

# MIN 685 MINISTRY RESIDENCY 1– FALL 2009

**Royce A. Evans MA**  
Director-Ministry Residency

**616.222.1422**  
Royce\_a\_evans@cornerstone.edu

## 2 Credit Hours

Pre-Requisite: Approval of your role and site for your residency from the Director of Ministry Residency.

## COURSE DESCRIPTION

The MINISTRY RESIDENCY initiative at Grand Rapids Theological Seminary is designed to foster collaborative partnerships, to enhance the curriculum by the inclusion of ministry practitioners and contextual learning, and to encourage people to attend seminary while committing to vocational ministry. It is intended to nurture learning, skill development, practices, and identity formation conducive to excellence in ministry; significantly improve the readiness and preparedness of GRTS graduates for excellence in vocational ministry, and provide students with authentic ministry experience and points of access to the profession of ministry.

The Ministry Residency is designed as an extended, contextual immersion with a local ministry pertaining to the student's ministry specialization. Competencies focus on tangible outcomes of applied knowledge and value. The Ministry Residency is designed to nurture growing evidence and integration of theological reflection, communal interdependence, spiritual transformation, missional identity, and contextual vision. This is accomplished through the opportunity for a wide range of ministry experiences. Students will complete 4 sections of Ministry Residency with each section building on the former.

The Ministry Residency is a collaborative effort, involving the Director of Ministry Residency, Academic Dean or Associate Dean, Ministry Mentor/Site, and Student. Initially, students will pursue site opportunities, meet with the Director of Ministry Residency, and suggest their residency context to the same for approval. This course is broken down by section in order to provide structure for ministry areas to be covered. As with the nature of ministry, we recognize that much of the Ministry Residency experience will come through emerging ministry situations and that students' experiences will vary. Generally, the Ministry Residency will be completed sequentially over time, building on gained experiences and deepening relationships within the ministry context. Progress will be monitored through regular meetings with the student's mentor, serving 12-14 hours per week in their ministry, reading selected resources, writing/journaling, and meeting regularly with other ministry residents in their section.

## COURSE OBJECTIVES

**MIN 685 MINISTRY RESIDENCY 1** is the first course of four and sets the stage for you to establish your new role as a resident at your Ministry Residency site. You will begin to acquaint yourself with your specific ministry culture and learn about organizational structure, leadership development, ministry team dynamics, and soul care. Through your involvement in ministry, your interaction with your mentor, your contact with other ministry residents, and your own personal reflection you will lay the foundation for your journey in this ministry context and gain feedback that will help you in your preparation for ministry.

Through the Ministry Residency, residents will immerse themselves in a ministry context, integrating their ministry preparation they have acquired from the classroom. Values that drive this integration and that express the heartbeat of the residency program are spiritual transformation, theological reflection, missional identity, intentional community, and contextual vision. Throughout this program residents will be continually fleshing out these values through:

- Learning reflection through keeping a journal of their residency experience, thoughtfully reflecting on their journey (Spiritual Transformation).

- Identifying theological issues and implications associated with their ministry experience (Theological Reflection).
- Producing a learning contract as a basis for their semester goals and objectives and use it as a basis for their semester assessment (Missional Identity).
- Meeting regularly with their mentor for discussion and feedback on their own ministry progress to gain important input on how to disciple/mentor others (Intentional Community).
- Seeking to learn and immerse themselves into the culture of which they serve, gaining insight not only into their ministry role, but also in how their role is related to the broader Christian community and the community of which they are a part (Contextual Vision).
- Engaging contemporary Christian moral issues by working through case studies in scheduled workshops, by employing biblical exegesis, guided pastoral competencies, and personal ministry experience

**Upon successful completion of this semester of residency, students will:**

- Be able to articulate goals for personal growth and ministry competency.
- Track and evaluate their time management.
- Establish the discipline of journaling and reflection.
- Apply regular feedback and guidance given from their mentor.
- Be relationally connected with their ministry context as they invest time and relational energy, establishing relationships and rapport.

