

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	BIBM 731
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Jon Camp
2	Course Teacher	Jon Camp
3	Course Title	Leading Change in Christian Organizations
4	Course Abbreviation (if title is over 30 characters)	Leading Change Christian Org
5	College	Biblical Studies
6	Department	Graduate School of Theology
7	Number of Credit Hours	3
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	3
12	Explanation for variable credit	n/a
13a	Course contact hours - LEC	3
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	3
15	Grade Mode (check all appropriate):	☒ _x_ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Provides students with in-depth engagement with the philosophies and processes of leading change in churches and other Christian organizations. The course will equip students for planning, conducting, and evaluating ministry interventions, with particular focus on

		addressing issues of chronic anxiety and marginality in the ministry context.
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 Note: currently DMin courses which take place in the summer are classified as fall. Initial conversations are underway to change that so June classes will be classified as summer. We are unclear about when that transition will occur.
22b	How often will it be offered? Spring	0
22c	How often will it be offered? Summer	0 (see note above)
23	Frequency? All, odd, or even years?	Odd years
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 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 following the Leadership for Missional Renewal track.
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. (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</i>	Yes. BIBM 740.01 Leading Change in Churches & Religious Organizations Fall 2013 5 students + 1 auditor BIBM 740.04 Leading Change in Churches & Religious Organizations Fall 2015 3 students

	<i>Descriptions section of the Catalog for details.)</i>	
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.	DMin. Required for all students in Leadership for Missional Renewal (LMR) track.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	The course is required for all LMR students. The addition of this requirement was approved during the spring 2013 semester.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	DMin students, who must all have an MDiv or its educational equivalent in order to be admitted to the program and must be engaged in ministry.
2	State the overarching course goal(s) in performance terms.	Students will demonstrate advanced leadership skills for guiding a Christian organization through a healthy and theologically reflective change process.

2. Competencies and Measurements

	Competency	Measurement
1	Reflect critically on how the student's identities and roles in the ministry context influence the production of knowledge about organizational culture and associated change processes.	Pre-Class Response paper: "Creating the Character"
2	Identify cultural performances of the ministry context that can serve as sources for ethnographic data.	Pre-Class Response Paper: "Ministry as Critical Performance Ethnography"
3	Collect rich ethnographic data within the ministry context.	Final Project

4	Identify emergent themes from an analysis of cultural data from the ministry context, with special analytical sensitivity to chronic anxiety and marginality.	Final Project
5	Design and implement a ministry intervention that integrates principles of critical performance ethnography with practical theology to address a problem identified in the organizational culture analysis.	Final Project

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Required Texts

- Driskill, Gerald W. and Angela L. Brenton. *Organizational Culture in Action: A Cultural Analysis Workbook*, 2nd ed. Los Angeles: Sage, 2011. 239 pages.
- Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. New York: Guilford Press, 2011. 319 pages.
- MacIntyre, Alasdair. *After Virtue: A Study in Moral Theory*, 3rd edition. Notre Dame, IN: University of Notre Dame Press, 2007. 312 pages.
- Madison, D. Soyini. *Critical Ethnography: Method, Ethics, and Performance*, 2nd Ed, Los Angeles: Sage, 2012. 283 pages.
- Taleb, Nassim Nicholas. *Antifragile: Things that Gain from Disorder*. New York: Random House, 2012. 519 pages.
- Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*, Nashville: Abingdon, 1996. 192 pages.
- Williams, Delores S. *Sisters in the Wilderness: The Challenge of Womanist God-Talk*. 20th Anniversary Edition. Maryknoll, NY: Orbis Books. 320 pages

Required Supplementary Readings Online

- Charmaz, Kathy. "Gathering Rich Data." In *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Thousand Oaks, CA: Sage, 2010.
- Conquergood, Dwight. "Performing As a Moral Act: Ethical Dimensions of the Ethnography of Performance." 2003. Available here:
<http://www.csun.edu/~vcspc00g/301/perfasmoralact.pdf>
- Conquergood, Dwight. "Rethinking Ethnography: Towards a Critical Cultural Politics." *Communication Monographs*, 58: June, 1991, p. 179-194. Available here:
<http://www.csun.edu/~vcspc00g/603/RethinkingEthnography-DC.pdf>
- Conquergood, Dwight. "Performance Studies: Interventions and Radical Research." *Performance Studies*, 46(2), 2002, 145-156. Available here:
<http://www.csun.edu/~vcspc00g/301/psinterventions-tdr.pdf>

About 2300 pages of reading total

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 716: Theological Foundations for the Practice of Ministry*
3. Method and Project/Thesis, 9 hours
BIBM 724:* Project/Thesis Seminar I (1 hour)
BIBM 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~~ **731**: 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

* Changes that have been approved by GST faculty for the 2016-17 catalog but have not yet reached the registrar by the time this application was developed.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 17, 2016
TO: Dr. Jon Camp
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application BIBM 731 – Leading Change in Christian Organizations

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.

