

# CHMN706 Spiritual and Theological Foundations for Ministry

Spring 2020

*Allan Walshe, DMin*

## SYNOPSIS OF THE COURSE

### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Andrews University
<b>Class meeting times:</b>	March 23-April 7, 2020
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	(269)-471-3318
<b>Grad Assistant:</b>	Jonathan Campbell
<b>Email:</b>	<a href="mailto:discipleshipga@gmail.com">discipleshipga@gmail.com</a>

### BULLETIN DESCRIPTION OF COURSE

This is a foundational module required of all DMin students. The module builds the spiritual and theological basis from which the practice of ministry and mission grows and seeks to lead the student into a self-reflection and examination of life and belief.

### PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

- 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) Demonstrate knowledge and skills acquired, and analyze the resultant impact on one's ministerial experience.

## COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due
3/23/20	Pre-Intensive	Reading Assignments
3/23/20	Pre-Intensive	Myers-Briggs Type Indicator (MBTI)
7/31/20	Post Intensive	First Group Meeting
1/31/21	Post Intensive	Reading Assignments
1/31/21	Post Intensive	Post Intensive Paper
1/31/21	Post Intensive	Journal and Attendance of Work Group Meetings
1/31/21	Post Intensive	Context Support Group
1/31/21	Post Intensive	Ministry Development Plan (MDP)
1/31/21	Post Intensive	Mentoring Report

2019 Chaplaincy				
Syllabi and schedule for the cohort that begins in 2019:				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
CHMN787-112 (1595)	Theory and Research in Chaplaincy (4 cr)	Dr. Mario Ceballos	April 1-10, 2019	Altamonte Springs, FL
GSEM790-112 (1596)	DMin Project Seminar (4 cr)	Dr. James Wibberding	April 11-18, 2019	Altamonte Springs, FL
GSEM706	Spiritual & Theological Foundations for Ministry (8 cr)	Dr. Allan Walshe Dr. Kleber Gonçalves	March 23-April 3, 2020	Andrews University
	Implementation Symposium	Dr. David Penno	December 8, 2020 2:00-4:00pm EST via Zoom	Andrews University

2019 Chaplaincy				
Syllabi and schedule for the cohort that begins in 2019:				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
CHMN788	Professional Practice in Chaplaincy (5 cr)	Dr. Mario Ceballos	April 19-29, 2021	Altamonte Springs, FL
GSEM796	DMin Project		Spring 2021	
CHMN786	Clinical Issues in Care and Counseling (5 cr; CPE no required) OR Health Care Leadership (5 cr; must have CPE prerequisite for health care emphasis)	Dr. Siroj Sorajakool  Dr. Mario Ceballos	April 4-14, 2022	Altamonte Springs, FL
GSEM796	DMin Project		Spring 2022	

Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.

## ATTENDANCE

*(adapted from the AU bulletin)*

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

## COURSE MATERIALS

### **Required Course Materials (Pre-intensive)**

1. McNeal, R. 2011. *A work of heart: Understanding how God shapes spiritual leaders*. San Francisco, CA: Jossey-Bass.
2. Barnes, C. M. 1996. *When God interrupts: Finding new life through unwanted change*. Downers Grove, IL: InterVarsity Press.
3. Miller, P.E. 2009. *A Praying Life: Connecting with God in a distracting world*. Colorado Springs, CO: NavPress.

4. Seamands, D. 1991. *Healing for damaged emotions*. Colorado Springs, CO: Victor.

For price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		Academic Doctoral Programs
		8 Credits
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time (Intensive)</b>	120 hrs
<b>Independent Learning Activities</b>	<b>Reading and journaling (approximately 3,500 pages)</b>	261 hrs (203 hours reading & 58 for journaling)
	<b>MBTI</b>	5 hrs
	<b>Journaling during the intensive</b>	2 hrs
	<b>Ministry Development Plan (MDP)</b>	3 hrs
	<b>Context support group</b>	2 hrs
	<b>Peer group attendance and journaling</b>	3 hrs
	<b>Mentoring Report</b>	5 hrs
	<b>Post intensive paper</b>	47 hrs

