

**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

**College Of Arts and Sciences**

**BIBL 401: Christian Ministry**

 **(3 credit hours)**

**Semester**

**Date: Spring Semester, Session D**

**Online**

Professor: Richard Coffelt, D.Min.

Location: Online

Office hours: By appointment only

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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**

The course *Christian Ministry* examines a biblical theology of Christian ministry and the implementation of that theology in daily life.

**Pre-requisites:** none

**Program Outcomes**

1. The student will **formulate** and **apply** a Biblical-Christian worldview (Emphasize and Assess).
2. The student will **evaluate** the humanities and science from a Biblical-Christian perspective (Emphasize and Assess).
3. The student **evaluate** leadership from a Biblical-Christian perspective (Emphasize and Assess).

**RELATIONSHIP TO REGENT’S MISSION**

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

1. **Biblical Perspective:** In this course, as in the all the courses offered in the area of Biblical Studies and Christian Ministry, the Bible is seen as the primary source text for knowledge, understanding and application.

1. **Global Context:** In this course, the importance and significance of the Hebrew and Christian Scriptures will be considered as the basis for formulating a proper worldview and as a guide for effective service in the world.

# **SECTION 2: COURSE REQUIREMENTS**

**Course Learning Outcomes** (with match to Program Outcomes)

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

1. CLO 1: **Construct** a biblically grounded theology of the Christian Church and Christian Ministry.
2. CLO 2: **Compare** and **contrast** the implications of a life of loving and humble service to Christ’s people, the habitation and temple of God, with the self-actualization model of ministry.
3. CLO 3: **Create** a personal strategy to accomplish the key roles of a minister/shepherd—proclamation, pastoral care, and administration—for his or her particular calling.

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

|  |  |
| --- | --- |
|  | **Course Learning Outcomes** |
| **Assignments** | **CLO1** | **CLO2** | **CLO3** |
| Quizzes | X | X |  |
| Discussion Boards | X | X |  |
| Term Paper | X | X | X |

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

This course reflects the mission of the College of Arts & Sciences to graduate exceptional students deeply committed to Christ’s calling to cherish character, challenge culture, and serve the world. The mission of CAS is dependent on discovery, comprehension and application of the eternal truths communicated in the Bible, the Word of God. By its very nature, the study of any Scripture integrates faith and learning. In this course we explore the nature, content and message of the books of the Bible, and students will be prepared to read, interpret, and apply these sacred scriptures

**Course Procedures**

*Attendance Policy (College of Arts & Sciences)*

Regent University recognizes the importance of class attendance and participation for students’ learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others’ contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both are valuable to student learning.

Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education. Attendance is tracked weekly. For any week (7 days) in which a student does not attend class or, for online courses, participate in academic activities for the course in Blackboard, the student will be marked absent in the Blackboard grade book. The standard by which a final date of attendance in the class is measured will be the last date on which the online student engages in academic activity for the course in Blackboard or the on-campus student attends the on-campus class for a course, whichever is more recent. “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. Students should be aware that this date could affect their financial aid and financial obligations.

Normally, expectations for participation—such as those for quality work in the group discussions (including those in Blackboard)--differ from the minimal requirements for attendance. Thus, at the instructor's discretion, a student who is present or absent might lose participation points.   Instructors determine whether students may gain back lost participation points (for example, through additional work).   Students should be aware that instructors follow their posted policy for receiving late work from students. Work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course grade. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including students’ participation. Students are responsible to attend and participate in class and to follow campus policies.

*Student Attendance Policy*

Recognizing the importance of student participation in the educational process, students will be required to attend 15 week on-campus classes while allowing for a limited number of excused absences. These excused absences do not require documentation of justification for the absence. However, absent students are responsible for contacting the instructor within 48 hours of the absence to arrange for the possibility of making up missed work. Students should keep in mind that the excused absences should be used with prudence as absences beyond the allowable number will result in grade deductions.

