Chaplaincy Concentration, 2014 Cohort

Year Four

CHMN747 CHRISTIAN LEADERSHIP

2017

Skip Bell, DMin

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CHRISTIAN LEADERSHIP
CHAPLAINCY CONCENTRATION
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GENERAL MODULE INFORMATION

Module acronym: CHMN747
Module name: Christian Leadership
Semester & year: 2017
Intensive location: Altamonte Springs, Florida
Intensive Dates: March 20 -31, 2017
Credits: 5

INSTRUCTOR CONTACT DETAILS

Professor: Skip Bell, DMin
Telephone: 269-471-6082
Email: sjbell@andrews.edu

MODULE DESCRIPTION

This course module investigates principles, challenges, and practices of Christian leadership, emphasizing the issues that make leadership in the context of the church, education, and non-profit service organizations unique. It includes theological reflection, literature review, theory, and practical application of learning in the context of professional ministry.

PROGRAM OUTCOMES

The following **program learning outcomes** reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a "global" context, related to the primary field of service.
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

CONCENTRATION OUTCOMES

The Doctor of Ministry Chaplaincy Ministry concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum and should be reflected in the Ministry Development Plan developed by the participant.

Being

The graduate will be engaged in a learning process aimed at enhancing personal spirituality, enriching the personal life, and improving professional relationships through an expanding awareness of what God has called them to be.

1. Spiritual maturity
2. Living by the Spirit (Galatians 5:22-26)
3. Enrichment of personal and family life
4. Greater commitment to the Seventh-day Adventist ministry
5. Positive collegial relationships
6. A global view of society and ministry
7. Become aware of their strengths and limitations (background, emotional state) and to realize the impact self-awareness and self-understanding may have on ministry

Assessed by: Requiring students to complete a section in their Ministry Development Plan (MDP) in which they will name strategies for chaplaincy ministries and practices they adopt to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

Knowing

The graduate will be expected to exhibit an advanced understanding of sound theological and spiritual care that support chaplaincy leadership and how they contribute to responsible ministry for the worldwide church.

1. An understanding of chaplaincy within the context of Adventist theology
2. An understanding of organizational culture and systems thinking
3. Knowledge of the professional field including spiritual leadership, consultation, networking, and ethical conduct
4. Knowledge of current issues and research related to the field of spirituality and health
5. Engage the discipline through sociological and psychological perspectives
6. Reflect theologically on the lived experience of patients
7. Learn basic research skills relating to chaplaincy

Assessed by: Completing two theoretical chapters in their project manuscripts (chapters 2 and 3) in which students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject, the direct assessments in modules one and two of assignments

dealing with literature research and theological reflection administered by faculty, and of literature research in all modules.

Doing

The graduate will model Christ-like ministry and demonstrate the ability to effectively contribute to the mission of the church by wise and competent application of spiritual care theology and theory to practical and innovative solutions for ministry challenges.

1. Practice of the following core chaplaincy essentials:
   A God-given passion-stirring shared vision
   Demonstrating faith-based hope
   Exercising solid integrity
   Courage to challenge the status quo
   Unswerving commitment to empowering people
   Integration of own spiritual and theological perspectives into the practice of ministry
   Appreciation of diversity issues
2. Proficiency in the following skills:
   Skills pertinent to their practice in the field of chaplaincy and spiritual care
   Facilitating effective planning
   Managing resources responsibly
   Communicating effectively
   Building effective teams
   Managing conflict
   Spiritual care evaluation and assessment
   Making meetings matter
   Mentoring others

Assessed by: Successful assessment of the project before peers and respective project committees as well as direct assessments of case studies administered by faculty.

THE COHORT

Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a chaplaincy concentration in their DMin program.

See the Doctor of Ministry program planner for current information regarding the date and locations of future teaching intensives.

MOODLE ACCESS, 365-DAY LIMIT

Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

MODULE REQUIREMENTS

I. Pre-Intensive

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the five required pre-session titles. These are to be posted to the Andrews University Learning Hub. The journal (there will be five, one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read and "bounce it off" what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your "reflection" on the text. Give deliberate and intentional attention to how the text relates to your life, and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

> *Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.*

Books can be purchased in any manner convenient to the participant. Books are often less expensive through online outlets, especially used books at the Amazon online book store.

