

Term

SHAW UNIVERSITY
School of Divinity
Supervised Ministry - Fed 501 (3 credit hours)
Spring Semester 2009

Instructor: Charles T. Bullock
Classroom: Leonard Building
Class period: Saturday 2:30-5:00 p.m.
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Mission Statements

MDiv Program Mission	MRE Program Mission
The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the “practice of ministry,” particularly in the African American church.	The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the “practice of ministry,” particularly in the African American church.

Program Goals

MDiv Program Goals	MRE Program Goals
<ol style="list-style-type: none"> 1. to provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage; 2. to enhance students’ training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions; 3. to support students’ development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity and public witness; 4. to expand programming activities, services, and academic programming to enhance students’ capacity for ministerial and public leadership. 	<ol style="list-style-type: none"> 1. to equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry; 2. to help students understand the educational, social, and behavioral sciences that under grid educational practice, as well as the cultural contexts in which educational ministry occurs; 3. to assist students with personal growth and spiritual maturity; and to provide skills in teaching and in design, administration, and assessment of educational programming.

Program Learning Outcomes

MDiv Program Learning Outcomes (PLOs)	MRE Program Learning Outcomes (PLOs)
<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions or particular Christian traditions and of the broader community of faith. 2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of diversity, globalization, and cross cultural concerns. 3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and other gifts and abilities relate to the role of the minister as leader, guide, and servant of the faith community. 4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership. 	<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith. 2. Graduates will evaluate teaching and learning theories for the purpose of developing a distinctly Christian philosophy of educating God’s people. 3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, background, and gifts and abilities relate to the ministry of Christian education. 4. Graduates will demonstrate a capacity to design and to carry out a lesson plan necessary for effective educational ministries.

Course Description:

This course is designed to provide students with an experiential and reflective learning experience that will integrate theory and practice in theological disciplines. Supervised Ministry or Field Education (1) assists students in developing vocational identity as ministers by providing experience with a variety of ministry tasks; (2) provides a context for testing and reconstruction theological concepts; (3) develops the ability to do critical and reflective thinking by relating theory and practice; and (4) brings academic studies, personal experience and critical reflection into meaningful dialogue for effective ministry.

Student Learning Outcomes:

At the completion of this course, students will be able to	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to MDiv Program Learning Outcomes	Linkage to MRE Program Learning Outcomes
1. Communicate (verbally and in writing) critical and reflective thinking that links educational theory with the practice of ministry.	Exam Questions Reflection Papers	PLO statement number(s) that correspond to or support the (SLO)	(PLO) statement number(s) that correspond to or support the (SLO)
2. Identify and perform the primary ministry task that will be required of them as they pursue the practice of ministry to which they are called.	Exam Questions Journals / Notebooks	1, 3 & 6	1, 3 & 6
3. Bring academic studies, personal experiences, and critical reflection into meaningful dialogue for effective ministry.	Exam Questions Reflection papers	4 & 5	4 & 6

4. Identify the major areas of practice and the related roles of ministry, such as preaching, teaching, pastoral counseling and Christian education.	Exam Questions Reflection paper	3, 5 & 6	3 & 4
5. Write a vocational management plan that will facilitate lifelong learning and spiritual formation and integration as the student seeks to fulfill the requirement of his/her calling.	Exam Questions Reflection paper	1, 3 & 6	5 & 6

Required Texts:

Mallory, Sue & Smith, Brad, The Equipping Church Guidebook, Grand Rapids, Michigan, Zondervan Leadership Network, Inc., 2001; ISBN 0-310-23957-5

Pyle, W. T. & Seals, M. A. Editors, Experiencing Ministry Supervision: A Field- Based Approach. Broadman-Holman Publisher, Nashville Tennessee, 1995; ISBN 10: 0-8054-1163-1

Suggested Reading:

Dever, Mark, Nine Marks of a Healthy Church, Crossway Books, Wheaton, Illinois 2004
ISBN-13-978-1-58134-631-2; ISBN-10: 158134-631-X

