

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	BIBM 716
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Carson Reed
2	Course Teacher	Carson Reed
3	Course Title	Theological Foundations for the Practice of Ministry
4	Course Abbreviation (if title is over 30 characters)	Theo Found for Practice of Min
5	College	CBS
6	Department	GST
7	Number of Credit Hours	6
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	n/a
11	Maximum number of hours credit	6
12	Explanation for variable credit	n/a
13a	Course contact hours - LEC	6
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours – Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours – Other (specify)	0
14	Instructor Workload	6
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Integrates the varied sources of Scripture, theology, history, cultural analysis, and methodological assessment to develop an informed practical theology for the practice of ministerial leadership.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	none

19	List any co-requisites	none
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	n/a
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	1 (currently DMin fall courses take place in June. Conversations are underway to change the coding to summer, but current coding is for fall)
22b	How often will it be offered? Spring	0
22c	How often will it be offered? Summer	0
23	Frequency? All, odd, or even years?	Every Year
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall (Summer) 2016
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	n/a
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes, it is required for all DMin students for their first residency. Since the 2014-15 academic year, the program has required students to take BIBM 702 Biblical & Theological Foundations for Ministry and BIBM 740 ST Practical Theology for Ministerial Leadership during their initial residency. Since June 2014, these two 3-hour courses have been taught by the same faculty, with overlapping reading requirements and course content. This course application seeks to formally combine these two 3-hour courses into a single 6-hour course. This change would help to streamline course design, content, and assignments more effectively.
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No

28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Yes. BIBM 702 has been taught every year for <i>many</i> years. BIBM 740 Practical Theology for Ministerial Leadership has been taught twice as a ST: BIBM 740.01 Fall 2014 5 students BIBM 740.03 Fall 2015 5 students The 6-hour version has not technically been taught before. See comments on question #26.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Required, DMin
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	The course is required for all incoming DMin students.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	All DMin students, who must all have an MDiv or its educational equivalent in order to be admitted to the DMin program. Students must take this course during their first residency.
2	State the overarching course goal(s) in performance terms.	To achieve the following student learning outcomes: DMin graduates will demonstrate an advanced synthesis of biblical and theological foundations that inform Christian ministry through the practice of integrative theological reflection. (1) DMin graduates will demonstrate an increased competence in reading, assessing, and interpreting varied cultural contexts of ministry. (2)

		DMin graduates will demonstrate advanced leadership skills for missional renewal and transformation within ministry contexts. (3) DMin graduates will demonstrate maturation in professional development, self-care, and spiritual formation. (4)
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2. Competencies and Measurements

	Competency	Measurement
1	1. Articulate significant biblical bases for ministry in the Christian community. 2. Identify hermeneutical influences that shape the interpretive work of the student. 3. To appraise the history and current frameworks of practical theology as it serves ministerial leadership. 4. To engage in the practice of practical theology within the student's particular contexts of ministry.	Practice of Leadership; Integrative Essay; MCAP
2	5. Demonstrate adeptness in understanding and engaging varied cultural contexts. 6. Demonstrate facility in theological reflection that leads toward the transformational practice of ministry. 7. To implement current methods in the discipline of practical theology to understand ministry contexts	Threaded discussion; Practice of Leadership; MCAP; classroom discussions
3	8. Respond creatively to the unique challenges and opportunities facing the Christian community in a post-modern age. 9. To formulate the complex dynamics involved in leading congregations as systems in a transformational journey. 10. To develop the capacity to be leaders of missional renewal within ministry contexts.	Integrative Essay, MCAP
4	11. Integrate the various theological, theoretical, and personal frameworks used in the course into a clearer self-understanding of themselves as persons and as ministers.	Practice of Leadership, threaded discussion.

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

Colloquium Anthology. All colloquium anthology materials are provided to students as PDFs or links via Canvas.

Branson, Mark Lau. *Memories, Hopes, and Conversations*. Herndon, VA: Alban, 2004

Farley, Edward. *Practicing Gospel*. Westminster John Knox, 2003.

- Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church: The Challenge of Luke-Acts to Contemporary Christians*. Grand Rapids: Eerdmans, 2011.
- Keifert, Patrick. *Testing the Spirits: How Theology Informs the Study of Congregations*. Grand Rapids: Eerdmans, 2008.
- Osmer, Richard R. *Practical Theology: An Introduction*. Grand Rapids: William B. Eerdmans, 2008.
- Pemberton, Glenn. *Hurting with God: Learning to Lament with the Psalms*. ACU Press, 2012.
- Steinke, Peter L. *A Door Set Open: Grounding Change in Mission and Hope*. Herndon, VA: Alban, 2010.
- Swinton, John and Harriet Mowat. *Practical Theology and Qualitative Research*. London: SCM Press, 2006.
- Thompson, James W. *Pastoral Ministry According to Paul: A Biblical Vision*. Grand Rapids: Baker Academic, 2006.
- Webber, Robert E. *Ancient-Future Faith: Rethinking Evangelicalism for a Post-Modern World*. Grand Rapids: Baker, 1999.
- Williams, D. H. *Evangelicals and Tradition*. Grand Rapids: Baker Academic, 2005.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds. <i>Stipends for faculty presentations as part of the colloquium. The budget for this has already been built into the DMin program since June 2014.</i>
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

Attachment: DMin Degree Requirements, 2015-16 Catalog

Proposed change pertaining to this course application is highlighted below

Requirements for the DMin are:

1. Orientation, 0 hours
BIBM 701: Doctor of Ministry Orientation
2. Core courses, 6 hours
BIBM 716: Theological Foundations for the Practice of Ministry (6 hours)
~~BIBM 702: Biblical and Theological Foundations for Ministry~~
~~BIBM 740: Practical Theology for Ministerial Leadership~~
3. Method and Project/Thesis, 9 hours
BIBM 740 724: Project/Thesis Seminar I (1 hour)
BIBM 740 726: Project/Thesis Seminar II (2 hours)
BIBM 799: DMin Project Thesis (6 hours; includes an oral exam)
4. Spiritual Formation (0 hours)
Two spiritual formation retreats
Mentoring/spiritual direction throughout the program

Ministry Electives (18 hours)

For a generalist degree, select any 6 electives (18 hours). Students wishing to specialize in a track should select 4 courses (12 hours) from the appropriate track plus 2 additional electives (6 hours).

Track Offerings:

Christian Spiritual Formation:

- BIBM 717: Christian Spiritual Formation
- BIBM 740: Immersion in Culture, Context and Community
- BIBM 740: Living in the Tradition
- BIBM 740: Forming Communities of Faith

Leadership for Missional Renewal:

- BIBM 706: Christian Leadership Development
- BIBM 719: Missional Ecclesiology
- BIBM 740: Leading Change in Christian Organizations
- BIBM 740: Immersion in Culture, Context, and Community

Preaching for Community Transformation:

- BIBM 703: Preaching in Contemporary Contexts
- BIBM 711: Preaching and Theology
- BIBM 723: Worship
- BIBM 740: Exegesis: Text and Congregation



Karissa Herchenroeder <karissaherch@gmail.com>

716

New course application: ~~BIBM 7xx~~ Theological Foundations for the Practice of Ministry

Craig Churchill <churchillc@acu.edu>

Thu, Feb 18, 2016 at 8:11 AM

To: Mark McCallon <mccallonm@acu.edu>

Cc: Karissa Herchenroeder <karissa.herch@acu.edu>, Berlin Fang <bxf13b@acu.edu>, David Christianson <david.christianson@acu.edu>, Carson Reed <cer12a@acu.edu>

Mark,

Library resources are adequate to support this DMin course.