II. The Intensive

A. Punctual attendance is required for all classes. A maximum of 10% absence of total activities is allowed.
B. Participation in class discussion, group activities, journaling, and compilation of notes is expected.

III. Post Intensive

A. Journal and report the following two books in the same manner as for the pre-intensive books.

> *Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.*

B. Review and revise the Ministry Development Plan (MDP) you were required to do in year one. The Ministry Development Plan has four sections; a description of your current situation, your vision for your life and ministry following the program, the steps you propose to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas.

C. Project Chapters
  Chapter 1
  1. Description of the Ministry Context (this would include their role in the context, and could include the student's particular passion for ministry)

2. Statement of the Problem
3. Statement of the Task
4. Delimitations of the Project
5. Description of the Project Process
6. Definition of Terms (Optional)

Chapter 5
Chapter five of your project document, a paper of 16-22 pages, no more than 25 pages, will be required providing the narrative of your project challenge. Follow the instructions of your project seminar for the form of chapter five.
This chapter focused on the outcomes of your intervention, whether successful or not, and an explanation of the project implementation strategy you followed. Recommendations and Conclusions emerging from your project are reported in Chapter 6 which you will do without submitting it as a course assignment.

The Andrews University Standards for Written Work, 12th Edition, or most recent tradition, will provide the style for all written work. Doctor of Ministry papers are done in APA style.

D. Meet again with your context support group of five to nine persons and review your MDP. The meeting will center on personal and professional progress. The meeting must occur on or before June 1, 2017. The group will review the MDP and its progress. Post a brief journal of the meeting with date to the Learning Hub.

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by November 1, 2017. The journal needs to include the dates of the two meetings.
2. The first group meeting must occur on or before July 10, 2017, and review the work of each student on their chapter five.
3. The second group meeting must occur on or before September, 2017, and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Each participant will select an effective community, business, education, or church leader, seek permission of that person to write a **case study** based on their experience, observe critical incident roles and behavior of the subject leader within the context of their leadership, sit for an interview of at least 30 minutes with the subject leader or an affiliate, interview a minimum of three persons who interact within the subject leader within their community, and write a 4 to 5 page case study documenting the observations, interviews, and describing specific incidents of behaviors relating to a minimum of three of the six leadership essentials.

G. Continue your work with an appropriate field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the competencies of the concentration. There are competencies in the area of being, in the area of knowing, and competencies in the area of doing. The chart below describes the process of judging the integration of those competencies. The cyclical process of true learning in the areas of being, knowing, and doing are considered.

Competency of the Concentration	Learning Resources Provided in this Module	Process of Assessment
Spiritual maturity	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Living by the Spirit (Galatians 5:22-26)	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Enrichment of personal and family life	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Greater commitment to ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A biblical perspective of evangelism, mission, and ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Positive collegial relationships	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling

		Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A global view of society and ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Exceptional theoretical knowledge of leadership	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
An understanding of a biblical theology of leadership	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
An understanding of organizational culture and systems thinking	Intensive presentation and exercise The literature and journaling assigned, especially The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
Practice of the following core leadership essentials	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study

Proficiency in administrative skills	Intensive presentation and exercise The Ministry Development Plan The Case Study	Evaluation of the quality of intensive participation, including daily journaling Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study

B. Grade Points

Case Study – 100 points
Reading Journals and Reports: 25 points each x 7 books - 175 points
Ministry Development Plan - 60 points,
Chapter 1 and 5 - 175 points
Context Support Group - 40 points
Small Group Meetings – 40 (20x2)
Journal During Intensive - 40 points
Report Regarding Mentor – 40 points
 Total 670 points

96 - 100% - A
93 - 95% - A-
90 - 92% - B+
85 - 89% - B
82 - 84% - B-
79 - 81% - C+
75 - 78% - C
72 - 74% - C-

C. Assignment submission deadlines will be applied as follows:

Assignment due date:	(possible A grade)
Late up to 30 days:	(no more than A- grade)
Late 31 to 60 days:	(no more than B+ grade)
Late 61 to 90 days:	(no more than B grade)*
Late 91 days or more:	(DN deferred and not completable)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive. If submitted late, the work will be discounted 10%. The remainder of the assignments are due

November 1, 2017. They are to be submitted electronically to the Andrews University Learning Hub. Always keep copies. The grade of DG (deferred grade) will be given until the due date.

* Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

D. Course Time Parameters and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 5 hours, so the entire course module is to require 280 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed   15-20 pages/hr.
- Average writing speed   3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan –5 hours
Reading and journaling - 173 hours
Intensive - 60 hours
Journaling during the intensive – 2 hours
Context support group - 3 hours
Peer group attendance and journaling - 5 hours
Case study - 25 hours
Mentoring – 7 hours
Total 280 hours
Post intensive paper – (60 hours relate to the project credits registered in years three and four)

E. Assignment Submission
Submit assignments electronically to the Andrews University Learning Hub. Always keep a copy, and confirm submissions after 30 days.

Criteria for Assessment of the Post Intensive Paper: *Chapter 1 Introduction*

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Contents	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and Definition of Terms.	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.

	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Description of the Ministry Context	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
Statement of the Problem	The problem is clearly defined and supported by clear, objective evidence.	The problem is clearly defined and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence.	The problem is not clearly defined, not supported by evidence.
Category	**4.00 Target**	**3.00 Needs Improvement**	**2.00 Incomplete**	**1.00 Unacceptable**
Statement of the Task	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
Delimitations of the Project	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
Description of the Project Process	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
Definitions of Terms	Esoteric terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Esoteric terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Esoteric terms central to the study and used through the project document are not defined.
Format	The chapter formatting follows proper AU style	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA style, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes	There are 3 or more stylistic mistakes
Language Conventions	There are no spelling, grammar, or punctuation errors.	There are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences.	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences
Length	10-12 Pages	13-15 pages	16-20 pages	More than 20 pages

Chapter 5 Narrative of Intervention Implementation

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Implementation Narrative	A **concise** narrative of the precise chronological implementation of the intervention is given.	A narrative of the precise chronological implementation of the intervention is given.	The implementation narrative does not move in chronological fashion and/or it gets side- tracked with tangents that are not relevant to the implementation process.	No narrative of the implementation of the intervention is given.
Format	The chapter formatting follows proper *Andrews Standards for Written Work.*	There is 1 formatting mistakes.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA style, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors	There is1 spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader- friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

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CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE DN GRADE

The DN grade is given when very limited or no demonstrable competency has been observed and exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

UNIVERSITY POLICIES

Academic Integrity
Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

"Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree

cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university."

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

Dr. Skip Bell is Professor of Church Leadership, Seventh-day Adventist Theological Seminary, Andrews University. An ordained Seventh-day Adventist pastor, Skip has served the church as a pastor, departmental director, administrator, and university professor. Dedicated to the vision of a soul-wining church, he has frequently led evangelistic programs, is a student of small group ministry, an advocate of urban ministry and church planting, and is especially interested in issues of church leadership. He is frequently called on to present leadership conferences for the church's world divisions. Dr. Bell says, "Jesus has provided a model of servant leadership that challenges and calls us to vision, faith, integrity, courage, empowerment, and trust. The joy of my life is serving within His will with a group of people I love. I want to attract people to a vision of leadership based on Jesus model of servant leadership."

Dr. Bell has authored *A Time to Serve: Church Leadership for the 21st Century*, published in 2003, is the editor and main contributor to *Servants and Friends: A Biblical Theology of Leadership*, published in 2014, over 20 academic and professional articles, and several curriculums for professional pastoral development. He is a member of the Academy of Religious Leadership.

Dr. Bell counts time with his wife, Joni, and family as one of his greatest joys and loves just about any pursuit that involves outdoor activity.