



**REGENT
UNIVERSITY**

Christian Leadership
to Change the World

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.

SECTION 1: COURSE OVERVIEW

Regent University
School of Divinity

SFRM 501: Spiritual Formation Foundations (3 credit hours)

Dates: March 13 - May 6, 2017

Location (online)

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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 programs 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

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Below are the examples—as appropriate—of how this course supports the mission.

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 (matched with Program Outcomes)

Upon completion of this course, students should be able to:

1. CLO 1: To apply the biblical text, historical knowledge, and theological resources to the ongoing process of holistic formation.
[**Assignments:** Devotional Bible reading with reflection and prayer; theological reflection; responses to questions based on reading and study of texts, articles and videos that relate to biblical, theological, historical and contemporary aspects of Christian formation; online interaction through discussion boards, or Collaborate live classrooms; Christian formation portfolio.]
2. CLO 2: To engage in spiritual disciplines comprised of Scripture reading, study, and meditation; prayer; personal worship; journaling; and interactive community online that supports ongoing growth in Christian formation.
[**Assignments:** Devotional Bible reading with reflection and prayer; online interaction through interactive discussion boards, or Collaborate live classrooms; portfolio development, including the disciplines self-assessment, retreat, and examen (the latter three require journaling).]
3. CLO 3: To participate actively in group class experience, online, focused on various required resources, which contribute to personal, spiritual, emotional, and relational wholeness.
[**Assignments:** Journaled reflections relative to *Steps to Freedom in Christ* and the Examen exercise, for inclusion in the student's portfolio; online interaction through discussion boards, or Collaborate live classrooms; portfolio development].
4. CLO 4: To formulate written vision and mission statements that reflect current vocational foci, and develop a 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; completion of motivational giftings assessment profile for inclusion in student's portfolio].
5. CLO 5: To complete a Christian formation portfolio incorporating all elements of the course experience and plans for continuing growth in formation, conformation and transformation in Christ. The portfolio serves as a document in which additional materials relative to formation may be added over time.
[**Assignment:** Portfolio development and submission of the spiritual formation portfolio as the culminating course assignment].

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

Assignments	Course Learning Outcomes				
	CLO1	CLO2	CLO3	CLO4	CLO5
Assignment 1: Reading/study of all required texts and other materials with relative assignments from texts; includes devotional reading.	X	X			X
Assignment 2: Participation: In-class interaction (on-campus section) or online interaction through discussion board or Collaborate live classroom sessions.	X	X	X		X
Assignment 3: Christian formation portfolio with completed assignments.	X	X	X		X
Assignment 5: Overall course participation	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 resource from which all required texts are derived, is the Bible, which is the focus of the student's devotional disciplines related to the course. Required texts develop student's understanding as to biblical, theological, historical and contemporary realities of formation and how believers are called to develop discernment and sensitivity to the Holy Spirit in the Christian formation process. Course readings, videos, discussions, presentations, encouragement in developing community, self-assessment, theological reflection, and practicing spiritual disciplines form an integrative process of formation. The overall approach is meant to assist seminarians in applying Christian formation principles and practices in their personal and ministry contexts, contributing to growth in faith, and achievement of learning goals related to the Christian formation.

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 completing the "Say Hello" area of the 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*** (select editions based on formal equivalence in translation rather than dynamic equivalence editions such as paraphrased translations.) The Bible is the primary course text from which other text material derives and therefore the foundational source for all other course materials.

- **Andrews, Alan (ed.). *Kingdom Life: A Practical Theology of Discipleship and Spiritual Formation*.** Colorado Springs, CO: NavPress, 2010. ISBN: 9781600062803

Over a six-year period, twelve spiritual formation leaders from diverse denominational, ethnic and cultural background met with their colleagues in creating this collection of biblical and historical wisdom and personal revelation concerning spiritual formation and discipleship. According to the authors, the book's aim is to "ground your transformation in the midst of community through five key emphases: a fresh approach to spiritual disciplines; pursuit of transformation through community; exploration of the inner issues of woundedness, hiddenness and legalism; direct involvement in God's mission in your world, and practicing an integrated approach to transformation."

- **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.

- **Boa, Kenneth. *Face to Face: Praying the Scriptures for Spiritual Growth (vol. 2)*.** Grand Rapids: Zondervan, 1997. ISBN: 9780310925521.