Let me know if you have questions.

Craig

[Quoted text hidden]

Craig Churchill
Theological Librarian
Abilene Christian University
ACU Box 29208
Abilene, TX 79699-9208
Phone: (325) 674-2347
Fax: (325) 674-2202

2 attachments



BIBM 7xx Application for a new course.docx
32K



2016, BIBM 7xx syllabus.docx
134K

February 17, 16

Dr. Carson E. Reed
Biblical Studies Building, 299
carson.reed@acu.edu
Phone: 325.674.3732

Re: Review of BIBM 7xx: Theological Foundations for the Practice

Dr. Reed,

Thank you for the submission of Review of BIBM 7xx: Theological Foundations for the Practice. The syllabus meets the guideline requirements, except that you may need to consider:

- Adding the new course ID, meeting time and place, and office hours, when they become available.
- Adding description about prerequisites, if any.
- Adding a statement and resource about special needs accommodation.
- Moving some sections around so that similar content is grouped together. For instance, there is a section on grade measurement (following competencies and measurements), but the percentage presentation of grading is in another section, following the schedule. I wonder if it is more helpful to move such grading sections together.
- Moving specific rubrics for assignments and readings into other pages in Canvas to keep the syllabus concise.

These are changes that can be easily made yourself. But I'd be happy to discuss with you if you have any questions. There is no need to bring it back to the Adams Center for further review. However this letter is not meant to be a final approval in the course application process. It is intended as a reference for council members, who may have questions or comments of their own. If there is anything else I can do for you, please feel free to let me know.

Sincerely yours,



Director of Instructional Design
Adams Center for Teaching and Learning
Abilene Christian University

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

BIBM7xx: Theological Fi

Reviewer

Berlin Fang

Developer

Dr. Carson Reed

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☐ Semester and year
- ☐ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☒ Personal mission statement (optional)

Unique Christian Perspective

- ☐ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☐ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

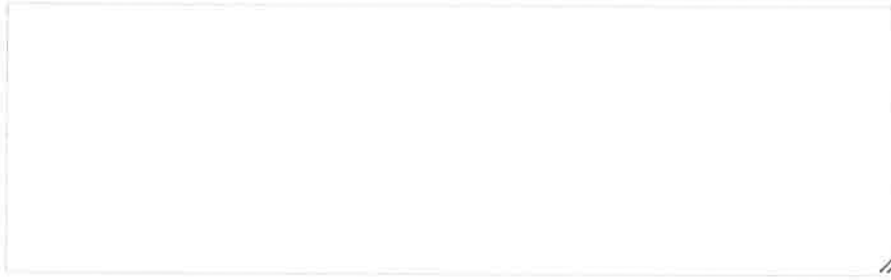
- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?



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Syllabus

BIBM 716: Theological Foundations for the Practice of Ministry

Carson E. Reed, DMin

O.L. and Irene Frazer Chair for Church Enrichment

Director, Doctor of Ministry Program

Abilene Christian University

Biblical Studies Building, 299

carson.reed@acu.edu

Phone: 325.674.3732

Mission:

- The mission of **Abilene Christian University** is to educate its students for Christian service and leadership throughout the world.
- The mission of the **College of Biblical Studies** is to provide leadership, preparation, and resources for effective worldwide ministry in the cause of Christ. The broad mission of the Department of Undergraduate Bible is to provide biblical training, Christian spiritual formation, and a Christian world-view for every student in the university.
- The mission of the **Graduate School of Theology** is to equip men and women for effective missional leadership for ministry in all its forms, and to provide strong academic foundations for theological inquiry. By equipping students with the requisite skills, knowledge, and experience, the GST aspires to produce graduates with trained minds and transformed hearts.

Special Note: BIBM 716 is a six hour course and serves as the curricular anchor for the opening residency for the Doctor of Ministry program. Although Dr. Reed is the professor for the course, additional faculty will be engaging with the class via class lectures, discussions, and learning activities, creating a colloquia experience. By leveraging the broad resources of the GST faculty the colloquium intentionally creates an interdisciplinary environment for theological reflection on ministerial action. Additionally, students will be introduced to key faculty resources useful for the student's own research and learning.

Thus, this course serves as an exercise in practical theology—of working from concrete contexts of God's people to the informed and intentional processes of theological reflection back to leadership practices that nurture transformation and maturation in the ministry context. The colloquium format will enhance the initial course sequence as students launch doctoral level practice and theological reflection.

Course Description

This course seeks to aid students in articulating and enacting a theological framework for ministry, drawing on the church's resources in Scripture, historical, and contemporary Christian experience, and a reasoned analysis of the church's role

in its contemporary contexts. The course seeks to enable students to reflect on the place of the Bible in the theological discourses of their own ministries and the congregational or parachurch setting in which they minister. Since the practice of ministry is always rooted in some particular context, the course explores the practice of Christian leadership from the discipline of practical theology.

Additionally the course seeks to integrate these dimensions of Christian leadership into a comprehensive set of skills and disposition of mind and character that will enhance the leadership effectiveness. This course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of scripture, tradition, and Christian public witness as a constructive response to culture will be given.

Course Policies and Practices

1. This course assumes a high level of personal integrity and commitment to performance at an appropriate academic level.
2. All course activities, materials, and posting of assignments will occur through Canvas.
3. Course assignments are due no later than the due date designated in this syllabus. Assignments turned in late, without prior discussion with the professor, will receive significant deductions in grade, except when a medical or family emergency intervenes. In the event of an emergency, please contact the professor as promptly as possible.
4. No semester grade of "IP" will be granted for this course. No grade of "I" will be granted except in rare cases of serious illness, death of a family member, or a similar emergency. In such cases, an agreement must be negotiated with Dr. Reed and documented in a written statement.
5. The professor reserves the right to modify the course calendar.
6. The Americans with Disabilities Act (ADA) protects individuals with disabilities from discrimination. If a student requests accommodations under ADA, please notify the professor one week prior to the course. If needs arise during the course, please notify the professor as soon as possible. The professor will work with the College of Biblical Studies to accommodate the student's needs.
7. Academic honesty is taken for granted. Plagiarism, or the claiming of someone else's work as one's own, has no part in an institution of higher learning, particularly one that seeks to be Christian. Plagiarism will result in dismissal from the course with a failing grade and a recommendation to the University administration for further academic discipline. ACU's academic integrity policy is available at

The competencies which learners must master and the criteria by which mastery will be assessed are as follows:

Outcomes

DMin Student Learning Outcomes	Competencies	Assessments
DMin graduates will demonstrate an advanced synthesis of biblical and theological foundations that inform Christian ministry through the practice of integrative theological reflection. (1)	1. Articulate significant biblical bases for ministry in the Christian community. 2. Identify hermeneutical influences that shape the interpretive work of the student. 3. To appraise the history and current frameworks of practical theology as it serves ministerial leadership. 4. To engage in the practice of practical theology within the student's particular contexts of ministry.	Practice of Leadership; Integrative Essay; MCAP
DMin graduates will demonstrate an increased competence in reading, assessing, and interpreting varied cultural contexts of ministry. (2)	5. Demonstrate adeptness in understanding and engaging varied cultural contexts. 6. Demonstrate facility in theological reflection that leads toward the transformational practice of ministry. 7. To implement current methods in the discipline of practical theology to understand ministry contexts	Threaded discussion; Practice of Leadership; MCAP; classroom discussions
DMin graduates will demonstrate advanced	8. Respond creatively to the unique challenges	Integrative Essay, MCAP

leadership skills for missional renewal and transformation within ministry contexts. (3)	and opportunities facing the Christian community in a post-modern age. 9. To formulate the complex dynamics involved in leading congregations as systems in a transformational journey. 10. To develop the capacity to be leaders of missional renewal within ministry contexts.	
DMin graduates will demonstrate maturation in professional development, self-care, and spiritual formation. (4)	11. Integrate the various theological, theoretical, and personal frameworks used in the course into a clearer self-understanding of themselves as persons and as ministers.	Practice of Leadership, threaded discussion.

Grading

1. Integrative Essay 10%
2. Class Participation 15%
3. Threaded Discussion Responses 10%
4. The Practice of Leadership 30%
5. Ministry Context Analysis Proposal 35%

Grades can be measured as follows:

- A Shows superior command of the primary literature and the ability to employ relevant theory to great effect in the interpretation of the primary literature. The A paper or essay can raise new questions in the context of previous scholarship. An A essay or paper also shows flawless English grammar and rhetoric.
- B Shows strong command of the primary and secondary literature and some ability to form independent interpretive judgment. A B paper also shows near flawless English grammar and rhetoric.
- C A C essay or paper has some grasp of both primary and secondary literature and a

general awareness of the central theoretical issues covered by the course but shows little ability to form independent scholarly judgment. Serious English compositional flaws may lower an otherwise A or B paper to a C.

- D A D essay or paper lacks coherence or significant awareness of the issues raised in the course about the texts studied in it.
- F Don't ask!

Calendar—Schedule of Classes

During the residency, unless otherwise announced, the gathered day will be 8am-11:45am, lunch, 1:15-5:00pm.

Date	Presenter
Monday, June 15, AM	Reed—Theology of Ministry: Foundations
PM	Reed—Contextual Nature of Ministry/Case Studies
Tuesday, June 16, AM	James Thompson
PM	Reed—Case Studies/Practical Theology
Wednesday, June 17, AM	Glenn Pemberton/Reed—Narrative and Leadership
PM	Reed/Glenn Pemberton
Friday, June 19, AM	Fred Aquino
PM	Reed—Appreciative Inquiry and Assessments
Tuesday, June 23, AM	Jeff Childers
PM	Doug Foster
Wednesday, June 24, AM	Reed—Systems, Mission, and Vision
PM	Ken Cukrowski
Thursday, June 25, AM	Reed—Phronesis and a Theology of Leadership
PM	Royce Money
Friday, June 26, AM	Reed—Spirituality and Survival
PM	Reed—MCAP

Pre-Course Assignments

Pre-Course Assignments:

1. Students should read all required materials before the beginning of the class and be prepared to discuss them in class. Vigorous class discussion will be taken for granted, and the absence of such activity will count against the student's final

grade. See **Reading List** below.

2. **Integrative Essay.** Choose a minimum of four books/articles from all the readings (other than Osmer, Swinton/Mowat, Herder) and develop an essay that brings those texts into conversation with your ministry context. Offer the reader a summary of the thesis of each book/article and then suggest how the views of the authors compare, correlate, or are in tension with each other. In particular, in what way do these readings inform your ministry? 2500 words.
3. **Threaded Discussion Response.** Before the class convenes on campus we will begin the conversation and learning via a threaded discussion on Canvas. A question will be posted on a Monday and the conversation will close on the following Saturday. You are asked to make an initial response early in the week and a secondary response later in the week. The secondary response will appreciatively engage your colleagues.

Post-Course Assignments:

1. The Practice of Leadership

Value: 30% of total grade

Overview: In this assignment, you will integrate scripture, course readings and resources from both the Foundations and the Practical Theology for Ministerial Leadership courses to construct a paper that demonstrates your current theology as a reflective leader seeking transformation in your ministry context.

Instructions: Using the course readings, discussion forum content, scripture, class discussion, online discussion forum content, and other resources you will reflect upon your own informed ministry context. This will allow you to develop a theology of ministry rooted in biblical foundation, formed through practical theology, and directed toward mission renewal and transformation for your context.

Step 1: This paper will cause you to reflect upon some important questions that should be addressed in your paper. Drawing mainly upon scripture, and integrating other sources, consider and integrate responses to the following questions about practical theology:

- How does the Hebrew Bible, the gospels, and Pauline literature inform your understanding of ministry?
- What biblical metaphors or theological themes emerge that shapes your practice of ministerial leadership?
- What role does the Bible play, not in theory, but in actuality, in your ministry, and in your ministry context?
- How does history, culture, and theological reflection shape the practices of ministerial leadership?
- What is practical theology? What are its sources? Who are the participants?
- How does practical theology view context? Congregation?
- As a preacher, minister, chaplain, teacher, how do you engage in practical theology that participates in God's activity?

Step 2: In relation to your definition of practical theology, integrate the questions below into your paper. Pay careful attention to the ways in which the witness of

Scripture shape your understanding of practical theology and your implementation of a theological vision in your ministry setting. Additionally, consider the ways in which the larger tradition and cultural contexts shape your practice of ministerial leadership.

Avoid proof texting or vague generalization in your theological and historical reflection. Attempt to capture a multifaceted conversation about the nature of God, ecclesiology, and the world as a basis for your constructive practical theology.

Questions for integration:

- In what ways does cultural hermeneutics serve the practice of ministry?
- How does the larger church tradition inform you?
- What does it mean to be a practical theologian in your context?
- How does your own personhood and spiritual journey both contribute to and provide challenges to ministerial leadership?

Step 3: Given the case study you will present in class, define an appropriate ministerial response given the way you have defined the enterprise of practical theology. Briefly restate the scenario and define what you deem an appropriate course of ministerial intervention.

Paper Specs

- Format and cite using Turabian/Chicago Manual of Style.
- Length of paper is 20 – 25 pages.
- Save the assignment as **POL + your last name + first initial**. For example, Jane Smith's assignment would read: **M1A3smithj**. Send the paper to Dr. Reed via Canvas.

