Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are in the Essential Information section at [http://support.nts.edu](http://support.nts.edu).

- NTS Mission Statement & Purpose and Doctor of Ministry Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- Handbook for Inclusive Language

Each DMin Residential Seminar course spans a 6 or 8 month period from the beginning of coursework to the completion of coursework. **This Course commences on March 1 and finishes on August 31, with seminar sessions held on Monday, June 6 – Thursday, June 16, 2011.**

NOTE: A course syllabus will sometimes go through more than one version, reflecting scheduling updates and/or the addition of detail as the course unfolds. The document footer indicates the version #. Students are responsible for the latest version of the syllabus which will be made available along with email notice in Moodle.

Instructor Information

Dr. Ron Benefiel  
rbenefiel@nts.edu  
(816) 268-5402

Dr. Jeren Rowell  
jerenr@aol.com  
(913) 558-7721

Course Description, Narrative, & Rationale

This seminar explores the integration of an ecclesial foundation and effective professional skills to enhance ministry for a congregational context. Attention will be given to understandings of the Church in the Wesleyan tradition and their influence on ministry leadership practices such as preaching, evangelism, discipleship, and strategic church development.

In recent years, there has been a great deal of interest and scholarship in the broader theological/ecclesial community around the participation of the Church in the *missio dei*, God’s mission in the world. While there has been a scarcity of published materials integrating the missional church with Wesleyan theological perspectives,
there is a natural resonance between the missional conversation and the Wesleyan spirit which is both interesting and inviting to those of us in the Wesleyan tradition. In this seminar, we will explore the implications of the Church’s participation in the *missio dei* from a Wesleyan perspective as it relates to the role, responsibilities and practices of the pastor as s/he serves the local parish.

**Course Outcomes**

Students who complete this course will be able to demonstrate the following at a higher level of competence than achieved by completing the Master of Divinity degree.

1. Formation of a Wesleyan pastoral theology grounded in an understanding of and participation in the mission of God. Specifically this will include development in the areas of:
   a. Wesleyan practical and pastoral theology [Assignments #1 and 2]
   b. Exegeting cultural contexts [Assignments #3 and 5]
   c. Engaging the world in Christian mission [Assignment #5].

2. Development and demonstration of advanced theological reflection on pastoral ministry. This reflection will be organized around these themes:
   a. Pastor as Prophet: Casting a Missional Vision [Assignments #1,2,4,5]
   b. Pastor as Priest: Nurturing a Missional People [Assignments #1,2,4,5]
   c. Pastor as Shepherd-King: Leading a Missional Church [Assignments #1,2,4,5]

**Required Texts & Course Materials**


*as listed on Amazon.com 12/28/10

**Alternative Readings/Recommended** (Please use the following readings if you have already read required texts listed above as part of a previous course or as an alternative to a contextual text that remains unavailable for the seminar)


**Total required reading:** 2,826 pages  
**Total cost of books:** $202.66 (as listed on Amazon.com 12/28/10)

**Course Assignments & Requirements**

**Pre-Seminar Assignments (600 points)**  
These assignments should be completed before the Seminar begins. Students may submit completed assignments in *Moodle.*

1. **Read all required texts and articles.** [Outcome Objectives #1 and 2]

2. **Write a reflection paper** on each of the 11 required texts. (Note: Two reflection papers will be due for Hays, one on sections I and II and the second on sections III and IV. No reflection paper is required for the Benefiel paper). Reflection papers should include: 1) key ideas, 2) assessment/critique, 3) personal response or “take-aways.” Each paper should be 3-4 pages in length and will receive a maximum of 50 points. These are due on the day the text is scheduled for discussion in class. (Note course schedule below). First drafts of three critical reflection papers must be posted on Moodle for professor review and feedback by April 1 and three more by May 1. [Outcome Objectives #1 and 2]

3. **Contextual assessment of the student’s ministry setting** according to the criteria established by the student from the reading. These assessments should be prepared for a 20-30 minute presentation to the class on the first full day of the Seminar, June 7, 2011. Students may employ media (Powerpoint, etc.) in the presentation. This assignment will not be graded. [Outcome Objective #1b]

**During the Seminar (100 points)**

4. **Participation** in the Seminar discussion. [Course Objectives #1 and 2]

**Post-Seminar Assignments (500 points)**

5. **Post Seminar Project:** The student shall write a post-seminar project in which the seminar concepts are utilized in addressing a ministry-related issue in the student’s leadership context. Projects may focus on such issues as worship, sacraments, preaching, discipleship, evangelism, compassionate ministries, organizational structure, congregational leadership, and missional re-visioning. The project should be 20-25 pages in length and should include interaction and feedback with those in the student’s ministry context. The following is a suggested outline:
   a. statement of the problem or ministry issue to be addressed  
   b. literature review (course reading materials and related theoretical models of ministry)  
   c. gather research data (especially from interaction with those in the setting as well as from other relevant ministry models)
d. construction of a ministry model or plan
e. implementation of the ministry model
f. evaluation of the effectiveness of the model
g. final considerations.

