
Group: Catch Up, Syllabus Review
Due: Read Nonviolent Communication (NVC) pgs. 1-89

February (29) March 2
Plenary:
Group: NVC and Covenantal Community
Due: Read The Dark Side of Leadership (DSL) pgs. 11-56
WRR1 Due

March (7) 9
Plenary:
Group: Understanding Your Dark Side
Due: Read DSL pgs. 57-100
WRR2 Due

March (14) 16
Plenary:
Group: Discovering your Dark Side
Due: Read DSL pgs. 103-146
WRR3 Due

HOLY WEEK – NO CLASS – March 21-March 25

March (28) 30
Plenary: Mary Poppins and Narrative Redemption
Group: Redeeming, Discussion on pgs. 197-198
Due: Read DSL pgs. 149-218, Appendix E pgs. 239-245
April (4) 6

**Plenary:**

Redeeming/Identity in Christ

**Due:**

WRR5 Due

April (11) 13

**Plenary:**

Rule of Life

**Group:**

Rule of Life Discussion

**Due:**

WRR6 Due

Paper on Self & Call Due

April (18) 20

**Plenary:**

Collaborative Inquiry

**Group:**

Collaborative Inquiry Discussion

**Due:**

WRR7 Due

Collaborative Inquiry Due

April (25) 27

**Plenary:**

Celebrating

**Group:**

Final Draft of Rule of Life Due

**Due:**

Site Covenant Due if you are doing a summer Field Ed Unit

Evaluation of Site & Mentor Due

Evaluation of Student Due

Field Ed Accountability Form (if completing a Field Ed Unit)

VII: SEMINARY STANDARDS:

A. **Inclusive Language:** United Theological Seminary has an official policy regarding the use of Inclusive Language. The policy may be found in the Seminary Catalog and further explained in the Student Handbook. If you have specific questions, please see the instructor.

B. **Academic Integrity:** Student integrity regarding all work assigned in this class is a basic expectation of the Seminary community. A detailed policy regarding what constitutes a violation of academic integrity can be found in the Student Handbook.

C. **Online Confidentiality:** One of the highlights of the online classroom is that students can draw from the experiences shared during class discussions and in written work. However, it is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their classmates by not disclosing online conversations with those outside of the classroom.

D. **Statement on Disability:** Any student who may need accommodation based on the impact of a disability should contact the Registrar’s office.

VIII: USING ONLINE RESOURCES:

Information about how to access Online United and where to find help if you need it may be found on the seminary website at [http://online.united.edu](http://online.united.edu). Live support and help guides are available once you have logged into the United Online site in the upper right corner.

To get online help with the Student Portal, United mail, or any other system on campus, email: onlinehelp@united.edu.
IX. EVALUATION

A. Assignments

WRITTEN ASSIGNMENT EXPECTATIONS:
All papers should be written with the following guidelines: Double spaced, 12 pt. font, 1” margins, Times New Roman font. Grading Rubrics are provided for each written assignment.

1. Weekly Reflection Reports

Description: Each student will submit a weekly reflection report to the group facilitator. Many reports this semester will be guided by the semester’s reading. If not directed, write your reflection as per the document, Weekly Reflection Report Guide. Each report must be 2-3 pages. The student may also share these reflections with the MINgroup faculty guide, spiritual director, or site mentor if desired.

Weekly Reflection Report Direction:
WRR 1 (due Feb. 29/March 2) - If you are not aware of your having a dark side, who or what can help you to become sensitized to it? What is your plan for getting that kind of help? If you are aware of your dark side, who or what can help you redeem it? What is your plan for seeking redemption?

WRR 2 (due March 7/9) - How has your dark side influenced your life-decisions, especially your decisions to enter Christian ministry and theological education? How has the dark side motivated you to serve Christ and how has it burdened you and your capacity to serve? What do you see as the long-term benefit and the long-term cost to your service and leadership if your dark side is not redeemed?

WRR 3 (due March 14/16) – Complete the self-assessments in Appendix E, pgs. 239-245. What do the scores in these inventories indicate about you that is in greatest need of redemption?

WRR 4 (due March 28/30) – In your WRR respond to the questions on pp. 170-71. Also be prepared to discuss the questions on pgs. 197-198 in class.

WRR 5 (due April 4/6) – Name the spiritual discipline you believe will be your best avenue to self-knowledge, and then write a theological sentence on your own worth in Christ.

WRR 6 (due April 11/13) and WRR 7 (due April 18/20) – write as the Holy Spirit leads

Due Date[s]: Reports are due at each week’s meeting time starting with week two. There will be seven reports submitted.

2. *Paper on Self and Call

Description: Using wisdom gained from Overcoming the Dark Side of Leadership and your MINgroup conversations, each student will submit a 5-7 page paper on self and call using these guidelines:

- **Opening** – should be one paragraph summarizing the paper
- **Summary** – should be one page summarizing the authors’ process of overcoming the Dark Side of Leadership (lean into Part 3 of the book)
- **Understanding** – ½ page. Using your reflections from WRR 1 and WRR 2, group discussions and last semester, what insights have you made about your dark side, its influences in your life and call, and the potential liability it may cause if left unredeemed?
- **Discovering** – ½ page. Using your reflections from WRR 3, Appendix E, group discussions and your field education work, what self-awareness has emerged in respect to your leadership?
• **Redeeming** – 1-1 ½ pages. Looking specifically in one area of your dark side, walk yourself through each of the 5 steps toward redemption. What is the Spirit inviting you to do/not do to live into your authentic self? What discipline(s) will guide your path? Write a thorough statement of who you are in Christ and how that identity will shape your future.

• **Calling** – one page. Building off of Formation 1a’s work, students should present an even more articulate statement on call based on answers to these questions:
  - How have your recent experiences in seminary studies, the practice of ministry, and your personal/family life impacted your understandings of self, ministry, and yourself in ministry?
  - What have other people communicated to you about yourself that you need to take into account as you seek greater clarity in the discernment of your calling?
  - How does your identity in Christ affect how you understand call?
  - What knowledge, skills, and experiences do you believe are necessary in order for you to accept and fulfill your calling?
  - What experiences in life, or opportunities in ministry, or courses of study do you believe could help you see more clearly the possibilities for your ministry, and the focus of your ministry?

• **Conclusion** - a final paragraph integrating the paper.

**Due Date(s):** April 11/13.*

3. *Rule of Life*

**Description:** Students will create a one-page Rule of Life that illustrates a posture of personal and social piety. A detailed description and editable final document will be shared the week of April 11.

**Due Date(s):** April 25/27.*

4. **Collaborative Inquiry**

**Description:** Each student must complete the Collaborative Inquiry Questions, which cover three areas of reflection for you to consider: 1) your sense of self in your peer group, 2) your sense of each peer in your group, and 3) your sense of your group’s facilitator. Each member in the group—including the facilitator—will be reflecting on these three areas. Each participant will share responses in MINgroup.

**Due Date(s):** April 18/20. Submit to both your facilitator and the Contextual Ministries Director.

**Field Education Expectations:**

5. **Evaluation of Site & Mentor by Student/Evaluation of Student by Mentor**

**Description:** All students must assess both the Site and the Site Mentor in conversation with the Mentor. The document becomes part of the student’s personal contextual ministry file. The Mentor must also submit an evaluation of the student to be placed in the file. We encourage both of these documents to be discussed in a face-to-face meeting with the student and the Mentor. Students are responsible for both files being signed and submitted.

**Due Date(s):** The final day of class. Submit to your facilitator.
6. Field Education Accountability Form

**Description:** All students must submit a signed accountability form upon completion of this unit of field education.

**Due Date(s):** The final day of class. Submit to your facilitator and the Contextual Ministries Director.

**If you are beginning a summer Unit of Field Education:**

7. Site Covenant

**Description:** Each student that begins his/her Field Education must submit a signed Site Covenant to the facilitator evidencing a relationship with a Ministry site for the summer (students need at least 300 hours). This form must be signed by the student and the site mentor before submitting.

**Due Date(s):** The final day of class.

**Other Expectations**

1. Participation & Attendance: Each student will be assigned a grade based on his or her participation. Each student must participate in the weekly common meal, chapel and group time. Students absent for more than 1/6 of the course may be unable to complete the course with a passing grade. Requests for exceptions must be made directly to the facilitator prior to absences. Since PT510A (Formation 1A) and PT510B (Formation 1B) together total 3 credits, a student may not miss more than 3 academic hours (1 class) each semester.

2. Chapel Leadership: On Mondays, each student is expected to work with at least one other student to lead a worship service at least once this semester. Wednesday Groups will collectively lead chapel once during the semester.

3. Site Placement: Each student is required to have a site placement (Field Education) and mentor confirmed by a signed site covenant (See assignment No. 5 above) and a Field Education Accountability form (assignment No. 6 above) upon completion of the required field education hours. No Formation credit can be received until this requirement is met.

**PT510A (Formation 1A) and PT510B (Formation 1B) are together a 3-credit hour course.** Therefore, each student will be assigned a grade that applies to both semesters.

**B. Grades**

Grades are assigned by the MINgroup facilitator in consultation with the faculty guide or spiritual director and the contextual ministries directors in accord with the standardized evaluation sheet. The various assignments will be weighted in terms of their value in relation to the whole of the work assigned.

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<tbody>
<tr>
<td>Weekly Reflection Report 1</td>
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<td>Weekly Reflection Report 2</td>
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<tr>
<td>Weekly Reflection Report 3</td>
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**Weekly Reflection Report 4** 20
**Weekly Reflection Report 5** 20
**Weekly Reflection Report 6** 20
**Weekly Reflection Report 7** 20
**Attendance** 90
**Rule of Life** 50
**Paper on Self and Call** 140
**Collaborative Inquiry** 40
**Field Education Evaluations** 40 (20 each)

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<tr>
<th>%</th>
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**X. COURSE EVALUATIONS:**
It is very important for students to submit course evaluations toward the end of the semester. Instructors do not see the student evaluations until they have submitted the student’s final, official grades. Students should feel free to evaluate the course without any negative ramifications.

**XI. COURSE-RELATED ASSESSMENT NON-CREDIT REQUIREMENTS:**
As part of the final advising interview, degree-seeking masters students will be asked to hand in an electronic portfolio containing a collection of the work completed. These documents form the student’s graduation portfolio. Students shall include the assignment(s) designated with asterisks in section IX-A in their senior portfolio. Specific instructions may be found on United’s website under Assessment (non-credit requirements).