Rubric

Criteria	Full Credit: 90-100%	Partial Credit: 70-89%	Limited Credit: Less than 70%	Possible Points
Content Knowledge	Response demonstrates an in-depth understanding, appropriate use, and correct implementation of theories, concepts, and/or strategies presented.	Response demonstrates a minimal understanding of the theories, concepts, and/or strategies presented in the course. Theories, concepts, and/or strategies may not always be used appropriately or implemented correctly.	Response demonstrates a lack of understanding, inappropriate use, and incorrect implementation of the theories, concepts, and/or strategies presented in the course.	50
Support	Opinions or ideas expressed are well substantiated with numerous explicit references to the content and/or personal references. The references cited support the opinions or positions expressed.	Opinions or ideas expressed are substantiated with references to the content and/or personal references. The references cited may or may not support the opinions or positions expressed.	Opinions or ideas expressed are unsubstantiated with references to the content and/or personal references. The references cited do not support the opinions or positions expressed, or are missing.	20
Comprehensive	All aspects of the assignment are explicitly addressed.	Most aspects of the assignment are satisfactorily addressed.	Few aspects of the assignment are addressed.	20
Writing	Writing is clear, concise, and well organized, with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. If spelling, grammar, or syntax errors exist, they are minimal and do not detract from the message.	Writing is mostly clear, concise, and well organized, with good sentence/paragraph construction. Thoughts are mostly expressed in a coherent and logical manner. Spelling, grammar, or syntax errors detract from the message.	Writing is unclear and/or disorganized. Thoughts are not expressed in a coherent and logical manner. Spelling, grammar, or syntax errors significantly detract so that the message is unclear.	10
Total Points				100

Assignment 2: Ministry Context Analysis and Proposal (MCAP)

Value: 35% of total grade

Overview

In this assignment, you will be doing the work of a practical theologian as you develop a ministry context analysis and propose an intervention. Your analysis will be a paper comprised of three steps that demonstrate three distinct theologically informed movements. You will 1) develop a narrative, 2.) engage in theological reflection, and 3.) identify areas of concern within your ministry context. This assignment creates an opportunity for you to demonstrate advanced leadership skills while increasing your capacity to read, assess, and interpret your varied ministerial contexts.

Instructions

You will continue your reflection of practical theology as you now examine the cultural realities and context of a group with whom you are serving. There are various factors that depict the reality of your ministry context such as ritual, symbol, language, activity, value, and leadership style. The work of a practical theologian is the process of observation, reflection and diagnosis. You will engage in significant listening to develop a “thick” narrative of your context. Then, you will present theological reflection on what you observed, and finally you will identify an area in your ministry context that presents itself as a concern. The steps below provide detailed instructions for each of the three parts of your analysis:

Step 1: Develop a narrative (12-15 pages)

Your descriptive analysis will require you to work with a group of opinion leaders (8-12 persons) from your ministry context. They will be instrumental in answering the questions and providing you context to Steps 1A and B in the narrative portion of your paper.

Step 1A: The following questions will assist you in developing a “thick” narrative: Choose one of the below:

- Using Jim Herrington’s *Leading Congregational Change* develop a vision community. With the vision community, explore vision and visionpath. Present what you will communicate and how you might empowering change within your ministry context.
- Drawing on the ideas in Callahan’s *Twelve Keys to an Effective Church* conduct a retreat to identify your congregation’s strengths and weaknesses. What strategies could you consider for increasing your church’s effectiveness in its strongest keys?
- Study your ministry context according to the six frames used in *Studying Congregations*. Using the approaches described, study your congregation or ministry setting’s *theology* (chapter 1), *ecology/context* (chapter 2), *culture/identity* (chapter 3), *process* (chapter 4), *resources* (chapter 5), and *leadership* (chapter 6).

- Utilizing Cameron Harder's *Discovering the Other* develop and execute appreciative inquiry and asset mapping exercises in your congregation with a group of opinion leaders. What did you learn?

Step 1B: Consider your congregation from a systems perspective using the following prompts to guide your composition:

- What rules, roles, rituals, and goals do you recognize in this system?
- What is the level of anxiety and reactivity in the system?
- How anxiety is handled in your system; how much self-differentiated leadership is evident in response to anxiety.
- How much reactivity is consistently evident within the system?
- Who are the most immature and dependent members of the system? Who are the most self-differentiated and mature members?
- What signs of health do you see in the system? What signs of disease do you see?
- How do you function within the system? How do you influence the system? How does the system influence you? How do you manage yourself in response to the reactivity that your leadership may trigger in other parts of the system?

Step 2: Engage in theological reflection (6-8 pages)

The goal of this portion of your paper is to answer the question, "What *should* be going on here?" Below are some questions that may assist your reflections. The objective here isn't to answer all of these questions; rather, to assist you in theological reflection toward what *should* be going on in this context.

Questions to stimulate reflection:

- What are you learning? How is God at work in your context? How is God understood within your context?
- How is mission, gospel, community, creation, renewal, or evangelism understood? What are the points where Scripture and historical theology challenge, critique, affirm what you are observing?

Step 3: Identify an area of concern (4-5 pages)

- Use information you have discovered in the narrative and your theological reflection to put forth a problem, challenge, action, or intervention that needs to be addressed within your ministry context.
- Clearly identify the concern and offer possible actions (practices) that may be useful in addressing the concern. Remember, you are not solving the problem, you are merely identifying possible interventions within your ministry context.

Paper Specs

- Put your name in the upper left corner of the paper.
- Format and cite using Turabian/Chicago manual of style.
- Length of paper is 22-30 pages.
 - Narrative (12-15)
 - Reflection (6-8)
 - Concern (4-5)
- Save the assignment as **MCAP + your last name + first initial**. For example, Jane Smith's assignment would read: **MCAPsmithj**. Post in Canvas. DUE: October 20, 2015

Rubric: Ministry Context Analysis and Proposal (MCAP)

Criteria	Full Credit: 90-100%	Partial Credit: 70-89%	Limited Credit: Less than 70%	Possible Points
Content Knowledge	Response demonstrates an in-depth understanding, appropriate use, and correct implementation of theories, concepts, and/or strategies presented.	Response demonstrates a minimal understanding of the theories, concepts, and/or strategies presented in the course. Theories, concepts, and/or strategies may not always be used appropriately or implemented correctly.	Response demonstrates a lack of understanding, inappropriate use, and incorrect implementation of the theories, concepts, and/or strategies presented in the course.	50
Support	Opinions or ideas expressed are well substantiated with numerous explicit references to the content and/or personal references. The references cited support the opinions or positions expressed.	Opinions or ideas expressed are substantiated with references to the content and/or personal references. The references cited may or may not support the opinions or positions expressed.	Opinions or ideas expressed are unsubstantiated with references to the content and/or personal references. The references cited do not support the opinions or positions expressed, or are missing.	20
Comprehensive	All aspects of the assignment are explicitly addressed.	Most aspects of the assignment are satisfactorily addressed.	Few aspects of the assignment are addressed.	20
Writing	Writing is clear, concise, and well organized, with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. If spelling, grammar, or syntax errors exist, they are minimal and do not detract from the message.	Writing is mostly clear, concise, and well organized, with good sentence/paragraph construction. Thoughts are mostly expressed in a coherent and logical manner. Spelling, grammar, or syntax errors detract from the message.	Writing is unclear and/or disorganized. Thoughts are not expressed in a coherent and logical manner. Spelling, grammar, or syntax errors significantly detract so that the message is unclear.	10
Total Points				100

Colloquium Faculty

Includes, but not limited to: Drs. Fred Aquino, Jeff Childers, Ken Cukrowski, Chris Flanders, Doug Foster, Mark Hamilton, Glenn Pemberton, Royce Money, Carson Reed, and James Thompson

Readings 2016--DRAFT

DMin—First Residency Colloquium

Abilene Christian University

BIBM 702 Theological Foundations for the Practice of Ministry

Required

Colloquium Anthology. See below.

