



# THEO680: Vocation & Calling

## Course Syllabus

### Course Description

**This course places leadership within the context of calling, not merely activity. How does a sacred call to leadership (in any sphere of life) impact our understanding of leadership? Is leadership something we merely learn, or a way of life that we steward? This course examines the biblical foundation for the notion of God's particular call on someone's life, and guides students to meaningful application and response.**

### Course Outcomes

Upon satisfactory completion of this course, you will be able to:

1. Examine and discuss different ways that vocation and calling are discovered for leaders.
2. Explain and evaluate various elements of a Christian understanding of calling.
3. Recognize the conceptual difference between our primary vocation (our identity as loved by God) and the various leadership positions or achievements we pursue.
4. Practice contemplative prayer, journaling, and the spiritual discipline of lectio divina (praying the Scriptures) for the purpose of developing a listening ear for God's call.
5. Discuss the relationship between knowledge of God and knowledge of self, and identify how that relationship impacts an understanding of vocation and calling.
6. Discuss how the Bible and both objective and subjective knowledge of God affect how we discern God's call on our lives.
7. Distinguish between the "true self" and the "false self" and discuss the impact the two concepts have on a Christian understanding of vocation.
8. Utilize frameworks such as the Enneagram and the Sacred Pathways to discern ways in which God makes our vocation known to us and guides us to authentic selfhood/Christ-likeness in leadership.

9. Examine and discuss how an understanding of “true self” enables us to help others discover their own calling.

## Course Materials

### *Required Material(s)*

*Students must purchase:*

Parker, P. (1999). *Let your life speak: Listening for the voice of vocation*. San Francisco, CA: Josey-Bass. ISBN #: 978-0787947354

Peterson, E. (1994). *Under the unpredictable plant: An exploration in vocational holiness*. William B. Eerdmans Press. ISBN #: 978-0802808486

Hunter, T. (2016). *Our character at work: Success from the heart of servant leadership*. Tucson, AZ: Wheatmark Press. ISBN #: 978-1627872911.

Thomas, G. (2010). *Sacred pathways: Discover your soul's path to God*. Grand Rapids, MI: Zondervan. ISBN # 978-0310329886

*See the weekly schedule for more complete information on course readings.*

### *Recommended (but not required) Additional Reading*

Benner, D. (2015). *Desiring God's will: Aligning our hearts with the hearts of God*. Downers Grove, IL: Intervarsity Press.

Cron, I. M. (2016). *The road back to you: An enneagram journey to selfdiscovery*. Downers Grove, IL: InterVarsity Press.

Garber, S. (2015). *Visions of vocation: Common grace for the common good*. Downers Grove, IL: InterVarsity Press.

Labberton, M. (2014). *Called: The crisis and promise of following Jesus today*. Downers Grove, IL: IVP Books.

Niequist, S. (2010). *Bittersweet: Thoughts on change, grace, and learning the hard way*. Grand Rapids, MI: Zondervan Press.

Nouwen, H. (2006). *Spiritual direction: Wisdom for the long walk of faith*. New York, NY: HarperOne.

Placher, W. C. (2005). *Callings: Twenty centuries of Christian wisdom on vocation*. Grand Rapids, MI: William B. Eerdmans Press.

Sherman, A. L. (2011). *Kingdom calling: Vocational stewardship for the common good*. Downers Grove, IL: InterVarsity Press.

Smith, G. T. (2011). *Courage and calling: Embracing your God-given potential*. Downers Grove, IL: InterVarsity Press.

# Class Policies

You are expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each.

## Attendance and Participation

Because online courses require significant interaction between students, you must upload a current photo of yourself to your Moodle profile. The image should be a headshot with your face clearly visible (no pets, group photos, or cartoons).

You are not required to be online at the same times as your classmates. However, you should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. You must check in regularly and contribute to the ongoing conversation, posting on the number of required days.

See the Online Discussion Guidelines for more details.

Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term.

**Note:** If you are off campus for any Jessup-sponsored extracurricular activity, you are still required to maintain and follow the due dates outlined in this syllabus. If you have an exceptional instance where internet access is not present either in your transportation and/or accommodations, you will need to have your supervising individual (professor, coach, etc.) inform your instructor to receive additional time on an assignment.

## Netiquette

Netiquette, or the rules that surround good communication on the internet, is very important in online courses that are based on high levels of interaction and communication between students and professors at a distance.

Some basic rules to guide you in your online communication (see the Online Student Orientation for a longer, expanded list):

1. **Be thoughtful, kind and courteous in your communication.** Avoid language that may offend others and be cautious when using sarcastic language. In addition, respect your classmates' privacy by not asking them to share more than they would be comfortable doing.
2. **Proofread your writing so it is clear and easy to read.** Avoid acronyms (including text speak), do not use ALL CAPS, and do not overuse exclamation marks (use *italics* for emphasis). Write in short paragraphs and use plenty of white space (extra space between paragraphs) as that makes text easier to read on a webpage.
3. **Engage with your classmates.** Make sure your writing communicates what you intend, ask clear questions of your peers and always be aware of your audience when you are writing in the online classroom.