## **COURSE REQUIREMENTS AND ASSESSMENT**

Please note course requirements and pay special attention to assignment deadlines. It is your responsibility to anticipate deadlines. Due to the importance of timing and process late work will result in a lower grade for assignments and the course. **Note the attached “Ministry Resident Semester-End Checklist attached to this syllabus.**

- **The FALL 2009 residency runs from September 08, 2009 through December 11, 2009 and the resident must log at least 180 hours to fulfill their residency service requirement.**
- **Communication** by the instructor for this course will be done through **Odyssey**. It is the **resident’s responsibility** to be familiar with the syllabus requirements, ensure that his/her CU email is forwarded to their current email, and to check the Odyssey website for announcements and instructions pertaining to the course.
- **The student shall meet with the Director of Ministry Residency at the beginning and end of the semester.**
  - At the beginning the student will turn in the Learning Contract and Competency Assessment, signed by both student and mentor.
  - At the end of the semester, the student and the Director will meet to discuss their first semester, mentoring experience.
  - It is the student’s responsibility to set up these meetings. Mindy Williams, Ministry Residency Administrative Coordinator can be contacted at 616.222.1422 to schedule an appointment.
- **Completion of the Ministry Residency Learning Contract.** Due by **Friday, September 18, 2009**. See the attachment of a sample Learning Contract. Essentially, a learning contract is an agreed-upon document that reflects the goals student and mentor set for the semester. This document acts as a compass and objective tool for semester-end evaluation.
- **Completion of the Competency Pre-Assessment.** The purpose of assessing the student at the start of the residency is to identify areas of experience and areas where the student has no experience. This assessment should be done together by the student and mentor and handed in with the Ministry Residency Learning Contract, due by **Friday, September 18, 2009**.

- **Attendance and participation in the Resident Gathering and Case Study Workshops.** This semester we will meet once for having fellowship and discussion. Details will follow, but please reserve the following dates, as this is a requirement for the course.
  - **September 21, 2009, from 1-3pm in the Seminary chapel** and will be communicated to participants through Odyssey.
  - **October 5, November 9, December 7, 2009, 1-3pm in Seminary Chapel for discussion of selected case studies with Min Res Mentors and facilitator. Attendance at two of the three workshops is mandatory. Residents may attend all three if they so desire.** We will meet on these three dates for discussion of case studies with students, mentors and faculty, for analysis, exegesis, and practical methodology.
  - **Please note** that there are times when gatherings/workshops run into conflicts.
    - Enough time will be given for most residents to make appropriate plans to make this important gathering. Please plan ahead and make arrangements to attend.
    - There are occasions where the Residency Gathering/workshops fall when the participant may have another scheduled class. Please ensure that your professor is aware of your conflict and seek their approval before missing class. While there are usually creative solutions to navigate the conflict, this instructor respects the value of classroom time and this ultimately takes priority over the Residency Gathering.
    - Again, being proactive will solve most potential conflicts.
- **Reading of assigned works (approximately 500 pages).** For each book read, the student is to prepare a list of six to seven questions which arose from reading the book and pertain to the content of the book. The student is then to place an asterisk in front of the three questions which the student judges to be most important to the practice of ministry and to discuss these with the ministry mentor during the biweekly meetings with the ministry mentor during the course of the semester. The ministry mentor collects the question sheets and submits them to the Director of Ministry Residency at the conclusion of the semester affirming that books have been read and topics have been discussed.
  - Klug, Ron. (2002). *How to Keep a Spiritual Journal*. Minneapolis. Augsburg.
  - Marshall, Tom. (2003). *Understanding Leadership*. Grand Rapids: Baker Books.
- **Fulfillment of the journaling requirements.** A successful completion of journaling will include regular entries of at least four days per week exploring formats and methods introduced in Residency 1 by reading Klug's book, *How to Keep a Spiritual Journal*. Your journal should include...
  - Reflection on theological concepts that you are discovering or seeking out.
  - Reflection on your own heart, motives, etc.
  - Reflection on your missional calling, pursuits, and ministry experience
  - Reflection on your context and community.
- **Completion of a semester-end reflection paper** (approximately five pages) integrating your readings, your discussions with your mentor, your personal journaling, and your ministry experiences (Due **Monday, December 14, 2009**). **The student will keep a time log and report a summary of his/her time invested in ministry activities and will also incorporate reflection addressing the following topics...**

#### **Spiritual Transformation**

- What have I discovered about myself and my own personal growth and formation during this period?
- Where do I see God growing me?
- What are my own personal joys and challenges?