Branson, Mark Lau. *Memories, Hopes, and Conversations.* Herndon, VA: Alban, 2004

Farley, Edward. *Practicing Gospel.* Westminster John Knox, 2003.

Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church: The Challenge of Luke-Acts to Contemporary Christians.* Grand Rapids: Eerdmans, 2011.

Keifert, Patrick. *Testing the Spirits: How Theology Informs the Study of Congregations.* Grand Rapids: Eerdmans, 2008.

Osmer, Richard R. *Practical Theology: An Introduction.* Grand Rapids: William B. Eerdmans, 2008.

Pemberton, Glenn. *Hurting with God: Learning to Lament with the Psalms.* ACU Press, 2012.

Steinke, Peter L. *A Door Set Open: Grounding Change in Mission and Hope.* Herndon, VA: Alban, 2010.

Swinton, John and Harriet Mowat. *Practical Theology and Qualitative Research.* London: SCM Press, 2006.

Thompson, James W. *Pastoral Ministry According to Paul: A Biblical Vision.* Grand Rapids: Baker Academic, 2006.

Webber, Robert E. *Ancient-Future Faith: Rethinking Evangelicalism for a Post-Modern World.* Grand Rapids: Baker, 1999.

Williams, D. H. *Evangelicals and Tradition.* Grand Rapids: Baker Academic, 2005.

Colloquium Anthology.

NOTE: *The following materials will be available at the DMin Cohort website. To prepare for each seminar with colloquia professors please read the following materials. Unless noted the material will be on the website or will be one of the required texts in the list above.*

Pemberton—Psalms, Songs, and the Disappearance of Lament.

- Glenn Pemberton. *Hurting with God: Learning to Lament with the Psalms.* ACU Press, 2012. Pages 11-173.
- Michael Jinkins. *In the House of the Lord: Inhabiting the Psalms of Lament.* Liturgical Press, 1998. Pages 1-120 (If you have already read this volume, please substitute: Scott Ellington. *Risking Truth: Reshaping the World through the Prayers of Lament.* Pickwick, 2008. Pages 1-191.)

Thompson—Paul and Ministry: A Transformed Ministry

Read *Pastoral Ministry According to Paul* from the required list of books.

Cukrowski—Luke and Ministry

Learning Guide

1. Read L. T. Johnson's *Prophetic Jesus, Prophetic Church*, focusing on Luke's themes and the challenge to the church. Engage and think while you read; I'm most interested in theological reflection that evinces critical thinking moves, such as evaluation, significance, synthesis, and specific application to your context.
2. Read through all the passages that mention prayer in Luke (Handout). Be prepared to discuss 5-10 lessons about prayer.
3. Reflect on Luke's message about possessions and be prepared to respond to the following items about the use of possessions:
 - Comment on three ways that wealth can be spiritually dangerous.
 - What is the most important message that Christians need to hear about the use of possessions?
 - Let's assume that our faith should inform our use of possessions. Describe how you would decide what is too much to spend for a car. Give a dollar amount as part of your reflection.
4. After reading through the representative listing of marginalized individuals in Luke (Handout), skim the Gospel of Luke. What other categories or examples should be included on this list?

Table fellowship is part of how Jesus addresses the marginalized. Scott Barchy calls table fellowship a "living parable" because it gives the guest an opportunity to experience proleptically the inclusive nature of the kingdom of God. In many places in Luke, the implied metaphor is the eschatological banquet (Luke 13:49; 14:15; 22:16, 18, 30; cf. Isa 25:6). Your task is to share a meal (Luke 14:12) with one of the following individuals:

 - With someone who cannot repay you (Luke 14:12-14);
 - With someone from whom you are estranged (i.e., you don't like them);
 - With someone who is different from you (e.g., socially, morally, economically, religiously, racially);
 - With someone in your congregation whom you do not know well.

Be prepared to share your reflections on the experience with the class.
5. Read through the passages that mention women in Luke (Handout). Be prepared to discuss the following questions:
 - What can we say about how Jesus understood gender?
 - What is the significance that Jesus did not choose any women for the Twelve Apostles?

Reed—Practical Theology

Andrews, Dale P. *Practical Theology for Black Churches: Bridging Black Theology and African American Folk Religion*. Louisville: Westminster John Knox Press, 2002. 1-30.

Latini, Theresa F. "Toward a Neo-Barthian Practical Theology." In *The Church and the Crisis of Community*. Grand Rapids: Eerdmans, 2011.

Reed, Carson E. "The Geometry of a Theology of Ministry." *Restoration Quarterly* 56 (2014): 173-79.

Foster: "Reading Changing Religious Culture: The Case of the Stone-Campbell Tradition"

1) Williams, Foster, Blowers, *The Stone-Campbell Movement: A Global History*, Chalice Press, 2013.

Read chapters: 1 "Emergence of the Stone-Campbell Movement." **(21 pages)**

2 "Developments in the United States to 1866." **(16 pages)**

7 "The Expansion of World Missions, 1874-1929." **(35 pages)**

11 "Responses to US Social Change, 1960s-2011." **(22 pages)**

2) William M. Newman, Peter L. Halvorson, *Atlas of American Religion: The Denominational Era, 1776-1990*, Altamira Press, 1999. **(8 pages)**

Read chapter 4, sections on

(a) Churches of Christ,

(b) Christian Church (Disciples of Christ), and

(c) Christian Churches and Churches of Christ.

3) *Christian History*, Issue 106. "The Church to End All Churches? The Unifying Vision of the Stone-Campbell Movement." **(scan 43 pages)** (Dr Foster will provide you with a hard copy during class).

4) Edward J. Robinson, *Show Us How You Do It: Marshall Keeble and the Rise of Black Churches of Christ in the United States, 1914-1968*, University of Alabama Press, 2008.

Read chapters: 4 "It Does My Soul Good When I Read the Gospel Advocate." **(9 pages)**

5 "The Bible is Right." **(14 pages)**

6 "The White Churches Sponsored All of This Work" **(26 pages)**

7 "Stirring Up the South" **(16 pages)**

5) Douglas A. Foster, "Waves of the Spirit Against a Rational Rock: The Impact of the Pentecostal, Charismatic and Third Wave Movements on American Churches of Christ," *Restoration Quarterly* 45 (January 2003): 99-110. **(12 pages)**

http://www.acu.edu/sponsored/restoration_quarterly/restoration_quarterlydocuments/451/Foster-451.pdf

Childers-- Rebuild, Renovate, or Evacuate? Living and Working inside a Religious Heritage

D. H. Williams. *Evangelicals and Tradition*. Grand Rapids: Baker Academic: 2005. [183 pp.] [not in the anthology, you need to purchase or find in local library]

Robert Webber. *Ancient-Future Faith*. Grand Rapids: Baker, 1999. [not in the anthology, you need to purchase or find in local library]

Recommended, not required (these sources are in Canvas and will be useful to you as you work on your project/thesis and other writing):

J. E. Bradley and Richard A. Muller. "Perspective and Meaning in History." In *Church History: An Introduction to Research, Reference Works, and Methods*. Grand Rapids: Eerdmans, 1995, pp. 33-62. [29 pp.]

