

CHMN708 Mentoring and Coaching for Discipleship

Spring 2020

Ben Maxson, DMin

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Loma Linda, CA (Gair Room, Drayson Center)
Class meeting times:	March 16-26, 2020
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(530) 864-3308
Instructor Email:	benmaxson@gmail.com

BULLETIN DESCRIPTION OF COURSE

This module will equip participants for assisting in the discipling of others through spiritual mentoring and coaching. It will develop an understanding of the mentoring and coaching process, as well as how the age, temperament and developmental stage of a mentoree help to determine the most effective model for discipling.

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.

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

- 1) Personal spiritual maturity.
- 2) Living by, through and with the Holy Spirit (Galatians 5:22-26).
- 3) An understanding of a Seventh-day Adventist perspective on discipleship and Biblical spirituality.
- 4) Discern truth from counterfeit as a means of both personal and corporate protection, in light of the growing number of non-biblical “spiritualities.”
- 5) A biblical perspective of the Holy Spirits work and transforming power.
- 6) Intentionally integrate Biblical devotional habits into their own life and ministry.
- 7) Embrace and carry out a faithful praxis of discipleship and biblical spirituality both individually and corporately.
- 8) Develop additional understanding of how to mentor or disciple individuals following a biblical discipleship process that includes discipleship coaching skills.

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	CLOs Addressed
3/16/20	Pre-Intensive	Reading Assignments	All
5/20/20	Post Intensive	Context Support Group	All
6/20/20	Post Intensive	First Group Meeting	All
9/20/20	Post Intensive	Second Group Meeting	All
12/20/20	Post Intensive	Reading Assignments	All
12/20/20	Post Intensive	Post Intensive Paper	All
12/20/20	Post Intensive	Journal and Attendance of Group Meetings	All
12/20/20	Post Intensive	Ministry Development Plan (MDP)	All
12/20/20	Post Intensive	Mentoring Report	All

2018 Discipleship				
Syllabi and schedule for the cohort that begins in 2018:				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
DSRE705-112 (1690)	Theological & Historical Perspectives on Discipleship (4 cr)	Dr. Allan Walshe	April 9-17, 2018	Altamonte Springs, FL
GSEM790-112 (1681)	DMin Project Seminar (4 cr)	Dr. David Penno	April 18-25, 2018	Altamonte Springs, FL
GSEM706-031 (1600)	Spiritual & Theological Foundations for Ministry (8 cr) (Includes 2-day Field Research Symposium with Petr Cincala)	Dr. Allan Walshe	March 28-April 22, 2019	Andrews University
	Implementation Symposium	Dr. David Penno	December 17, 2019	1:00-5:00pm EDST via Zoom
DSRE708	Mentoring for Discipleship & Biblical Spirituality (5 cr)	Dr. Ben Maxson	March 16-26, 2020	Loma Linda University
GSEM796	DMin Project (3 cr)		Spring 2020	
DSRE709	Constructs of Corporate Ministry for Discipleship & Biblical Spirituality (5 cr)	Dr. Kleber Gonçalves	April 12-22, 2021	Andrews University
GSEM796	DMin Project (3 cr)		Spring 2021	

Always consult the Doctor of Ministry program planner at 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

Pre-Intensive Reading

1. Cook, Brandon; Hull, Bill. 2020. *The Cost of Cheap Grace*. NavPress.
2. Dever, Mark. 2016. *Discipling: How to Help Others Follow Jesus*. Crossway.
3. Stoltzfus, Tony. 2009. *Christian Life Coaching Handbook: Calling and Destiny Discovery Tools for Christian Life Coaching*. Coach22 Bookstore LLC. (Available through Amazon.com)

Post Intensive Reading

1. Fink, Todd M. 2016. *Biblical Discipleship: Essential Components for Attaining Spiritual Maturity*. Selah..
2. Geiger, Eric; Kelley, Miachel; Nation, Philip. 2012. *Transformational Discipleship*. B&H.
3. Goggin, Jamin; Strobel, Kyle. 2014. *Beloved Dust*. Nelson.
4. Hall, Chad W.; Copper, Bill; McElveen, Kathryn. 2009. *Faith Coaching: A Conversational Approach to Helping Others Move Forward in Faith*. Book Surge.
5. Idleman, Kyle. 2009. *Not a Fan: Becoming a Completely Committed Follower of Jesus Christ*. Zondervan.
6. Miller, Paul. 2009. *A Praying Life: Connecting with God in a Distracting World*. Navpress.
7. Ogden, Greg. 2003. *Transforming Discipleship: Making Disciples a Few at a Time*. IVP Books.

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
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		5 Credits
Instructor Contact Hours	Face to Face Instructional Time (Intensive)	75 hrs
Independent Learning Activities	Reading and journaling (approximately 2,700 pages)	190 hrs (150 hours reading & 40 for journaling)
	Journaling during the intensive	2 hrs
	Ministry Development Plan (MDP)	3 hrs
	Context support group	2 hrs
	Peer group attendance and journaling	3 hrs
	Mentoring Report	5 hrs
	Post intensive paper	124 hrs (the writing time - 60 hours, plus experiential and research time - 64 hours, <u>satisfies the 124 hours for 2 project credits</u>)
Total Hours:		280 (not including the project credits)

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>I. Pre-Intensive</p> <p>Pre-Intensive Reading:</p> <p>A. A journal is due the first day of the teaching intensive for each of the three required pre-session titles. The three journals (one for each book) are 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</p>	75 pts (25 for each of 3 books)

