Nazarene Theological Seminary
1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400 • www.nnts.edu

Doctor of Ministry Degree Residential Seminar Course Syllabus

DMN935-Wesleyan Spiritual Practice for Ministry
(6 credit hours)
Course Dates: March 1 – August 31, 2013
Seminar Dates: June 3 – 13, 2013

Please refer to the following resources at http://support.nnts.edu for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary:

- 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, built around a two-week on-campus Seminar.

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
Professor: Rev. Judith A. Schwanz, Ph.D.
Office: 816-268-5491; Cell:
Email: jaschwanz@nts.edu

Professor: Rev. Douglas S. Hardy, Ph.D.
Office: 816-268-5484; Cell:
Email: dshardy@nts.edu

Course Description, Narrative, & Rationale
This seminar focuses on personal and professional practices that enhance the spiritual, emotional, and relational wholeness of the minister and his/her effectiveness in ministries of formation. Using the Wesleyan tradition as a foundation, students will investigate and experience a wide range of resources for self- and communal examination, renewal, and patterning for life-long growth. The seminar includes a class retreat.

In particular, this seminar provides opportunity for participants to:

- Assess personal spiritual maturity - this aspect is primarily experiential, inviting students to take stock of themselves at this point in their development, perhaps utilizing recently-developed spiritual maturity inventories combined with guided introspection.

- Examine the Wesleyan spiritual practice heritage - this aspect is primarily historical, informing students about the approach to spiritual practice developed by John Wesley and the Methodist movement, and raising questions about what is transferable to the contemporary situation and how.

- Explore the well-being of communities of faith - this aspect is focused on the contemporary situation, helping students to clarify a Christian vision informed by the best in theology and psychological research.
• Identify and implement practices for clergy self-care and life-long growth - this aspect moves students toward lifestyle commitments by exploring a range of personal formation and ministry formation practices, orienting them for the post-Seminar project.

Course Outcomes

<table>
<thead>
<tr>
<th>Desired Course Outcomes</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critically evaluate one's current state of personal, relational, and spiritual well-being in light of a variety of spiritual practices.</td>
<td>1,2,5,6</td>
</tr>
<tr>
<td>2. Critically evaluate the Wesleyan spiritual tradition in light of contemporary church &amp; culture.</td>
<td>1,3</td>
</tr>
<tr>
<td>3. Critically evaluate, utilizing theological &amp; psychological categories and principles of ethnographic research, the well-being of faith communities and their members.</td>
<td>1,6,7,8,9</td>
</tr>
<tr>
<td>4. Articulate a theologically-informed approach to spiritual development &amp; practices which is applicable to present-day followers of Christ.</td>
<td>3,10</td>
</tr>
<tr>
<td>5. Develop a plan for ongoing personal and corporate growth in spiritual maturity.</td>
<td>3,10</td>
</tr>
</tbody>
</table>

Required Texts & Course Materials

Assessing Personal & Spiritual Maturity:

Examining our Wesleyan Heritage:

Exploring the Well-Being of Contemporary Communities of Faith:

Identifying Practices for Life-Long Growth:

Total required reading: 2410 pages
Total cost of books (maximum, not including shipping): $251.90

Course Assignments & Requirements

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.

Policy Regarding Late Work
Grades for late assignments will be affected as follows: 2 pts. deducted per day per 100 pt. assignment.
Pre-Seminar Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Read</em> all of the above texts in their entirety.</td>
<td>1,2,3</td>
</tr>
<tr>
<td>2. <em>Personal Assessment</em>: Take stock of your current life—personal and professional—in terms of “who you are” and “what you are doing”. Drawing substantively on the readings in Schwede &amp; Bass and as honestly and forthrightly as you can, write a portrait or profile of yourself (approx. 4,000 words) that includes such things as: your discriminations of significance vs. insignificance; your vocational identity; the rhythms by which you live; areas of balance or imbalance in your life; the influence &amp; quality of your primary relationships; God-in-your-life; your temptations; your gifts and graces; your goals. Create and include a 3-generation family genogram)—your grandparents’, parents’, and your own generation—using the method in Richardson, and reflect on how your family of origin impacts you in ministry, as well as any work you need to do to resolve family of origin issues in the future. Due Saturday, May 11.</td>
<td>1</td>
</tr>
<tr>
<td>3. <em>Wesleyan Assessment</em>: Drawing substantively from your reading of Wesley, Knight, &amp; Clapper, write an essay (approx. 4,000 words) titled “That Was Then; This Is Now” in which you provide a frank assessment of the transferability or non-transferability of 18th Century Wesleyan Methodism to the needs and challenges of today’s Church, including you and your ministry situation. The essay should include references (with proper citation) to all three source books. Due Saturday, May 25.</td>
<td>2,4,5</td>
</tr>
<tr>
<td>4. <em>Ministry Assessment</em>: Using at least two criteria from Shults &amp; Sandage (one must be from Part I “Theology” and one from Part II “Psychology”) and drawing substantively on these two authors, write an assessment of your ministry context (approx. 2,000 words) that focuses on (a) a description of a concrete event or situation involving persons and/or communities with whom you work, and (b) an evaluation of the spiritual well-being of these persons and/or communities, identifying areas of strength you would affirm and areas of weakness or brokenness that you see as problematic. This assignment will be viewed by your classmates and serve as the basis of an in-class presentation (see assignment #8). Change names and other identifying information to protect confidentiality. Due Monday, June 3.</td>
<td>3</td>
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During the Seminar

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. <em>Leading Class Devotional</em>: Lead an opening class devotional (schedule to be determined in class), sharing a personal or communal spiritual practice.</td>
<td>1</td>
</tr>
<tr>
<td>6. <em>Monastic Retreat</em>: Attend a Class Retreat at Sophia Center (June 9-11), a ministry of the Benedictine Sisters of Mount St. Scholastica in Atchison, Kansas <a href="http://www.mountsob.org">http://www.mountsob.org</a>. A $100 fee will be added to your Seminar bill to help with the lodging and food expenses of the Retreat (NTS will subsidize the remainder). If you are lodging at the King Conference Center, arrangements can be made to vacate your room for the two nights you will be at the Retreat.</td>
<td>1,3</td>
</tr>
<tr>
<td>7. <em>Informal Ethnographic Study</em>: Using Moschella as a guide, conduct an informal ethnographic study of the community at Mt. St. Scholastica during the Retreat.</td>
<td>3</td>
</tr>
<tr>
<td>8. <em>Discussion of Ministry Assessments</em>: Engage the Seminar in a critical discussion of your Ministry Assessment (see assignment #4). All participants will have read in advance the write-up posted in Moodle. Begin by articulating what help you would like from the group; another designated student will serve as initial responder; others may be designated as responders or observers.</td>
<td>3</td>
</tr>
</tbody>
</table>

Post-Seminar Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. <em>Ethnographic Report</em>: Based on the informal ethnographic study of the community at Mt. St. Scholastica, write a paper of (approx. 3,000 words) reporting your findings. Due July 1.</td>
<td>3</td>
</tr>
<tr>
<td>10. <em>Rule of Life</em>: Write a “Rule of Life” Paper (approx. 8,000 words) that has both personal and ministry context dimensions. A rule of life is “a pattern of spiritual disciplines that provides structure and direction for growth in holiness.” (Marjorie Thompson, <em>Soul Feast: An Invitation to the Christian Spiritual Life</em>, Louisville, KY: Westminster John Knox, 1995/2005, 146)</td>
<td>4,5</td>
</tr>
</tbody>
</table>

The steps leading to the writing of your final Rule are as follows:
a. By June 30, select a spiritual mentor and/or small accountability group (persons in and/or familiar with your context, but not exclusively family members or employees) and meet for conversation & prayer about this assignment. If you are married, meet separately with your spouse to discuss this assignment. Post in Moodle the name(s) and email address(es) of all involved and the date(s) of the meeting(s).

b. Based on these inputs, write up an initial draft of a Rule of Life (see format below) and submit copies no later than July 20 for feedback to:
   i. your spiritual mentor and/or small group
   ii. your spouse (if you are married)
   iii. your Seminar co-facilitators and dyad/riad prayer partners assigned in class (use Moodle)

c. Incorporate the feedback on your initial draft into a Final Rule of Life so be submitted in Moodle no later than Friday, August 16. You should also make the Final Rule available to your various accountability partners.

The Rule of Life is to be formatted as follows:

Section 1 – Your theology of the Christian Spiritual Life/Sanctification/Mature Spirituality. Drawing significantly on and citing the sources from the Seminar readings (especially Chittister and Jensen), articulate in your own words the biblical/theological/psychological foundations for your Rule. Address it to an audience of laypersons in your local ministry context.

Section 2 – Your personal Rule. Beginning with a description of yourself based on any and all self-assessment tools and processes that you have accessed, list and explain the specific practices/disciplines to which you intend to commit for the purpose of growth in holiness. There should be a clear correlation between your personal profile and your selected practices.

Section 3 – Your communal Rule. Beginning with a description of the relational webs that constitute your “communities”, list and explain each corporate dimension of your Rule, e.g., the place of family, neighborhood, local church, ministry organization, nation. Include any plans for sharing a rule with others, and your accountability structures.

Additional Costs
$100 for Retreat fee.

Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th></th>
<th>Pre-Seminary Hours</th>
<th>Seminar Hours</th>
<th>Post-Seminary 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></td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Reading</td>
<td>96</td>
<td>0</td>
<td>0</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>48</td>
<td>0</td>
<td>55</td>
<td>103</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
<td>21</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>145</td>
<td>81</td>
<td>57</td>
<td>282</td>
</tr>
</tbody>
</table>

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.

By October 1 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.

B. Pastoral Research Project (PRP):

Resources:
- 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:

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:

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.

Institutional Policies

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.

All research-based written documents are to be formatted (and will be evaluated) utilizing either the “Footnotes-Bibliography Style” or “Parenthesses-Reference List 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.

Inclusive Language

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.nts.edu/nts-resources/student-handbooks](http://www.nts.edu/nts-resources/student-handbooks).

**Students with Disabilities**

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 Grading**

<table>
<thead>
<tr>
<th>Personal Assessment</th>
<th>20%</th>
<th>Seminar Discussion</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wesleyan Assessment</td>
<td>20%</td>
<td>Ethnography Report</td>
<td>10%</td>
</tr>
<tr>
<td>Ministry Assessment</td>
<td>10%</td>
<td>Rule of Life</td>
<td>30%</td>
</tr>
</tbody>
</table>

Grade Standards:
- "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)

You have access for viewing your grades in the "Grades" area of Moodle. Any questions or concerns about your assigned grades should be immediately brought to the attention of the professors.

**Course Calendar**

**Before the Seminar Begins**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>prior to Mar 1</td>
<td>Acquire all assigned texts and set up a reading plan</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Begin reading all course texts</td>
</tr>
<tr>
<td>May 11</td>
<td>Persona Assessment Paper due <em>(using Leading Lives That Matter &amp; Becoming a Healthier Pastor)</em></td>
</tr>
<tr>
<td>Jun 3</td>
<td>Ministry Assessment Paper due <em>(using Transforming Spirituality)</em></td>
</tr>
</tbody>
</table>

**During the Seminar**

The following schedule will apply:

**Monday, June 3**

9:00am  New Student Orientation

5:30pm  Opening dinner with returning students, new students, Seminar faculty, and NTS staff

**Tuesday, June 4 – Friday, June 7**

8:30am – 4:30pm  Meet in classroom

**Saturday, January 8**
Free day

Sunday, June 9 – Tuesday, June 11

Retreat at Sophia Center (leave NTS at 6:30am Sunday; return to NTS by 8:30pm Tuesday)

Wednesday, June 12

10:00am – 4:30pm Meet in classroom

Thursday, June 13

8:30am – Noon Meet in classroom

The topics for classroom sessions are as follows:

<table>
<thead>
<tr>
<th>Mon, Jun 3</th>
<th>Tue, Jun 4</th>
<th>Wed, Jun 5</th>
<th>Thu, Jun 6</th>
<th>Fri, Jun 7</th>
<th>Sat, Jun 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am New Student Orientation</td>
<td>Opening Prayers Course Overview &amp; Orientation The Wesleyan Spiritual Tradition</td>
<td>Ministry Assessment Reports Health &amp; Clergy Self-Care</td>
<td>Ministry Assessment Reports</td>
<td>Ministry Assessment Reports Preparing for Retreat Introducing Ethnography</td>
<td>Free Day</td>
</tr>
<tr>
<td>5:30pm Opening Dinner</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sun, Jun 9</th>
<th>Mon, Jun 10</th>
<th>Tue, Jun 11</th>
<th>Wed, Jun 12</th>
<th>Thu, Jun 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retreat @ Mt. St. Scholastica</td>
<td>Retreat @ Mt. St. Scholastica</td>
<td>Retreat @ Mt. St. Scholastica</td>
<td>Monastery De-brief Ethnography Assignment A Rule of Life for Ministers</td>
<td>Seminar Retrospective &amp; Evaluation Wesley Covenant Service &amp; Eucharist Noon – Seminar Ends</td>
</tr>
</tbody>
</table>

After the Seminar Ends

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun 30</td>
<td>Spiritual Mentor and/or Small Group selections due</td>
</tr>
<tr>
<td>Jul 1</td>
<td>Ethnography Report due (using Ethnography as Pastoral Practice)</td>
</tr>
<tr>
<td>Jul 20</td>
<td>Draft Rule of Life due (using The Rule of Benedict &amp; Subversive Spirituality)</td>
</tr>
<tr>
<td>Aug 1</td>
<td>In-Parish Committee Selections due (1st Seminar students only); PRP Report due; Electives Report due</td>
</tr>
<tr>
<td>Aug 16</td>
<td>Final Rule of Life Due (using The Rule of Benedict &amp; Subversive Spirituality)</td>
</tr>
<tr>
<td>Oct 1</td>
<td>In-Parish Committee Report due</td>
</tr>
</tbody>
</table>

Bibliography

**Personal Assessment & Self-Understanding**


**Spiritual Leadership**

Ackerman, John, Listening to God: Spiritual Formation in Congregations. The Alban Institute, 2001.

**Web Resources:**

Leadership Institute: [http://tli.cc/](http://tli.cc/)
Spiritual Formation Alliance: [http://www.sfanetwork.org/index.cfm?po=c.home&pageid=1&ally=0](http://www.sfanetwork.org/index.cfm?po=c.home&pageid=1&ally=0)
United Methodist Church General Board of Discipleship [http://www.gbd.org/homepage/new_home/mog/page_1.htm](http://www.gbd.org/homepage/new_home/mog/page_1.htm)
Upper Room Ministries: [http://www.upperroom.org/](http://www.upperroom.org/)

**Spiritual Retreat, Sabbath, & Sabbatical**

Conversations: A Forum for Authentic Transformation (Volume 7:1, Spring/Summer 2009), Themed issue on “Spiritual Retreats”.

DMN935 Wesleyan Spiritual Practice for Ministry Syllabus, June 2013, v1, page 8


Silf, Margaret. At Sea With God: A Self-Guided Spiritual Retreat. Image, 2005 (originally published by Darton Longman and Todd)


Wesleyan Spirituality


Web Resources:

Deeply Committed Wesleyan Resources: [http://deeplycommitted.com/wesleyan-resources/](http://deeplycommitted.com/wesleyan-resources/)

Ken Collins’ Wesley Bibliography: [http://www.asburyseminary.edu/wesleyan-studies/research-resources](http://www.asburyseminary.edu/wesleyan-studies/research-resources)


Wesley Center Online: [http://wesley.rnu.edu/](http://wesley.rnu.edu/)