Nancey C. Murphy. "Reasoning in History." In *Reasoning and Rhetoric in Religion*. Eugene, OR: Wipf & Stock, 2001, pp. 129-46. [27 pp.]

Aquino—Theological Reflection in Context

Frederick Aquino, "A Theology of Informed Judgment," *Restoration Quarterly* 45 (2003): 115-125.

William Abraham, Jason Vickers, and Natalie Van Kirk (eds.), *Canonical Theism: A Proposal for Theology and the Church* (Eerdmans, 2008), xii-xix, 1-7, 11-42, 141-194.

Selected Other Sources—Titles that may be useful resources for the opening sequence. (Not required—but may be referred to during the coursework and/or useful for the assignments that arise out of the course.)

Ammerman, Nancy T., Jackson W. Carroll, et al., editors. *Studying Congregations: A New Handbook*. Nashville: Abingdon, 1998.

Branson, Mark Lau and Juan F. Martínez. *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove: IVP Academic, 2011.

Branson, Mark Lau. *Memories, Hopes, and Conversations: Appreciative Inquiry and Congregational Change*. Herndon: Alban Institute, 2004.

Buxton, Graham. *The Trinity, Creation and Pastoral Ministry: Imaging the Perichoretic God*. Milton Keynes: Paternoster, 2005.

Callahan, Kennon L. *Twelve Keys to an Effective Church*. San Francisco, CA: Harper & Row, 1983.

Coakley, Sarah. *Powers and Submission*. Blackwell, 2002.

Coghlan, David and Teresa Brannick. *Doing Action Research in Your Organization: Qualitative Interviewing and the Art of Hearing Data*. Sage, 2011.

Fiddes, Paul S. *Participating in God: A Pastoral Doctrine of the Trinity*. London: Darton, Longman & Todd, 2000.

Friedman, Edwin H. *A Failure of Nerve: Leadership in the Age of Quick Fix*. New York: Seabury Books, 2007.

- Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. New York: The Guilford Press, 1985.
- Friedrich, Robert E. and Roy M. Oswald. *Discerning Your Congregation's Future: A Strategic and Spiritual Approach*. New York: The Alban Institute, 1996.
- Gilbert, Roberta M. *The Eight Concepts of Bowen Theory*. Front Royal, VA: Leading Systems Press, 2006.
- Hall, Douglas John. *Thinking the Faith: Christian Theology in a North American Context*. Fortress Press, 1991.
- Heifetz, Ronald, Grashow, Alexander, Linsky, Marty. *The Practice of Adaptive Leadership: Tools and Tactics for Changing your Organization and the World*. Boston: Harvard Business Press, 2009.
- Herrington, Jim, Mike Bonem, and James H. Furr. *Leading Congregational Change: A Practical Guide for the Transformational Journey*. San Francisco, CA: Jossey-Bass, 2000.
- Hiebert, Paul G. *The Gospel in Human Contexts: Anthropological Explorations for Contemporary Missions*. Grand Rapids: Baker Academic, 2009.
- Kettle, David J. *Western Culture in Gospel Context: Towards the Conversion of the West—Theological Bearings for Mission and Spirituality*. Eugene, OR: Wipf & Stock, 2011.
- Killen, Patricia O'Connell and John De Beer. *The Art of Theological Relection*. New York, NY: Crossroad Publishing, 2001.
- Latini, Theresa F. *The Church and the Crisis of Community: A Practical Theology of Small-Group Ministry*. Grand Rapids: Eerdmans, 2011.
- Mahan, Jeffrey, Barbara B. Troxell and Carol J. Allen. *Shared Wisdom: A Guide to Case Study Reflection in Ministry*. Nashville: Abingdon, 1993.
- Mead, Loren B. and Billie T. Alban. *Creating the Future Together: Methods to Inspire Your Whole Faith Community*. Herndon, VA: Alban Institute, 2008.
- Moschella, Mary Clark. *Ethnography as a Pastoral Practice*. Cleveland: Pilgrim Press, 2008.
- Purves, Andres. *Reconstructing Pastoral Theology: A Christological Foundation*. Louisville: Westminster John Knox, 2004.
- Sanneh, Lamin. *Disciples of All Nations: Pillars of World Christianity*. New York: Oxford, 2008.
- Savage, Carl and William Presnell. *Narrative Research in Ministry: A Postmodern Research Approach for Faith Communities*. Louisville, KY: Wayne E. Oates Institute, 2008.
- Scharen, Christian B. and Aana Marie Vigen, editors. *Ethnography as Christian Theology and Ethics*. New York: Continuum, 2011.
- Scharen, Christian B., editor. *Explorations in Ecclesiology and Ethnography*. Grand Rapids: William B. Eerdmans, 2012.
- Sensing, Tim. *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses*. Eugene, OR: Wipf & Stock, 2011.
- Steinke, Peter L. *A Door Set Open: Grounding Change in Mission and Hope*. Herndon, VA: Alban, 2010.

- Steinke, Peter L. *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What*. Herndon, VA: Alban Institute, 2006.
- Stringer, Ernest. *Action Research*. Sage, 2007.
- Van Gelder, Craig. *The Ministry of the Missional Church: A Community Led by the Spirit*. Grand Rapids, MI: Baker Books, 2007.
- Whitehead, James D. and Evelyn Eaton Whitehead. *Method in Ministry: Theological Reflection and Christian Ministry*. Rev. Ed. Lanham, MD: Sheed & Ward, 1995.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 22, 2016
TO: Dr. Carson Reed
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application BIBM 716 – Theological Foundations for the Practice of Ministry

Based on the recommendation of Craig Churchill, Theological Librarian, the library can adequately support the proposed course. Thank you for letting us review the course application.