## Written Work Guidelines

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format. Basic formatting

should be Times New Roman 12 with 1 inch margins. For help, use the APA Helps Link under Student Resources on the Moodle page.

The Writing Center is available to all Jessup Online students for help with writing papers as well as APA formatting. You can contact them at [writingcenter@jessup.edu](mailto:writingcenter@jessup.edu) or schedule a session through the WJU Student Services Scheduler.

## Assignments

### Submission Format

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, you should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle. Use the “How to Submit Pages Doc (Mac) to Turnitin” link on Moodle when uploading documents in Mac format.

### Late assignments

Whether instructors accept late work or not is up to their discretion.

In the case that they do, late work may be penalized 10% of the possible points for the Course Refor each day, or part thereof, that it is late. *Work may not be submitted more than a week late.*

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

**NOTE:** The professor is not obliged to accept any late work after the final day of the class session unless prior arrangements have been made.

### Feedback and Grades

You can expect to receive written feedback and grades on each weekly assignment via Moodle within 72 hours of the due date for submission.

For larger assignments (research papers, projects, etc.), you can expect to receive feedback within a week.

## Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offence, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the “copy and paste” method to use text found on a Web site without giving credit to the source.

- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.
- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than you.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course (including a different section of the same course). While the paper may be considered your original work, resubmitting it is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

## Student Complaints

For complete information about WJU and how to file a complaint as a student please see the Consumer Information section of the Jessup website.

If a distance education student who lives outside the state of California believes that the university's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, there is a link on the Jessup website with Student Complaint Information by State and Agency.

## Discussion Forums

Discussion Forums are an integral part of every Jessup Online course. A high percentage of learning in an online environment comes through the dialogue that takes place in Discussion Forums. You should think about the discussion questions in this class as an opportunity for you, your classmates, and your instructor to enter into an interesting conversation about what you are studying. Therefore, you are encouraged to jump into the discussion as often as you'd like. This ensures that everyone will benefit from a variety of opinions and insights on the topics at hand. In other words, your contribution is valuable and important! Since this is a conversation, it's also important that you read the *entire* forum; not only are your contributions important, but you'll find that your classmates' contributions are as well!

## Substantive Posts

You must post **at least 3 substantive responses** each week. A substantive post is one that contributes something significant to the academic conversation using academic language (avoid "text speak" or other informal language in your discussion posts). To be substantive and earn full credit, a post should:

1. **Be of appropriate length** (initial = 250-400 words; secondary = 125-225 words).
2. **Engage with the course materials** (lecture, texts, videos, etc.) in such a way that it is evident that you have integrated the course content into your thinking.
3. **Demonstrate critical thinking skills.** In other words, your substantive posts should reflect that you have carefully considered the discussion question and have put effort into writing a response that makes a relevant contribution to the conversation.

# Requirements

Since discussion questions are usually given a lot of weight in terms of the final course grade, there are also academic expectations. These are as follows.

You must be active in the discussion forum **at least 3 days per week**. This means that you must post a response on 3 of the 7 days each week of the course in order to receive full credit. Do not write all of your forum posts on one day – that eliminates the opportunity for dialogue with classmates.

NOTE: All Discussion due dates/times are for the Pacific Time Zone.

## For weeks with one discussion question:

1. You must post your **initial response** to the question by **Wednesday @ 11:59 p.m.**
2. By **Sunday @ 11:59PM**, you must post (at minimum) **two secondary posts** (posts responding to your classmates' comments or to your instructor's prompts) for a **total of three posts**. All posts must be substantive to receive full credit.

## For weeks with two or more discussion questions:

1. You must post your **initial response to DQ#1 by Wednesday @ 11:59 p.m.**
2. You must post your **initial response to DQ#2 by Friday @ 11:59 p.m.**
3. By **Sunday @ 11:59PM**, you must post (at minimum) **four secondary posts** (spread across both questions; responding to your classmates' comments or to your instructor's prompts) for a **total of six posts**. All posts must be substantive to receive full credit.

# Grading (Discussion Questions)

You are encouraged to take part in the weekly dialogue as much as you would like. Your instructor will rate your discussion posts according to the following guidelines:

### Initial posts = 0 – 4 points each

- Points can be deducted for posting late (after the stated deadline), and/or for your post not meeting the requirements for being substantive (see above).

### Secondary posts = 0 – 3 points each

- Points can be deducted for your post not meeting the requirements for being substantive (see above).
- All secondary posts are due each week by Sunday night @ 11:59 p.m. No credit will be given for late discussion posts after this time.