As the College of Arts and Sciences offers courses in a number of delivery configurations, the following guidelines are provided:

Absences exceeding those indicated above will result in the following final grade deductions:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class Meetings/Week** | **Total # of Meetings** | **Total Absences** | **%** | **Grade****Consequences** |
| 1 | 15 | 2 | 13 | None[[1]](#footnote-1)\* |
| 1 | 15 | 3 | 20 | Final grade reduced by at least one letter grade; additional deductions at instructor’s discretion |
| 1 | 15 | 4+ | 27 | F |
| 2 | 30 | 3 | 10 | None\* |
| 2 | 30 | 4/5 | 13/17 | Final grade reduced by 1 letter grade |
| 2 | 30 | 6 | 20 | Final grade reduced by 2 letter grades |
| 2 | 30 | 7 | 23 | Final grade reduced by 3 letter grades |
| 2 | 30 | 8+ | 27 | Final grade reduced by 4 letter grades |
| 3 | 45 | 5 | 11 | None\* |
| 3 | 45 | 6/7 | 13/16 | Final grade reduced by 1 letter grade |
| 3 | 45 | 8/9 | 18/20 | Final grade reduced by 2 letter grades |
| 3 | 45 | 10/11 | 22/24 | Final grade reduced by 3 letter grades |
| 3 | 45 | 12+ | 27 | Final grade reduced by 4 letter grades |
| 4 | 60 | 6 | 10 | None\* |
| 4 | 60 | 7-9 | 12-15 | Final grade reduced by 1 letter grade |
| 4 | 60 | 10-12 | 17-20 | Final grade reduced by 2 letter grades |
| 4 | 60 | 13-15 | 22-25 | Final grade reduced by 3 letter grades |
| 4 | 60 | 16+ | 27 | Final grade reduced by 4 letter grades |

Catastrophic illnesses, requests from the President or EVPA to attend events during class time, etc. require the student to appeal through the extension process if he/she exceeds the designated excused absences indicated above.

*Blackboard Requirements*

Blackboard has four primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor; (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials; (3) to provide a means for students to complete quizzes and other forms of evaluation; and (4) to enhance the learning process by providing a variety of materials.

Students are expected to log in to Blackboard and check the Announcements section of Blackboard at least once a week beginning one week before the start of the course. Students must keep their e-mail address current in Blackboard; they are expected to check their Regent e-mail daily to ensure timely receipt ofmessages from the professor**.**

Note that the expectations for quality work in the Blackboard group discussions differ from the *minimal* requirements for attendance.

Please check the Start Here link in Blackboard for University Library information and Academic Support information, Blackboard Tutorials and Resources, Academic Honor Code, Writing Styles, Discipline Policies, and Disability Services.

Some basic computer skills you are expected to have mastered before taking an online course include the following: sending and receiving emails, opening or sending an email attachment, searching the Internet, using Microsoft Word and downloading files. Numerous online tutorials are available to teach you how to use Blackboard. When you log into Blackboard, access the [RU Resources](https://regent.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=_64_1) tab at the top right of your screen.

If you have technical problems with Blackboard and/or are not able to log in, please contact the Help Desk/IT department.  You can e-mail the Help Desk at: helpdesk@regent.edu or call at (757) 352-4076.

*Late Assignment Penalties*Timely participation in class activities is critical for the benefit of both you and your fellow students. Therefore, all assignments must be submitted in a timely fashion. The penalty for lateness on other assignments is one letter grade per day.

*Class Participation*

Active preparation and meaningful participation is a key component of this course.

*Required Work Hours*

As per Regent University’s Credit Hour policy, 45 hours of total student work are minimally required for each credit hour earned in a course; therefore, you should calculate the average number of work hours per week required by this course (e.g., a 3-credit course lasting 15 weeks requires at least 9 hours per week of student work) in order to give you an approximate understanding of the amount of time you should devote to its requirements. For online, 8 week classes, the student work effort per week is in effect doubled to about 17 hours per week (vs. 9 hours per week for 15-week courses).

*Writing*

All papers and essays at Regent University must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in this course is Turabian.