The project should be approved by the faculty facilitator(s) prior to the adjournment of the seminar sessions.

Due date August 15, 2011. [Outcome Objectives #1 and 2]

6. DMin Program Assignments

A. In-Parish Committee:
   If this is your first Seminar, select the members for your In-Parish Committee as detailed in the DMin Handbook and post a list with their names, titles/positions, reasons for your choices, and the email address of your designated Committee Chairperson in Moodle by August 1, 2011.

   By October 1, 2011 all students must meet with their In-Parish Committee and post in Moodle the date of the meeting and who attended. The Chair (not the student) will write-up the In-Parish Committee Report and send it to Anne R. Hardy (using the Form and instructions in the DMin Handbook), also by October 1, 2011.

B. Pastoral Research Project (PRP):
   Resources:
   b. NTS DMin Handbook section on “Research Process” (available online at www.nts.edu/dmin)

   Find the assignment below that applies to you, and post it in Moodle by August 1, 2011:

   If this is your first Seminar – read Practical Theology and Qualitative Research and write 2-3 paragraphs on a possible topic for your PRP and how this book has begun to shape your thinking about your PRP.

   If this is your second Seminar – read the DMin Handbook descriptions of the Research Process, paying special attention to the Topic Selection Form. Review Practical Theology and Qualitative Research and write 2-3 paragraphs on your developing ideas of the project you would like to conduct in your own ministry context.

   If this is your third Seminar – carefully re-read the DMin Handbook descriptions of the Research Process, review Practical Theology and Qualitative Research, and submit a first draft of the Topic Selection Form.

C. Electives:
   Find the assignment below that applies to you, and post it in Moodle by August 1, 2011:

   If this is your first Seminar – read the DMin Handbook instructions for the Electives portion of the program, paying special attention to the Electives Proposal Form, and write 2-3 paragraphs describing the area(s) of study you are considering for your Electives and how your Electives may contribute to your PRP.

   If this is your second Seminar, carefully re-read the DMin Handbook descriptions of the Electives, and complete and submit a first draft of the Electives Proposal Form.

   If this is your third Seminar – and you have not already done so, submit a first draft of the Electives Proposal Form; if adjustments were required from your first draft, submit those for final approval.

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Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th></th>
<th>Pre-Seminar Hours</th>
<th>Seminar Hours</th>
<th>Post-Seminar Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Seminar Sessions</td>
<td></td>
<td>60</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Online Interaction (optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>120</td>
<td>20</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>30</td>
<td>40</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Interviews / Data Collection</td>
<td></td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>15</td>
<td>60</td>
<td>80</td>
<td>290</td>
</tr>
</tbody>
</table>

Method for Submitting Assignments

This course requires internet access to NTS Moodle for instructional information about assignments and electronic assignment submission. Unless otherwise instructed, do not send assignments to the professors via email. Your electronic submissions will automatically be linked to the “Grades” area of Moodle to which you have access for viewing your grades. Contact support@nts.edu with technical questions or for assistance.

Form and Style Expectations

All formal written documents are to be carefully proof-read for correct spelling and grammar before submission; it is the responsibility of the student to ensure “clean” copy, even if it means securing assistance.

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language. Inclusive Language usage guidelines can be found at http://www.wynkoopcenter.org/index.php?option=com_content&task=view&id=53&Itemid=85.

All research-based written documents are to be formatted (and will be evaluated) utilizing the “Notes–Bibliography Style” for source citation as detailed in the most current edition of the Turabian Style Guide (http://www.press.uchicago.edu/books/turabian/manual). This is the style required for the DMin Pastoral Research Project document.

