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<td>MS6370 PRINCIPLES OF SB MISSIONS</td>
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<td>DSMN605</td>
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<td>OBST392</td>
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<td>HOMI501</td>
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<td>APOL500</td>
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<td>3.00</td>
<td>LIBERTY UNIVERSITY</td>
<td>PH6910 INTRO APOLOGETICS</td>
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Accreditation Details

Institution: Liberty University

General Information
1971 University Blvd
Lynchburg, VA 24502
Phone: 434-582-2000
For more Information about this institution, visit www.liberty.edu

Institutional Accreditation

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<thead>
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<th>Agency Name</th>
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<tr>
<td>Southern Association of Colleges and Schools, Commission on Colleges</td>
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<td>Transnational Association of Christian Colleges and Schools, Accreditation Commission</td>
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Specialized Accreditation

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<td>American Osteopathic Association, Commission on Osteopathic College Accreditation</td>
<td>Osteopathic Medicine (OSTEO) - Programs leading to the D.O. degree</td>
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<td>Commission on Collegiate Nursing Education</td>
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<td>Nursing (CNURED) - Nursing education programs at the graduate degree levels</td>
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<tr>
<td>National Council for Accreditation of Teacher Education</td>
<td>Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools</td>
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Internship/Residency

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<td></td>
<td></td>
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<td>No Internship/Residency has been found</td>
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CLED 520

The Life of the Leader

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the overall level of difficulty of this course?

Level of demand = 5
I believe this course could be taken with one or two other courses within an 8-week format.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the reading requirements in this course?

Level of demand = 6.5
Although the texts are primarily practical, they are nonetheless challenging. The theoretical base is lightly touched upon or assumed.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the lecture requirements in this course?

Level of demand = 3
This course is based upon reading the text and taking advantage of professor-generated notes.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the online exam requirements in this course?

Level of demand = 0
This course contains graded learning activities consisting of written assignments and discussion boards.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the discussion board requirements in this course?

Level of demand = 5
This course contains three online Graded - Discussion Boards. There are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned weeks of the course) but the requirements are clearly stated and defined.
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 5
This course requires 6 papers which reflect knowledge of the text(s) and personal reflection. This requirement includes keeping and reflecting upon a personal accountability chart.

Additional comments:
This course is designed to stimulate reflection and response. The course will focus upon the life of the leader and how the emotional, ethical, mental, moral, psychological, and spiritual well-being of the leader correlates with the leader’s overall effectiveness. Significant personal reflection will be undertaken in an effort to help the leader recognize the unique personal dimensions that hinder personal effectiveness as a leader.
Syllabus

LIBERTY UNIVERSITY DISTANCE LEARNING PROGRAM
LIBERTY BAPTIST THEOLOGICAL SEMINARY

CLED 520
THE LIFE OF THE LEADER

REQUIRED TEXTBOOKS


REQUIRED MATERIALS


ADDITIONAL RECOMMENDED MATERIALS


Ministry Insights Inventory from www.ministryinsights.com/lifeway/

COURSE DESCRIPTION
This course will focus upon the life of the leader and how the emotional, ethical, mental, moral, psychological and spiritual well-being of the leader has an effect upon leadership effectiveness. Significant personal reflection will be undertaken in an effort to help the leader recognize the unique personal dimensions that hinder personal effectiveness as a leader.

I. RATIONALE
Leadership is not accomplished in a vacuum. The character of the leader will impact all of life, including his relationships at home, relationships in the ministry, and relationships in the community. An effective leader will have a balanced life, and will integrate successfully the areas of his/her spiritual, emotional, social, physical, mental, financial, and vocational life.

II. PREREQUISITES
CLED 510, Biblical Foundations for Christian Leadership is suggested but not required as a prerequisite.

III. COURSE OBJECTIVES
A. Identify the personal issues that a Christian minister must manage in order to be an effective leader. This will be accomplished through the reading of the required course materials, and by taking the Taylor Johnson Temperament Analysis and the Ministry Insights Inventory.
B. Describe, trace, and affirm the minister’s call to ministry.
C. Describe the characteristics of a healthy marriage. If the student is unmarried, it will give them a means for evaluating and advising others who seek their counsel.
D. Develop a personal plan of action that will significantly impact their health and effectiveness in ministry.
E. Develop a plan to restore “margin” to the life of each student through broadening their understanding of their spiritual, emotional, social, physical, mental, financial, and vocational health.
F. Develop and write out a personal Code of Ethics.