<p>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"> 1. Cook, Brandon; Hull, Bill. (2020). <i>The Cost of Cheap Grace</i>. NavPress. 2. Dever, Mark. (2016). <i>Discipling: How to Help Others Follow Jesus</i>. Crossway. 3. Stoltzfus, Tony. (2009). <i>Christian Life Coaching Handbook: Calling and Destiny Discovery Tools for Christian Life Coaching</i>. Coach22 Bookstore LLC. (Available through Amazon.com) <p>Books can be purchased in any manner convenient to the participant.</p> <p>B. List of principles and guidelines for evaluating contemporary spirituality materials, books, and resources.</p> <p>C. Attend virtually the Implementation Symposium. This symposium will help you finalize your project proposal, obtain DMin Committee and IRB approval, and prepare you to implement your project in year three of the program. The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you attended the symposium.</p>	25 pts
<p>II. The Intensive</p> <p>A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.</p> <p>B. On some evenings a daily journal will be required.</p> <p>C. Participation in discussion, group activities, journaling, and compilation of notes is expected.</p> <p>D. A cohort field experience (will or may) be planned for Saturday and Sunday.</p>	25 pts 50 pts
<p>III. Post Intensive</p> <p>A. Journal and report the following 7 books in the same manner as for the pre-intensive books. Due date: December 20, 2020.</p> <ol style="list-style-type: none"> 1. Fink, Todd M. 2016. <i>Biblical Discipleship: Essential Components for Attaining Spiritual Maturity</i>. Selah Book Press. 2. Geiger, Eric; Kelley, Miachel; Nation, Philip. 2012. <i>Transformational Discipleship</i>. B&H Publishing Group. 3. Goggin, Jamin; Strobel, Kyle. 2014. <i>Beloved Dust</i>. Nelson Books. 4. Hall, Chad W.; Copper, Bill; McElveen, Kathryn. 2009. <i>Faith Coaching: A Conversational Approach to Helping Others Move Forward in Faith</i>. Book Surge Publishing. 5. Idleman, Kyle. 2009. <i>Not a Fan: Becoming a Completely Committed Follower of Jesus Christ</i>. Zondervan. 	175 pts (25 pts for each of 7 books)

<p>6. Miller, Paul. 2009. <i>A Praying Life: Connecting with God in a Distracting World</i>. Navpress.</p> <p>7. Ogden, Greg. 2003. <i>Transforming Discipleship: Making Disciples a Few at a Time</i>. IVP Books.</p>	
<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: December 20, 2020.</p>	25 pts
<p>C. Chapter four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. This is the work required in year three that partially integrates your 6 credits of project learning into the program.</p> <p><i>The Doctor of Ministry Project Writing Manual 2nd Edition</i> (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian Parenthetical style. Due date: December 20, 2020.</p>	150 pts
<p>D. Complete your DMin project proposal, obtain DMin Committee and IRB approval, and begin implementing your project. The project coach will work with you on these objectives during and after the Implementation Symposium. The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you completed your proposal and have begun implementation of your project.</p>	
<p>E. 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 May 20, 2020. The group will review the MDP and its role with materials provided during the intensive.</p>	25 pts
<p>F. 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"> 1. A journal and attendance record of the group meetings will be required from a secretary for each group by December 20, 2020. 2. The first group meeting must occur on or before June 20, 2020, and review the work of each student on their chapter five. 3. The second group meeting must occur on or before September 20, 2020, and review the case study done by each student (or other assignment). 	25 pts

4. Groups may meet by phone conference, face-to-face, or via electronic conference.	
G. 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 December 20, 2020.	25 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, March 16, 2020. If submitted late, the work will be discounted 10%. The rest of the assignments are due December 20, 2020.

ABOUT YOUR INSTRUCTOR

Born in Caracas, Venezuela of missionary parents, Ben Maxson has spent much of his pastoral ministry in the Northwest and Southern United States. Fluent in Spanish, he also gravitated back to his roots in South America to serve in two missions there. Dr. Maxson spent ten years serving as Ministerial Secretary, Stewardship Director, and Evangelism Coordinator of the Carolina and Upper Columbia Conferences, and then held the position of Director of Stewardship at the World headquarters of Seventh-day Adventists from 1995 to 2004. During this time, he discovered and developed a new paradigm emphasizing biblical stewardship from a discipleship perspective and shared this vision with the world church. Ben served as Lead Pastor of the Paradise California Seventh-day Adventist



Church from October, 2004 through December, 2017. Ben then retired from full time pastoral ministry at the end of 2017

Ben has served as an adjunct professor for the Seventh-day Adventist Seminary for since 1995, and is currently a Lead Faculty member in the Discipleship and Biblical Spirituality Cohort.

Ben is married to Mary Maxson, who served as the Director of the Women's Ministry Department for the North American Division, and now is an Associate Pastor at the Paradise Seventh-day Adventist Church. They have two adult children and one grandchild.

Ben enjoys reading, developing ministry materials, and is an avid scuba diver. He also enjoys digital photography and golf. Ben has special interests in the areas of spirituality, discipleship, and leadership training, and serves as a lead professor in Andrews University Seminary Doctor of Ministry cohort for Spiritual Growth and Discipleship.

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

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (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	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

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 .

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

96-100%	A	85-89%	B	75-78%	C
93-95%	A-	82-84%	B-	72-74%	C-
90-92%	B+	79-81%	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
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.
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 in one half-page and supported by clear, objective evidence.	The problem is clearly defined in a one half-page and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence and/or more than one half-page.	The problem is not clearly defined, not supported by evidence, and more than one half-page.
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	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.	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.	Terms central to the study and used through the project document are not defined.
Format	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.

Style	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.
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