



PT 710: Ministry Values and Practice

Winter 2012 (3 credits)

Instructor: Rev. Arch Wong, D.Min., Ph.D.

Contacting the Instructor

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Class Location: A2141

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Course Description

This course provides the opportunity for learners to examine their beliefs concerning ministry and the practice of ministry as reflective-practitioners. The formation of a reflective-practitioner in ministry includes: 1) the integration of spiritual formation and the working out of continual calling; 2) the practice of spiritual disciplines; and 3) the development of basic research skills and methods necessary for theological reflection and understanding in ministerial settings.

Learning Outcomes

By the end of the course, the learner should be able to:

- Clarify and/or renew calling into professional ministry by understanding self;
- Adopt and consider spiritual disciplines as a foundation for professional ministry;
- Engage in theological reflection about the nature of ministry by way of using qualitative research methodologies for ministry.

Required Texts

Blodgett, B. (2011). *Becoming the pastor you hope to be: Four practices for improving ministry*. Virginia: Alban Institute.

Swinton, J. and Mowat, H. (2006). *Practical theology and qualitative research*. London: SCM Press.

MBTI Inventory. (\$85.00, this is a one-time charge and will be billed to your student account if you have not done this already in PT 501class).

Class Schedule

Friday January 20th: 6:30pm-9:30pm

Saturday January 21st: 8:30am-4:30pm

Friday February 10th: 6:30pm-9:30pm

Saturday February 11th: 8:30am-4:30pm

Friday March 23rd: 6:30pm-9:30pm

Saturday March 24th: 8:30am-4:30pm

Note: The instructor may adjust the course schedule at his discretion

Course Requirements (Note: All assignments are to be submitted on Moodle unless otherwise specify)

In order to gain full benefit from the course, each student is expected to attend and participate in all classes. Because of the nature of a three weekend course delivery format, a **student missing more than one of the scheduled classes will not be able to receive a passing grade for the course**. All assignments must be turned in on time on the assigned date. Any assignment turned in after the deadline will receive an "F". There are extenuating circumstances from time to time, and these may be discussed with the instructor.

Co-requisite

It is recommended that the learner be currently in a ministry approved by the instructor (please see instructor) for the qualitative research project. If this is a concern, please discuss this with the instructor for alternative solutions (the co-requisite should not be a hindrance to enroll in the class).

Personal Calling Statement

I will lead you through this assignment in class and give clear instructions and due dates to complete the time-line, core values, and vision which will result in a Personal Calling Statement.

Spiritual Discipline Assignment

I will lead you through this assignment in class and give clear instructions and due dates. This year we will focus on prayer and Sabbath.

Book Review

There will be one book review. Carefully read *Becoming the pastor you hope to be: Four practices for improving ministry*. For the book review, submit a 4-6 page (double space, 12 points) paper. The book review should give the thesis and overview of the book, usefulness in ministry, implications for ministry, and why and how the book is helpful. The book review is due on February 27th.

Qualitative Methodology: Group Task, Paper, and Presentation

Understanding research within the field of practical theology is often both personal and collaborative. The group task is to develop some awareness and understanding of a particular methodological strategy in a relatively short period of time. Group work is used to develop concise, supported statements on major methodological approaches and to present such statements orally and in writing so that the strategy or approach is understandable to others. Learners will be assessed on this task in a number of ways as follows: their contributions to selection of appropriate articles for review, the clarity and comprehension of their précis, and their contribution to group discussions and to the construction of the methodology paper, instructor observation, peer assessment, as well as the quality of the written and oral contributions to the group paper and presentation. Quality will be assessed in terms of the depth of engagement of the ideas that underlie the methodological strategy, the clarity of their description, and their presentation to class members.

Process

Qualitative Methodology Group: Learners will form groups and take one of the methodological approaches assigned by the instructor:

1. Ethnography
2. Phenomenology
3. Narrative Inquiry
4. Appreciative Inquiry
5. Action research

Group Task: Prepare paper and presentation that demonstrate understanding of the methodology both theoretically and practically and which contribute to the professional development of others in the course.

Group Process:

- Each group member selects 5-7 key articles (i.e. from books or journals) for review and prepares a précis (1-2 pages) for critical discussion and appraisal by the group
- Group member organize their reviewing time so that articles are discussed and selected materials are marshaled into a paper and presentation. Group discussions will give evidence of reading and synthesis.
- Each group paper (10-12 pages) should include, as a minimum, references to the précis article and a list of references (APA, 6th ed. format). Précis should be collected in a file folder and included with the paper. Presentations can be based on the group paper but should include a summarized and creatively expressed rendition of the substance of the methodology.

Group Paper: Each group paper should contain a good synthesis of key ideas of the methodology, concisely and creatively presented with consistent and comprehensive references.

Group Presentations: Each group will present their methodological approach to the class. Presentations should demonstrate a reasonably comprehensive picture of the methodology (given obvious limitations). The following core points should be addressed:

- Historical background (brief)

- Core conceptual framework
- Distinguishing characteristics
- Basic methods using examples of research data
- Key references used to enter the field
- 5 best précis

The presentation should attempt to incorporate creative strategies that engage class members in activity and critical discussion.

NOTE: Papers and presentation notes are due on the day of presentation

Qualitative Research Paper

This is a small scale research project (a micro project or pilot project). I will give instructions during the course in writing the paper. The final paper for the small scale research project is due May 31st.

Course Grades

Personal Calling Statement	25%
Spiritual Discipline (Prayer and Sabbath Assignments)	20%
Qualitative Methodology: Group Task, Paper, and Presentation	25%
Qualitative Research Paper	20%
Book Review	10%

The available letters for this course grades are as follows:

Letter Grade Percentage

A+	95-100%	Excellent - superior performance showing comprehensive understanding of subject matter
A	90-94%	
A-	85-89%	
B+	78-84%	Good - clearly above average performance with knowledge of subject matter complete
B	74-77%	
B-	70-73%	
C+	67-69%	Satisfactory - basic understanding of subject matter
C	63-66%	
C-	60-62%	
D+	55-59%	Minimal pass - marginal performance
D	50-54%	
F	below 50%	Failure - unsatisfactory performance or failure to meet course requirements.

Because of the nature of the Alpha 4.00 system, there can be no uniform University College/Seminary-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Important Notes/Dates

Besides class time, one of the other ways I will communicate with you is through your campus student email. Please check this periodically or forward this email account to your main email account.

The last day to enter a weekend course without permission and /or voluntary withdrawal from a course without financial and academic penalty (**drop**: for courses with three weekends – Noon on the first Saturday; for courses with two weekends – end of the second evening of the first weekend. These courses will not appear on the student’s transcript. Please notify the Registrar’s Office at registrar@ambrose.edu, if you wish to drop a class.

Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, which began in the 2010-2011 academic year. If you wish to change to audit, please notify the Registrar’s Office at registrar@ambrose.edu.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**): for classes with three weekends – the end of the 2nd weekend; for classes with two weekends, Friday 9 AM of the second weekend. A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College/Seminary as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are advised to retain this syllabus for their records.