

CAREY THEOLOGICAL COLLEGE
MASTER OF ARTS IN SPIRITUAL FORMATION
SPIR 690: Leading Spiritual Formation Ministries
Spring 2017 Online

Dr. Les Biggs
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April 3, 2017 – June 9, 2017
3 credit hours
135 hours

Course Description

An important focus of the Master of Arts in Spiritual Formation program is to prepare persons to offer leadership in spiritual formation in congregations and other settings. This course provides guidance on how to design, implement, assess and reflect on spiritual formation initiatives. The focus of this course will be to lead spiritual formation ministries in a congregational context. The MASF Practicum will provide an opportunity to lead spiritual formation ministries in other contexts.

Learning Objectives

After completing this course, you will be able to:

1. List and describe the terms and issues surrounding the topic of change and transformation for human beings.
2. Explain the important role of spirituality and formation in relation to the Church.
3. Be with and lead others in a shared intimacy with God.
4. Envision, plan, lead and assess spiritual formation ministries to facilitate transformation and sharing in the mission of God.

Required Reading

- Benner, David G. *Spirituality and the Awakening Self*. Grand Rapids, Michigan, Brazos Press. 2012. 240 pages
- Cranton, Patricia. *Understanding and Promoting Transformative Learning, 3rd Edition*. Sterling, Virginia, Stylus Publishing. 2016. 174 pages
- Smith, James K.A. *You Are What You Love*. Grand Rapids Michigan. Brazos Press. 2016. 207 pages
- Vennard, Jane E. *A Praying Congregation: The art of teaching spiritual*. Herndon, Virginia. The Alban Institute. 2005. 145 pages
- Yates, Cam E., "An Invitation to Come: Facilitating a First Spiritual Retreat," in *Conversation: a Forum for Authentic Transformation* (Vol. 7:1, Spring/Summer 2009). (4 pages)
- _____, "Transforming Retreats: Living and Loving Through the 'Tortuous Middle Places,'" in *Conversations: A Forum for Authentic Transformation* (Vol. 8:1, Spring/Summer 2010). (4 pages)

Course Assignments

1. Online Discussions and Unit Postings

Due: Every Wednesday and Friday Evening

Students are expected to participate in all online discussions and class activities. Students who do not post in a timely way will receive 0 for the week's posting. The discussion for each week takes an average of 4-5 hours to complete (7 discussions; a total of **35 hours** online work for the course which excludes textbook reading time). Students are expected to respond to the discussion questions by midnight of every Wednesday and respond to peer-discussions of each unit by midnight of every Friday.

Each student is required to integrate readings into the discussion and interact with two other student's responses for each unit. To manage the amount of online reading and your mutual workload, your postings should be no more than 250-300 words in length. The response to peer submissions will thus be approximately 100-150 words each, for a total posting of 250-300 words.

Evaluating Online Discussions

The online discussion exercise is designed for students to engage an online community for learning and discovery. Discussions will be graded on the depth of thinking, the quality of challenge to thinking and learning, the ability to integrate reading materials with life applications as well as Biblical theology, and fresh insights that enrich the community experience. Student postings are intended to be concise, with each sentence filled with content; shorter submissions are welcome. It is fine to agree with and affirm another student's work, but you need to articulate your reasoning for agreement. One does not need to submit ground-breaking revelations, but simply support your position. Both your "Initiating Post" and your "Responding Posts" are to be academically referenced while thoroughly reflecting your understanding of the reading / theory and how the theory works out in praxis.

Discussion Grading

10 / A Exceptional in all respects, demonstrating strong integration of reading and application with respectful and informed challenge.

9 / A- Very good work – well-directed, relevant and thoughtful contributions with referenced readings appropriate to the topic.

8 / B+ Solid work – thorough and informed contributions and interaction with the topic and the students.

7 / B Good in general but weaker in some areas – e.g. application, depth of understanding.

6 / B- More minimal contribution. Needs improvement – see parameters above.

5 / C+ > Inadequate contribution. Needs improvement – see parameters above.

0 Unexcused late work or failure.

2. Participate in two online live classroom sessions

These forums are scheduled for April 3 and May 8.

Both start at 10:30 a.m. PST and will last approximately one and half hours.

3. Spiritual Formation Initiative 1: Teaching two spiritual practices

Due May 12, 2017

3 pages - 750 words

Choose two spiritual practices that are of interest to you. Design and lead a two-hour session that covers these two spiritual practices. The participants in this session may include a selected group of friends or a group from your church.

Prior to leading this session

Post a statement of your learning objectives (Week 2 Posting) and *submit a general outline of your presentation to the professor by April 17th.*

After leading this session – Use an assessment tool to gather feedback (assessment tools will be discussed in the first online forum).