Monday, March 7, 2016

Abilene Christian University

Re: BIBM 731 Application

Dear Dr. Camp,

The Adams Center for Teaching and Learning has completed the review BIBM 731: Leading Change in Christian Organizations. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please address the following before submitting the syllabus to the Academic Council.

- Update the course title.
- Please indicate the number of credit hours students will earn.
- Indicate whether there are any prerequisites or co-requisites.
- Add a statement reserving the right to modify the calendar as necessary.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

A handwritten signature in black ink, appearing to read "David Christianson". The signature is stylized with a large "D" and a cursive "Christianson".

David Christianson
Instructional Designer
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: Leading Char

Reviewer

David Christianson 

Developer

Johnathan Camp

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?

Update the course title.
Please indicate the number of credit hours students will earn.
Indicate whether there are any prerequisites or co-requisites.
Add a statement reserving the right to modify the calendar as necessary.

Submit

Never submit passwords through Google Forms.

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**BIBM 731: Leading Change in Christian Organizations (3 credit hours)
Online, and June (specific days TBA), 2017
Abilene Christian University
Prerequisites: Completion of first D.Min. Course**

Jonathan W. Camp, DMin, PhD, Associate Professor of Communication

Office: Sherrod Building (SHB) 214, 674-2191

E-mail: Jonathan.Camp@acu.edu

Cell: 325-232-5861

ACU MISSION STATEMENT: “To educate students for Christian leadership and service throughout the world.”

MISSION OF THE GST: to equip men and women for effective missional leadership in ministry in all its forms and to provide strong academic foundations for theological inquiry.

MISSION OF THE D.MIN. PROGRAM: to enhance the practice of ministry for persons who hold the Master of Divinity degree and have engaged in ministerial leadership. The program is designed for those whose ministry will focus in the area of public proclamation of the Word and the development of churches, both domestic and foreign. This program includes biblical interpretation, theological reflection, applied leadership theory, and congregational studies.

CATALOG DESCRIPTION: Provides students with in-depth engagement with the philosophies and processes of leading change in churches and other Christian organizations. The course will equip students for planning, conducting, and evaluating ministry interventions, with particular focus on addressing issues of chronic anxiety and marginality in the ministry context.

COURSE DESCRIPTION AND PURPOSE: In this course I invite D.Min. students to question reductionist, management-based approaches to congregational change, and embrace a thicker, more context-specific approach to ministerial leadership. I suggest a vision of ministerial leadership characterized by deep, critical attentiveness to the “stage” on which their ministry plays out. Performance shall serve as both metaphor and method for leading change in ministry, with ministers cast as the “dramaturges”—those charged with contextualizing the performance. Students will be introduced to an integration of theological reflection with critical performance ethnography as a method not only for sensitizing students to the hegemonic conditions of anxiety, marginality, and exclusion within the “scripts” and actions of their ministry contexts, but also for designing imaginative ministry interventions that create and sustain theologically reflective communities of practice.

LEARNING COMPETENCIES: Students in this course will demonstrate the ability to

1. Reflect critically on how the student’s identities and roles in the ministry context influence the production of knowledge about organizational culture and associated change processes.

2. Identify cultural performances of the ministry context that can serve as sources for ethnographic data.
3. Collect rich ethnographic data within the ministry context.
4. Identify emergent themes from an analysis of the cultural data from the ministry context, with special analytical sensitivity to chronic anxiety and marginality.
5. Design and implement a ministry intervention that integrates principles of critical performance ethnography with practical theology to address a problem identified in the organizational culture analysis.