<b>Total Hours:</b>	448 hrs
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**GUIDELINES FOR COURSE ASSIGNMENTS**

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
<p><b>I. Pre-Intensive</b></p> <p>Pre-Intensive Reading:</p> <p>A journal is due the first day of the teaching intensive for each of the four required pre-session titles. The journal (there will be four, 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 in the article 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.</p> <ol style="list-style-type: none"> <li>1) McNeal, R. 2011. <i>A work of heart: Understanding how God shapes spiritual leaders</i>. San Francisco, CA: Jossey-Bass.</li> <li>2) Barnes, C. M. 1996. <i>When God interrupts: Finding new life through unwanted change</i>. Downers Grove, IL: InterVarsity Press.</li> <li>3) Miller, P.E. 2009. <i>A Praying Life: Connecting with God in a distracting world</i>. Colorado Springs, CO: NavPress.</li> <li>4) Seamands, D. 1991. <i>Healing for damaged emotions</i>. Colorado Springs, CO: Victor.</li> </ol> <p>Books can be purchased in any manner convenient to the participant.</p>	<p>25 pts each</p>
<p><b>B. MBTI</b></p> <p>Each student must take the assessment and know his or her Myers-Briggs type indicator (MBTI) which consists of 4 letters. If you have not taken the test or have forgotten its results, the easiest way to identify your type is to take the shortened form of the test in the following book:</p> <p>Kiersey, David, and Marilyn Bates, <i>Please Understand Me: Character and Temperament Types</i>. Delmar, CA: Gnosology Books Ltd. ISBN 0-9606954-0-0</p>	<p>10 pts</p>

<p>(Note: A free, short-version test based on the Jung-Myers-Briggs typological approach is available online at <a href="http://www.humanmetrics.com/">http://www.humanmetrics.com/</a> . Take the Jung typology test.)</p> <p><b>Results must be brought to the intensive.</b></p>	
<p><b>II. The Intensive</b></p> <p>A. Attend the Field Research Symposium on (<i>enter the dates for the first two days of this intensive</i>).</p> <p>B. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.</p> <p>C. On some evenings a daily journal will be required.</p> <p>D. Participation in discussion, group activities, journaling, and compilation of notes is expected.</p> <p>E. A cohort field experience (will or may) be planned for Saturday and Sunday.</p>	40 pts
<p><b>III. Post Intensive</b></p> <p>A. Journal and report the post-intensive books in the same manner as for the pre-intensive books. The post-intensive book list will be provided after the intensive.</p>	25 pts each
<p>B. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take 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. The MDP will serve the context support group and form the foundation for a three to five page reflection paper describing your spiritual, relational, and professional growth during the program at the time of your assessment at the end of the program. Due date: Jan 31, 2021</p>	80 pts
<p>C. Chapter two of your project document, a paper of 25 pages, will be required providing a theological reflection relevant to your project challenge. <b>This work required in year two partially integrates your 6 credits of project learning into the program.</b></p> <p><i>The Andrews University Standards for Written Work, 12<sup>th</sup> Edition</i> (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian style.</p> <p>Due date: Jan 31, 2021</p>	250 pts
<p>E. Attend virtually the Implementation Symposium on December 8, 2020 2:00-4:00pm EST via Zoom. This symposium will help you finalize your project proposal and prepare you to implement your project in year three of the program.</p>	

<p>F. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before June 30, 2020. The group will review the MDP and its role with materials provided during the intensive.</p>	60 pts
<p>G. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.</p> <ol style="list-style-type: none"> <li>1. A journal and attendance record of the group meetings will be required from a secretary for each group by Jan 31, 2021.</li> <li>2. The first group meeting must occur on or before July 31, 2020, and review the work of each student on their chapter five.</li> <li>3. The second group meeting must occur on or before Oct 31, 2020, and review the case study done by each student (or other assignment).</li> <li>4. Groups may meet by phone conference, face-to-face, or via electronic conference.</li> </ol>	50 pts
<p>H. Continue work with your 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 Jan 31, 2021.</p>	40 pts

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

**Submission of Assignments**

Assignments are to be turned in on Learning Hub before the beginning of the class period at which they are due (unless otherwise announced).

**Late Submission**

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: (no credit for the assignment)

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

## ABOUT YOUR INSTRUCTOR

Dr. Allan R. Walshe  
Current ministry emphasis—Discipleship and Biblical Spirituality

Brief summary of ministry:  
Local pastor—3 different conferences  
Conference Departmental Director: Various Departments  
Union Departmental Director: Various Departments  
Conference President: SPDiv  
Union President: SPDiv  
University Teaching Professor: Andrews University  
Department Chair: Dept. Discipleship and Religious Education, Adventist Theological Seminary, Andrews University



## OTHER COURSE-RELATED POLICIES

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;



- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

**Academic Accommodations**

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

**Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

**Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

**LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

**Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

***Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu) .***

## APPENDIX 1: INTERPRETING LETTER GRADES

Graduation requires a 3.0 or better program GPA. Students who receive a DN for a module 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.

### Letter Grades and Percentages

94-100%	A	83-86%	B	73-76%	C
90-93%	A-	80-82%	B-	70-72%	C-
87-89%	B+	77-79%	C+		

### ***THE B GRADE***

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

### ***THE A GRADE***

An A grade is given only when a student not only fulfills the criteria 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 by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

### ***THE D GRADE***

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's 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.

### ***THE F GRADE***

A failing grade is given when very limited or no demonstrable competency has been observed.

## APPENDIX 2: ASSIGNMENT RUBRIC(S)

### Chapter Assessment Rubric for the Post Intensive Paper:

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
<b>Introduction</b>	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.
<b>A Constructive Theological Essay</b>	The chapter is clearly written as a constructive theological essay. It identifies a theological question/problem which is central to the task of the project. It enters into conversation with the Bible and Spirit of Prophecy (optional) through the lens of a particular theological approach. It then constructs an answering biblical theology to serve as the theological foundation for the project.	Same as target, except there is a slight tendency to sidetrack onto tangents that are not directly related to the central issue being addressed.	There is a tendency to get off point and to deal with tangents that are not directly related to the central issue being addressed and/or the chapter is only loosely connected to the central task of the project.	One or more of the following is true: <ul style="list-style-type: none"> <li>• The chapter is not connected to the central task of the project.</li> <li>• There is no clear theological approach</li> <li>• There is no answering biblical theology constructed</li> </ul>
<b>Writing in the Academic Voice</b>	All claims are supported by clear evidence. The connection between the claim and the evidence is warranted. The evidence is presented in a clear and linear fashion. The chapter bases its appeal upon <i>logos</i> and doesn't attempt to divert to the sermonic lures of pathos and ethos. It does not overstate its claims.	The evidence is presented in a mostly linear fashion and is clear. There is a slight tendency to overstate certain claims. However all claims are still based on clear and warranted evidence and/or there is a minor inclination to use sermonic language.	1 or 2 of the claims made in the chapter are either not supported by clear evidence or the connection between the claim and the evidence does not seem warranted and/or there is a clear tendency to write in a sermonic voice and not an academic voice.	3 or more claims are not based on either evidence or warranted evidence and/or the entire chapter sounds like a sermon.

<b>Use of Quotations</b>	The chapter minimizes the use of quotations and instead seeks to summarize the ideas of others. All quotations are placed within a “quotation sandwich.” All quotations are formatted correctly.	There is a reasonable balance between summarization and quotation and the majority of quotations are placed within a “quotation sandwich.”	The quotations that are used are not placed within a “quotation sandwich.” and/or the chapter focuses more on quoting others than on summarizing their ideas.	The chapter looks like a “cut and paste” job and/or the quotations are not formatted correctly.
<b>Conclusion</b>	The chapter ends with a conclusion that reiterates the main points, restates the thesis in light of its substantiation and exemplification reflects on the journey that has led to this concluding moment, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and restates the thesis in light of its substantiation and exemplification.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
<b>Format</b>	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
<b>Style</b>	The chapter follows Turabian Parenthetical Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There is 1 spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are more than 3 spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	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.
<b>Length</b>	16-25 pages	26-30 pages	31-40 pages	More than 40 pages