MIN 686 MINISTRY RESIDENCY II
Fall 2015

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Director of Ministry Residency royce.evans@cornerstone.edu

2 Credit Hours
Pre-Requisite: MIN 685. If Ministry Residency site for MIN 686 is different than your previous site in MIN 685, you will need approval from the Director of Ministry Residency.

COURSE DESCRIPTION
The Ministry Residency program at Grand Rapids Theological Seminary is designed to foster collaborative partnerships, to enhance the curriculum by the inclusion of ministry practitioners and contextual learning, and to encourage people to attend seminary while committing to vocational ministry. It is intended to nurture learning, skill development, practices, and identity formation conducive to excellence in ministry; significantly improve the readiness and preparedness of GRTS graduates for excellence in vocational ministry leadership, and provide students with authentic ministry experience.

The Ministry Residency program is designed as an extended, contextual immersion with a local ministry pertaining to the student’s ministry specialization. Competencies focus on tangible outcomes of applied knowledge and value. Ministry Residency is designed to nurture growing evidence and integration of theological reflection, communal interdependence, spiritual transformation, missional identity, and contextual vision. This is accomplished through the opportunity for a wide range of ministry experiences. Students will complete four sections of Ministry Residency with each section building on the former.

The Ministry Residency program is a collaborative effort, involving the Director of Ministry Residency, Academic Dean or Associate Dean, Ministry Mentor/Site, and Student. Initially, students will pursue site opportunities, meet with the Director of Ministry Residency, and suggest their residency context to the same for approval. This course is broken down by section in order to provide structure for ministry areas to be covered. As with the nature of ministry, we recognize that much of the Ministry Residency experience will come through emerging ministry situations and that students’ experiences will vary. Generally, the Ministry Residency will be completed sequentially over time, building on gained experiences and deepening relationships within the ministry context. Progress will be monitored through regular meetings with the student’s mentor, serving 6-8 hours per week in their ministry, reading selected resources, writing/journaling, and meeting regularly with other ministry residents in their section. Students will also note the requirement for a 10 hour commitment to a ministry context different than (cross-contextual) what is described in the semester’s learning contract. For example if a student’s primary ministry context is preaching, 10 hours of ministry service in visitation, counseling, small group development, etc., will satisfy this requirement. This must be approved by the Director of the Ministry Residency and reported in the reflection paper at the end of the semester.

COURSE OBJECTIVES
MIN 686, MINISTRY RESIDENCY 2, is the second course of four that continues to build on the student’s residency experience. In addition to further developing of the competencies students began in Ministry Residency 1, students will explore ministry topics including small group dynamics, working with elder/board meeting, pastoral duties (leading communion), strategic planning, and staff meetings.

Through Ministry Residency, residents will immerse themselves in a ministry context, integrating their ministry preparation they have acquired from the classroom. Values that drive this integration and that express the heartbeat of the residency program are spiritual transformation, theological reflection, missional identity, intentional community, and contextual vision. Throughout this program residents will be continually fleshing out these values through:

- Learning reflection through keeping a journal of their residency experience, thoughtfully reflecting on their journey (Spiritual Transformation).
- Identifying theological issues and implications associated with their ministry experience (Theological Reflection).
• Producing a learning contract as a basis for their semester goals and objectives and use it as a basis for their semester assessment (Missional Identity).
• Meeting regularly with their mentor for discussion and feedback on their own ministry progress to gain important input on how to disciple/mentor others (Intentional Community).
• Seeking to learn and immerse themselves into the culture of which they serve, gaining insight not only into their ministry role, but also in how their role is related to the broader Christian community and the community of which they are a part (Contextual Vision).
• Engaging contemporary Christian moral issues by working through case studies in scheduled workshops with proper biblical exegesis guided pastoral competency, and personal ministry experience.

Upon successful completion of this semester of residency:

Students will continue to:
• Articulate goals for personal growth and ministry competency.
• Track and evaluate their time management.
• Grow in their discipline of journaling and reflection.
• Apply regular feedback and guidance given from their mentor.

In addition, students will:
• Gain experience leading/facilitating a small group.
• Become familiar with leading communion/a communion service.
• Establish a ministry initiative and strategic plan for implementation.
• Grow in interacting with staff members.
• Gain experience attending board/elders meetings.

REQUIRED TEXTS
• Glittering Vices, DeYoung
  ▪ Not required if students have read this in MIN-500.
  ▪ Reading must be completed by September 14, 2015 and essay submitted by October 12, 2015.*
• Clergy Burnout, Lehr
  ▪ This reading must be completed and 1 page book critique submitted no later than November 9, 2015 to Moodle.
• An Unhurried Life, Falding
  ▪ This reading must be completed and essay submitted no later than November 9, 2015.*
• Freedom of Simplicity, Foster
  ▪ This reading must be completed and essay submitted no later than November 30, 2015.*
• One of the following:
  ▪ Must be completed and 2-3 page book critique submitted by November 30, 2015 to Moodle.
    o Dangerous Calling, Tripp
    o Open Secrets, Lischer
    o Clergy Self-Care, Oswald

*These essays (Fadling and Foster) must be submitted either as a hard copy or email attachment to Pastor Sharon Brown, as well as being posted in Moodle as normal.

COMMUNICATION
Email Communication—Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications.
• Students can access their Cornerstone University email account as follows:
  o Go to gmail.cornerstone.edu
  o Enter CU username (e.g., n0236522) and password
• Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:
  o Log into CU email
  o Select “Settings” in the upper right hand corner
  o Select “Forwarding and POP/IMAP”
  o Follow the on-screen instructions
• Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.
• Assignments are to be submitted via Moodle:
  https://moodle.cornerstone.edu/login/index.php
Contact Technology Support for assistance: (616) 222.1510.

OFFICE HOURS:
Students are welcomed and encouraged to meet for discussion of course issues, academic advising or personal matters. Office hours this semester are Monday through Friday by appointment. Please contact Brittany Stichter, the Administrative Assistant to GRTS, to schedule an appointment. She can be reached at brittany.stichter@cornerstone.edu or 616.222.1422.

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Learning Contract</td>
<td>15%</td>
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<tr>
<td>Reflective Essays</td>
<td>20%</td>
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<tr>
<td>Reflection Paper</td>
<td>20%</td>
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<tr>
<td>Gathering/Workshops</td>
<td>15%</td>
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<tr>
<td>Competency Assessment</td>
<td>15%</td>
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<tr>
<td>Journal</td>
<td>10%</td>
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<tr>
<td>Meetings with Director of Min Residency</td>
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EVALUATION

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<td>A-</td>
<td>95-96</td>
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<td>92-94</td>
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<td>B</td>
<td>88-91</td>
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<tr>
<td>B-</td>
<td>85-87</td>
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<td>C+</td>
<td>79-84</td>
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<tr>
<td>C</td>
<td>75-79</td>
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<tr>
<td>C-</td>
<td>70-74</td>
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<tr>
<td>F</td>
<td>0-69</td>
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Late Work
Student work submitted after the posted due date without prior approval from the course facilitator will receive grade reduction according to the following:

• Within the first week after the due date: One full letter grade reduction for the assignment (e.g., "A" will become a "B").
• After the first week but before the end of the second week: Two full letter grade reduction for the assignment (e.g., "A" will become a "C").
• After two weeks beyond the due date: "F" grade for the assignment

COURSE REQUIREMENTS

1. **Hours**: Ministry Resident must log at least 120 hours between September 9 and December 18, 2015. A grade reduction or failure will result from failing to log the minimum number of hours. The student will keep a time log and report a summary of his/her time invested in ministry activities in the Reflection Paper (see below). In addition, the resident and mentor must review the log and attach it to the final Competency Assessment (see below). Students will also note the requirement for a 10 hour commitment to a ministry context different than (cross-
contextual) what is described in the semester’s learning contract. For example if a student’s primary ministry context is preaching, 10 hours of ministry service in visitation, counseling, small group development, etc., will satisfy this requirement. This must be approved by the Director of the Ministry Residency and reported in the reflection paper at the end of the semester.

2. Meetings: (5%) The student shall meet with the Director of Ministry Residency strategically through the semester and at the end of the semester (before December 4, 2015). It is the student’s responsibility to coordinate these meetings. Brittany Stichter, the Administrative Assistant to GRTS, can be reached at brittany.stichter@cornerstone.edu or 616.222.1422 to schedule an appointment. Student must affirm this meeting has taken place via Moodle by December 4, 2015.

3. Learning Contract: (15%) A learning contract is an agreed upon document that reflects the goals student and mentor set for the semester. This document acts as a compass and objective tool for semester-end evaluation. See the attached sample Learning Contract. The Learning Contract must be submitted via Moodle by September 14, 2015.

4. Resident Gathering / Workshops: (15%) Please reserve the following dates.

   **Workshops: Attend all four workshops:**
   - September 14, 2015  1:00-4:00pm - Spiritual Formation for Ministry Leadership
   - October 12, 2015  1:00-4:00pm - Spiritual Formation for Ministry Leadership
   - November 9, 2015  1:00-4:00pm - Spiritual Formation for Ministry Leadership
   - November 30, 2015  1:00-4:00pm - Stewardship as Formation

Workshops will be conducted in the seminary chapel and various classrooms. Residents are **required to attend all four sessions.** Structure of workshops will be 2 hours of content with 1 hour of guided discussion and fellowship. Participation is required for entire session to avoid grade reduction.

Please note: there are times when gatherings/workshops run into conflicts.
- Enough time will be given for most residents to make appropriate plans to attend these important gatherings. Please plan in advance and make arrangements to attend.
- There are occasions where the residency gathering/workshops occur when the participant may have a scheduled class. Please ensure that your professor or the administrative assistant is aware of your conflict and seek his/her approval before missing class. While there are usually creative solutions to navigate the conflict, this instructor respects the value of classroom time, which ultimately takes priority over the residency gathering. Clearly communicate any potential conflicts in a timely manner in order to avoid a grade reduction.
- Again, being proactive will solve most potential conflicts.
- Students will confirm attendance by signing in the day of the workshop. Failure to do so will result in a grade reduction.

5. Reading Reflective Essays: (20%) For each required text, prepare a **2-3 page** reflective essay demonstrating the engagement of the assigned readings. This will include a discussion of the text informed by your journal entries and ministry contextual experience with consideration of application and formation. See **required texts for submission dates and methods.** For the Lehr text a **1 page book critique** will suffice.

6. Journal: (15%) A successful completion of journaling will include regular entries of at least 2 days per week, exploring formats and methods introduced in Residency 1 by reading Klug’s book, *How to Keep a Spiritual Journal.* See Moodle for Journal Affirmation. Your journal should include:
   a. Reflection on theological concepts that you are discovering or seeking out.
   b. Reflection on your own heart, motives, etc.
   c. Reflection on your missional calling, pursuits, and ministry experience.
   d. Reflection on your context and community.
   e. **Journal affirmation must be checked in Moodle by December 4, 2015.**
7. **Reflection Paper**: (20%) Integrate your readings, discussions with your mentor, personal journaling, and ministry experiences (8-10 pages). After reviewing your time log, incorporate reflection addressing the topics listed below. Submit via a hard copy or email attachment to Pastor Sharon Brown, as well as in Moodle by December 4 2015.

*Spiritual Transformation*
- What have I discovered about myself and my own personal growth and formation during this period?
- Where do I see God growing me?
- What are my own personal joys and challenges?

*Theological Reflection*
- What theological issues have I wrestled with or where have I been stretched theologically during this residency? What issues am I still seeking out answers or clarity?
- How are my experiences informing my classroom learning and how are my GRTS classes informing my ministry practices?

*Missional Identity*
- Where do I find myself investing my time?
- Include a summary of your Time Sheets. The Time Card summary should be signed by both Mentor and Resident.
- How has this experience clarified my own vision for what God is calling me toward? Has anything surprised me?
- How are my experiences shaping my view of ministry and leadership?

*Intentional Community*
- How am I balancing work, personal/family, and study time?
- From whom am I learning in my ministry context?
- What are the needs that I see in the community of which I am a part?
- What are some of my own needs that the community might be able to help me with?

*Contextual Vision*
- What am I noticing about the community of which I am a part?
- What encourages me?
- What concerns me?
- What am I praying for/trusting God for regarding my ministry responsibilities?

8. **Competency Assessment**: (15%) Your residency mentor must draft and discuss with you their assessment of you and your residency experience. *This should describe strengths, weaknesses and areas for student consideration and growth.* Submit the typed assessment and the time log (a time sheet that summarizes hours worked and how time was invested) via Moodle by December 4, 2015.

9. In the event of assignment conflicts as described in this syllabus, the attached Assignment Rubric will take precedence.