IV. MATERIALS FOR LEARNING
A. Access to a personal computer with Internet, Microsoft Word, Adobe Acrobat Reader, and printing capabilities
B. Textbooks (4 required)
C. Taylor Johnson Temperament Analysis online test
D. Ministry Gifts Inventory
E. Loose-leaf notebook with section dividers
V. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Complete the Taylor Johnson Temperament Analysis
B. Read *Working the Angles*; write Evaluating My Spiritual Life paper
C. Write Evaluating My Emotional Life paper
D. Read *Why Marriages Succeed or Fail*; write Evaluating My Marriage paper
E. Complete the Ministry Gifts Inventory; write Evaluating My Ministry Gifts paper
F. Read *Margin*; write Evaluating My Margin paper
G. Read *Ministerial Ethics*; write a Code of Ethics
H. Complete Monthly Accountability Charts (4); write Accountability Report

VI. EVALUATION AND GRADING
A. Weight
   - Evaluating my Spiritual Life Paper 15%
   - Evaluating my Emotional Life Paper 15%
   - Evaluating my Marriage Paper 15%
   - Evaluating my Ministry Gifts Paper 15%
   - Evaluating my "Margin" Paper 15%
   - Reading and Code of Ethics 15%
   - Accountability Report 10%

B. Scale
   - A = 94–100
   - B = 86–93
   - C = 75–85
   - D = 68–74
   - F = 0–67

*NOTE:* The student is required to complete ALL assignments by the course due date. Failure to complete any of the required assignments will result in an automatic failing grade for the course.

VII. COURSE BIBLIOGRAPHY


## Course Chart

<table>
<thead>
<tr>
<th>LESSON</th>
<th>TEXTBOOK</th>
</tr>
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<tbody>
<tr>
<td><strong>COMPLETE THE PRE-COURSE INTRODUCTORY LESSON (see COURSE INFORMATION)</strong></td>
<td></td>
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<tr>
<td>1. Evaluating My Prayer Life and Sabbath Rest</td>
<td><em>Working the Angles</em>, pp. 1–83</td>
</tr>
<tr>
<td>2. Evaluating My Bible Study Habits</td>
<td><em>Working the Angles</em>, pp. 87–145</td>
</tr>
<tr>
<td>3. Evaluating My Spiritual Direction and Being a Spiritual Director</td>
<td><em>Working the Angles</em>, pp. 149–164</td>
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<tr>
<td>4. Getting a Spiritual Director and Practicing Spiritual Direction</td>
<td><em>Working the Angles</em>, pp. 165–192</td>
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<tr>
<td><strong>A1: EVALUATING MY SPIRITUAL LIFE PAPER DUE (see ASSIGNMENTS)</strong></td>
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<tr>
<td>5. Evaluating My Emotional Life</td>
<td>Taylor Johnson Temperament Analysis</td>
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<td><strong>A2: EVALUATING MY EMOTIONAL LIFE PAPER DUE (see ASSIGNMENTS)</strong></td>
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<tr>
<td><strong>A3: EVALUATING MY MARRIAGE PAPER DUE (See ASSIGNMENTS)</strong></td>
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<tr>
<td>11. Evaluating My Ministry Gifts</td>
<td><em>Ministry Gifts Inventory</em></td>
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<tr>
<td><strong>A4: EVALUATING MY MINISTRY GIFTS PAPER DUE (see ASSIGNMENTS)</strong></td>
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<tr>
<td>LESSON</td>
<td>TEXTBOOK</td>
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<tr>
<td>--------</td>
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<tr>
<td>13. Restoring My Emotional Energy</td>
<td>Margin, pp. 91–120</td>
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<tr>
<td>15. Restoring My Time Margin</td>
<td>Margin, pp. 143–162</td>
</tr>
<tr>
<td>16. Restoring Margin in My Finances</td>
<td>Margin, pp. 163–184</td>
</tr>
<tr>
<td>17. Restoring Health through Contentment, Simplicity, Balance, Rest, and Relationships!</td>
<td>Margin, pp. 185–244</td>
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**A5: EVALUATING MY MARGIN PAPER DUE** (see ASSIGNMENTS)

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<tr>
<th>LESSON</th>
<th>TEXTBOOK</th>
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<tr>
<td>18. The Minister’s Vocation: Career or Profession?</td>
<td>Ministry Ethics, Ch. 1</td>
</tr>
<tr>
<td>19. The Minister’s Moral Choices: Endowed or Acquired?</td>
<td>Ministry Ethics, Ch. 2</td>
</tr>
<tr>
<td>20. The Minister’s Personal Life: Incidental or Intentional?</td>
<td>Ministry Ethics, Ch. 3</td>
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<tr>
<td>21. The Minister’s Congregation: Friend or Foe?</td>
<td>Ministry Ethics, Ch. 4</td>
</tr>
<tr>
<td>22. The Minister’s Colleagues: Cooperation or Competition?</td>
<td>Ministry Ethics, Ch. 5</td>
</tr>
<tr>
<td>23. The Minister’s Community: Threat or Opportunity?</td>
<td>Ministry Ethics, Ch. 6</td>
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<tr>
<td>24. A Major Ethical Issue: Clergy Sexual Abuse</td>
<td>Ministry Ethics, Ch. 7</td>
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<tr>
<td>25. A Ministerial Code of Ethics: Help or Hindrance?</td>
<td>Ministry Ethics, Ch. 8</td>
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**A6: CODE OF ETHICS DUE** (see ASSIGNMENTS)