Each discussion question is worth 10 points [4 pts. for your initial post; 3 pts. for each secondary post]. Therefore, for weeks with **one discussion question**, you can earn up to a total of **10 points**. For weeks with **two discussion questions**, you can earn up to **20 points**.

These totals will be accumulated throughout the week in your gradebook as your instructor rates your posts. Your **final grade** [0 – 10 or 20] for the entire week will be reflected in your gradebook **no later than Wednesday of the following week**.

## Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, WJU Disability Support Services office (DSS) provides eligible students with a variety of individualized, reasonable accommodations. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Recent (within 3 years), verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

Approved accommodations will be provided for students who present instructor with a copy of their Faculty Notification Letter (issued by DSS).

For more information, please visit the Disability Support Services website.

### Disability Support Services Contact Information:

#### WJU Disability Support Services

(916) 577-2253  
dss@jessup.edu

## Technology Requirements

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. The following list will help ensure that you are adequately equipped.

## Supported Operating Systems

- Windows 8 and Windows 10
- MacOS is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

## Productivity Tools

Microsoft Office (this software is available to students at deeply discounted pricing through Microsoft or JourneyEd.com.).

## WJU Email Account

All students are provided with a WJU email address. It should be used for all course communication between you and your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an "edu" email address. You can access your Jessup e-mail account at [my.jessup.edu](mailto:my.jessup.edu).

## Supported Browsers

- Google Chrome
- Mozilla Firefox

## Browser Settings

Please refer to your browser's Help features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

## Plug-ins

The most recent version of the following plug-ins is required for many of the resources available in your online courses:

- Adobe Acrobat Reader
- Apple QuickTime Player
- Java SE 8 or higher

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

## Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

## HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

You can also contact the Jessup HelpDesk (which is not 24/7) through WJU. Email [helpdesk@jessup.edu](mailto:helpdesk@jessup.edu) or call 916.577.2345.

## Course Grading Explanations

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

**A = Excellent performance.** Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.

**B = Above average performance.** All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.

**C = Average performance.** Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.

**D = Work is below acceptable level for a college student.** Student shows only a very basic understanding of the material or does not meet all assignment requirements.

### *Final Grade Calculation*

<b>Assignments</b>	<b>Value</b>
Discussion Questions	<b>25%</b>
Prayer & Journal Reflections	<b>5%</b>
Short Essays	<b>25%</b>
Book Review	<b>15%</b>
Final Project	<b>30%</b>
TOTAL:	<b>100%</b>

# Course Outline

<i>Week 1</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p><b>Introduction: Sacred Pathways</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>● Discuss the relationship between knowledge of God and knowledge of self, and identify how that relationship impacts an understanding of vocation and calling.</li> <li>● Discuss how the nine "Sacred Pathways" help Christians discover their vocation as a leader.</li> <li>● Practice contemplative prayer, journaling, and the spiritual discipline of lectio divina (praying the Scriptures) for the purpose of developing a listening ear for God's call.</li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>○ Thomas, Sacred Pathways: Chapter 1 <ul style="list-style-type: none"> <li>▪ Take the Spiritual Pathways Test, then read the chapters that describe your strongest spiritual temperament(s) in Sacred Pathways. Be sure to read the summaries in Chapter 1 of the other temperaments as well.</li> </ul> </li> <li>○ Begin reading Hunter, Our Character at Work. You will write a review of this book that is due by Sunday, Week 3.</li> </ul>		<b>5 Hours</b>	
<b>Video Resources</b>	<p><b>View</b></p> <ul style="list-style-type: none"> <li>● <b>Video Lectures:</b> <ul style="list-style-type: none"> <li>○ Intro</li> <li>○ Sacred Pathways</li> </ul> </li> </ul>		<b>1 Hour</b>	
<b>Web Resources (in Readings link)</b>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>● Category: Lectio Divina</li> </ul>		<b>.5 Hours</b>	

<b>Optional Resources (in Supplemental Materials link)</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Howard, "Lectio Divina in the Evangelical Tradition"</li> <li>• Leonhardt, Praying with Scripture</li> </ul>			
<b>Discussion</b>	<b>Discuss</b> <ul style="list-style-type: none"> <li>• <b>DQ #1: Spectrums</b> <ul style="list-style-type: none"> <li>○ Which side of the following spectrums do you lean towards more strongly: intellectual vs. experiential, structure vs. spontaneity, solitude vs. community? In your opinion, is it better for a leader to seek to balance themselves among the poles, or should they strive instead to flourish within their natural tendencies? Explain your answer.</li> </ul> </li> </ul>	<i>See Discussion Guidelines</i>	<b>3 Hours</b>	
<b>Prayer &amp; Journal Reflection</b>	<b>Pray and Journal</b> <ul style="list-style-type: none"> <li>• Read the section titled "Meeting Jesus in the Gospels" in Benner, The Gift of Being Yourself (begins on page 37). Do the exercise he outlines in the section. This is an example of "Lectio Divina," and it can be applied to any number of passages in Scripture.</li> <li>• In no more than half a page, journal on your prayer experience. Submit your reflections using the link on the main course page.</li> <li>• <b>NOTE:</b> While the Prayer &amp; Journal Reflections are part of the course's overall grade, they are only graded as complete/incomplete. There are no expectations for formatting except that it be clear and readable. Your reflections will not be shared with anyone but your instructor.</li> </ul>	<b>Sunday after Week 1 class 11:59PM PT</b>	<b>1 Hour</b>	
<b>Short Essay #1</b>	<b>Write</b> <ul style="list-style-type: none"> <li>• Write a two-page short essay response to <b>one</b> of the following: <ul style="list-style-type: none"> <li>○ What is one of your favorite sacred pathways? Consider a time in your life when you effectively used this approach to</li> </ul> </li> </ul>	<b>Sunday after week 1 class 11:59PM PT</b>	<b>3.5 Hours</b>	