Boa's book offers two parts: (1) a 31-day prayer devotional around the topics of the attributes of God, the works of God, my relationship to God, the character I want to cultivate, and my relationship to others. Selected verses of Scripture prompt personal reflection and prayer. The book is meant as a daily devotional resource to encourage the growth of Christ-like character.

- **Fortune, Don & Katie. *Discover Your God-Given Gifts* (Revised and Expanded Edition).** Grand Rapids: Baker Publishing, 2009. ISBN: 9780800791087

This text discusses the primary motivational gifts, as biblically expressed, and how these giftings relate to our personalities, our relationship with others, and our ministries. This book further assists a student to identify those motivational gifts which are personally prominent. The text assists the reader in discerning vocation and in understanding ways of relating to and ministering to others.

RECOMMENDED AND SUPPLEMENTAL BIBLIOGRAPHIC RESOURCES:

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

Method of Evaluating Student Performance

Assignments	Points possible	Weight
Assignment 1: Required text readings and weekly I questions/answers from <i>The Kingdom Life</i> .	33	33%
Assignment 2: Overall Class Online participation/interaction through discussion boards, or Collaborate live sessions.	33	33%
Assignment 3: Christian formation portfolio	34	34%
TOTAL	100	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	<i>Minimal</i>
C-	70-72	1.67	<i>Unsatisfactory</i>
D+	67-69	1.33	
D	63-66	1.00	
D-	60-62	.67	
F	0-59	0.00	<i>Failing</i>

Course Schedule

For complete, detailed information on weekly assignments refer to Course Content in Blackboard

Week	Readings/Resources Used	Activities/Assignments	Due Dates
1	<i>Kingdom Life</i> ; PowerPoints/other documents; Boa Devotional;	Read through Syllabus; text readings; <i>TKL</i> questions; viewing/study of PowerPoints and other documents; Spiritual Autobiography	Complete before beginning of Week 2 (unless stated otherwise)
2	<i>Kingdom Life</i> ; PowerPoints/other documents; Boa Devotional;	Text readings; <i>TKL</i> questions; viewing PowerPoints and other documents; Discussion Board; complete Spiritual Autobiography; Collaborate session.	Complete before beginning of Week 3
3	<i>Kingdom Life</i> ; PowerPoints/other documents and videos; Boa Devotional; <i>Steps to Freedom in Christ</i>	Text readings; <i>TKL</i> questions; viewing/study of PowerPoints and other documents <i>Steps to Freedom in Christ</i> ; begin Core Values; complete Spiritual Autobiography; Collaborate Session	Complete before beginning of Week 4 (unless stated otherwise)
4	<i>Kingdom Life</i> ; PowerPoints/other documents; Boa Devotional; <i>Steps to Freedom in Christ</i> and assessment; <i>Discover Your God-Given Gifts</i>	Text readings; <i>TKL</i> questions; viewing/study of PowerPoint and other documents; complete STFiC assessment; begin Faith comm. Profile; complete Core Values;	Complete before beginning of Week 5 (unless

		Discussion Forum; Collaborate session.	otherwise stated)
5	<i>Kingdom Life</i> ; PowerPoints/other documents; Boa Devotional; <i>Discover Your God-Given Gifts</i>	Text readings; <i>TKL</i> questions; viewing PowerPoint and Word documents; review Motivational Gifts Profile; submit <i>TKL</i> questions: chapters 1-10; review the examen process and begin the process of reflection and prayer; Collaborate session	Complete before beginning of Week 6
6	Portfolio Materials in Assignment section. Boa Devotional; PowerPoint Presentations and document	Study PowerPoint presentations and Word document; continue in Boa devotional; DYGGG: complete reading and gifts profile; complete vision/mission statements; work to complete Portfolio, Discussion Board forum; Collaborate session; continue and complete your examen process.	Complete before beginning of Week 7
7	Portfolio Materials in Assignment section; PowerPoints and Word document.	Complete Portfolio; submit during this week; use Boa devotional; final Collaborate session.	Complete Portfolio no later than Monday, May 4 of Week 8
8	Portfolio Materials in Assignment section.	Address final Discussion Board forum.	Complete by final day of session.

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 Higinbotham. 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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