

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

Evangel University

PTH 557 Spiritual Formation of the Minister, 3 Credit Hours
Mondays (January 10 – April 27, 2018) 2:00 – 4:45p, Room 225

R. Michael Oney, Ph.D.
OneyM@Evangel.edu

Spring/2018
Cell: 417-208-6770
Office hours: N/A
Text or Email for
Appointment

COURSE SYLLABUS

COURSE DESCRIPTION

This course is designed to equip ministers to facilitate the process of lifelong spiritual transformation. While spiritual growth is personal in nature, it is enhanced in a context of authentic community. Toward this end, this course will include opportunities for students to explore a variety of avenues capable of leading to holistic, intentional, and ongoing spiritual growth. In addition to classic spiritual disciplines and virtues, students will consider an array of contributions from various streams of the Christian tradition. The model used in this course serves as a starting point from which leaders can tangibly assist others in experiencing authentic transformation.

EVANGEL UNIVERSITY MISSION STATEMENT

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION STATEMENT

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

CLOs: COURSE LEARNING OBJECTIVES

Upon completion of this course, the participants should be able to:

1. Evaluate models of ministerial formation through Biblical, church history, and contemporary perspectives. Practically, this class will facilitate the development of a “toolbox” of five spiritual formation means that will help students discern and conform to the presence of the Holy Spirit in their lives. The five specific spiritual formation means that will be explored are:

- **Experiential Learning including a Mentoring Dynamic:** This means is centered on experiential learning with the three components of (a) doing ministry, (b) reflecting on ministerial experiences with a mentor, and (c) determining how to approach leadership issues in the future. Students will explore the Biblical mentoring through the Paul and Timothy dyad. A personal ministry readiness assessment and a 360 assessment will be utilized to help students discern developmental emphases.
 - **A Wesleyan Model of Accountability:** This means of spiritual formation is centered on a list of questions shared in a small group setting that will promote encouragement and accountability to personal and ministerial growth. Students will explore the accountability model of formation emphasized by John Wesley in the First Great Awakening in the 1700's.
 - **The Spiritual Exercises:** This means of spiritual formation centers on the Spiritual Exercises of Saint Ignatius. Students will explore five foci within the Spiritual Exercises which include (a) discerning God's love, (b) discerning what distorts God's image inside you, (c) aligning your heart with Jesus' mission in the world, (d) learning how to suffer for God's mission in the world, and (e) entering into the joy of God's work in and through your life.
 - **Key Dynamics within Personal Devotions:** This means of spiritual formation will help students conceptualize how to center the personal voice of God for one's life in a way that is highly personalized and practically applied. Students will explore mystical aspects of spirituality from the 17th century's influence of Jeanne Guyon and note its correlation to early Pentecostal pioneers of the 20th century.
 - **Soaking in His Presence with Others:** This means of spiritual formation will center on altar experiences and how they practically shape our destinies.
2. Conceptualize timeless principles of ministerial formation.
 3. Articulate an epistemological framework of effective spiritual formation, specifically applied to one's individual sphere of calling.

4. Understand specific competencies (knowledge, skills, and attitudes) necessary within one's sphere of ministerial calling, identified under the competency clusters of (a) personal disciplines, (b) relational alliances, and (c) organizational skills.
5. Assess the state of their individual competencies with considerations given to (a) ideal self, (b) real self, (c) strengths and weaknesses, (d) learning agenda for development, and (e) developmental context.
6. Formulate a *Life and Leadership Developmental Plan* based upon leadership change/development practices.
7. Design a mentoring experience to facilitate their *Life and Leadership Developmental Plan*.

PLOs: PROGRAM LEARNING OBJECTIVES:

MDiv

2. Construct a paradigm for bridging the horizons between the ancient biblical text and the contemporary world.
7. Construct individual and corporate methods for spiritual and emotional growth.

MACM

1. Construct individual and corporate methods for spiritual and emotional growth.

MAIS

1. Make decisions, live and serve according to revealed truth and the will of God. (Obedience)
6. Identify, exemplify and foment biblical leadership. (Leadership)

MATS

4. Analyze contemporary socio-cultural challenges from society and construct biblically informed, relevant responses to those challenges that are faithful to historic Christian faith.
8. Seek to apply biblical/theological foundations and critique to current ministry practices within specific ministry contexts.