**A7: ACCOUNTABILITY CHARTS (4) AND REPORT DUE** (see ASSIGNMENTS)
PM 7300 Spiritual Formation  
Jere Phillips, Ph.D.  
jphillips@mabts.edu

Course Description: A theological and practical course designed to aid the student to understand the spiritual character development required for effective spiritual ministry. The course emphases the development of spiritual vitality through Bible study, prayer, and devotional reading.

Spiritual Formation is:  
"The process by which God forms Christ’s character in believers by the ministry of the Spirit, in the context of community, and in accordance with biblical standards. This process involves the transformation of the whole person in thoughts, behaviors, and styles of relating with God and others. It results in a life of service to others and witness for Christ. While the transformation process is an end in itself, the ultimate end is Christ’s glory. He is the One adored by those who experience His presence and are transformed by Him. They, in turn, seek to exalt Him in the world” (Bill Hull, The Disciple-Making Pastor)

Learning Objectives/ Course Outcomes:  
1. Students will be familiar with biblical, theological, and historical approaches to prayer, the devotional life, and the person and work of the Holy Spirit.  
2. Students will gain experience and skill in the use of spiritual disciplines.  
3. Students will recognize their spiritual gifts and be able to assist other people in discovering and using spiritual gifts.  
4. Students will demonstrate behaviors consistent with a Christ-like character in personal behavior and interactions with other people.

Methodology  
1. Students will engage in individual and group interaction with the various aspects of spiritual formation concepts and disciplines.  
2. Lectures will be augmented by technological aids, guest lecturers, and video/audio resources via the Internet.  
3. Class members will engage in personal discovery exercises, case studies, biblical principles, and reflection to enhance application of the principles of spiritual formation.  
4. Students will maintain a spiritual journal to chronicle their development for personal encouragement.  
5. Students will develop reproducible skills by developing plans to help other persons in the formation of spiritual maturation.

Course Requirements:

1. Reading: Textbooks: Richard Foster, Celebration of Discipline; Jerry Bridges, The Pursuit of Holiness. Students will read the two textbooks in their entirety and write a book review of each. Book reviews should be one to two pages in length (single-spaced). The first half of the review should be a summary of the book contents. The second half should be a critical analysis of the book with personal application. (20% of grade)
2. **Participation:** Students will participate in interactive projects in class and between class sessions designed to enhance their experiences and knowledge of various spiritual disciplines and other aspects of spiritual formation. (20% of grade)

3. **Writing:** Students will write a ten page term paper with detailed plans to help other persons in the formation of spiritual maturation. The paper will demonstrate application of the principles discovered in this course. (20% of grade)

4. **Notebook:** Students will maintain a notebook containing course lectures, projects, inventories, notes, and handouts. (10% of grade)

5. **Exam:** One final exam will be given. (20% of grade)

6. **Journal:** Students will maintain a spiritual journal for at least 21 days. (10% of grade)

7. **EXTRA CREDIT READING:** Students may earn an extra ten points added to the final grade by reading a biography or book (at least 100 pages) of one of the individuals highlighted (in bold) in the bibliography and writing a two page (single-spaced) review detailing personal reflection and application of the person or book studied.

**Availability to Students:** By appointment in office. In case of emergencies, students may call the professor at home: 317-7070 or 828-8091 (cell).

**Late Assignments:** Ministers should be responsible individuals. Assignments turned in late will receive a letter grade reduction in potential maximum grades for each day late. No material will be accepted more than one week after the due date without specific approval by the professor.

**Participation:** Due to the nature of the course, daily participation is imperative. Students are expected to be present, on time and engage in class discussion. Students should demonstrate responsibility by being prompt to class daily. Students are expected to refrain from studying any other materials during class.

**Decorum:** Students should refrain from bringing food or drinks to the classroom. Cell phones should be turned off before entering the classroom.

**Laptops:** During class, students should refrain from using laptop computers for any purpose other than taking notes and participating in the class. Scanning the internet, checking email, or working on materials other than the class is counterproductive to the student’s learning experience and is a distraction to the professor and to fellow students and, thus, is prohibited.

**Bibliography:**


   —*. The Prayer Life*. Chicago: Moody, n.d.