



HARDING SCHOOL OF THEOLOGY

BMIN 5803, THEOLOGICAL FOUNDATIONS OF MINISTRY III, Summer 2024
HST LIVE Only
Dr. Steve Cloer

Course description

This course helps students explore and clarify their call and desire to serve in ministry as a part of God's church. Key theological topics are discussed such as the gospel, the church, God's work in the world. Students engage in developing spiritual disciplines and participating with the Holy Spirit as he conforms us to Christlikeness. Reflection is done on spiritual gifts, passions, and burdens that might be strengths for ministry in the church. Students conclude this year by writing a philosophy of ministry. BMIN 5801, BMIN 5802, and BMIN 5803 are offered in three consecutive semesters during the first year of the program.

The course contributes to the following degree outcomes:

- Demonstrate a commitment to personal spiritual formation (MACM and M.Div.)
- Demonstrate the skills associated with leadership in their ministry specialization. (MACM)
- Demonstrate the skills associated with providing ministerial leadership for churches and communities. (M.Div.)

Additional course objectives

- Cultivate a theological foundation for the practice of ministry through developing a philosophy of ministry.
- Develop simple personal and communal rhythms of spiritual disciplines for personal transformation and spiritual awareness.
- Reflect deeply on the process of spiritual transformation, or how God changes a person.

Required Textbooks

Dallas Willard, *The Spirit of the Disciplines: Understanding How God Changes Lives*. New York, NY: HarperOne, 1999.

Recommended:

Ruth Haley Barton, *Invitation to Retreat: The Gift and Necessity of Time Away with God*. Downers Grove, IL: InterVarsity Press, 2018.

Textbooks can now be ordered through a link on the [HST website](#). The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books.

Additional required readings

Adele Ahlberg Calhoun. *Spiritual Disciplines Handbook: Practices that Transform Us*. Rev. ed. Downers Grove, IL: InterVarsity Press, 2015, 78-80.

Additional readings, course notes, a place to submit assignments, and grades are available on Canvas. To access the Canvas course page, go to <http://elearning.harding.edu>.

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: secloer@harding.edu

Office Phone Number: 901-432-7724

Office: Ijams Administration Building 209

Requirements and grading

1. Reading of assigned texts and class participation (10%)
2. Journal/Spiritual Formation: Cohort Exercises (20%)
3. Retreat Assignment (25%)
4. Philosophy of Ministry Assignment (30%)
5. Final (15%)

Grading scale: 100-90 (A), 89-80 (B), 79-75 (C), 74-70 (D), 69 and below (F)

Students should complete all readings before the session for which they are assigned and should be prepared to contribute to the discussion of the readings in class.

If a student is absent from a class session (or unable to be fully present), the student must communicate with the professor ahead of time. The student must watch the recording of the class session and write a 500 word summary of the class lecture and discussion (the summary should be a substitute for the discussion that the student would make in class). This is due no later than one week after the absence. Failure to do so will result in a deduction of the class participation grade.

Late assignments will immediately be deducted one letter grade. Each day after that, in which the Retreat Assignment and Philosophy of Ministry Assignment is late, the grade will be deducted three more points per day.

Late journal entries receive an 80% grade, if received within one week. After one week late, these entries receive a 50% grade.

Academic integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Credit hour workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Students with disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Library resources

If you have not taken 5990 (Advanced Theological Research) or took it more than a year ago, go to the HST website (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990. These annotated bibliographies list basic tools you will find helpful in your research.