EU 20 Objectives

- C1. Spiritual Formation: Practice spiritual disciplines and articulate the contribution of these disciplines to their personal relationship with Christ.
- C2. Pentecostal Experience: Identify the role of the Holy Spirit in their journey to spiritual maturity, drawing on the rich resources of biblical and historical Pentecostal experience.
- C4. Ethical Decision-making: Apply biblical principles to ethical decision-making so as to

distinguish between Christ-like and non-Christ-like behaviors in a variety of personal and social contexts.

11. Integrational Philosophy: Articulate the integration of faith, learning, and life.
14. Strengths & Callings: Articulate the ways in which their personal strengths and the proficiencies they acquire through a well-rounded, interdisciplinary, liberal arts education contribute to the fulfillment of their callings.

FWE Objectives

1. Pastors, Christian leaders and local churches prioritize helping people live integrated lives wholly centered on discipleship to Christ, not limiting “mission” and “ministry” to church activities.
5. Pastors, Christian leaders and local churches prioritize helping people find meaning and fulfillment in callings outside the walls of the church that create value for others, provide for their households and help communities and economies flourish.

TEXTBOOKS

Chole, Alicia Britt. *Anonymous*. Nashville: Thomas Nelson, 2006.

ISBN 13: 978-1-59145-421-2

Foster, Richard J, Smith, James Bryan. *Devotional Classics*. New York: HarperCollins, 1990.

ISBN: 978-0-06-077750-0

Foster, Richard J., Griffin, Emilie. *Spiritual Classics*. New York: HarperCollins, 2000.

ISBN: 0-06-062872-3

Tripp, Paul David. *Dangerous Calling*. Wheaton: Crossway, 2012.

ISBN-13: 978-1433541377

Trousdale, Jerry. *Miraculous Movements*. Nashville: Thomas Nelson, 2012.

ISBN: 978-1-4185-4728-8

For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

PAUL TO TIMOTHY INSTITUTE RESOURCES

Paul to Timothy Institute Ministerial Formation Toolkit

Discounted Student Cost: \$65.00 (\$239.95 if sold separately)

Resource Includes:

- Oney, R. Michael. *Next Step: Discover, Develop and Deploy Your Call to Ministry*. Ozark: Paul to Timothy Institute, 2017 (Retail: 29.95)
- Oney, R. Michael. *Ministerial Readiness Self-Assessment*. Paul to Timothy Institute, 2017 (Retail: 10.00)
- Oney, R. Michael. *360^o Ministerial Readiness Assessment* (up to 10 raters). Paul to Timothy Institute, 2017 (Retail: 200.00)

These materials can be purchased by requesting the *Mentoring Toolkit* by email from

BASIC OUTLINE

January 10 through April 27, 2018

Mondays: 2:00 – 4:45p

<u>Date</u>	<u>Class Session Topic</u>	<u>Work Due</u>
1/15	Introduction to the Course	
1/22	Jesus' Final Lessons for Future Leaders: John 13-17	-CH 1 Journaling -Ministry Readiness Assessment - Due 1/27
1/29	Practically Applying John 13-17 Principles	-CH 2 Journaling -Due 2/3
2/5	Examining 7 Dynamics of Ministerial Formation through the Paul and Timothy Dyad: 2 Timothy	-CH 3 Journaling -Oney Reflection Paper -Due 2/9
2/12	7 Dynamics of Ministerial Formation	-CH 4 Journaling -Growth Plan -Due 2/16
2/19	Exploring Christian Formation through Pentecostal/Holiness Traditions	-CH 5 Journaling -Accountability Paper -Due 2/23
2/26	Insights into Authentic Spiritual Transformation	-CH 6 Journaling -Tripp Reflection Paper - Due 2/30
3/5	Exploring the 5 Dynamics within the Spiritual Exercises	-CH 7 Journaling -S. Exercises Paper -Due 3/10
3/12	Spring Study Week- No Class	
3/19	Week 1 -Experiencing the Spiritual Exercises: Knowing the Love of God for You	-S. Exercises Journal #1 -Due 3/23