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name BIBM 716 Theological Foundations for the Practice of Ministry

Primary Department

Jim Lanning
Department Chair

2-18-16
Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: BIBM 716

Course Title: Theological Foundations for the Practice of Ministry

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Christopher R. Hutsen 2-22-16
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	BIBM 724
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Tim Sensing
2	Course Teacher	Tim Sensing
3	Course Title	Project/Thesis Seminar I
4	Course Abbreviation (if title is over 30 characters)	n/a
5	College	CBS
6	Department	GST
7	Number of Credit Hours	1
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	n/a
11	Maximum number of hours credit	1
12	Explanation for variable credit	n/a
13a	Course contact hours - LEC	1
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours - Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours - Other (specify)	0
14	Instructor Workload	1
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	The first course of a two-part seminar designed to orient and launch the students on a journey toward a successful project/thesis appropriate for the student's particular ministry setting.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	BIBM 716 Theological Foundations for the Practice of Ministry
19	List any co-requisites	none

20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	n/a
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	0
22b	How often will it be offered? Spring	1
22c	How often will it be offered? Summer	0
23	Frequency? All, odd, or even years?	Every Year
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2017
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	n/a
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes, it is required for all DMin students. This requirement was approved near the end of the Spring 2013 semester and has been included in the catalog (as BIBM 740) since the 2014-15 academic year.
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Yes. BIBM 740.03 Fall 2014 11 students BIBM 740.01 Fall 2015 7 students
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None. (Unless we need to put BIBM 725)

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Required, DMin
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	The course is required for all DMin students.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	All DMin students, who must all have an MDiv or its educational equivalent in order to be admitted to the DMin program. Ideally, students will take this course early in the program, during their second residency period.
2	State the overarching course goal(s) in performance terms.	To achieve the following student learning outcomes: Communication Graduates will have facility in critical thinking, analysis, and in oral and written communication (Prog 5) Cultural Competence DMin graduates will demonstrate an increased competence in reading, assessing, and interpreting varied cultural contexts of ministry. (DMin 2)

2. Competencies and Measurements

	Competency	Measurement
1	To facilitate the writing of theological and theoretical constructs that supports the project/thesis.	Paper
2	Students will utilize qualitative research skills to listen and describe the context of their ministry project	Paper

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Sensing, Tim. *The Effective Practice of Ministry: Essays in Memory of Charles Siburt*. Abilene: ACU Press, 2013.

Sensing, Tim. *Qualitative Research: A Multi-Methods Approach for Doctor of Ministry Projects*. Eugene, OR: Wipf & Stock, 2011.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

Attachment: DMin Degree Requirements, 2015-16 Catalog

Proposed change pertaining to this course application is highlighted below

Requirements for the DMin are:

1. Orientation, 0 hours
BIBM 701: Doctor of Ministry Orientation
2. Core courses, 6 hours
BIBM 702 Biblical and Theological Foundations for Ministry
BIBM 740: Practical Theology for Ministerial Leadership
3. Method and Project/Thesis, 9 hours
BIBM ~~740~~ **724**: Project/Thesis Seminar I (1 hour)
BIBM 740: Project/Thesis Seminar II (2 hours)
BIBM 799: DMin Project Thesis (6 hours; includes an oral exam)
4. Spiritual Formation (0 hours)
Two spiritual formation retreats
Mentoring/spiritual direction throughout the program

Ministry Electives (18 hours)

For a generalist degree, select any 6 electives (18 hours). Students wishing to specialize in a track should select 4 courses (12 hours) from the appropriate track plus 2 additional electives (6 hours).

Track Offerings:

Christian Spiritual Formation:

- BIBM 717: Christian Spiritual Formation
- BIBM 740: Immersion in Culture, Context and Community
- BIBM 740: Living in the Tradition
- BIBM 740: Forming Communities of Faith

Leadership for Missional Renewal:

- BIBM 706: Christian Leadership Development
- BIBM 719: Missional Ecclesiology
- BIBM 740: Leading Change in Christian Organizations
- BIBM 740: Immersion in Culture, Context, and Community

Preaching for Community Transformation:

- BIBM 703: Preaching in Contemporary Contexts
- BIBM 711: Preaching and Theology
- BIBM 723: Worship
- BIBM 740: Exegesis: Text and Congregation

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 18, 2016
TO: Dr. Tim Sensing
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for BIBM 724 – Project/Thesis Seminary I

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact the Theological Librarian Craig Churchill (churchillc@acu.edu) regarding specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.

October 1, 15

Dr. Tim Sensing
Office: #313 OPBS Bldg.
(325)674-3792
sensingt@acu.edu

Re: Review of BIBM740.1 Project/Thesis Seminar Part I

Dear Dr. Sensing,

Thank you for the submission of BIBM740.1 Project/Thesis Seminar Part I. I reviewed the syllabus based on the ACU application requirements. Here a few places where some clarification may help:

1. If this is Part I of the seminar, adding a description about the relationship between Part I and II may help.
2. Both competencies seem to be measured by paper. Is there a place for "class discussions?" Discussion seems to be an important aspect in your course as well based on the description of assignments and grading.
3. Could you clarify when the course will be offered? It is shown in the application document, but it may be a good idea to write in the syllabus. Right now, there is only one date "June 15, 2015".
4. I find the "Point Value Summary" portion a little confusing. I initially thought that it goes under "Paper", but then it seems like it is an overall course grading summary. If that is the case, is "class participation" the same with "class discussion" as described earlier in the "course assignments" section? Or should "Point Value Summary" be grouped under the section for "Grading"?
5. Attendance policy seems vague. How many class sessions will there be? I understand that it was one day in two segments when offered in June 2015. Will it be the same for the future when this class is offered? For online participation, is there any particular requirement on how often they would need to log in?

I'd greatly appreciate it if you could consider these comments. There is no need to bring it back to the Adams Center for further review. This letter is not meant to be a final approval in the course application process. It is intended as a reference for the council members, who may have questions or comments of their own. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,



Director of Instructional Design
Adams Center for Teaching and Learning, Abilene Christian University

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

BIBM 740.1 PROJECT/

Reviewer

Berlin Fang



Developer

Dr. Tim Sensing

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☐ Semester and year
- ☐ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☐ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☒ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☒ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☐ Exam dates
- ☐ Assignments
- ☐ Due dates and other deadlines (and late assignment/exam policy)
- ☐ Schedule of readings and topics
- ☐ Statement to reserve the right to modify the calendar as necessary

Any comments?

good idea to write in the syllabus. Right now, there is only one date "June 15, 2015".

3. I find the "Point Value Summary" portion a little confusing. I initially thought that it goes under "Paper", but then it seems like it is an overall course grading summary. If that is the case, is "class participation" the same with "class discussion" as described earlier in the "course assignments" section? Or should "Point Value Summary" be grouped under the section for "Grading"?

4. Attendance policy seems vague. How many class sessions will

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BIBM 724
PROJECT/THESIS SEMINAR Part 1

1 Credit
Abilene Christian University
Dr. Tim Sensing
January 2017
OPBS Bldg. #250

Contact Information:
Office: #313 OPBS Bldg.
Office Hours: By Appointment

ACU Box 29416
Abilene, TX 79699

Office: 325-674-3792
sensingt@acu.edu

Mission Statements:

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the Academic Division of Abilene Christian University is to plan, organize, and implement academic programs that focus on educating students for Christian service and leadership throughout the world.

The mission of the College of Biblical Studies is to provide leadership, preparation, and resources for effective worldwide ministry in the cause of Christ.

The mission of the Graduate School of Theology is to equip men and women for effective ministerial leadership in a variety of missions and ministry contexts and to provide strong academic foundations for theological inquiry.

The mission of the Doctor of Ministry degree is to enhance the practice of ministry for persons who hold the M.Div. degree and have engaged in ministerial leadership.

Course Description:

The first course of a two-part seminar designed to orient and launch the students on a journey toward a successful project/thesis appropriate for the student's particular ministry setting. The second course, BIBM 726, will enable the student to complete the prospectus for the project thesis.

Course Prerequisite: A student should take BIBM 716 prior to taking BIBM 724.