10. The quality of the student’s classroom participation and ability to complete the assigned readings may raise or lower his or her final grade. Assignments must be posted to Moodle in a timely manner or this will result in receiving less than the full credit. Students who miss scheduled workshops will have a letter grade reduction for each absence. It is the specific policy of the institution to not grant incompletes for coursework. Students would do well to plan accordingly.
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Component</th>
<th>Required Student Work</th>
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<tbody>
<tr>
<td></td>
<td>Meetings with Mentor</td>
<td>Students should meet with their mentor for an hour each week for supervision as outlined by the Mentor Handbook and syllabus.</td>
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<tr>
<td>9.14.15</td>
<td>Workshop I</td>
<td>Spiritual Formation</td>
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<td></td>
<td>Learning Contract</td>
<td>Student must create and submit a learning contract by the first workshop, with their mentor’s input.</td>
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<td></td>
<td>Reading Due</td>
<td><em>Glittering Vices</em>, DeYoung</td>
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<tr>
<td>10.12.15</td>
<td>Workshop II</td>
<td>Spiritual Formation</td>
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<td></td>
<td>Essay Due</td>
<td><em>Glittering Vices</em>, DeYoung: 2-3 pages</td>
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<tr>
<td>11.9.15</td>
<td>Workshop III</td>
<td>Spiritual Formation</td>
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<td>Reading/Essay Due</td>
<td><em>An Unhurried Life</em>, Fadling: 2-3 pages</td>
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<td><em>Clergy Burnout</em>, Lehr: 1 page critique</td>
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<td>11.30.15</td>
<td>Workshop IV</td>
<td>Stewardship as Spiritual Formation</td>
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<td>Readings, Essay &amp; Critique Due</td>
<td><em>Freedom of Simplicity</em>, Foster: 2-3 pages</td>
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<td><em>Student selected text (see list page 2)</em>: 2-3 page critique</td>
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<td>12.4.15</td>
<td>Meet with Director</td>
<td>Student must meet with the Director of Ministry Residency before the given date.</td>
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<td></td>
<td>Competency Assessment</td>
<td>Post-assessment due before given date.</td>
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<td></td>
<td></td>
<td>Must include time log.</td>
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<td></td>
<td>Reflection Paper Due</td>
<td>Student must write an 8-10 page reflection paper.</td>
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<td></td>
<td>Journaling</td>
<td>Regular entries at least 2x a week. Journaling should be affirmed in Moodle by given date.</td>
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<td>Hours</td>
<td>120 (10 of these hours must be completed in a cross-contextual setting). Should be completed by given date.</td>
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PAPERS AND PROJECTS
Papers in Bible and Theology courses should be formatted and sources documented according to the *GRTS Guideline for Papers and Theses* (see sample footnotes and bibliography on p. 13-16). This guideline is based on the Turabian/Chicago Manual of Style and the *SBL Handbook of Style*. Please consult these works at the following link:

http://library.cornerstone.edu/content.php?pid=322881&sid=2753960

Papers in Ministry and Counseling courses should be formatted and sources documented according to APA Style. Information on this style can be found at the following link:

http://library.cornerstone.edu/content.php?pid=322881&sid=2753960

STUDENT COURSE EVALUATION
In the last two weeks of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, an evaluation form will be completed during the final workshop and should be turned in to the Administrative Assistant to GRTS. These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.

INCLUSIVE LANGUAGE
As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class or religion.

COPYRIGHT VIOLATION AND PLAGIARISM
Copyright violation and plagiarism have serious ramifications for Cornerstone students, both legally (the former) and ethically (the latter). Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller library’s website under http://library.cornerstone.edu/content.php?pid=125720&sid=1079827.

DISABILITY ACCOMMODATIONS
The university will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learning.center@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.
MINISTRY RESIDENCY LEARNING CONTRACT

(This is to be completed on a separate sheet of paper. The following serves as a guideline for the Learning Contract.)

LEARNING NEED

1. In two to three paragraphs, reflect on and assess your learning need as it relates to your anticipated ministry residency experience. Address this by…
   - Identifying current skills, knowledge, practices you have/do and don’t have/do related to this need;
   - Tracing the roots of this need in your past (previous problems, experiences, or patterns related to this need); and
   - Exploring your attitudes and emotions toward this learning need (fear, resistance, excitement, etc.).

2. Reflect on what you wrote and reflect on where God wants to transform you, write concise learning need: “I need to __________________________________________________________________.”