After gathering this feedback – submit a three-page paper which will answer the following:

- What have I learned about myself as a leader through the experience of leading this session?
- Take note of your own emotional and physical responses to your presentation and interaction.
- What did you learn from the assessment tool? What did you learn that will be helpful the next time you lead a session like this?
- What did you learn about Spiritual Formation?

4. Spiritual Formation Initiative 2: Leading a Prayer Retreat

Due June 2, 2017

3 pages - 750 words

After completing Spiritual Formation Initiative 1, and sometime in weeks 6-8 of this course, design and lead a one day prayer retreat...i.e. an all-day Saturday retreat or a mid-week retreat at your church, in your home or at a retreat center. This may include a selected group of friends or a group from your church. You will be responsible to facilitate the retreat, arrange for the location, and prepare the materials to guide a small group of people through a prayer retreat experience.

After the retreat- utilize an assessment tool to gather feedback. After gathering this feedback – submit a 3 page paper which will answer the following:

- What have I learned about myself as a leader through the experience of leading this session?
- Take note of your own emotional and physical responses to your presentation and interaction.
- What did you learn from the assessment tool?
- What did you learn that will be helpful the next time you lead a session like this?

- What did you learn about Spiritual Formation?

5. Final Paper

Due: June 9, 2017

10 pages - 2500 words

Write an integrative paper reflecting on the topic: **A VISION FOR GUIDING SPIRITUAL FORMATION MINISTRIES IN THE CHURCH** by gathering all the personal insights through your participation in this course and the MASF program, including your post entries, readings, experience of designing, implementing, assessing and reflecting on spiritual formation initiatives.

The paper:

- Should reflect on your own understanding of the goal of spiritual formation ministry as it relates to teaching and modeling spiritual formation in the local church.
- You may include theological, biblical, and historical foundations for spiritual formation, your own vocational invitation to incorporating this focus as part of your own ministry experience.
- Consider how as a leader in spiritual formation ministries, your hopes, your prayer, your desire for how spiritual formation ministries might develop in the Church.

Course outline

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| <p>Week 1 April 3- 8 Introduction to Spiritual Formation ministries</p> | <p>1. Read James K. A. Smith, <i>We Are What We Love</i>. Pages 1-110 2. Online forum – April 3, 2017 10:30 a.m. – 12 noon PST - Developing Learning objectives - Using Assessment tools 3. Post</p> |
| <p>Week 2 April 10- 15 Design, implementation, assessing, reflecting for a spiritual formation initiative</p> | <p>1. Finish reading, <i>We Are What We Love. Pages 111- 190</i> 2. Post SF Initiative 1 objectives for Teaching Two Practices</p> |
| <p>Week 3 April 17- 22 Leading for Transformation</p> | <p>1. Read Patricia Cranton p. 1-77 2. Post 3. Teaching Two Practices – Lead SF Initiative 1 sometime in weeks 3-5</p> |
| <p>Week 4 April 24- 29</p> | <p>1. Read Patricia Cranton p. 77- 149 2. Post</p> |

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| Leading for Transformation | |
| Week 5 May 1 - 6 Teach a Spiritual Practice | <ol style="list-style-type: none"> 1. Read <i>Spirituality and the Awakening Self</i> – Pages 1-104 2. No Posting this week |
| Week 6 May 8 - 13 Encouraging Spiritual Awakening | <ol style="list-style-type: none"> 1. Second Online forum: May 8, 10:30 a.m to 12 noon PST <ul style="list-style-type: none"> - Reflecting on SF Initiative 1 - Preparing for SF Initiative 2 2. Read <i>Spirituality and the Awakening Self</i> – Pages 105 – 227 3. Post 4. Submit Paper for SF Initiative 1 Due May 12, 2017 |
| Week 7 May 15-20 Guidance for leading a Prayer Retreat | <ol style="list-style-type: none"> 1. Read Cam Yates and Vennard, Jane E. 2. Post 3. Lead a Retreat – Lead SF Initiative 2 sometime in weeks 6-8 |
| Week 8 May 22-27 Leading a Prayer Retreat | <ol style="list-style-type: none"> 1. Post |
| Week 9 May 29 – June 3 Begin integrating learning from course | <ol style="list-style-type: none"> 1. SF Initiative 2 paper Due June 2, 2017 2. Begin Final Paper 3. No Posting this week |
| Week 10 June 5 – June 9 Complete integrating learning from course | <ol style="list-style-type: none"> 1. Finish Final Paper Due June 9, 2017 2. No Posting this week |

Time Investment

| Activity | Hours |
|--|------------|
| Online Forums and Postings | 39 |
| Online live classroom | 3 |
| Reading 775 pages | 36 |
| Spiritual Formation Initiative 1 (prep and leading 10 hours, paper 6 hours) | 16 |
| Spiritual Formation Initiative 2 (prep and leading 5 hours, paper 6 hours) | 21 |
| Final paper | <u>20</u> |
| Total | 135 |