Cetuk, Virginia S. What to Expect In Seminary: Theological Education as Spiritual Formation. Abingdon Press, Nashville 1998; ISBN 0-687-01728-9

Whitney, Donald S., Spiritual Disciplines within the Church. Moody Publishers, Chicago, 1996
ISBN 0-8024-7746-1; ISBN-13: 978-0-8024-7746-0

Reading Assignments

Each student is expected to read all assigned material prior to class and fully participate in class discussion and activities. To insure that students read their texts, there will be questions on each exam from the text that may not be covered in class. There will be assignments from the required reading text as well as the suggested reading.

Course Requirements:

1. Tests and Examinations: Two written examinations and two tests will be given during the semester covering material from the text, lectures, and other readings. If a student fails to take an exam as scheduled, it is the student's responsibility to inform the instructor immediately. In order to qualify for a make up exam, the student must provide instructor with proper documentation. This is the only way a student will be allowed to take a make-up exam. There will be no exceptions.

2. Reflection Papers: Each student will submit two reflection papers. Papers are due on March 11 and April 14. Your paper should give a detail accounting of your ministry in the area in which you have the opportunity to minister. Discuss your role and the way you relate to the ministries you found. What are your recommendations for continued growth and development. Each student is expected to apply his/her writing skills to prepare the papers. Grades will, in part, be determined by the treatment of the topic, original, critical thinking and use of proper grammar and punctuation.

Class Attendance: The policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

Class Participation: Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline's conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participating also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. Students will be assigned participation points primarily based on the Student Participation Rubric below.

Student Participation Rubric

Criteria	Exemplary	Outstanding	Satisfactory	Adequate	Unsatisfactory
Interactions Participation Classroom learning activities	Demonstrates critical thinking skills evidence that a student read assigned material, asks appropriate questions	Demonstrates critical thinking, skills, some evidence that student read assigned material often interacts and responds to questions	Occasionally demonstrates critical thinking skills, occasionally responds to questions when prompted. Contributions not clearly focused, questions sometimes digressive.	Rarely demonstrates critical thinking skills, rarely participates or volunteers point of view, provides minimal answers when call upon, does show interest in class discussion, show some evidence that material was read.	Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence of read assigned material or completed assignment, may be disruptive to class.

Engagement in the electronic email learning forum	Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignment or tasks, follows directions accurately.	Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forums.	Misses no more than two assignments, Minimal difficulty accessing and using electronic learning forums.	Misses more than two assignments. Some difficulty Accessing and using electronic learning forums	Never logs onto Blackboard or checks email, assignment. No demonstration of competency in using electronic learning forum.
Professional attitude and demeanor	No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points of view, alert in classroom, enthusiastic for work	Rarely disruptive and disrespectful , alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices.	Minimally disruptive and disrespectful, sometimes lethargic in the classroom.	Disruptive and disrespectful, rarely enthusiastic.	Not respectful and courteous, alert or enthusiastic in the classroom.

Course Grade Evaluation

Assignment	Percentage of Final Course Grade
Attendance and class participation	15%
Mid-term Exam	15%
Final Exam	20%
Final Paper	20%
Reflection papers	30%

Grading Scale

The following grading scale will be used:

- A = 90-100
- B = 80- 89
- C = 70- 79
- D = 60- 69
- F = 59 – and below

A plus or minus grade (e. g., B+ or C-) is used to indicate proximity to the particular grade. At the end, all minuses and pluses will be rounded to the point that best reflects the student's progress in the course.

Note: The minimum passing grade for students in the Divinity School is C.

No grades are given in this course. Each student earns his/her grade.

I A student receives an “**I**” **only** when extraordinary circumstances (extended illness, death in the family, etc.) prevent the student from completing all the assignments before the end of the semester.

All written assignments need to conform to the guidelines in the Divinity School’s “Guidelines for Written Assignment,” available in the Divinity School Office. The following criteria will be used in evaluating all written assignments.