LEARNING GOALS

3. Write a broad sentence of what you intend to learn related to your learning need.
4. In light of your Learning Needs and Goals, what can your mentor do to help you grow this semester?
5. Discuss your learning objectives with your mentor and develop your learning objectives by completing this sentence: “As a result of fulfilling this contract, I should be able to… (list your learning objectives).”

LEARNING ACTIVITIES

6. Attach a Job Description that is agreed upon by you and your mentor. This job description should offer detail of…
   - Your title.
   - Your role (described in 2-3 sentences).
   - Your specific responsibilities (these serve as measurable benchmarks for your semester-end evaluation).
     - Identify the person serving as your mentor
     - List and explain your specific responsibilities and how you will be investing your time.
     - Ensure your goals are determined in light of your Learning Need (per the Ministry Competencies) and your agreed-upon Learning Goals.
   - Your mentor’s name, ministry, title, qualifications, and contact information.

7. Your Job Description should reflect your Learning Contract, Syllabus requirements, and your mentor’s missional objectives.

SUBMIT YOUR LEARNING CONTRACT

PLEASE SUBMIT YOUR LEARNING CONTRACT VIA MOODLE by September 14, 2015.
Your mentor must review and approve your contract before you submit it.
LEARNING CONTRACT SAMPLE

MINISTRY RESIDENCY LEARNING CONTRACT

Student Name
Ministry Context
Mentor/Supervisor
Date

LEARNING NEED

As a result of past ministry experience with New Tribes Mission, I’m interested in becoming more qualified to work in an academic setting. When I served with NTM, I worked teaching Biblical studies in both Old and New Testaments, served on the Academic Management Team, and supervised the Academic Mentoring program for struggling students. Much of the learning in that organization was on-the-job training, with limited mentoring support for new teachers. Consequently, I further developed the teacher evaluation and mentoring process. My classroom responsibilities called for the creation and delivery of material along with supervising multiple volunteers to assist students who faced academic probation. I’m looking forward to developing this skill set under Dr. Turner’s tutelage.

As I began seminary, I was exposed to the possibilities of online education through my wife’s employment. I reconfigured one of my NTBI courses and offered it to The Potter’s School as an online course which they accepted. I began teaching Study Skills three years ago and have proctored the academic development of over one hundred students through this online course. This past summer I developed and taught an online advanced reading class based on Adler and Van Doran’s work, ‘How to Read a Book.’ Seminary is different, particularly because the courses taught through The Potter’s School are primarily synchronous and geared toward high school students. Seminary courses are primarily asynchronous for graduate students. I’m interested in developing more skill in the area of online education.

The different environment, intellectual level and spiritual goals of the seminary environment will be challenging to import into the online environment. I hope to use the experience of working with Dr. Turner to better understand the challenges of online education and understand possible future employment roles I might achieve based on this experience. My attitude toward this opportunity is immensely positive, though I do want to do an excellent job and am a bit nervous about the workload I’ve taken on this semester.

I need to learn to: translate in-person education to the online environment in a way that meets the goals of the seminary, the professor and the student. By doing this, I will learn how to better integrate technology with learning.

LEARNING GOALS

I need to work with Dr. Turner to develop online materials that meet the diverse requirements of three groups: the institution, the professor and the students.

Dr. Turner helps me accomplish this goal by providing opportunities to work with him in the academic environment and then following up with opportunities for feedback and growth.

As a result of fulfilling this contract, I should be able to:
- Understand the various settings in which seminary students and professors work and interact.
- Understand the various teaching tools used to accomplish the institutional and professorial educational goals.
- Apply various teaching tools and techniques to deliver relevant, Biblically sound content in a seminary environment.
- This includes one-on-one tutoring sessions for students facing academic probation.
- This includes small group breakout sessions.
- This includes development and delivery of lecture material for full classes.
- Analyze the effectiveness of online tutorial sessions intended to assist students who are struggling to achieve first-year Greek (this may include other content areas).
- Evaluate the relevance of different content delivery methodologies for the online environment.
- Create relevant, Biblical and spiritually sensitive online courses at the seminary level.

LEARNING ACTIVITIES

Title: Teaching Assistant
Role: To assist Dr. Turner in the development, delivery and evaluation of on-site and online course materials and student performance. This includes assisting students in the first-year Greek course in-person and online, teaching in Dr. Turner’s absence and working with him to develop the online Matthew course and other tasks as assigned.
Mentor: Dr. David L. Turner, Professor of New Testament, Grand Rapids Theological Seminary. 616-XXX-XXXX