COURSE MATERIALS:

Required Texts

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- Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. New York: Guilford Press, 2011. 319 pages.
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<http://www.csun.edu/~vcspc00g/301/psinterventions-tdr.pdf>

About 2300 pages of reading total

COURSE ASSIGNMENTS (upload assignments to Canvas)

Pre-Course

1. Read all required materials before the first day of class, and be prepared for online and in-person discussion of readings and their relation to your ministry context. Bring to class a digital picture or digital video of an expressive element of your ministry context, and be prepared to discuss in class how it functions as a performance of culture. (100 points)
2. Reflection Paper: "Creating the Character." Write a 6-7 page paper in which you reflect on the relationship between your role in the ministry setting, and your identity. Are they the same? Is your identity negotiated in light of your ministry role? Are there multiple identities that you enact in ministry? If so, explain the contingencies and in what ways you enact your various identities. How does the enactment of your ministry identity/identities shape or influence the production of knowledge about the ministry context? Engage relevant readings from the course. I expect this paper to be about 6-7 pages. (200 points)
3. Paper: "Ministry as Critical Performance Ethnography." What value does critical performance ethnography hold for Christian ministry? How can ministry leadership be reimagined as critical performance ethnography? Integrate the readings of Madison, Conquergood, among others. Craft a substantive argument, yet one that is tailored to your ministry context. 6-7 pages. (200 points)

Post-Course

4. Final Project. Design and implement a ministry intervention that integrates critical performance ethnography with theological reflection about a problem within your ministry context. The problem must deal either with chronic anxiety, or conditions of marginality and exclusion. The project could serve as a "pilot study" for your D.Min. Project/Thesis, but it doesn't have to. The project entails four stages: 1) focused ethnographic data collection; 2) thematic analysis of data; 3) ministry intervention; 4) theological reflection on the intervention. The intervention itself is smaller in scale than the D.Min. Project/Thesis, but must reflect the principles of critical performance ethnography discussed in readings and lectures. Examples and suggestions for interventions will be developed in the class meetings. The project should be presented in a 25-30 page paper, and contain three main parts (excluding an introduction):
 - Part 1: General introduction to the paper, and discussion of your methods of data collection and analysis. Here's where I want to see "thick descriptions" of the performances in your organization, along with their implications for understanding a problem in your ministry context that needs to be addressed. Now, make the introduction creative. Grab my attention. Capture imagery in words. (8-10 pages)
 - Part 2: Discussion of the ministry intervention—the "performance." What did you do? What happened? Imagine yourself as the "dramaturge;" describe your role and the performance you designed. (7-10 pages)
 - Part 3: Reflect theologically on the outcome of the "performance" (ministry intervention). How did this intervention create or sustain a process to lead the ministry setting further into the world created by the Gospel? How might the performance have gone differently had you altered some of the scripts, plots, characters, setting, staging, etc.? What are some next steps? (5 pages)

Give your paper creative headings. Paint a picture—I want to see it! Write in first person, using active verbs. Delight in the crafting of your paper. And, as Kurt Vonnegut instructed his writing students, “Use words I know.” Upload the paper to Canvas by **Friday, October 16, 5 pm.** (500 points)

COURSE POLICIES AND PRACTICES

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU’s Academic Integrity Policy (http://www.acu.edu/campusoffices/campuslife/acad_integrity/index.html), 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. The full policy is available for review at the Provost’s office web site

(http://www.acu.edu/campusoffices/campuslife/acad_integrity/index.html).

Specific incidents of academic dishonesty, such as plagiarism, will result in dismissal from the course with a failing grade and further academic discipline on the part of the university, per university guidelines. Please consult www.plagiarism.org for helpful hints on avoiding plagiarism.

Grading: An “A” denotes exceptional work and falls in the 90-100% range. A “B” is high quality work in the 80-89% range. A “C” represents average quality work and falls in the 70-79% range. **Note, a “C” is like a failing grade for graduate students.** A “D” is substandard work in the 60-69% range. An “F” is anything below 60.

Writing Rubrics: All writing assignments in this course will be assessed according to this general rubric, developed with the assistance of Dr. Cole Bennett of ACU’s English Department:

An excellent paper (A) will adhere carefully to the prompt, be on-topic with the appropriate in scope and length, match the rhetorical task of the assignment, be virtually flawlessly edited, and follow appropriate format guidelines of the academic discipline.

A good paper (B) will approach the *excellent paper* guidelines, but may have too limited a scope or fall short of editing, logical sequencing, elaboration of ideas, or well-suited research.

An average paper (C) is a readable attempt toward answering the prompt, but lacks sufficient development.

Below-average papers will not be accepted.

Attendance in the course is assumed. Please let me know if an emergency prevents your attendance.

Assignment Due Dates: Assignments will not be accepted after the due date. They will receive a zero.

Disability Policy: It is the policy of ACU to accommodate students with disabilities because we seek Christ-like empathy as well as adherence to state and federal law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. If you need accommodations for exams, please consult with the Alpha Services program.