Policy Regarding Late Work

Grades for late assignments may reflect a reduction in points. If students are faced with extenuating circumstances, communication with the instructors is crucial.
Seminar Grading

Doctoral students are expected to perform consistently at above average achievement. The following grade standards will be applied:

“A” - EXCEPTIONAL WORK (strong, significant achievement of course objectives)
“B” - GOOD WORK (basic, essential achievement of course objectives)
“C” or “D” - MARGINAL WORK (inadequate, minimal achievement of course objectives)
“F” - UNACCEPTABLE WORK (failure to achieve course objectives)

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor before the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

Course Calendar

Before the Seminar Begins

<table>
<thead>
<tr>
<th>Week of</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1-7</td>
<td>Read Wright, write 3-4 page critical reflection paper (due June 7)</td>
</tr>
<tr>
<td>March 8-14</td>
<td>Read Parts I and II of Hays, write critical reflection paper (due June 7)</td>
</tr>
<tr>
<td>March 15-21</td>
<td>Finish Parts III and IV of Hays, write critical reflection paper (due June 14)</td>
</tr>
<tr>
<td>March 22-28</td>
<td>Read Ammerman, write 3-4 critical reflection paper (due June 9)</td>
</tr>
<tr>
<td>March 29-Apr 4</td>
<td>Read Brueggemann, write 3-4 critical reflection paper (due June 10)</td>
</tr>
<tr>
<td></td>
<td>Post first drafts of three critical reflection papers on Moodle by April 1.</td>
</tr>
<tr>
<td>April 5-11</td>
<td>Read Newbigen, write critical reflection paper (due June 10)</td>
</tr>
<tr>
<td>April 12-18</td>
<td>Read Van Gelder, write critical reflection paper (due June 10)</td>
</tr>
<tr>
<td>April 26-May 2</td>
<td>Read Johnson, write critical reflection paper (due June 13)</td>
</tr>
<tr>
<td>May 3-9</td>
<td>Read Long, write critical reflection paper (due June 13)</td>
</tr>
<tr>
<td></td>
<td>Post first drafts of three more critical reflection papers on Moodle by May 1</td>
</tr>
<tr>
<td>May 10-16</td>
<td>Begin reading of Cavanaugh (first 140 pages)</td>
</tr>
<tr>
<td>May 17-23</td>
<td>Finish reading Cavanaugh, write critical reflection paper (due June 14)</td>
</tr>
<tr>
<td>May 24-30</td>
<td>Read Stone, write critical reflection paper (due June 15)</td>
</tr>
<tr>
<td>May 31-June 6</td>
<td>Read Keel, write critical reflection paper (due June 15)</td>
</tr>
</tbody>
</table>
During the Seminar

The daily schedule for Tuesday through Friday, and Monday through Wednesday will be:

8:30 a.m. – Devotions and Prayer

9:00 – 10:30 a.m. - Session One

10:30: - 10:45 a.m. – Morning Break (refreshments provided in the Faculty Lounge)

10:45 a.m. – 12:15 p.m. – Session Two

12:15 – 1:15 p.m. – Lunch Break

1:15 – 2:30 p.m. – Session Three

2:30 – 2:45 p.m. (Afternoon Break)

2:45 – 4:00 p.m. – Session Four

4:00 – 4:30 p.m. – Faculty Discretion (e.g., summation, consultation)

The schedule for the first Saturday and the final Thursday Morning will be:

8:30 a.m. – Devotions and Prayer

9:00 – 10:30 a.m. - Session One

10:30: - 10:45 a.m. – Morning Break (refreshments provided in the Faculty Lounge)

10:45 a.m. – 12:15 p.m. – Session Two

Class ends 12:15

We will also plan to visit two congregations in the Kansas City area on Sunday morning (three to four hours). These sessions provide an excellent case study in current ministry practices.

We will adhere to the starting and adjourning times for each day. The specific times for sessions and breaks will be helpful but also flexible to allow for the dynamics of conversation, guest presentations, as well as institutional presentations. Further, specific sessions for the development of Pastoral Research Project topic and design proposals will be determined by the D.Min. Director and/or Committee.

Seminar Topics
The seminar will be divided into five primary topics with subtopics for each. Appropriate learning activities (either pre-seminar, in-seminar, or post-seminar) will facilitate interaction with the concepts. PLEASE NOTE: during the actual seminar the faculty will draw from each of these seminar themes at different points to create a “mosaic” of these issues. The topics are helpful in organizing the advance reading and for informing pre-seminar assignments, but may be employed differently during actual seminar.