Course schedule and Key dates

May 15, 1pm-3pm

- (1) Review Syllabus
- (2) Willard, 1-43

May 29, 1pm-3pm

- (1) Willard, 44-94.
- (2) Calhoun, 78-80

June 5

- (1) Pre-Retreat Assignment Due**

June 12, 1pm-3pm

- (1) Willard, 95-155

July 10, 1pm-3pm

- (1) Willard, 156-219
- (2) Post-Retreat Assignment Due**

July 24, 1pm-3pm

- (1) Willard, 220-254

(2) Philosophy of Ministry Due

July 26

(1) Final: Spiritual Formation Reflection Due

Spiritual Formation Assignment: Discipleship Cohort

Each student is required to meet every other week for prayer and encouragement with their cohort (five times throughout the summer). The convener of the cohort will alternate each meeting. Students can decide their curriculum for their five meetings. A recommended resource is *Practice of the Presence of God*, Brother Lawrence. Cohorts should meet for at least for 30 meetings.

The student will make a 250-word entry on Canvas after their cohort meeting of key thoughts or insights that came to their attention (*due every other Friday*). There should be 5 entries at the end of the summer. Below are the due dates for the five entries.

1. Entry #1: May 24
2. Entry #2: June 7
3. Entry #3: June 21
4. Entry #4: July 5
5. Entry #5: July 19

Retreat Assignment

Each student is to plan and participate in a one-day personal spiritual retreat. The retreat should last at least six continuous hours. The day should be devoted to solitude, reflection, and spending time with the Lord. The student is encouraged to select a quiet place where he can spend the day. This could be a retreat center, a park, a ranch or a farm (one's house or church building is not recommended). The student has flexibility in planning the activities of the retreat. If at all possible, this retreat should include a technology fast, so the student can focus on his time with the Lord. The student is encouraged to engage Calhoun and Ruth Haley Barton's work, *Invitation to Retreat* as a guide in planning and preparing for the retreat. There are two writing pieces connected to this assignment.

#1: *Pre-retreat preparation* – students will write a 1000-1500 word document that details what the student's plan is for their retreat. This essay will detail where the student is going to go and what the student is going to do on their retreat. Also, the essay should be a reflection on what the student hopes God will do during this time. For example, this could be a time of rest and renewal from weariness, a time to discern a key decision, a time to deal with a certain sin or situation, etc. This assignment is due **June 5**. Students need approval from their professor on this assignment before attending their retreat.

#2: *Post-retreat reflection* – students will write a 1000-1500 word document that details what the student experienced during the retreat. The students should share what they did on the retreat, what happened, things they did not expect, surprises, etc. The student should also write what the Lord taught them during this time. How did they grow? What did God give them during this time of reflection? What was their big takeaway? This assignment is due **July 10**.

Philosophy of Ministry

Each student is to write a 5-7 page document that details one's philosophy of ministry. This essay should encompass all that one has learned about ministry up to this point in their life, but also, include what one has learned through this year of Theological Foundations. This essay should explain, "Here is how I go about ministry in the local church." Some of the key themes/questions that should be touched on:

- *Motivation for Ministry:*
 - o Why am I a minister for God's church? (Call, Love of Church)
- *Center for Ministry:*
 - o What is the theological center for your ministry? (Gospel)
- *Approach in Ministry:*
 - o What is your approach to ministry and leadership in the church? (Prayer, Scripture, Spiritual Direction, Gifts)
- *Spiritual Practices in Ministry:*
 - o What are the kind of practices in your life as a minister? (Rule of Life, Disciplines)
- *Boundaries in Ministry:*
 - o What proper boundaries are in your life for the purposes of character? (Sabbath, Retreat)
- *God's Work in Ministry:*
 - o What are the purposes of God for individuals and his church? How do you want to lead a church to participate in God's mission? (transformation, missional vision)

Each student should view this assignment as a way to cumulatively reflect on the practice of ministry. What does ministry look like from your perspective? What is it about? What are the theological foundations necessary to be an effective leader in God's church for the long-term? Students should work to keep this document within the page limit. This essay is due **July 24**.

Final: A Spiritual Formation Reflection

Each student is to read back through their spiritual formation journals from this class and notice the work of God within them over the past year. Each student is to write a 500-1000 word reflection where they acknowledge the various ways that God has grown them this year. How has God shaped you? What have you learned? How has God formed you? This final reflection is due **July 26**.