STUDENT LEARNING OUTCOMES AND COURSE COMPETENCIES

STUDENT LEARNING OUTCOMES	COMPETENCIES	MEASUREMENTS
Communication Graduates will have facility in critical thinking, analysis, and in oral and written communication (Prog 5)	To facilitate the writing of theological and theoretical constructs that supports the project/thesis.	Paper; pre-class assignments, classroom discussion
Cultural Competence	Students will utilize qualitative	Paper

DMin graduates will demonstrate an increased competence in reading, assessing, and interpreting varied cultural contexts of ministry. (DMin 2)	research skills to listen and describe the context of their ministry project	
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Course Textbooks:

Sensing, Tim. *The Effective Practice of Ministry: Essays in Memory of Charles Siburt*. Abilene: ACU Press, 2013.

Sensing, Tim. *Qualitative Research: A Multi-Methods Approach for Doctor of Ministry Projects*. Eugene, OR: Wipf & Stock, 2011.

Pre-Class Assignments:

- Please read both texts before class. Choose one chapter in *Effective Practice* that most resembles your context and problem. Write a 200-word abstract of that chapter and include information about the context, problem, and intervention. Be prepared to present this assignment online one month prior to the class. If none of the chapters resonate with your ministry context, then explain why that is so with concrete examples. (10 points)
- Be prepared to respond to two classmates who chose different chapters. Compare and contrast their selection with your own context. (5 points for each response = 10 points)
- Due one week before the seminar.

Course Assignments:

A. Class Discussion: Students are asked to fully engage discussions addressing their own projects as well as other classmates in both online and f2f settings. (10 points)

B. Paper:

- 1) The paper will be a first draft of a prospectus as described on pages 11-12 of *Qualitative Research*.
 - a) In BIBM 716 *Theological Foundations for the Practice of Ministry*, one of your major assignments asked you to analyze your context. In many ways this assignment asked you to describe a panoramic landscape view. For your thesis you will need to zoom your lens on a particular aspect of the scene. Changing metaphors, the story of your context is complex and has many themes and plots woven together. For your thesis you will need to articulate one plot. While emphasizing one plot you may also need to provide enough background and setting for that action to be scripted. Building upon the assignment in BIBM 716, describe your concise contextual script (30 points) so that the dénouement leads to a problem and purpose statement (15 points each).
 - b) The context, problem, and purpose section (part 1) should demonstrate a well-conceived and articulated plan for future implementation. Other elements of the prospectus will be tentative in nature but must demonstrate coherence with the problem and purpose statements. (10 points)

- 2) The completed paper (hard copy) is due April 1.

Point Value Summary for the Entire Course

- a) Pre-Class Assignment: 200 word abstract (10 points)
- b) Pre-Class Assignment: Response to first classmate (5 points)
- c) Pre-Class Assignment: Response to second classmate (5 points)
- d) Class discussion (10 points)
- e) Paper: Context description (30 points)
- f) Paper: Problem statement (15 problems)
- g) Paper: Purpose statement (15 problems)
- h) Paper: Other components (10 points)

Grading Scale: Based on a 100 point scale.

A=90-100

B=80-89

C=70-79

D=60-69

F=59-

Class Schedule:

The seminar will meet 8:00 am –12:00 pm; 1:30 pm – 5:00 pm. The online component will begin approximately one month prior to our meeting. Dr. Sensing will initiate the online component.

Course Policies:

1. **Due Dates:** The online components are due one week before the seminar. The paper is due April 1. No assignments will be accepted after the due dates.
2. **Attendance Policy:** Attendance is required for the one-day seminar and online portions of the class. You will need to login to Canvas at a minimum of three times in order to post your abstract and respond to two classmates.
3. **Academic Integrity Policy:** Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.
4. **The Americans with Disabilities Act (ADA):** protects individuals with disabilities from discrimination. If a student requests accommodations under ADA, please notify the professor one week prior to the course. If needs arise during the course, please

notify the professor as soon as possible. The professor will work with the College of Biblical Studies to accommodate the student's needs.

Classroom Virtues

The GST invites students to participate in a process of theological and spiritual formation. Knowing how to think theologically comes by habit and by imitation, not simply by acquiring isolated facts. The assumption here is that books alone are insufficient for addressing difficulties of life and forming people into the image and likeness of God. Ultimately, we strive to form communities of inquiry, inviting you to inhabit a shared world of learning. Within such an environment, the goal is to cultivate critical skills of reflection, spiritual disciplines, interact authentically with one another, and learn to function as a community of inquiry. A large part of this involves connecting areas of life rather than pitting them against one another. Prayer, study, and other dimensions of life are all integral to the process of formation. Consequently, we invite you to participate in a set of practices; nurtured within this context, you pursue “intellectual, moral, spiritual excellence” the result of which is the formation of the whole person.

- I. Desire for truth in the context of love**—the aptitude to discern whether belief-forming processes, practices, and people yield true beliefs over false ones. People motivated by this desire will be more likely to conduct thorough inquiries, scrutinize evidence carefully, investigate numerous fields of study, consider alternative explanations, while respecting and caring for others.
- II. Humility**—the capacity to recognize reliable sources of informed judgment while recognizing the limits of our knowledge and the fallibility of our judgments. This is not created in isolation but takes into account feedback and correction from other sources of informed judgment.
- III. Honesty**—the capacity to tackle difficult questions without seeking simple answers. Ignoring complex and difficult questions only solidifies vices such as intellectual dishonesty, close-mindedness, and rash judgments. These vices preclude the possibility of refining our thinking and of participating in conversations with others.
- IV. Openness**—the desire to engage in an open-ended search for knowledge of God, including receptivity to different ideas, experiences, and people. Listening becomes a discipline that acknowledges the other and respects diversity. The art of being a student and a teacher is an ongoing process that necessitates hospitality, patience, and love.
- V. Courage**—the ability to articulate one’s position while considering other perspectives. The aptitude to express convictions involves risk yet fosters opportunities for meaningful dialog. Responding to objections entails tenacity but should not be confused with close-mindedness.
- VI. Wisdom**—the capacity to offer a synthetic discernment of knowledge on behalf of the community. The aim is not merely the dissemination of information but a pastoral implementation of faith for the building up of the community. It solidifies various pieces of data, practices, and experiences and aptly applies knowledge and faith to particular situations.
- VII. Stewardship**—the commitment to one’s accountability to the gifts and responsibilities that one brings to the classroom. Classroom engagement includes proactively participating in the course goals, seeking mastery of course competencies, and collaborating with faculty and fellow students in the developing of a learning environment. Committing oneself to spiritual and intellectual well-being and growth is a faithful response to the opportunities graduate education affords.
- VIII. Hopefulness**—the receptivity to the future possibilities of God. The cultivation of thankfulness for our heritages and expectation for our future ministries engenders a guard against cynicism and a spirit of perseverance during times of stress and disorientation.
- IX. Prayerfulness**—the making of space to commune with God. The task of learning and teaching so that we are formed into the image of Christ through the Spirit involves our consistent reliance on God’s sanctifying work.

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name BIBM 724 Project/Thesis Seminar I

Primary Department

Jim Searcy
Department Chair

2-18-16
Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date