ALIGNMENT OF COURSE LEARNING OUTCOMES WITH D.MIN. OUTCOMES

Course Competency	Assessment Instrument	Alignment with D.Min. Program Outcomes
1. Reflect critically on how the student's identities and roles in the ministry context influence the production of knowledge about organizational culture and associated change processes.	Response Paper: "Creating the Character" In-class discussions	#2 - Graduates will demonstrate an enhanced competence (beyond the MDiv level) in analytical thinking about ministry situations.
2. Identify cultural performances of the ministry context that can serve as sources for ethnographic data.	Response Paper: "Ministry as Critical Performance Ethnography." In-class discussions Final project	#2 - Graduates will demonstrate an enhanced competence (beyond the MDiv level) in analytical thinking about ministry situations.
3. Collect rich ethnographic data within the ministry context.	Final Project	#2 - Graduates will demonstrate an enhanced competence (beyond the MDiv level) in analytical thinking about ministry situations.
4. Identify emergent themes from an analysis of cultural data from the ministry context, with special analytical sensitivity to chronic anxiety and marginality.	Final Project	#2 - Graduates will demonstrate an enhanced competence (beyond the MDiv level) in analytical thinking about ministry situations.
5. Design and implement a ministry intervention that integrates principles of	Final Project	#1 - DMin graduates will demonstrate an advanced comprehension of the biblical and theological foundations

critical performance ethnography with practical theology to address a problem identified in the organizational culture analysis.		that inform Christian ministry. #2 - Graduates will demonstrate an enhanced competence (beyond the MDiv level) in analytical thinking about ministry situations. #3 - Graduates will demonstrate an advanced functioning (beyond the MDiv level) as integrative, reflective practitioners of ministry.
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SCHEDULE OF CLASSES (The professor reserves the right to alter this schedule)

Online (Canvas): Philosophical and epistemological foundations for leading change

- Module 1 **May 18-24.** Orientation to the course. Students describe their ministry settings.
- Module 2 **May 25-31.** Up a Willow Creek without a Hybels (or, the reductionist fallacy in popular change leadership); The opacity of causality; Antifragile: how ministry can gain from disorder. (MacIntyre, Taleb)
- Module 3 **June 1-7.** Discussion of Volf and Williams. “Are We the Baddies?” How does power or privilege obscure cultural vision and cultural knowledge production? Cultivating “double vision” and the need for critical attentiveness (anticipates critical performance ethnography).

Face-to-Face Sessions (June 23-26)

Tuesday: Ministers as performance ethnographers

- 8:00-8:30 Worship. The Parable of the Prodigal *Father* (Luke 15)
- 8:30-12:00 Armchair ethnographers and the 3 umpires; Life in Big Red: Introduction to critical performance ethnography and the work of Dwight Conquergood. What is a “performance?” What is “critical ethnography?” (Madison; Conquergood articles)
- 1:00-3:00 Critical reflexivity – What is the relationship between identity and the ministry role? Is there a variety of identities? How does our identity and role shape the production of cultural knowledge? (Conquergood; Madison)
- 1:00-3:00 Theater and moral vision. Theater of the Oppressed (Madison, Conquergood, Williams).
- 3:00-5:00 Implications for ministry

Wednesday: Identifying congregational artifacts – generating thick descriptions

- 8:00-8:30 Worship. Treasure in clay jars (2 Cor. 5)
- 8:30-10:00 Scriptocentrism and “People of the Book.” Discovering scripts of power and privilege (Conquergood; Madison; Williams)
- 10:00-12:00 Schein’s levels of culture and cultural artifacts; heroes and outlaws (Driskill & Brenton)
- 1:00-5:00 Students discuss pictures/video of congregational “performances”

Thursday: Don’t just do something. Sit there. (Self-Care for Ministers)

- 8:00-8:30 Worship. Abraham and the three visitors (Gen. 18:1-15)
- 8:30-11:00 Scripts of anxiety/scripts of differentiation (Friedman)
- 11:00-12:00 “Jesus at the Beach,” a stress management exercise
- 1:00-2:00 Connecting with the D.Min. project/thesis
- 2:00-2:30 Skype call with D.Min. alum
- 2:30-4:00 Project check-in

Evening Activity (TBA).

Friday: Ethnographic Nuts and Bolts; Conclusion

- 8:00-11:00 Working with interviews and observations, coding; ethnographic writing; Ministers as dramaturges (Charmaz, Driskill & Brenton, Madison)
- 11:00-12:00 Conclusion

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

Course ID: BIBM 731

Course Title: Leading Change in Christian Organizations

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. Hutz 4-26-16
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: