



Mission Statement:

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

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SECTION 1: COURSE OVERVIEW

Regent University
School of Divinity

**SFRM 501: Spiritual Formation Foundations (3 credit hours)
Summer '16 online (Session E)
Term Dates: May 9 – July 2, 2016 (8 weeks)**

Professor:
Location:
Office hours:
Phone:
Fax:
Email:

Communications Policy

The best way to contact your professor with questions or comments relative to this class is through email. Receipt of student emails will be acknowledged within 24 hours during weekdays (not including weekends). Under extraordinary circumstances, response time to emails may be 48 hours.

Course Description

Biblical, historical, and theological aspects of Christian formation, including the holistic and other models, as these are practically applied to personal life and ministry contexts.

Master's Programs Learning Outcomes

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

1. apply the biblical text, historical knowledge, and theological resources to the process of holistic formation.
2. interpret a biblical text with appropriate consideration of the linguistic, literary, historical, and theological context of the passage.
3. analyze the significance of major figures, movements, and theological developments in the history of Christianity.
4. explain the major doctrines of Christian thought.
5. demonstrate the characteristics of Christ-centered leadership.
6. compare and contrast the cultural differences among people groups.

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

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

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

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

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

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

Relationship of course to Regent's Mission

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

1. **Biblical Perspective:** Christian formation is predicated on the biblical theology related to the love of God for humanity as expressed in creation and the four aspects of salvation: justification, redemption, sanctification and forgiveness. This interactive process concerns the changes and spiritual development of the believer as God forms, conforms, and transforms believers to reflect the image of Jesus Christ through God's gracious actions in and for the believer and the believer's response to God's loving actions. These actions result in progressive formation (in spirituality): conformation (to the will of God) and transformation (into the likeness of Christ).

Relevant Scripture passages and narratives that address Christian formation from the perspective of human wholeness, as biblically understood, will be discussed. Daily Scripture reading and reflective journaling further anchor class participants in discerning God's voice and responding in obedience. Other course components explain and provide opportunities to practice several Christian spiritual disciplines (i.e., prayer, personal and corporate worship, meditation, personal reflection, and engaging in intentional community). Overall, this biblically-based approach to formation encourages a maturing relationship with God and others, as well as growth in Christlikeness in several dimensions: (a) spiritual, (b) emotional, (c) relational, (d) intellectual, (e) vocational, (f) physical health and wellness, (g) formation in the use of financial and other resources. The culminating portfolio assignment, which includes these seven dimensions, incorporates the development of core values and the continuing process of growth and development in Christ as supported by Scripture.

2. **Global Context:** In this course, Christian formation also concerns how believers' relationships with God and others include an overarching global perspective. Class participants learn to identify and pursue life vision, mission, vocation (calling), and spiritual gifts with the goal of loving and serving God and others in the world, based on a biblical understanding of life purpose. Understanding how one is formed in Christ empowers the believer to cooperate with God in becoming an instrument of blessing to others for the glory of God and for the good of humanity. Serving Christ in the world contributes to a global perspective, whether serving at home or abroad, as the love of God is manifest in and through the believer's life and vocation.

SECTION 2: COURSE REQUIREMENTS

Course Learning Outcomes (with match to Program Outcomes)

Upon completion of this course, students should be able:

1. CLO 1: To apply the biblical text, historical knowledge, and theological resources to the ongoing process of holistic formation.
[Assignments: Reflective Bible reading and journaling, online interaction through discussion boards, blogs, and/or Collaborate live classrooms; case study analysis; Christian formation portfolio; and classroom participation].
2. CLO 2: To engage in spiritual disciplines comprised of Scripture reading, study, and meditation; prayer; worship; journaling; and interactive community that supports ongoing growth in Christian formation.
[Assignments: Reflective Bible reading and journaling; in-class **or** online interaction through discussion boards, blogs, and/or Collaborate live classrooms; portfolio development; peer groups; classroom participation].
3. CLO 3: To participate actively in a class/small group experience, whether in-person or online, around the resource *Steps to Freedom in Christ*, and other relevant course resources, which contribute to personal, spiritual, emotional, and relational wholeness.
[Assignments: *Steps to Freedom in Christ* peer groups; *Steps to Freedom in Christ* written reflection for inclusion in the student's portfolio; in-class **or** online interaction through discussion boards, blogs, and/or Collaborate live classrooms; portfolio development; classroom participation].
4. CLO 4: To formulate written vision and mission statements that reflect current vocational foci, and develop a written spiritual gifts assessment profile that incorporates how the results relate to current and future ministry and leadership involvement.
[Assignments: Development of vision and mission statements and written gifts assessment profile for inclusion in student's portfolio].
5. CLO 5: To complete a Christian formation portfolio incorporating specific growth plans in the following areas: (1) personal spiritual/faith formation; (2) emotional formation and maturity; (3) social/interpersonal formation; (4) theological/intellectual formation; (5) vocation/ministerial formation; (6) physical health/wellness formation; and (7) resource formation and stewardship; which will serve as an ongoing document of personal Christian formation and continuing growth in Christ.
[Assignment: Portfolio development and submission of same as culminating assignment].
6. CLO 6: To assess a case study from the perspective of the integration of Christian formation and science relative to physical health and wellness.
[Assignment: Case study analysis].

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

Assignments	Course Learning Outcomes					CLO6
	CLO1	CLO2	CLO3	CLO4	CLO5	
Assignment 1: Online Dialogue			X			
Assignment 2: Class Collaborate Session	X	X	X			
Assignment 3: Reflective Bible reading and journal writing	X	X			X	
Assignment 4: Peer Group case study analysis			X		X	X
Assignment 5: Peer group meetings		X	X			
Assignment 6: Christian formation portfolio			X	X	X	

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

This course explicitly derives from biblical and theological foundations, in addition to the witness of Christian history, relative to how believers are formed, conformed and transformed in Christ through the power of the Holy Spirit according to the Father’s will (Eph. 1:17-19; Eph. 3: 16-19). The centrality of Christ in the journey of faith informs the Christian formation process, underscoring that in Christ “are hidden all the treasures of wisdom and knowledge” (Col. 2:3) and that through the Spirit one is “being transformed” into Christ’s likeness (2 Cor. 3:17-18).

The primary textbook for the class is the Bible, whereas the other required texts augment students’ understanding as to biblical, theological, and historical realities of formation and how believers may cooperate with God in the Christian formation process. Course readings, discussions, presentations, small group interaction (i.e., encouraging the development of intentional community), and the understanding and practice of spiritual disciplines form an integrative process to assist seminarians in applying Christian formation principles and practices in their personal and ministry contexts, contributing to the achievement of faith and learning goals.

Course Procedures

Attendance -

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

Blackboard Requirements –

Blackboard will be utilized for various components of this course (please refer to the course syllabus and course schedule).

Late assignment penalties –

Assignments that are submitted after the submission deadline will be accepted without penalty *only if prior arrangements have been made beforehand with the instructor* due to extenuating circumstances beyond the student’s control and/or in true emergencies. In such situations, the instructor should be contacted as soon as possible to request submission extensions. All such arrangements are subject to the approval of the instructor on a case by case basis. Aside from extenuating circumstances listed above, all assignments submitted after the submission deadline will incur a 3-point deduction for each

day the assignment is late. After three days, the assignment will not be accepted. No extensions will be considered when extension requests are received after the assignment deadline. For purposes of this course 12:01 a.m. (EST) will be considered the beginning of a new day.

Class participation -

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

Academic Honesty -

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

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

Required and Supplemental Resources

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

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

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

REQUIRED:

- **The Bible** (*Any translation –avoid paraphrase editions*). The Bible is the primary course text and foundational source for all other course materials. **Daily Scripture reading** will be assigned by your professor.
- **Selected readings available in Blackboard** on the topic of the integration of Christian formation and science, as it pertains to physical health and wellness.
- **Anderson, Neil. *The Steps to Freedom in Christ*** (paperback revised edition, Oct. 2001). Grand Rapids, MI: Baker, reprinted 2014. ISBN: 9780764213755
This step-by-step guide is a means for seminary students to resolve personal and spiritual conflicts, to gain freedom in areas of emotional struggle, and to learn the process required for spiritual formation and discipleship.
- **Smith, James Bryan. *The Good and Beautiful God: Falling in Love with the Jesus God Knows***. Downers Grove, IL: InterVarsity Press, 2009. ISBN: 9780830835317

This book is the first of three books in “The Apprentice Series” by James Bryant Smith. Our image and ideas about God, to a large degree, affect how we relate to God and live our lives. Smith focuses on the character of God in order to shine light on where our ideas and images of God are untrue and to allow the truth of Scripture to transform false notions of God, self, and others, which impact daily living.

- **Fortune, Don & Katie. *Discover Your God-Given Gifts (Revised and Expanded Edition)*.** Grand Rapids: Baker Publishing, 2009. ISBN: 9780800791087
This text presents the primary motivation gifts and how these giftings relate to our personalities, our relationship with others, and our ministries. This book further assists students to identify their motivational gifts and understand ways of relating to and ministering to others, all helpful in discerning one’s vocational calling.

RECOMMENDED SUPPLEMENTAL RESOURCES:

- A recommended reading list is posted in Blackboard’s “Start Here” section. These resources are not required but not required.

Method of Evaluating Student Performance (Assignments).

The following assignments comprise the requirements for successful course completion. Before beginning each assignment, check the Grading Rubrics located in the "Start Here" section of Blackboard to see how each assignment will be evaluated. All assignments are due by the date indicated in the Course Schedule under “Assignment Due” by 11:59 p.m. (Eastern Time) of that respective day. See the **Late Submission Policy** on pages 4-5 under “Late Assignment Penalties.”

A. Thoroughly review all content in the “Start Here” Section of Blackboard: (1) then download to your computer the syllabus, course schedule, grading rubrics, and suggested reading list; (2) read the university policies and download all free software; and (3) review the School of Divinity policies and procedures. **To be completed before the start of class.**

B. Introductory dialogue (week 1, 3% of grade): 4 posts total to include: 1 original post of between 150-200 words by Tuesday of week 1, and 3 response posts of at least 100 words to others’ original posts, posted evenly over the week. In your original introductory post, mention a bit about yourself, your current role or work situation, your family, and your ministry/academic experience and aspirations. Stay within the requested word limits for conciseness. Post a photo of yourself in your original post of introduction. When you respond to others, please address them by name. Please check the Grading Rubrics to see how this assignment will be evaluated.

C. Daily Spiritual Formation & Renewal. Daily reading of the Scriptures is essential for life transformation. Therefore the Scriptures will provide the basis for your devotional reading during this course. The devotional reading guide is provided under “Materials” in Blackboard, along with Course Content (Week 1). Or a student may design his/her own Scripture reading plan and submit it to the professor for prior approval, no later than Monday prior to the first day of the semester. A one-year Bible that includes Scriptures from the Old and New Testaments and also the Psalms and Proverbs would be ideally suited for this devotional reading. *A minimum of four chapters each day are to be read.* This intentional time of focused spiritual reading and prayer undergirds all other class assignments.

D. Spiritual Journals based upon Scripture reading (20%). This assignment, based on your devotional Scripture reading, using the *Devotional Reading Guide* posted in Blackboard’s Course Content/wk. 1 and also in the “Materials” tab from the main menu), is to be completed on a weekly basis over weeks 1-5 and comprises a total of five journals. Journals 1-3 (8%) are due in Blackboard as one file on the **Sat. of**

week 3. Journals 4-5 (7%) are due in Blackboard as one file on the **Sat. of week 5 – both by 11:59 p.m. (Eastern Time).** **View the sample journals posted in Blackboard’s Course Content (wk. 1)!**

Each journal should be *at least two full typed pages, double spaced* (but no more than three pages), in Times New Roman font (12 count). Please type the heading in single space at the top of a fresh page *for each individual journal*: (a) your name, (b) the journal # and week # (i.e., Week 1), (c) date, and (d) what Scriptures you have read for that particular week. **Submit the specified journals in one document, not as separate files, with the entire document being page numbered (top right corner).** The process of journaling is a means of **prayerful reflection**, in the classic tradition of meditating on the Word of God to help clarify, integrate, and enrich the other required text readings. In each journal, you will journal on **2-3 main areas that the Lord has spoken to you throughout the weekly reading.** See the sample journals posted in Blackboard under Week 1 of “Course Content” for formatting requirements.

Writing Your Weekly Spiritual Journal. What is a spiritual journal? A spiritual journal involves personal writings as reflections from your spirit, as guided by the Holy Spirit. This written assignment will help you to reflect and meditate on the daily scripture readings in a formational (versus informational) manner by allowing the Word of God to speak to your heart (not only your mind). Therefore, formational Scripture reading encourages us to love God through the Word. Journaling encourages us to love God through perceiving God’s revealed works and ways through the Scriptures in prompting us in further obedience to God’s will for our lives.

Approach this assignment with a heart of thanksgiving and praise:

- (1) Choose a special place and time that you will designate for meeting with the Lord around the reading of His Word.
- (2) Ask God to open your heart to the Spirit and instruction. Allow time so that you are not rushed.
- (3) Listen to God in silence and stillness.
- (4) Address the following questions in each week’s journal:
 - (a) *Lord, what are you saying to me in this passage(s)? How do these Scriptures apply to me personally?*
 - (b) *Lord, how is the Word of God providing insight, wisdom, and understanding regarding Your working in my life?*
 - (c) *What is the prayer and/or praise/thanksgiving arising within from my time of reflective, prayerful reading?*
 - (d) *Close your journal with this prayer.* Be sure to include Scripture passages encountered in your reading and prayer that are significant to your reading for the week.

Each journal entry should consist of at least two typed double-spaced pages. Refer to class schedule for submission dates. Scripture readings begin on the first day of the semester. Please note at the top of the journal, your name, the Bible chapters read, the number of the journal (e.g., Journal 1), and the date.

E. Online Class Collaborate Session through Blackboard (10%). This online class Collaborate session will take place on the 2nd Saturday of the term from 10:00 a.m.—12:00 noon (Eastern Time). This session will further orient class members to the course, to the use of Blackboard and Collaborate, and provide a discussion forum for the online presentations. A presentation and orientation regarding the purpose of the peer groups will likewise be include, along with the purpose and process for developing the SFRM 501 portfolio. A time of questions and answers will conclude the session. Participation is strongly encouraged. If this is not possible, the session will be videotaped for later retrieval.

F. Peer Groups (25%). Dr. Chandler will frame the peer groups by week 2 and will notify class members as to the class members in their respective groups. Peer groups comprised of 3-5 students will meet for 90-minutes over weeks 3, 4, 5, 6, and 7. The peer group meetings will be comprised of discussion of

Steps to Freedom in Christ – Steps 1-7 and class reading. NOTE: the 4th peer meeting during week 6 will be devoted to discussing the case study entitled “*The Unhealthy Pastor*.”

G. Case Study Analysis Notes/Paper (10%). The objective of this case study analysis of 2-3 pages is to apply what we will explore about physical health science to Christian formation. The same peer group designed for discussing *Steps to Freedom in Christ* will also engage in this case study analysis during the in-class modular. The case study entitled “*The Unhealthy Pastor*” is uploaded in “Course Content” (under week 5). **The group will apply course material, Dr. Chandler’s presentation on physical health and wellness, along with peer group members’ online research on one specific area of physical health science: (1) nutrition, (2) physical exercise, (3) sleep, or (4) stress reduction and the need for rest and leisure** in order to show its relationship to Christian formation. Each group member will need access to a computer to engage in this discussion in order to complete this assignment.

One peer group member/a facilitator will facilitate discussion in-class, while another will take notes from the discussion, as well as receive all peer group members’ contributions. Then after integrating all pertinent contributions from peer members, the group facilitator will present the group’s findings within an in-class presentation.

Typed notes are to be submitted by the meeting facilitator or the note taker to Dr. Chandler (by email attachment: diancha@regent.edu). Notes are to be single-spaced, 2-3 pages, and in Times New Roman Font. Use of bulleted points is recommended. The key is to present resources such as websites, books, and other online resources that help us understand one of the four areas that you will be researching. Group notes are to be typed in Times New Roman font and include a title page with all small group members’ names on it. *The case study analysis/notes are to be submitted in Blackboard by one (and only one!) member of the peer group by Friday of week 6 at 11:59 p.m. (Eastern Time).*

H. Christian Formation Portfolio (32%): The Christian formation electronic portfolio will be introduced early on in the term. The portfolio will include an opening welcome/title page and these eight sections: (1) faith formation, (2) emotional formation, (3) relational/social formation, (4) vocational formation, (5) intellectual/theological reflection formation, (6) **physical health and wellness formation**, (7) financial & stewardship formation, (8) goal summary and final class reflection. For each of these seven formation dimensions, a formation plan will be developed to include biblical core values, SMART goals (specific, measurable, achievable, relevant, and time-specific), and an accountability structure.

Each SMART goal is to be activated immediately following development of the formation plan, as an essential component of this class, along with meeting with accountability partners to maximize attainment of SMART goals. A Portfolio Manual is provided in “Course Content,” which will walk you through what is to be included and the appropriate format. In addition, a “Portfolio Template” is also provided that you are to download and save so that you can use this template development of your portfolio. *Please use the template provided*, as it contains all of the needed formatting and information of what needs to be included in the portfolio. Pre-submission of the Christian portfolio sections on respective due dates are listed in the Course Schedule. Final portfolio is due in Bb using the Assignment Tool on Sat. of Week 7 by 11:59 p.m. (Eastern Time).

Assignments	Points	Weight
Assignment 1: Introductory Dialogue	100	3%
Assignment 2: Class Collaborate Session	100	10%
Assignment 2: Reflective reading & journal writing (Journal 1-3 12%; Journal 4-5: 8%)	100	20%
Assignment 3: Peer group meetings	100	25%
Assignment 4: Case study analysis (as a peer group)	100	10%
Assignment 5: Christian formation portfolio	100	32%
TOTAL	500	100%

Grading Scale

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

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

A A-

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

B+ B B-

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

C+ C C-

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

D+ D D-

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

F

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

MASTER'S GRADING SYSTEM

GRADE	PERCENTAGE	QUALITY POINTS	MEANING OF GRADE
A	94-100	4.00	<i>Superior</i>
A-	90-93	3.67	
B+	87-89	3.33	<i>Very Good</i>
B	83-86	3.00	<i>Good</i>
B-	80-82	2.67	

C+	77-79	2.33	
C	73-76	2.00	Minimal
C-	70-72	1.67	Unsatisfactory
D+	67-69	1.33	
D	63-66	1.00	
D-	60-62	.67	
F	0-59	0.00	Failing

Course Schedule. Please see the Course Schedule that is located in the first folder of the “Start Here” section of Bb for a listing of weekly assignments.

SECTION 3: POLICIES & PROCEDURES

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

Christian Foundations of Academic Integrity

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

Philosophical. Regent University also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one’s sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act morally, individuals must act in a manner that prevents themselves from being placed in a position where they must choose between convenience and morality, or, stated differently, into a position where they “consider one thing to be right but not expedient, and another to be expedient but not right” (102). The virtues, therefore, require diligence in order to act morally upright—diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. *On Moral Obligations*. Trans. John Higginbotham. London: Faber and Faber LTD, 1967. Print.)

Legal. Finally, Regent University affirms the necessity of equipping students for the reality of functioning

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

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

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

REGENT UNIVERSITY CONTINUITY POLICY:

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

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

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