

MIN 685 CLC MINISTRY RESIDENCY 1– SUMMER 2008

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2 Credit Hours

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

COURSE DESCRIPTION

The CLC 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 CLC 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 CLC 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 CLC Ministry Residency with each section building on the former.

The CLC Ministry Residency is a collaborative effort, involving the CLC Executive Director, Ministry Mentor/Site, and Student. Initially, students will pursue CLC site opportunities, meet with the CLC Director, and suggest their residency context to the CLC Executive Director 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 CLC Ministry Residency experience will come through emerging ministry situations and that students' experiences will vary. Generally, the CLC 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 CLC residents in their section.

COURSE OBJECTIVES

MIN 685 CLC 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 CLC 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 CLC 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 CLC 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).

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 “CLC Resident Semester-End Checklist attached to this syllabus.**

- **The Summer 2008 residency runs from May 19 through August 4, 2008 and the resident must log at least 180 hours of service.**
- **Communication** by the instructor for this course will be done through ANGEL. 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 ANGEL website for announcements and instructions pertaining to the course.
- **The student shall meet with the CLC Executive Director 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 director will meet to discuss their first semester, mentoring experience.
 - It is the student’s responsibility to set up these meetings. Diana O’Connor, CLC Administrative Coordinator can be contacted at 616.222.1422 to schedule an appointment.
- **Completion of the CLC Learning Contract.** Due by **Friday, June 6, 2008.** 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 CLC Learning Contract, due by **Friday, June 6, 2008.**
- **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 CLC Director 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, August 4, 2008). **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?

- Your mentor must discuss with you and submit their semester-end Competency Assessment pertaining to you and your residency experience. **Due Monday, August 4, 2008.**

- 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, August 4, 2008**.

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, August 4, 2008**. 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, Associate Dean of 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 Diana O'Connor 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 the 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:

CLC Contract	20%	Mentor Evaluation	20%
Questions from Readings	10%	Journal Completion	15%
Semester-End Reflection paper	25%	CLC Meeting with CLC Director	10%

CLC LEARNING CONTRACT

(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 CLC residency experience. Address this by...

- Reviewing the CLC 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, June 6, 2008**.

You and your mentor must sign off on your contract.

CLC RESIDENT SEMESTER-END CHECKLIST
To be used for MIN685, MIN686, MIN781, MIN782

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 Spring 2008 CLC Ministry Residency runs through the Spring 2008 semester and the resident must log at least 180 hours of service.** Indicate your hours served and attach your time sheet.

_____ **The student shall meet with the CLC Executive 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 Executive Director or have scheduled an appointment through Diana O'Connor (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.

_____ 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**