Grading

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|----------------------------------|------------|
| Online Discussion and Posting | 25% |
| Spiritual Formation Initiative 1 | 25% |
| Spiritual Formation Initiative 2 | 25% |
| Final Paper | <u>25%</u> |
| Total Marks | 100 |

Bibliography

- Brueggemann, Walter, (2003). *Awed to Heaven, Rooted in Earth: Prayers of Walter Brueggemann*. Minneapolis: Fortress. 169 pages.
- Chittister, Joan, (2009). *The Liturgical Year: The Spiraling Adventure of the Spiritual Life*. Nashville: Thomas Nelson. 212 pages.
- Chittister, Joan & Williams, Rowan, (2010). *Uncommon Gratitude: Alleluia For All That Is*. Collegeville: Liturgical Press. 193 pages.
- Collins, Kenneth J. ed., (2000). *Exploring Christian Spirituality: An Ecumenical Reader*. Grand Rapids: Baker. 389 pages.
- Dawn, Marva J., (2006). *Joy in Divine Wisdom: Practices of Discernment from Other Cultures and Christian Traditions*. San Francisco: Jossey-Bass. 274 pages.
- Groff, Kent Ira, (1993). *Active Spirituality: A Guide for Seekers and Ministers*. New York: Alban Institute. 204 pages.
- McColman, Carl, (2010). *The Big Book of Christian Mysticism: The Essential Guide to Contemplative Spirituality*. Virginia: Hampton Roads Publishing. 280 pages.
- Moon, Gary W. & Benner, David G., (2004). *Spiritual Direction and the Care of Souls: A Guide to Christian Approaches and Practices*. Downers Grove: IVP. 241 pages.
- Moore, Thomas, Dallaire, Romeo, Woodman, Marion, Lewis, Stephen & Rutte, Martin (2006). *Seeking the Sacred: Leading a Spiritual Life in a Secular World*. Toronto: ECW Press. (125 pages)
- Newell, Philip J., (1997). *Listening for the Heartbeat of God: A Celtic Spirituality*. New York: Paulist Press. 107 pages.
- Olsen, Charles M, (2009). *The Wisdom of the Seasons: How the Church Year Helps Us Understand Our Congregational Stories*. Herndon: Alban Institute. 182 pages.
- Rohr, Richard, (2009). *The Naked Now: Learning to See as the Mystics See*. New York: Crossroad Publishing. 180 pages.
- Sheldrake, Philip, (1995). *Spirituality & History*. Maryknoll: Orbis. 225 pages.
- Smith, James Bryan, (2009). *The Good and Beautiful God: Falling in Love with the God Jesus Knows*. Volume One in the Christian Apprenticeship Series. Downers Grove: IVP. 230 pages.
- _____, (2009). *The Good and Beautiful Life: Putting on the Character of Christ*. Volume Two in the Christian Apprenticeship Series. Downers Grove: IVP. 250 pages.
- _____, (2010). *The Good and Beautiful Community: Following the Spirit, Extending*

Grace, Demonstrating Love. Volume Three in the Christian Apprenticeship Series. Downers Grove: IVP. 230 pages.

Stevens, R. Paul & Green, Michael, (2003). *Living the Story: Biblical Spirituality for Everyday Christians*. Grand Rapids: Eerdmans and Vancouver: Regent College Publishing. 207 pages.

Taylor, Barbara Brown, (2009). *An Altar in the World: A Geography of Faith*. New York: HarperOne.

209 pages.

Webber, Robert E., (2006). *The Divine Embrace: Recovering the Passionate Spiritual Life*. Grand Rapids: Baker. 243 pages.

Wilhoit, James C., (2008). *Spiritual Formation as if the Church Mattered: Growing in Christ through*

Community. Grand Rapids: Baker Academic. 210 pages.

Zaleski, Philip, (2009). *The Recollected Heart: A Guide to Making a Contemplative Weekend Retreat*.

Notre Dame: Ave Maria Press. 173 pages.

Academic Policies

Please see the **Carey Academic Catalog** for more details:

<http://www.carey-edu.ca/wp-content/uploads/2016/09/Academic-Catalog-2016-2017-FINAL.pdf>

Course Attendance

Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses.

Carey Grading Scale

See the Carey Academic Catalogue for details on the Carey grading scale.

Course Withdrawal Policy

A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a “W” on their transcript. Beyond those dates, they will receive an “F.”

Extensions

Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar’s Office. If the Registrar’s Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

Academic Integrity

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another.
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity and must become familiar with the plagiarism student resource at:

<http://learningcommons.ubc.ca/academic-integrity/>.

Gender Language

As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don’t conform to the gender language policy will be returned to the student for resubmissions.

See the Carey Academic Catalogue for more details on this policy.