Recommended resources

Barton, Ruth Haley. *Sacred Rhythms: Arranging Our Lives for Spiritual Transformation*. Downers Grove, IL: InterVarsity Press, 2009.

Brother Lawrence, *The Practice of the Presence of God*. Grand Rapids, MI: Baker, 1967.

Dove, Anthea, *One Day for God: A Guide to Your Own Retreat*. Nashville, TN: Abingdon, 1996.

Griffin, Emilie, *Wilderness Time: A Guide for Spiritual Retreat*. New York: HarperSan Francisco, 1997.

- Hudson, Trevor, *Seeking God: Finding Another Kind of Life with St. Ignatius and Dallas Willard*. Colorado Springs, CO: NavPress, 2022.
- Nouwen, Henri. *Reaching Out: The Three Movements of the Spiritual Life*. New York: Doubleday, 1975.
- Rolheiser, Ron. "Creating Sabbath Space in our Lives: A Video Retreat with Ron Rohlheiser." Oblate Media and Communication, 2009.
<https://www.youtube.com/watch?v=46j24MfjW1E>
- Taylor, Barbara Brown Taylor. *An Altar in the World: A Geography of Faith*. New York: HarperOne, 2010.
- Thompson, Marjorie. *Soul Feast: An Invitation to the Christian Spiritual Life*, rev. ed. Louisville, KY: Westminster John Knox, 2014.
- Tippens, Darryl. *Pilgrim Heart: The Way of Jesus in Everyday Life*. Abilene, TX: Leafwood Publishers, 2006.
- Van Buren, Mary Lou, ed. *Retreats: An Introductory Manual*. Cincinnati: General Board of Global Ministries, 1981.
- Vennard, Jane. *Be Still: Designing and Leading Contemplative Retreats*. Herndon, VA: Alban Institute, 2000.
- Willard, Dallas. *The Divine Conspiracy: Rediscovering Our Hidden Life in God*. New York: HarperSan Francisco, 1998.

Use of technology

Canvas Online Learning System

In addition to the live video platform Zoom.us (see below), this course uses Harding's *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email, you may use the email system contained in the Canvas learning management system or email your professor directly at secloer@harding.edu.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.

HST Live Interactive Video Education (HST LIVE) via ZOOM

In addition to Canvas (see above), this HST-Live course is supported with the video platform Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform.

The HST LIVE/Zoom Meeting ID for this course can be found on Canvas.

Students new to HST LIVE should attend the HST LIVE orientation session. For more information on LIVE orientation, contact bscurtis@harding.edu.

Equipment Requirements for LIVE Sections:

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Ear buds with microphone - Apple MD827LL/A EarPods with Remote and Mic work well. Order on Amazon.com, <https://goo.gl/jLYfBG>.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

LIVE Etiquette:

- HST Live is a convenience for distance broadcast and attendance. In terms of responsibilities, it is no different than on-campus participation. Attendance at all class sessions is required just as if in residence on the Memphis campus.
- “Making up” a missed session by watching the recording will be granted only in extreme cases such as illness or family emergency (the same policy for those on the Memphis campus). Please make arrangements in your ministry context or employment to be in attendance for all scheduled sessions (e.g. a staff meeting is not an excused absence). The same applies to arriving late or leaving early.
- Be seated in an environment that approximates a classroom setting (for example, a chair at a desk in your office). Create a distraction free environment. It is not acceptable to sit or lie down on your bed or in a recliner, lounge on your deck or on the beach, or sit in a coffee shop, etc.
- Remain stationary at your computer during the class session except during breaks. If you must go to the restroom & mute your audio/video, Then return to your screen, un-mute, and resume the class.
- Arrange for your HST Live environment to be distraction free (for example, no family noise, TV, etc.).
- Failure to observe these and related etiquette matters will result in grade reductions at the professor’s sole discretion.