*SafeAssign™*

In order to support students and faculty in reducing plagiarism, the College of Arts & Sciences utilizes SafeAssign™, a plagiarism prevention service offered through Blackboard. SafeAssign™ detects unoriginal content in student assignments and provides an easily identifiable report for faculty to distinguish between original and plagiarized content. This service helps educators prevent plagiarism by detecting unoriginal content in student papers.

*College of Arts & Sciences Academic Policies*

For additional academic policies, please review the latest college catalog [here](http://www.regent.edu/academics/catalog.cfm).

**Required and Supplemental Resources**

Students are responsible for acquiring the following books and materials for this course **by the time the course begins**:

* A Bible, (KJV, NKJV, NRSV, NASB, ESV, NIV or other translations (not paraphrases). Please check with the professor if you have questions.
* Gorman, Michael J. *Cruciformity: Paul’s Narrative Spirituality of the Cross*. Grand Rapids: Eerdmans, 2001 (ISBN 9780802847959)
* Wright, Christopher J. H. *The Mission of God’s People: A Biblical Theology of the Church’s Mission*. Grand Rapids: Zondervan, 2010. (ISBN 9780310291121)

Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard and, for on-ground students, in class.

**Method of Evaluating Student Performance**

| **Assignments** | **Weight** |
| --- | --- |
| Quizzes | 30% |
| Discussion Boards | 30% |
| Term Paper | 40% |
| **TOTAL** | **100%** |

**Reading:**

The reading assignments in this course should be completed carefully with meaningful note-taking. Doing so will make the quizzes and writing assignments much easier to finish successfully.

**Discussion Boards:**

In this course there will be weekly online discussions (except for week 8). For each Discussion Board there must be one original thread which addresses the questions and/or topic posted in Blackboard. (See the Dialogue section located under the respective week in the Course Content section.) ***Original threads are due by Thursday at midnight, and must be at least 500 words in length***. The purpose of these parameters is to promote writing that is both thorough and concise. Since not everyone will see things identically, students are to review one another’s postings in order to further their insight and learning. At that point, each student is required to respond to at least two posts of other students. ***These reply posts are due Sunday by midnight and must be at least 250 words in length***.

**Quizzes**:

There will be weekly quizzes over that week’s reading in *The Mission of God’s People*. The quizzes are open book and notes, but are timed. Some questions are basic, while others are more involved, so take careful notes.

**Term Paper:**

Discuss the following: (1) what you consider to be a theology of the Church, (2) its implication for a biblical perspective on Christian ministry, and (3) a personal strategy for implementing these truths in your life. As regards content, a well-written paper will include ***all*** of the following:

1. Theology of the Church (based on the course texts): (1,000 words minimum))
	1. A discussion of biblical texts, ***in their contexts***, and how they inform your understanding of a biblical theology of the Church.
2. Implications for Christian Ministry: (1,000 words minimum)
	1. A discussion of your conclusions in Part 1 and how they apply to Christian ministry in today’s world.
	2. A comparison/contrast between ministry characterized by loving and humble service (based on *Cruciformity*) on the one hand, and, on the other hand, ministry characterized by “self-actualization," i.e., "being all that you can be.”
3. Personal Strategy: (500 words minimum)
	1. In view of the foregoing, provide a detailed outline of what you will do to implement future ministry.

Turabian formatting should be used. The Grading Rubric explains how this assignment will be graded.

**Grading Scale**

The following grading system is followed in the College of Arts & Sciences:

| **Grade** | **Percentage** | **Quality Points** | **Meaning of Grade** |
| --- | --- | --- | --- |
| A | 93–100 | 4.00 | Superior |
| A- | 90-92 | 3.67 |  |
| B+ | 87-89 | 3.33 |  |
| B | 83-86 | 3.00 | Good |
| B- | 80-82 | 2.67 |  |
| C+ | 77-79 | 2.33 |  |
| C | 73-76 | 2.00 | Satisfactory |
| C- | 70-72 | 1.67 |  |
| D+ | 67-69 | 1.33 |  |
| D | 63-66 | 1.00 | Poor |
| D- | 60-62 | 0.67 |  |
| F | 0-59 | 0.00 | Failing |