3/26	Week 2-Experiencing the Spiritual Exercises: Discerning and Overcoming what Distorts God's Image within You	-S. Exercises Journal #2 -Trousdale Paper -Due 3/30
4/2	Week 3-Experiencing the Spiritual Exercises: Aligning Your Heart with Jesus' Mission in the World	-S. Exercises Journal #3 -Due 4/6
4/9	Week 4-Experiencing the Spiritual Exercises: Entering into Jesus' Suffering	-S. Exercises Journal #4 -Chole Paper -Due 4/13
4/16	Week 5-Embracing the Joy of Christ both in and through You to Others	-S. Exercises Journal #5 -Due 4/20
4/23	Final Exam	-In Class Comprehensive Assessment

METHODOLOGY

This course will utilize a wide variety of learning methods and approaches including lecture, discussion, small groups, readings, self-assessment, self-reflection, and practice of many of the Christian disciplines both in and out of the classroom. While the course will have a strong cognitive component, it is intended to be a personal experience in the spiritual growth process.

COURSE REQUIREMENTS

- *Class Attendance:* Students are expected to attend class regularly, and be active participants in class discussions, activities, etc. In accordance with school policy, a student cannot pass the course if they miss more than two class sessions. If a student misses a class on a small group day, those points cannot be made up.
- *Reading Requirement:* Read the required texts in their entirety and prepare a three page typed "Reflective Reading Report" on the textbooks by Oney, Tripp, Chole and Trousdale (not to exceed 3 pages). The report should be double spaced with 1 inch margins and 12pt Times New Roman font. You will be graded on writing skill as well as content (edit!). In this report you are to:
 - State whether or not you have completed the reading in its entirety
 - Identify the author's thesis or purpose for writing in one succinct statement
 - Discuss 3-4 concepts from the book that were meaningful to you, and why. (This is not a review or summary outline of the book's main points, but a personal reflection on specific insights that were significant/helpful for you personally, and why.)

Oney **Due: February 9**
Tripp **Due: February 30**

Trousdale **Due: March 30**

Chole **Due: April 13**

- *Small Group Participation.* Each student will be assigned to a small group. These groups will meet most weeks during a portion of the class time. The groups will serve as peer groups to encourage each other in their spiritual development (a crucial function of the body of Christ and this course).
- *Maintain a spiritual Journal: Journal entries must be e-mailed weekly to **oneym@evangel.edu by midnight of the due dates listed above.*** In terms of quantity, to receive a “C” (minimum accepted) you must submit 1 page per week, double spaced, with 1 inch margins, and size 12 font. To receive a “B” another 1 page should be included on your weekly spiritual growth journey. Additional content will result in a higher grade. Quality of writing is also a consideration.
- *Final examination:* Each student will complete a final exam. The nature of the exam will be discussed in class. The final will be given **April 23.**

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one’s own, and disrupting classes.

Cheating is defined as “intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.” It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may be used only for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at <https://www.evangel.edu/wp-content/uploads/2012/01/Student-Handbook-2017-18.pdf>