A Indicates the student has **significantly** exceeded the minimum expectations for the assignment. The student has consulted the relevant scholars and has consistently entered into dialogue with these scholars, offering his/her critique of the relevant sources. All required parts of the assignment are present, and the written presentation is consistently above average, with no errors in spelling or grammar.

B Indicates the student has **exceeded the minimum** expectations for the assignment. The student has consulted relevant scholars and has entered into dialogue with most of them, offering his/her critique of the sources. All the required parts of the assignment are present, and the written presentation is above average, with no errors in spelling or grammar.

C Indicates the student has met the minimum expectations for the assignment. The student has consulted relevant scholars and has represented their views well, at least occasionally offering a critique of the sources. The required parts of the assignment are present, and the written presentation is acceptable, with minimal errors in spelling or grammar.

D Indicates the student has not met the minimum expectations for the assignment in one or more of the following ways: significant critical scholarship is not consulted; significant segments of the assignment are missing or inadequate; or the written presentations inadequate in grammar, spelling, or format.

F Indicates the work is not acceptable for graduate-level study.

Plagiarism

Plagiarism (using another’s work as your own, whether you put in your own words or keep it in the original words) and cheating are serious offenses and will be treated as such. A student who plagiarizes or cheats – whether giving or receiving information – will receive a grade of zero on that particular exam or paper, and may receive a grade of **F** for the course. Plagiarism is unethical and against University and **SUDS** policy. To plagiarize is to **LIE** and **STEAL**. Any plagiarism is a request for a failing grade. To that end you will sign your class statement of honor. Any papers identified as plagiarized will result in a failing grade for that assignment.

Use of Technology:

All students in this course are required to have regular access to email and the internet. The Shaw Blackboard site (<http://shawu.blackboard.com>) will be heavily used in this class. All course handouts (including readings, guidelines for completing assignments, and grading rubrics) will be made available via Blackboard. Students will also submit assignments and receive feedback using Blackboard's Digital Drop box.

Email will be the instructor's primary mode of contacting students outside of class hours. Thus, all students must set up their email address on Blackboard. Directions for doing so are below.

1. Go to <http://shawu.blackboard.com>.
2. On the **tools** menu on the left side of the screen, click **Personal Information**.
3. Select **Edit Personal Information**
4. Under section 1, enter your email address.
5. Click **Submit**
6. Click **OK**

We will be using the following sections of Blackboard for this course:

- **Course Information:** Contains an electronic copy the syllabus and all rubrics used to evaluate assignments for this course. Any updates to the syllabus will be made available here.
- **Course Documents:** Contains electronic versions of articles and chapters that are not in required texts (generally in PDF or HTML format). You will need to download the free Adobe Reader to access these forms (<http://www.adobe.com>).
- **Discussion Board:** Forums for your weekly postings are here.
- **Communication:** Allows you to send email to the class.
- **Tools:** Provides access to the Digital Drop Box, which you will use to submit your weekly reflection papers and other assignments.

Follow the instructions below to submit assignment via the Digital Drop Box:

1. Once you are in the course site, click the **tools** tab on the left
2. Select **Digital Drop box**.
3. Select **Send File**
4. In the **Name** box, enter *LastnameFirstname_Assignmentname*. (For example, if your name is Jane Smith and you're submitting the case study, enter SmithJane_casestudy).
5. Click the **Browser** button beside the **File** box.
6. Locate and select the file on your computer. Click **Open**
7. Click **Submit**

Academic Integrity:

Students in this course are expected to abide by the Shaw University Code of Conduct. The University policy on plagiarism will apply to all assignments given in this course (see Student Handbook). Plagiarism involves the intentional or unintentional representation of another person's words and/or ideas as one's own. Students are expected to cite all materials, including scriptural references, using the formats described in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Sixth Edition