	<p>connect with God. Why was that pathway important for you or your leadership at that time? In what ways did utilizing that sacred pathway help?</p> <ul style="list-style-type: none"> <li>○ When you feel distant from God, which sacred path are you most likely to use? In light of what you've studied this week, is it that the most helpful path to reconnect to God for you, or do you believe there might be a more helpful approach for you at that time?</li> <li>● Your paper should use proper APA formatting including cover page, abstract, in-text citations, and reference list.</li> </ul>			
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>14 Hours</b>	

<i>Week 2</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p><b>Transformational Knowledge of Self and God</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>● Distinguish between the “true self” and the “false self” and discuss the impact the two concepts have on a Christian understanding of vocation.</li> <li>● Prioritize a personalized habit and routine for developing a relationship with God in which you offer regularly prayers of petition while listening and looking for a response.</li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>○ Benner, The Gift of Being Yourself: Preface and Chapter 1</li> <li>○ Palmer, Let Your Life Speak: Chapter 1</li> <li>○ Peterson, Under the Unpredictable Plant: Intro and Chapter 1</li> <li>○ Finish reading Hunter, Our Character at Work. You will write a review of this book that is due next week.</li> </ul>		<b>5 Hours</b>	

<b>Video Resources</b>	<b>View</b> <ul style="list-style-type: none"> <li>● <b>Video Lectures:</b> <ul style="list-style-type: none"> <li>○ Transformational Knowledge of Self and God</li> <li>○ Knowledge of God (Part 1)</li> </ul> </li> </ul>		<b>1 Hour</b>	
<b>Web Resources (in Readings link)</b>	<b>Review</b> <ul style="list-style-type: none"> <li>● Browse through the "Calling Lab"</li> </ul>		<b>.5 Hours</b>	
<b>Optional Resources (in Supplemental Materials link)</b>	<b>Review</b> <ul style="list-style-type: none"> <li>● <a href="http://www.strengthsfinder.com">www.strengthsfinder.com</a></li> <li>● <a href="http://www.16personalities.com">www.16personalities.com</a></li> </ul>			
<b>Discussion</b>	<b>Discuss</b> <ul style="list-style-type: none"> <li>● <b>DQ #1: True Self</b> <ul style="list-style-type: none"> <li>○ Benner says in Chapter 1 of The Gift of Being Yourself, "Body and soul contain thousands of possibilities out of which you can build many identities. But in only one of these will you find your true self that has been hidden in Christ from all eternity. Only in one will you discover your unique vocation and deepest fulfillment."</li> <li>○ Do you agree that you have a hidden identity and calling as a leader that is not yours to construct but discover, and that this identity is your true self-in-God? If you agree, is it possible for someone to "miss" their true calling? How can a person be sure they've found their one true self? If you disagree, what part of the concept do you disagree with, and why?</li> </ul> </li> </ul>	<i>See Discussion Guidelines</i>	<b>3 Hours</b>	

<p><b>Prayer &amp; Journal Reflection</b></p>	<p><b>Pray &amp; Journal</b></p> <ul style="list-style-type: none"> <li>• Pay attention to Benner's discussion of Peter's relationship with Jesus in the final pages of Chapter 1 in The Gift of Being Yourself. Read Matthew 14:22-33 twice, slowly. Then take a few minutes to sit with and prayerfully contemplate the words of Jesus: "Courage! It is I! Do not be afraid." Listen for God's voice in these words, and take care to write down anything that speaks to you during this time.</li> <li>• In no more than half a page, journal on your prayer experience. Submit your reflections using the link on the main course page.</li> </ul>	<p>Sunday after Week 2 class 11:59PM PT</p>	<p>1 Hour</p>	
<p><b>Short Essay #2</b></p>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>• Write a two-page short essay response to one of the following: <ul style="list-style-type: none"> <li>○ Benner suggests that the transformation of the self can only occur when both God and self are deeply known. Do you agree or disagree? If you agree, then identify the consequences and dangers in leadership of leaving one of these two elements out. If you disagree, then explain how a transformation of the self can occur through simply a deep knowledge of either self or God.</li> <li>○ How much of your knowing of God is "knowing about (objective, impersonal) as opposed to "knowing of" (subjective, personal, relational)? How would you describe the difference between the two? What is the value of "knowing about" and what are its limitations? What is the value of "knowing of" that grows out of a relationship to the object that is known, and what (if any) limitations might be</li> </ul> </li> </ul>	<p>Sunday after week 2 class 11:59PM PT</p>	<p>3.5 Hours</p>	