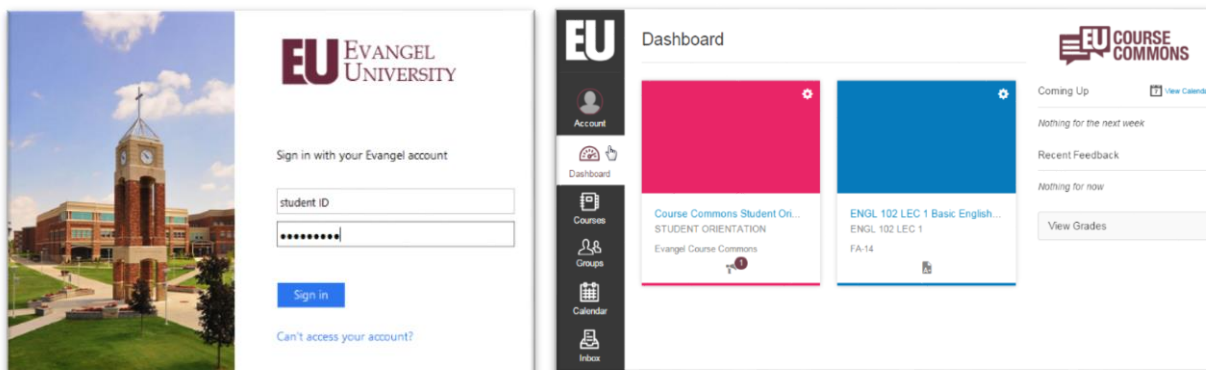
DISABILITY ACCOMODATION

Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

COURSE COMMONS

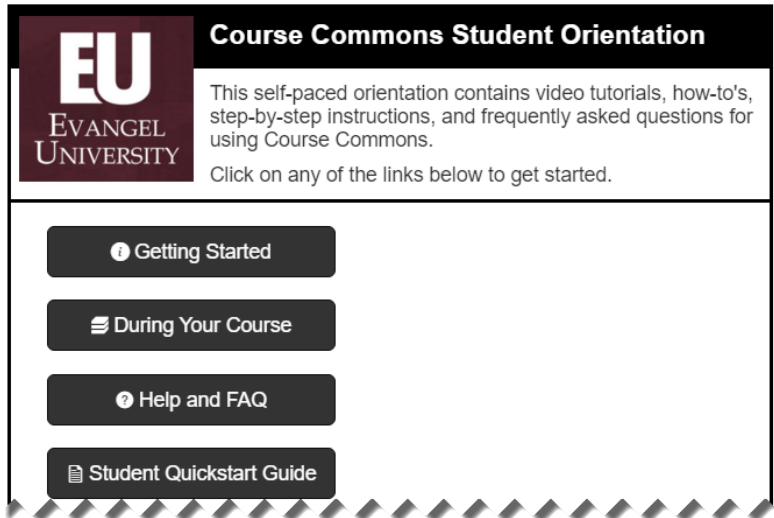
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.



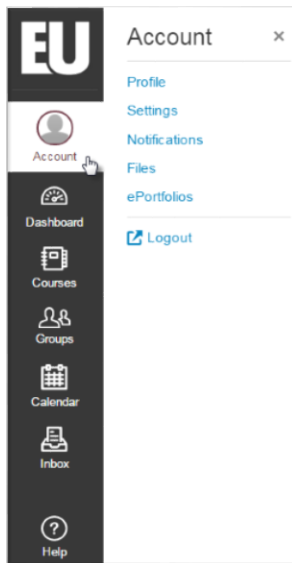
Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Accessing the Course in Course Commons



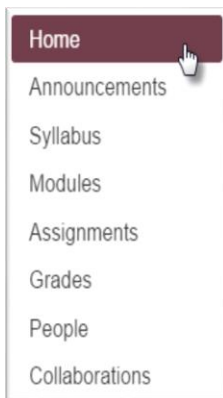
Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons



The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the

Course Navigation menu.

Personal Settings in Course Commons

Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

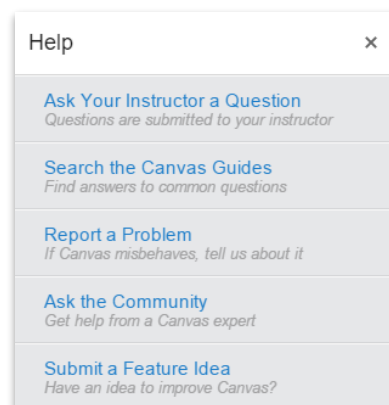
How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.



Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

GRADING PROCEDURE

Assignment or Test	Grade	Weight	Contribution to Final Grade
General Journaling	100	10%	100×10% = 10
Spiritual Exercises Journaling	100	10%	100×10% = 10
Ministry Readiness Assessment	100	5%	100×5% = 5
Growth Plan	100	5%	100×5% = 5
Oney Paper	100	12.5%	100×12.5% = 12.5
Tripp Paper	100	12.5%	100×12.5% = 12.5
Trousdale Paper	100	12.5%	100×12.5% = 12.5
Chole Paper	100	12.5%	100×12.5% = 12.5
Small Group Participation	100	10%	100×10% = 10
Final Exam	100	10%	100×10% = 10
Total:		100%	100
Final Grade:	100.0		

Late work may be accepted and will be penalized at the professor's discretion.

Students should retain a copy of all work submitted, until they have received a grade for this work.

Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the course ends after the AGTS semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>.

The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction. Students may not register for courses in a new term if carrying more than two IP or I grades.

SELECTED BIBLIOGRAPHY

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SPECIFIC DATA

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