Class Decorum Policy

To enhance student learning in engaging classroom atmosphere, student are expected to dress and behave in a manner conducive to classroom learning. More specifically, students will avoid disruptive classroom behavior (**i. e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, headdress**). Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Dean of the Divinity School. The student may appeal the decision of the Dean to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of he President will be final. Failure to follow these procedures will result in termination of the appeal, and revert to the decision of the Dean

Class Dates	Student Learning Outcomes (list the SLO nos.)	Course Content or unit	Readings	Mode of Instructional Delivery	Related Assignment	Resources	Assessment Tools (Instrument used to determine the achievement of the stated SLO)
1-17-09		Class orientation Syllabus review	Syllabus	Lecture		Syllabus	
1-24-09	1, 2, 3, 4	Textbook review <u>The Equipping Church Experience Ministry</u>	Textbook and other references	Lecture and class discussion	Sign on to Blackboard	Review Syllabus	Exam Questions Equip. Questions P. 25-26 Textbook

2-7-09	2, 4	Assign & discuss class supervisors, agreement forms Equip. questions P. 25-26 Textbook.	Textbooks: W.T. Pyle & Mary A. Seals Chapters 1&2	Presentation and class discussion	Pyle & Seal <u>Experiencing Ministry Supervision</u>	Suggested reading list	
2-14-09	x	Meet with Supervisor. Sign agreement forms	Field supervision		Reports: Field Ministry	Supervised ministry schedule	
2-21-09		Reports – Field Education. Group discussion Teaching, Bible Study, Sunday School	Textbooks: Read ch. 5-6 Equip. the church. & Exper. Min. P. 33-67	Questions and answers. class discussion.			
2-28-09	x	Supervised Ministry-FED	Field supervision				
3-7-09		Where do you want to be? Why Worship with the Church?	Textbooks and other references	Plan: Worship Service-Group A & C	Reports Field Ministry		Review
3-14-09	x	Supervised Ministry - FED	Field supervision				

3-21-09		How do you lead The equipping Church? Why witness with the church?	Textbooks Experience Ministry chapters 6 -7	Group B; Bible study Class discussion	Class reports	Management plan – Field Education	Exam questions
3-28-09	x	Supervised Ministry - FED Defining Equipping ministry in your church.	Textbook and other References		Parliamentary Procedures		Review
4-4-09		Building relational foundations. Why give to the church?	Textbooks & Suggested Reading text	Case study, Verbatim Reports, and class discussion			Exam questions
4-11-09	x	Supervised Ministry - FED Building Strategic foundations.				Management plan – Field Education	
4-18-09		Building the Equipping Ministry system. Why fellowship with the church.	Assigned reading & Textbooks	Group B & C Bible Study Preaching	Report Field Ministry		
4-25-09	x	Supervised Ministry - FED			Assigned reports		Review
5-2-09		Feedback Final Exam		Evaluation of The supervisory experience			

Psychological Services: If at any time you feel that emotional distress is interfering with your class performance, please speak with the instructor. If you would refer to speak with someone else, you may contact the Counseling Center at 546-8284.

SELECTED COURSE BIBLIOGRAPHY

Dever, Mark, Nine Marks of a Healthy Church, Crossway Books, Wheaton, Illinois, 2004
ISBN 13: 978-1-58134-631-2

Foshee, Howard B., Broadman Church Manual, Nashville: Broadman Press, 1973
ISBN: 0-8054-2525-x 4225-25

Battle, Michael A., The African-American Church at Work, St. Louis, Mo Hodale Press, Inc., 1994

Mallory, Sue, The Equipping Church, Serving Together to Transform Lives, Zondervan Press, Grand Rapids, Michigan 2001 ISBN 0-310-24067-0

Powers, Bruce P., Church Administration Handbook, Broadman & Holman Publishers, Nashville 1997

Robert, Henry M., Robert's Rule of Order, Newly Revised, 10th Edition, Cambridge Massachusetts, 2000; ISBN 0-7382-0384-X

Robert, J. Deotis, Bonhoeffer & King, Speaking Truth to Power, Westminster John Knox, Louisville, Kentucky, 2005; ISBN 0-664-22652-3