	<p>associated with it?</p> <ul style="list-style-type: none"> <li>Your paper should use proper APA formatting, including cover page, abstract, in-text citations, and reference list.</li> </ul>			
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>14 Hours</b>	

<i>Week 3</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p><b>Knowing God</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>Recognize the conceptual difference between our primary vocation (our identity as loved by God) and the various leadership positions or achievements we pursue.</li> <li>Discuss the relationship between knowledge of God and knowledge of self, and identify how that relationship impacts an understanding of vocation and calling.</li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Benner, The Gift of Being Yourself: Chapter 2</li> <li>Peterson, Under the Unpredictable Plant: Chapter 2</li> <li>Martin, Be Who You Is</li> </ul>		<b>2.5 Hours</b>	
<b>Video Resources</b>	<p><b>View</b></p> <ul style="list-style-type: none"> <li><b>Video Lectures:</b> <ul style="list-style-type: none"> <li>Knowledge of God (Part 2)</li> <li>Calling in the Bible</li> </ul> </li> </ul>		<b>1 Hour</b>	

<b>Optional Resources (in Supplemental Materials link)</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Billings, How Should I Read and Understand the Bible?</li> <li>• Spohn, The Chosen Path</li> </ul> <b>Videos</b> <ul style="list-style-type: none"> <li>• N.T. Wright, "The Whole Sweep of Scripture"</li> </ul>			
<b>Discussion</b>	<b>Discuss</b> <ul style="list-style-type: none"> <li>• <b>DQ #1: Revelation</b> <ul style="list-style-type: none"> <li>○ In Chapter 2 of The Gift of Being Yourself, Benner suggests that "God has no more stopped being Revelation than God has stopped being Love." Do you agree that God continues to self-reveal? What is the relationship between what is revealed of God in the past (Scripture/objective) and what we can know directly and personally of God now (Holy Spirit/subjective)? What does this have to do with knowing God and not just knowing about God?</li> </ul> </li> </ul>	<i>See Discussion Guidelines</i>	<b>3 Hours</b>	
<b>Prayer &amp; Journal Reflection</b>	<b>Pray and Journal</b> <ul style="list-style-type: none"> <li>• This week, practice the exercise outlined on pages 44-45 of The Gift of Being Yourself.</li> <li>• In no more than half a page, journal on your prayer experience. Submit your reflections using the link on the main course page.</li> </ul>	<b>Sunday after Week 3 class 11:59PM PT</b>	<b>1 Hour</b>	
<b>Book Review</b>	<b>Write</b> <ul style="list-style-type: none"> <li>• Write a 3-4 page book review of Hunter's Our Character at Work.</li> <li>• In your review, be sure to address the following: <ul style="list-style-type: none"> <li>○ What stood out to you as particularly insightful?</li> <li>○ Was there anything that you struggled with and/or disagreed with?</li> <li>○ How do you see the book impacting your present and/or future leadership role(s)?</li> </ul> </li> <li>• Your paper should use proper APA formatting, including cover page,</li> </ul>	<b>Sunday after week 3 class 11:59PM PT</b>	<b>5 Hours</b>	

	abstract, in-text citations, and reference list.			
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>12.5 Hours</b>	

<i>Week 4</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p><b>First Steps Toward Knowing Your True Self</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>Examine and discuss different ways that vocation and calling are discovered for leaders.</li> <li>Continue to distinguish between the “true self” and the “false self” and discuss the impact the two concepts have on a Christian understanding of vocation.</li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Benner, The Gift of Being Yourself: Chapter 3</li> <li>Palmer, Let Your Life Speak: Chapter 2</li> <li>Peterson, Under the Unpredictable Plant: Chapter 3</li> </ul>		<b>3.5 Hours</b>	
<b>Video Resources</b>	<p><b>View</b></p> <ul style="list-style-type: none"> <li><b>Video Lectures:</b> <ul style="list-style-type: none"> <li>Knowledge of Self (Palmer)</li> <li>Knowledge of Self (Benner)</li> </ul> </li> </ul>		<b>1 Hour</b>	
<b>Web Resources (in Readings link)</b>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li><a href="http://www.ignatianspirituality.com/">www.ignatianspirituality.com/</a></li> </ul>		<b>.5 Hours</b>	