### **Theological Reflection**

- What theological issues have I wrestled with or where have I been stretched theologically during this residency? What issues am I still seeking out answers or clarity?
- How are my experiences informing my classroom learning and how are my GRTS classes informing my ministry practices?

### **Missional Identity**

- Where do I find myself investing my time?
- Include a summary of your Time Sheets. The Time Card summary should be signed by both Mentor and Resident.
- How has this experience clarified my own vision for what God is calling me toward? Has anything surprised me?
- How are my experiences shaping my view of ministry and leadership?

### **Intentional Community**

- How am I balancing work, personal/family, and study time?
- From whom am I learning in my ministry context?
- What are the needs that I see in the community of which I am a part?
- What are some of my own needs that the community might be able to help me with?

### **Contextual Vision**

- What am I noticing about the community of which I am a part?
- What encourages me?
- What concerns me?
- What am I praying for/trusting God for regarding my ministry responsibilities?

- The student's mentor must discuss with you and submit their semester-end Competency Assessment pertaining to you and your residency experience. **Monday, December 14, 2009.**
- A completed Time Sheet that summarizes hours worked and how time was invested must be reviewed and signed by both resident and mentor, and be submitted by **Monday, December 14, 2009.**

## **STUDENT E-PORTFOLIO**

In addition to turning in the above assignments, all residents will post their semester-end reflection papers and semester-end Competency Assessments on their Student E-Portfolios. These must be posted on the student's E-Portfolio by **Monday, December 14, 2009.** Should the student have questions about their E-Portfolio they can go to <http://eportfolio.grts.cornerstone.edu/>. For additional assistance, contact Dr. Peter Osborn, Dean of Graduate Student Services.

### **OFFICE HOURS:**

Students are welcomed and encouraged to meet for discussion of course issues, academic advising or personal matters. Office hours this semester are **Monday thru Friday by appointment.** Please contact Melinda K. Williams to set up an appointment (616.222.1422).

### **INCLUSIVE LANGUAGE & WRITING EXPECTATIONS:**

Inclusive language should be used with reference to human communities. "Man," "men," "he/his" are to be used when they clearly refer to (solely) male referents, not for mixed or indeterminate referents. Use "person," "people," or "he and she"/"his and/or her." This refers to classroom dialogue as well as writing. For further suggestions with regard to gender-sensitive writing, see: Casey Miller and Kat Swift, *The Handbook of Nonsexist Writing*.

All papers should have subheadings within the paper for organization, be typed, size 12 characters, double-spaced, paginated, 1" margins, and error free. <http://grts.cornerstone.edu/programs/research>

## **COPYRIGHT VIOLATION AND PLAGIARISM**

Copyright violation and plagiarism have serious ramifications for Cornerstone students, both legally (the former) and ethically (the latter). Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another's words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU's copyright policy, see Miller Library's website under "Research: Copyright Questions."

## **UNIVERSITY DISABILITIES STATEMENT:**

Cornerstone University will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. Students asking for disability accommodation should identify themselves to the professor at the beginning of the semester. Students will then meet with Dr. Stephen Neynaber in the Cornerstone University Learning Center to accommodate the disability.

## **GRADING**

Course assignments will be weighted as follows:

Learning Contract	15%	Mentor Evaluation	15%
Questions from Readings	10%	Journal Completion	15%
Semester-End Reflection paper	20%	Meeting with Director of Min Residency	10%
Case Study Workshops	15%		

# **MINISTRY RESIDENCY LEARNING CONTRACT**

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(This is to be completed on a separate sheet of paper. The following serves as a guideline for the Learning Contract.)