Shaping A Pastoral Ministry

Topics:

- Biblical and ecclesial resources for shaping pastoral work
- Essential pastoral work
- Models for organizing pastoral leadership in context

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Learning Activities:
- The completion of the required reading (pre-seminar). Key texts for this section: Hays, Wright.
- Dialogue with guests and colleagues concerning concepts emerging from reading, lectures, and class discussions (in-seminar)

Pastoral Discernment of Context

Topics:
- Discerning community, congregational analysis
- Systems thinking and decision making in leadership
- Contextual dynamics that influence pastoral decisions

Learning Activities:
- The completion of the required reading (pre-seminar). Key text for this section: Ammerman
- Presentation of contextual assessment of the student’s ministry setting.
- Dialogue with guests and colleagues concerning concepts emerging from reading, lectures, and class discussions (in-seminar)

Pastor as Prophet: Casting a Missional Vision

Topics:
- Shaping narratives for missional vision
- Postmodern influences on Christian missional vision
- The church as an authentic expression of the kingdom of God
- The pastor as a living sign of missional vision

Learning Activities:
- Completion of the required reading (pre-seminar). Key texts for this section: Brueggemann, Newbigen, Van Gelder.
- Interaction with guests and colleagues concerning concepts emerging from reading, lectures, and/or discussions (in-seminar)

Pastor as Priest: Nurturing a Missional People

Topics:
- Worship (Word and Sacrament) as missional nurture
- Creative speech that inspires missional contemplation and action
- Ministries of mercy and justice
- The missional work of confession, forgiveness, and reconciliation

Learning Activities:
- Completion of the required reading (pre-seminar). Key texts for this section: Johnson, Long, Cavanaugh, Hays.
- Interaction with guests and colleagues concerning concepts emerging from reading, lectures, and/or discussions (in-seminar)

Pastor as Shepherd-King: Leading a Missional Church

Topics:
- The power of ethical leadership from love
- Organizational administration as pastoral care and mission enablement
- The critical pastoral management of money, sex, and power
- Evangelism among and through a missional people
Learning Activities:
- The completion of the required reading (pre-seminar). Key texts for this section: Keel, Stone.
- Interaction with guests and colleagues concerning concepts emerging from reading, lectures, and/or discussions (in-seminar)

<table>
<thead>
<tr>
<th></th>
<th>Devotion 8:30</th>
<th>Session One 9:00 – 10:30</th>
<th>Session Two 10:45 – 12:15</th>
<th>Session Three 1:15 – 2:30</th>
<th>Session Four 2:45 – 4:00</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Jun 6 Mon</td>
<td>9:00 am New Student Orientation</td>
<td>Models for organizing pastoral leadership</td>
<td>Student presentations (context assessment)</td>
<td>Hays I &amp; II Wright</td>
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<tr>
<td>Jun 7 Tues</td>
<td>Rowell</td>
<td>Shaping A Pastoral Ministry</td>
<td>Development s in the mission dei conversation</td>
<td>Student presentations (context assessment)</td>
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<tr>
<td>Jun 8 Wed</td>
<td>Benefiel</td>
<td>Student presentations (context assessment)</td>
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<tr>
<td>Jun 9 Thurs</td>
<td>Student</td>
<td>Pastoral Discernment of Context</td>
<td>Student presentations</td>
<td>Ammerman</td>
<td></td>
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<tr>
<td>Jun 10 Fri</td>
<td>Student</td>
<td>Pastor as Prophet: Casting a Missional Vision</td>
<td>Brueggemann Newbigen Van Gelder</td>
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<tr>
<td>Jun 11 Sat</td>
<td>Student</td>
<td>Reading, Writing, Reflection</td>
<td>Congregation Visit</td>
<td></td>
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<tr>
<td>Jun 12 Sun</td>
<td>Student</td>
<td>Congregation Visits</td>
<td>Rest</td>
<td>Fellowship</td>
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<tr>
<td>Jun 13 Mon</td>
<td>Student</td>
<td>Pastor as Priest: Nurturing a Missional People</td>
<td>Johnson Long</td>
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<tr>
<td>Jun 14 Tues</td>
<td>Student</td>
<td>Pastor as Shepherd-King: Leading a Missional Church</td>
<td>Cavanaugh Hays</td>
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<tr>
<td>Jun 15 Wed</td>
<td>Rowell</td>
<td>Pastor as Shepherd-King: Leading a Missional Church</td>
<td>Keel Stone</td>
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<tr>
<td>Jun 16 Thurs</td>
<td>Benefiel</td>
<td>Project discussion and debrief</td>
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After the Seminar Ends

<table>
<thead>
<tr>
<th>Week of</th>
<th>Assignments/Due Dates</th>
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<tbody>
<tr>
<td>August 1</td>
<td>Post update on In-Parish Committee in Moodle</td>
</tr>
<tr>
<td>August 1</td>
<td>Post appropriate PRP assignment in Moodle (see Post-Seminar assignments above)</td>
</tr>
<tr>
<td>August 1</td>
<td>Post appropriate Elective assignment in Moodle</td>
</tr>
<tr>
<td>August 15</td>
<td>Post completed Post-Seminar project</td>
</tr>
</tbody>
</table>
**Bibliography** (recommended resources for additional/future study)