<b>Optional Resources (in Supplemental Materials link)</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• What does God intend?</li> <li>• Sazama, What Does It Mean to Say That God is Calling Me?</li> </ul>			
<b>Discussion</b>	<b>Discuss</b> <ul style="list-style-type: none"> <li>• <b>DQ #1: True Self and the Church</b> <ul style="list-style-type: none"> <li>○ One of the most difficult aspects of discerning God's call and growing into full maturity in Christ is actually getting to know your true self that God knows. Do you believe the church (or other forms of spiritual community) could do a better job of helping us embrace the seemingly unacceptable parts of who we really are? If so, what are realistic ways that the church could help believers accept their whole selves and discover their calling? If not, why do you believe many Christians still struggle to accept themselves or discover God's calling for their lives, in spite of the church's involvement?</li> </ul> </li> </ul>	<i>See Discussion Guidelines</i>	<b>3 Hours</b>	
<b>Prayer &amp; Journal Reflection</b>	<b>Pray &amp; Journal</b> <ul style="list-style-type: none"> <li>• This week, spend time praying and reflecting on the following: <ul style="list-style-type: none"> <li>○ How have you been growing in your acceptance and embracing of the shadow and all the parts of yourself that you have instinctively wanted to ignore? What has helped you welcome these lost parts of self into the family-of-selves that are being woven in you?</li> </ul> </li> <li>• In no more than half a page, journal on your prayer experience. Submit your reflections using the link on the main course page.</li> </ul>	<b>Sunday after Week 4 class 11:59PM PT</b>	<b>1 Hour</b>	
<b>Short Essay #3</b>	<b>Write</b> <ul style="list-style-type: none"> <li>• Write a two-page short essay response to one of the following: <ul style="list-style-type: none"> <li>○ Think about the dimensions or parts of your self that you have</li> </ul> </li> </ul>	<b>Sunday after week 4 class 11:59PM PT</b>	<b>3.5 Hours</b>	

	<p>the most trouble acknowledging, naming and embracing. Do you agree that you cannot know the truth of your self without first accepting the things about yourself that you wish were not true? Why or why not? In your opinion, is an aspirational calling (one that might feel like a stretch for the</p> <ul style="list-style-type: none"> <li>○ Benner suggests that an identity grounded in God would mean that when we think of who we are, the first thing that would come to mind is our status as someone who is deeply loved by God (not our leadership position or occupation). How true is this of you? When you notice what comes to mind when you think of yourself, what do you learn about your identity? What keeps you from knowing your self-inGod?</li> <li>● Your paper should use proper APA formatting, including cover page, abstract, in-text citations, and reference list.</li> </ul>			
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>12.5 Hours</b>	

<i>Week 5</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p><b>Knowing Yourself as You Really Are</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>● Utilize the personality tool of the Enneagram to discern ways in which God makes our vocation known to us and guides us to authentic selfhood/Christ-likeness in leadership.</li> <li>● Identify areas in your own life and leadership where you are either resisting God or not listening (being led by the false self).</li> </ul>			

<b>Reading Assignments</b>	<b>Read</b> <ul style="list-style-type: none"> <li>○ Benner, The Gift of Being Yourself: Chapter 4</li> <li>○ Palmer, Let Your Life Speak: Chapter 3</li> <li>○ Peterson, Under the Unpredictable Plant: Chapter 4</li> </ul>		<b>3 Hours</b>	
<b>Video Resources</b>	<b>View</b> <ul style="list-style-type: none"> <li>● <b>Video Lectures:</b> <ul style="list-style-type: none"> <li>○ The Enneagram</li> </ul> </li> </ul>		<b>1 Hour</b>	
<b>Web Resources (in Readings link)</b>	<b>Review</b> <ul style="list-style-type: none"> <li>● Letting Go Of The False Self: How the Enneagram Can Help You Find The True You</li> </ul>		<b>.5 Hours</b>	
<b>Optional Resources (in Supplemental Materials link)</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>● Cary, "No Secret Plan"</li> </ul>			
<b>Discussion</b>	<b>Discuss</b> <ul style="list-style-type: none"> <li>● <b>DQ #1: Listening to Your Life</b> <ul style="list-style-type: none"> <li>○ In Chapter 3 of Let Your Life Speak, Palmer shares about his own journey of "when way closes" and "opens" in his discovery of the calling to teach but not to be a traditional "academic" – and how hard this was to admit to himself (and others!) . He was resisting God's call in a way.</li> <li>○ How does Palmer's idea of "listening to your life" help you think about discerning vocation? Do you agree that open and closed doors are circumstances through which God speaks to guide us to certain opportunities and paths, and teach us</li> </ul> </li> </ul>	<i>See Discussion Guidelines</i>	<b>3 Hours</b>	