## **LEARNING NEED**

1. In two to three paragraphs, reflect on and assess your learning need as it relates to your anticipated ministry residency experience. Address this by...

- Reviewing the Ministry Residency-Pastoral Competencies Matrix (attached).
- Identifying current skills, knowledge, practices you have/do and don't have/do related to this need;
- Tracing the roots of this need in your past (previous problems, experiences, or patterns related to this need); and
- Exploring your attitudes and emotions toward this learning need (fear, resistance, excitement, etc.).

2. Reflect on what you wrote and reflect on where God wants to transform you, write concise learning need: "I need to learn to \_\_\_\_\_."

## **LEARNING GOALS**

3. Write a broad sentence of what you intend to learn related to your learning need.
4. In light of your Learning Needs and Goals, what can your mentor do to help you grow this semester?
5. Discuss your learning objectives with your mentor and develop your learning objectives by completing this sentence: "As a result of fulfilling this contract, I should be able to... (list your learning objectives)."

## **LEARNING ACTIVITIES**

6. Attach a Job Description that is agreed upon by you and your mentor. This job description should offer detail of...

- Your title.
- Your role (described in 2-3 sentences).
- Your specific responsibilities (these serve as measurable benchmarks for your semester-end evaluation).
  - o Identify the person serving as your mentor
  - o List and explain your specific responsibilities and how you will be investing your time.
  - o Ensure your goals are determined in light of your Learning Need (per the Ministry Competencies) and your agreed-upon Learning Goals.
  
- Your mentor's name, ministry, title, qualifications, and contact information.

7. Your Job Description should reflect your Learning Contract, Syllabus requirements, and your mentor's missional objectives.

## **SUBMIT YOUR LEARNING CONTRACT**

Please submit your Learning Contract by the **Friday, September 18, 2009**.

You and your mentor must sign off on your contract.

**MINISTRY RESIDENT SEMESTER-END CHECKLIST**  
**To be used for MIN685, MIN686, MIN781, MIN782**  
**Due Monday, December 14, 2009.**

Please indicate that you have completed the following requirements as specified in your residency course's syllabus and have attached all supporting documentation. Attach this form in the front of all your work, submitting all your work at the same time.

\_\_\_\_\_ **The FALL 2009 Ministry Residency runs from September 8, 2009 through December 14, 2009 and the resident must log at least 180 hours of service.** Indicate how you used your hours served and attach your time sheet.

\_\_\_\_\_ **The student shall meet with the Ministry Residency Director** by the end of the semester (MIN782) or before the next semester's Learning Contract is due (MIN685, MIN686, MIN781). Please indicate that you have met with the Director or have scheduled an appointment through Mindy Williams (616.222.1422).

\_\_\_\_\_ For each book read, the resident is to prepare a list of six to seven questions which arose from her/his reading. Please indicate that you have completed all your assigned readings and that you have discussed your questions from the readings with your mentor. Attach your questions.

\_\_\_\_\_ State that you have made at least four entries per week in your personal journal. You are not required to turn in your personal journal.

\_\_\_\_\_ Indicate that you have attached your semester-end reflection paper and have followed the guidelines as described in the syllabus.

\_\_\_\_\_ State that you have met with your mentor to discuss your performance and to dialogue about the Competency Assessment together. Attach your **completed** and **signed** (by both resident and mentor) Competency Assessment.

\_\_\_\_\_ State that you have posted your Competency Assessment and semester-end reflection paper on your e-portfolio. **Be sure to make soft copies of your assessment before turning them in.**

\_\_\_\_\_ For **MIN782 Students**, acknowledge that you have fulfilled your day-long personal retreat and have incorporated your experience in your semester-end reflection paper.

\_\_\_\_\_ **Name/Student ID#**

\_\_\_\_\_ **Course Number (MIN685, 686, 781, or 782)**

\_\_\_\_\_ **Resident Signature**

\_\_\_\_\_ **Date**