



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400 • www.nts.edu

Doctor of Ministry Degree Residential Seminar Course Syllabus (v1) DMN935-*Wesleyan Spiritual Practice for Ministry* January 9-19, 2012

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Doctor of Ministry Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and *Moodle* support information
- *Handbook for Inclusive Language*

Each DMin Residential Seminar course spans a 6- or 8-month period from the beginning of coursework to the completion of coursework. **This Course commences on August 1, 2011 and finishes on March 31, 2012 with seminar sessions held on Monday, January 9 – Thursday, January 19, 2012.**

NOTE: A course syllabus will sometimes go through more than one version, reflecting scheduling updates and/or the addition of detail as the course unfolds. The document footer indicates the version #. Students are responsible for the latest version of the syllabus which will be made available along with email notice in *Moodle*.

Instructor Information

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Course Description, Narrative, & Rationale

This seminar focuses on personal and professional practices that enhance the spiritual, emotional, and relational wholeness of the minister. Using the Wesleyan tradition as a foundation, students will investigate and experience a wide range of resources for self-exploration, renewal, and patterning for life-long growth. The seminar includes a class retreat.

In particular, this seminar provides opportunity for participants to 1) examine the Wesleyan spiritual practice heritage; 2) explore contemporary understandings of spiritual well-being; 3) assess personal spiritual maturity; and 4) identify practices for life-long growth, personally and in one's ministry context.

1. Examining the Wesleyan spiritual practice heritage - this section is primarily historical, informing students about the approach to spiritual practice developed by John Wesley and the Methodist movement, and raising questions about what is transferable to the contemporary situation and how.
2. Exploring contemporary understandings of spiritual well-being - this section is focused on the contemporary situation, helping students to clarify a Christian vision for well-being informed by the best in theology and psychology.
3. Assessing personal spiritual maturity - this section is primarily experiential, inviting students to take stock of themselves at this point in their development, perhaps utilizing recently-developed spiritual maturity inventories combined with guided introspection.
4. Identifying and implementing practices for life-long growth - this section moves students toward lifestyle commitments by exploring a range of personal formation and ministry formation practices, orienting them for the post-Seminar project.

Course Outcomes

Upon completion of this course, the student will be able to:

1. Articulate a theologically-informed approach to spiritual practices which is applicable to present-day followers of Christ;
2. Develop a plan for ongoing personal and corporate growth in spiritual maturity;
3. Articulate and increased self-awareness, including an assessment of the student's current state of spiritual well-being;
4. Apply the principles of ethnographic research in a faith community.

Required Texts & Course Materials

Examining our Wesleyan Heritage:

- Davies, Rupert E. (Ed.). *The Works of John Wesley, Volume 9: The Methodist Societies: History, Nature, and Design*. Nashville: Abingdon Press, 1989. 540 pp. ISBN: 9780687462148 List Price: \$58.00
- Knight, Henry H. III. *The Presence of God in the Christian Life: John Wesley and the Means of Grace*. Metuchen, NJ: Scarecrow Press, 1992. 196 pp. ISBN: 9780810825895 List Price: \$59.95

Exploring Contemporary Understandings of Well-Being:

- Clapper, Gregory S. *The Renewal of the Heart is the Mission of the Church: Wesley's Heart Religion in the Twenty-First Century*. Eugene, OR: Cascade/Wipf & Stock, 2009. 160 pp. ISBN: 9781606085424 List Price: \$18.00
- Shults, F. LeRon, & Sandage, Steven J. *Transforming Spirituality: Integrating Theology and Psychology*. Grand Rapids, MI: Baker Academic, 2006. 296 pp. ISBN: 9780801028236 List Price: \$32.00

Assessing Personal Spiritual Maturity:

- Richardson, Ronald W. *Becoming a Healthier Pastor: Family Systems Theory and the Pastor's Own Family*. Minneapolis: Fortress Press, 2005. 148 pp. ISBN: 9780800636395 List Price: \$17.00

Identifying Practices for Life-Long Growth:

- Schwehn, Mark R., & Bass, Dorothy C. (Eds.). *Leading Lives That Matter: What We Should Do And Who We Should Be*. Grand Rapids, MI: Eerdmans Publishing, 2006. 545 pp. ISBN: 9780802829313 List Price: \$26.00
- Chittister, Joan. *The Rule of Benedict: A Spirituality for the 21st Century*. New York: Crossroad, 2010. 304 pp. ISBN: 9780824525941 List Price: \$16.95

Research Methodology

- Moschella, Mary Clark. *Ethnography as a Pastoral Practice: An Introduction*. Cleveland: The Pilgrim Press, 2008. 255 pp. ISBN: 9780829817744 List Price: \$30.00

Total required reading: 2344 pp.

Total cost of books: \$257.90

Course Assignments & Requirements

Pre-Seminar Assignments

1. Read all of the above texts in their entirety.
2. Take stock of your current life—personal and professional—in terms of “who you are” and “what you are doing” (see Schwehn & Bass). As honestly and forthrightly as you can, write a portrait or profile of yourself (10-15 pages) that includes such things as: your discriminations of significance vs. insignificance; your vocational identity; the rhythms by which you live; areas of balance or imbalance in your life; the influence & quality of your primary relationships; God-in-your-life; your temptations; your gifts and graces; your goals. Include a 3-generation family genogram (see Richardson)—your grandparents’, parents’, and your own generation—and reflect on how your family of origin impacts you in ministry, as well as any work you need to do to resolve family of origin issues in the future. Submit the completed assignment via *Moodle* no later than Saturday, November 15.
3. Based on your reading of Wesley, Knight, & Clapper, write an essay (10-15 pages) titled “That Was Then; This Is Now” in which you provide a frank assessment of the transferability or non-transferability of 18th Century Wesleyan Methodism to the needs and challenges of today’s Church, including you and your ministry situation. The essay should include references (with proper citation) to all three source books. Submit the essay via *Moodle* no later than Saturday, December 15.
4. Using at least two criteria from Shults & Sandage (one must be from Part I Theology and one from Part II Psychology), write up an Assessment of your ministry context. The Assessment should include (a) a description of a concrete event or situation involving persons and/or communities with whom you work, and (b) an evaluation of the spiritual well-being of the persons and/or communities, identifying areas of strength you would affirm and areas of weakness or brokenness that you see as problematic. Write up your assessment in a brief document (5-7 pages) to be submitted via *Moodle* no later than Monday, January 9.

During the Seminar

1. This Seminar includes a Group Retreat at Sophia Center, a ministry of the Benedictine Sisters of Mount St. Scholastica in Atchison, Kansas (<http://www.mountosb.org>). A \$100 fee will be added to your Seminar bill to help with the lodging and food expenses of the Retreat (NTS will subsidize the remainder). If you are lodging at the King Conference Center, arrangements can be made to vacate your room for the two nights you will be at the Retreat.

2. Each student will engage the Seminar in a critical discussion of their Ministry Assessment. All participants will have read in advance the write-up posted in *Moodle*. The student will begin by articulating what help they would like from the group; another designated student will serve as initial responder.

The following schedule will apply:

Monday, January 9

5:30pm Opening dinner with returning students, new students, Seminar faculty, and NTS staff

Tuesday, January 10 – Friday, January 13

8:30am – 4:30pm Meet in classroom

Saturday, January 14

Free day

Sunday, January 15– Tuesday, January 17

Retreat at Sophia Center (leave NTS at 6:30am Sunday; return to NTS by 8:30pm Tuesday)

Wednesday, January 18

10:00am – 4:30pm Meet in classroom

Thursday, January 19

8:30am – noon Meet in classroom

The topics for classroom sessions are as follows:

Week #1	Monday 1/9	Tuesday 1/10	Wednesday 1/11	Thursday 1/12	Friday 1/13	Saturday 1/14
morning	New Student Orientation	Opening Prayers The Wesleyan Spiritual Tradition	Assessment Reports	Assessment Reports	Assessment Reports	Free
afternoon	Dinner	Holiness & Well-Being	Health & Clergy Self-Care	Spiritual Formation & Vocational Passion	Preparing for Retreat	Free

Week #2	Sunday 1/15	Monday 1/16	Tuesday 1/17	Wednesday 1/18	Thursday 1/19
morning	RETREAT	RETREAT	RETREAT	Ethnography	Seminar Retrospective & Evaluation Closing Prayers
afternoon	RETREAT	RETREAT	RETREAT	A Rule of Life for Ministers; post-seminar assignments	-----

Post-Seminar Assignments

- Using the Moschella text as a guide, each student will conduct an ethnographic study of the community at Mt. St. Scholastica, and write a paper of approximately 10 pages reporting their findings. Due February 1.
- Each student will write a **“Rule of Life” Paper** of approximately 20-25 pages in length that has both personal and ministry context dimensions. A rule of life is “a pattern of spiritual disciplines that provides structure and direction for growth in holiness.” (Marjorie Thompson, *Soul Feast: An Invitation to the Christian Spiritual Life*, Louisville, KY: Westminster John Knox, 1995/2005, 146)

The steps leading to the writing of your final Rule are as follows:

- By January 31, select a spiritual mentor and/or small accountability group (persons in and/or familiar with your context, but not family members or employees) and meet for conversation & prayer about this assignment. If you are married, meet separately with your spouse to discuss this assignment. Post in *Moodle* the name(s) and email address(es) of all involved and the date(s) of the meeting(s).
- Based on these inputs, write up an initial draft of a Rule of Life (see format below) and submit copies no later than February 20 for feedback to:
 - your spiritual mentor and/or small group
 - your spouse (if you are married)
 - your Seminar co-facilitators and dyad/triad prayer partners assigned in class (in *Moodle*)
- Incorporate the feedback on your initial draft into a Final Rule of Life so be submitted in *Moodle* no later than Friday, March 16. You should also make the Final Rule available to your various accountability partners (see above).

The Rule of Life is to be formatted as follows:

Section 1 – Your theology of the Christian Spiritual Life/Sanctification/Mature Spirituality. Drawing on and citing the sources from the Seminar readings, articulate in your own words the biblical/theological/psychological foundations for your Rule.

Section 2 – Your personal Rule. Beginning with a description of yourself based on any and all self-assessment tools and processes that you have accessed, list and explain the specific practices/disciplines to

which you intend to commit for the purpose of growth in holiness. There should be a clear correlation between your personal profile and your selected practices.

Section 3 – Your communal Rule. Beginning with a description of the relational webs that constitute your “communities”, list and explain each corporate dimension of your Rule, e.g., the place of family, neighborhood, local church, ministry organization, nation. Include any plans for sharing a rule with others, and your accountability structures.

DMin Program Assignments

A. In-Parish Committee:

If this is your *first* Seminar, select the members for your In-Parish Committee as detailed in the *DMin Handbook* and post a list with their names, titles/positions, reasons for your choices, and the email address of your designated Committee Chairperson in *Moodle* by March 1.

By May 1, all students must meet with their In-Parish Committee and post in *Moodle* the date of the meeting and who attended. The Chair (not the student) will write-up the In-Parish Committee Report and send it to Anne R. Hardy (using the Form and instructions in the *DMin Handbook*), also by May 1.

B. Pastoral Research Project (PRP):

Resources:

- Swinton, John. *Practical Theology and Qualitative Research*. London: SCM Press, 2006. (278 pp. ISBN: 9780334029809 List Price: \$32.99)
- NTS *DMin Handbook* section on “Research Process” (available online at www.nts.edu/dmin)

Find the assignment below that applies to you, and post it in *Moodle* by March 1.

If this is your *first* Seminar – read *Practical Theology and Qualitative Research* and write 2-3 paragraphs on a possible topic for your PRP and how this book has begun to shape your thinking about your PRP.

If this is your *second* Seminar – read the *DMin Handbook* descriptions of the Research Process, paying special attention to the Topic Selection Form. Review *Practical Theology and Qualitative Research* and write 2-3 paragraphs on your developing ideas of the project you would like to conduct in your own ministry context.

If this is your *third* Seminar – carefully re-read the *DMin Handbook* descriptions of the Research Process, review *Practical Theology and Qualitative Research*, and submit a first draft of the Topic Selection Form.

C. Electives:

Find the assignment below that applies to you, and post it in *Moodle* by March 1.

If this is your *first* Seminar – read the *DMin Handbook* instructions for the Electives portion of the program, paying special attention to the Electives Proposal Form, and write 2-3 paragraphs describing the area(s) of study you are considering for your Electives and how your Electives may contribute to your PRP.

If this is your *second* Seminar, carefully re-read the *DMin Handbook* descriptions of the Electives, and complete and submit a first draft of the Electives Proposal Form.

If this is your *third* Seminar – and you have not already done so, submit a first draft of the Electives Proposal Form; if adjustments were required from your first draft, submit those for final approval.

Distribution of Student Learning Hours

	Pre-Seminar Hours	Seminar Hours	Post-Seminar Hours	Total Hours
Face-to-face Seminar Sessions		60		
Online Participation in forums, groups, etc.	2			2
Reading	94			94
Writing	37		35	72
Other Assignments and Learning Activities			5	5
Exams & Quizzes				
TOTAL	133	60	40	233

Method for Submitting Assignments

This course requires internet access to NTS *Moodle* for instructional information about assignments and electronic assignment submission. Unless otherwise instructed, do not send assignments to the professors via email. Your electronic submissions will automatically be linked to the “Grades” area of *Moodle* to which you have access for viewing your grades. Contact support@nts.edu with technical questions or for assistance.

Form and Style Expectations

All formal written documents are to be carefully proof-read for correct spelling and grammar before submission; it is the responsibility of the student to ensure “clean” copy, even if it means securing assistance.

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language. Inclusive Language usage guidelines can be found at <http://www.wcwim.org>.

All research-based written documents are to be formatted (and will be evaluated) utilizing the “Notes–Bibliography Style” for source citation as detailed in the most current edition of the Turabian Style Guide (<http://www.press.uchicago.edu/books/turabian/manual>). This is the style required for the DMin Pastoral Research Project document.

Policy Regarding Late Work

Grades for late assignments will be affected as follows: [insert policy here]. No assignments received after DATE will be graded.

Seminar Grading

Each student’s Seminar grade will be determined according to the following percentages:

<i>Who I Am & What I Am Doing</i> Paper	20%	Seminar Discussion	10%
<i>That Was Then; This is Now</i> Paper	20%	Rule of Life	30%

Grade Standards:

"A" - EXCEPTIONAL WORK (strong, significant achievement of course objectives)

"B" - GOOD WORK (basic, essential achievement of course objectives)

"C" or "D" - MARGINAL WORK (inadequate, minimal achievement of course objectives)

"F" - UNACCEPTABLE WORK (failure to achieve course objectives)

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor before the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

Bibliography