	our true selves and gifts? Why or why not?			
<b>Prayer &amp; Journal Reflection</b>	<p><b>Pray &amp; Journal</b></p> <ul style="list-style-type: none"> <li>● This week, spend time praying and reflecting on the following: <ul style="list-style-type: none"> <li>○ How could meeting God in the vulnerability of your present realities help you better know the you that God sees when God looks at you? What would help you come to God with more of this vulnerability and more honesty, daring to trust that God is with you in the midst of those present realities you may be trying to escape or minimize?</li> </ul> </li> <li>● In no more than half a page, journal on your prayer experience. Submit your reflections using the link on the main course page.</li> </ul>	<b>Sunday after Week 5 class 11:59PM PT</b>	<b>1 Hour</b>	
<b>Short Essay #4</b>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>● Write a two-page short essay response to the following prompt: <ul style="list-style-type: none"> <li>○ Where do you think you see yourself in the Enneagram typology based on what Benner says in the section "An Ancient Aid to Deep Knowing of Our Sin" or your own work with it? (It's okay if you aren't sure.) What help, if any, might it offer to seeing hidden dimensions of your self that need to be acknowledged before they can be integrated and transformed? In what ways do you see your Enneagram type specifically impacting your own vocation,</li> </ul> </li> </ul>	<b>Sunday after week 5 class 11:59PM PT</b>	<b>3.5 Hours</b>	

	<p>calling, and present/future leadership?</p> <ul style="list-style-type: none"> <li>Your paper should use proper APA formatting, including cover page, abstract, in-text citations, and reference list.</li> </ul>			
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>12 Hours</b>	

<i>Week 6</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p><b>True Self &amp; Calling</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>Explain and evaluate various elements of a Christian understanding of calling.</li> <li>Examine ways to more clearly discern your call and vocation with clarity and conviction.</li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Benner, The Gift of Being Yourself: Chapter 5</li> <li>Palmer, Let Your Life Speak: Chapter 4</li> <li>Peterson, Under the Unpredictable Plant: Chapter 5</li> <li>Giles, The Gospel of the Kingdom</li> </ul>		<b>3 Hours</b>	
<b>Video Resources</b>	<p><b>View</b></p> <ul style="list-style-type: none"> <li><b>Video Lectures:</b> <ul style="list-style-type: none"> <li>Recognizing the False Self</li> <li>Discerning What is Yours to Do</li> </ul> </li> </ul>		<b>1 Hour</b>	

<b>Optional Resources (in Supplemental Materials Link)</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Lay, How Do I Know God's Will?</li> </ul> <b>Videos</b> <ul style="list-style-type: none"> <li>• Richard Rohr, "Falling Upward"</li> </ul> <b>Review</b> <ul style="list-style-type: none"> <li>• Dallas Willard Quotes</li> </ul>			
<b>Discussion</b>	<b>Discuss</b> <ul style="list-style-type: none"> <li>• <b>DQ #1: Temptations and Calling</b> <ul style="list-style-type: none"> <li>○ Reread the story of the temptation of Jesus in the wilderness (Matt 4:1-11) and the discussion of this in the section "A Divine Battle with the False Self" of The Gift of Being Yourself.</li> <li>○ How does the way in which Jesus dealt with his temptations to falsity clarify how you might better deal with yours own temptations to live out of your false self? Does this bring any clarity to things that could be clouding your own discernment of calling at times? Why or why not?</li> </ul> </li> </ul>	<i>See Discussion Guidelines</i>	<b>3 Hours</b>	
<b>Prayer &amp; Journal Reflection</b>	<b>Pray &amp; Journal</b> <ul style="list-style-type: none"> <li>• This week, spend time praying and reflecting on the following: <ul style="list-style-type: none"> <li>○ How do you want others to see you? What does this tell you about your assumptions regarding what you think will make you happy and fulfilled as a Christian and as a leader?</li> <li>○ How ready are you to lessen your attachment to these things?</li> </ul> </li> <li>• In no more than half a page, journal on your prayer experience. Submit your reflections using the link on the main course page.</li> </ul>	<b>Sunday after Week 6 class 11:59PM PT</b>	<b>1 Hour</b>	
<b>Final Project</b>	<b>Begin</b> <ul style="list-style-type: none"> <li>• Begin working on your final project.</li> <li>• <b>Prompt:</b> Write a 15 minute sermon or presentation (9 pages) that you would make to your own community of faith (loosely defined) about calling and</li> </ul>	<b>Sunday after week 7 class 11:59PM PT</b>	<b>4.5 Hours</b>	