Letter grades indicate the following:

**A A-**

Work of superior quality in all areas. Work displays a mastery of course content at the highest level of attainment appropriate for the undergraduate level: outstanding quality of thought; excellent understanding of the course content and demonstration of skills associated with the course; a creative and critical engagement with the material; and an ability to analyze and evaluate the knowledge and ideas that shows talent for undergraduate work. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from A to A- according to the quality and quantity of the work.

**B+ B B-**

Strong performance demonstrating a high level of attainment appropriate for the undergraduate level: high quality of thought; solid understanding of the course content and demonstration of skills associated with the course; an engagement with the material that shows good comprehension of the subject; and an ability to analyze and evaluate the knowledge and ideas in the course. Work shows practical or personal application of course content in specific assignments, 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-**

Satisfactory performance demonstrating an adequate level of attainment appropriate for the undergraduate level: competent quality of thought; acceptable understanding of the course content and demonstration of skills associated with the course; an engagement with the course that shows adequate ability to analyze and evaluate; and adequate comprehension of the subject. Work shows practical or personal application of course content in specific assignments, as appropriate The grade will vary from C+ to C- according to the quality and quantity of the work.

**D+ D D-**

Marginal performance demonstrating a minimal passing level of attainment appropriate for the undergraduate level. The student’s work indicates poor quality of thought and poor comprehension of course content. Work shows practical or personal application of course content in specific assignments, as appropriate.

**F**

Unacceptable performance. The student’s work indicates major deficiencies in learning and reveals little or no understanding of course content. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

# **SECTION 3: COURSE SCHEDULE**

| **Week** | **Readings** | **Activities/Assignments** | **Due Dates** |
| --- | --- | --- | --- |
| **1** | Wright, Chapters 1-4Gorman, Introduction and Chapters 1-2 |  | Friday |
|  | Student Introduction (Community Discussion Board) | Wednesday |
| **2**  | Wright, Chapters 5-6Gorman, Chapters 3-5 |  |  |
|  | Discussion Board Original Thread | Thursday |
|  | Discussion Board Replies | Sunday |
|  | Quiz: Wright Chapters 1-4 | Friday |
| **3** | Wright, Chapters 7-8Gorman, Chapters 6-7 |  |  |
|  | Discussion Board Original Thread | Thursday |
|  | Discussion Board Replies | Sunday |
|  | Quiz: Wright Chapters 5-6 | Friday |
| **4** | Wright, Chapters 9-11Gorman, Chapters 8-9 |  |  |
|  | Discussion Board Original Thread | Thursday |
|  | Discussion Board Replies | Sunday |
|  | Quiz: Wright Chapters 7-8 | Friday |
| **5** | Wright, Chapters 12-13Gorman, Chapters 10-11 |  |  |
|  | Discussion Board Original Thread | Thursday |
|  | Discussion Board Replies | Sunday |
|  | Quiz: Wright Chapters 9-11 | Friday |
| **6** | Wright, Chapters 14-15Gorman, Chapters 12-13 |  |  |
|  | Discussion Board Original Thread | Thursday |
|  | Discussion Board Replies | Sunday |
|  | Quiz: Wright Chapters 12-13 | Friday |
| **7** | Gorman, Chapter 14 |  |  |
|  | Discussion Board Original Thread | Thursday |
|  | Discussion Board Replies | Sunday |
|  | Quiz: Wright Chapters 14-15 | Friday |
| **8** |  | Term Paper | Thursday |

# **SECTION 4: POLICIES & PROCEDURES**

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

**Christian Foundations of Academic Integrity**

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

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

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

**Accommodations for Students with Disabilities**

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

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

1. \* Please note that some instructors may have a participation or other grade component which may be influenced by attendance; therefore, excused absences, while allowable, may affect a student’s grade. [↑](#footnote-ref-1)