	<p>vocation, based on what you have learned through this class. Examples and illustrations from Scripture, church history or contemporary experience (yours or that of someone else) are appropriate and encouraged.</p> <ul style="list-style-type: none"> <li>• In your sermon/talk, you should respond to the following questions: <ul style="list-style-type: none"> <li>○ As a Christian, what is the relationship between knowledge of God and knowledge of self, and what does this have to do with calling?</li> <li>○ What is the true vs. the false self, how can you know the difference, and why is this important? How do you understand human sinfulness with respect to calling and striving to lead a life secure in your identity as loved by God and in Christ?</li> <li>○ What factors should one consider in seeking to discern a calling from God?</li> </ul> </li> <li>• You must also convincingly and thoroughly use the material that has been covered in this class, as well as passages/stories Scripture (not just one or two verses), to support your answers. In other words, don't just give your opinions.</li> <li>• Your submitted paper should use proper APA formatting, including cover page, abstract, in-text citations, and reference list.</li> </ul>			
		<p><b>TOTAL HOURS FOR THE WEEK:</b></p>	<p><b>12.5 Hours</b></p>	

Week 7	Details	Due	Demand Hours	Course Objective
<b>Topics and Learning Objectives</b>	<p><b>Becoming Your True Self: Calling for the Sake of Others</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>● Examine and discuss how an understanding of “true self” enables us to help others</li> <li>● Recognize how, as one who is loved by God as you truly are, the various leadership opportunities you pursue or are afforded may allow you to show this same love to others.</li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>○ Benner, The Gift of Being Yourself: Chapter 6</li> <li>○ Palmer, Let Your Life Speak: Chapter 5-6</li> <li>○ Darley, God Has Already Revealed His Plan for Your Life</li> </ul>		<b>2.5 Hours</b>	
<b>Video Resources</b>	<p><b>View</b></p> <ul style="list-style-type: none"> <li>● <b>Video Lectures:</b> <ul style="list-style-type: none"> <li>○ Pastors, Prayer, People and Place</li> </ul> </li> </ul>		<b>1 Hour</b>	
<b>Discussion</b>	<p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>● <b>DQ #1: Calling for the Sake of Others</b> <ul style="list-style-type: none"> <li>○ Reflecting back on the course and what you’ve learned, how do you see your calling and understanding of your true self connecting to God’s mission for the sake of others? In what ways can you as a leader personally help others embrace the truth of their “self” (both the good and the bad) and grasp God’s particular calling on their own lives?</li> </ul> </li> </ul>	<i>See Discussion Guidelines</i>	<b>3 Hours</b>	

<b>Prayer &amp; Journal Reflection</b>	<b>Pray &amp; Journal</b> <ul style="list-style-type: none"> <li>● This week, spend time praying and reflecting on the following: <ul style="list-style-type: none"> <li>○ How might both the truth of your identity and your vocation be grounded in your unique set of gifts, temperament, passions, interests, curiosities and deep longings? Reflecting on this is a discerning on this is a discerning way to already trust in God's call and will for you.</li> </ul> </li> <li>● In no more than half a page, journal on your prayer experience. Submit your reflections using the link on the main course page</li> </ul>	<b>Sunday after Week 7 class 11:59PM PT</b>	<b>1 Hour</b>	
<b>Final Project</b>	<b>Complete</b> <ul style="list-style-type: none"> <li>● Finish your Final Project and submit it using the link on the main course page.</li> <li>● <b>Prompt:</b> Write a 15 minute sermon or presentation (9 pages) that you would make to your own community of faith (loosely defined) about calling and vocation, based on what you have learned through this class. Examples and illustrations from Scripture, church history or contemporary experience (yours or that of someone else) are appropriate and encouraged.</li> <li>● In your sermon/talk, you should respond to the following questions: <ul style="list-style-type: none"> <li>○ As a Christian, what is the relationship between knowledge of God and knowledge of self, and what does this have to do with calling?</li> <li>○ What is the true vs. the false self, how can you know the difference, and why is this important? How do you understand human sinfulness with respect to calling and striving to lead a life secure in your identity as loved by God</li> </ul> </li> </ul>	<b>Sunday after week 7 class 11:59PM PT</b>	<b>4.5 Hours</b>	

	<p>and in Christ?</p> <ul style="list-style-type: none"> <li>○ What factors should one consider in seeking to discern a calling from God?</li> <li>● You must also convincingly and thoroughly use the material that has been covered in this class, as well as passages/stories Scripture (not just one or two verses), to support your answers. In other words, don't just give your opinions.</li> <li>● Your submitted paper should use proper APA formatting, including cover page, abstract, in-text citations, and reference list.</li> </ul>			
<b>Course Evaluation</b>	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>● Please follow the prompts when you log in to Moodle to fill out the anonymous Course Evaluation survey.</li> <li>● <b>NOTE:</b> The results of these surveys are compiled into one summary report that goes to the Department Chair after the final grades are turned in. They are completely anonymous, so feel free to be honest. Jessup Online uses the reports to guide our decision-making for future courses.</li> <li>● After you have completed the survey, please follow the directions in the Course Evaluation Assignment to let your instructor know that you have completed this course requirement.</li> </ul>	<p>Sunday after week 7 class 11:59PM PT</p>		
		<p><b>TOTAL HOURS FOR THE WEEK:</b></p>	<p><b>12 Hours</b></p>	

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