

**Instructor title and name:** Prof. Jennifer Guerra Aldana

**Email:** jenniferguerraaldana@pointloma.edu

**Office Location and Hours:** per appointment, Smee 210

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION**

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Supervised training in ministry, designed to help the student correlate classroom experiences with the practice of ministry. May be repeated up to a total of six units. Graded Credit/No Credit.

**COURSE LEARNING OUTCOMES**

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1. To develop and improve ministry skills and to understand how the context of ministry impacts the practice of ministry.
2. To begin a pattern of critical, informed, and faithful reflection as a necessary ministry component.
3. To synthesize thought, reading, and ministry experience into a coherent and faithful agenda for future ministry.
4. To experience ministry as a means of grace, transforming one's character into the image of Jesus Christ.

## COURSE SCHEDULE AND ASSIGNMENTS

### At-a-Glance

Assignment	Description	Due Date
<b>Background Check</b> (National Criminal and Sex Offender)	The document is to be uploaded. Documentation can only be valid for two years.	<b>May 10th</b>
<b>Supervised Ministry Learning Contract</b>	The student and the supervisor will discuss and complete the "Learning Contract" document.	<b>May 10th</b>
<b>Student/Faculty Meetings</b>	The student will meet with the professor at least three times during the semester.	<b>Weeks of May 12, June 3 &amp; July 8.</b>
<b>Book Reports</b>	Students will choose three books to read during the semester from the pre-approved list below.	<b>May 24, June 7 &amp; June 28.</b>
<b>Field Supervisor/Mentor Final Report</b>	The mentor should discuss the final report, which evaluates the student's progress based on the "Learning contract." The Student will turn in the final report to Canvas.	<b>July 5th</b>
<b>Ministry Hours Log</b>	Students are to track their hours weekly. The log should include the 1-on-1 with the supervisor. The total hours for 3 units add up to 120 hours for the whole semester.	<b>July 12th</b>
<b>Integrative Reflection</b>	The final assignment for the Intern will be the submission of a 1000-1500 word summative paper or 15-minute recording that includes the following: (1) articulation of vocational calling; (2) gifts and experience in ministry; (3) philosophy/theology of ministry, and future educational plans.	<b>July 12</b>

**Assignments Description:**

- 1. Background Check (National Criminal and Sex Offender)**-The document will be made available to students and kept confidential.
- 2. Supervised Ministry Learning Contract (150 points):** The student will obtain permission from a church, non-profit organization, or other ministry opportunity to do supervised ministry. The student and the supervisor will complete the “Learning Contract” and return it to the professor. Students should agree on what ministry competency areas are to be developed and managed and what competencies are to be completed.

**Suggestions for initial meeting with Field supervisor/mentor:** When meeting for the first time with the supervisor, be prepared to discuss the following:

- The purpose of your field experience (apprenticeship)
  - What hours you can be involved in the study.
  - What hours the supervisor expects you to be present.
  - What specific objectives you hope to accomplish.
  - Review of Supervisor’s Evaluation
  - Completion of Field Experience (Apprenticeship) Learning Contract.
- 3. Ministry Hours Log (40 hours per unit) (100 points):** You are to log your time during the internship. The log should include the time and the explanation of the purpose. All hours spent in preparation for ministry experiences as well as the ministry experience itself may be counted (church attendance does not count as part of the weekly hours). Any assignments from the supervisor/mentor can be counted. Students enrolled for three units, ministry log should amount to 120 hours served during the internship duration. **The supervisor/mentor and the intern are to meet at least once a week** for the purpose of reviewing the Intern’s work, reflecting on the competencies in which the Intern may have been involved that week, or on other ministry matters. These meetings should be included in the student’s time log
  - 4. Student/Faculty Meetings (150 points total, 50 points each).** The student will meet with the professor at least three times during the course of the semester. First meeting: early in the semester, focus on the Learning contract. Second meeting: halfway through the semester, general check-in. Final meeting: after all materials have been turned in to the professor, including the mentor’s student evaluation.
  - 5. Field Supervisor/Mentor Final Report (150 points)** The mentor should discuss the final report, which evaluates the student’s progress based on the “Learning contract.” The Student will turn in the final report to Canvas.

- 6. Book Reports (100 points each).** The student is to read and write a 1000-1500 word or 15-minute recording book review on three books. Students will pick three books from the list provided. The book reviews should include personal reflections on what he or she has learned in ministry in relation to what is being proposed in the books. The papers provide a means to integrate theory and practice.
- 7. Integrative Reflection (200 points).** The final assignment for the Intern will be the submission of a 1000-1500 word summative paper or 15-minute recording that includes the following: (1) articulation of vocational calling; (2) gifts and experience in ministry; (3) philosophy/theology of ministry, and future educational plans.

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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Pick three books to engage with from the semester. One must be from the first list.

Choose ONE from the following list:

- Maddix, Mark A. & Diane Leclerc. 2013. *Pastoral Practices: A Wesleyan Paradigm*. Kansas City: Beacon Hill Press. ISBN-13: 978-0834130098
- Nouwen, Henri. 2015. *Discernment: Reading the Signs of Daily Life*. San Francisco: HarperOne. ISBN-13: 978-0061686160.
- Palmer, Parker. 2000. *Let Your Life Speak: Listening for The Voice of Vocation*. San Francisco: Jossey-Bass. ISBN-13: 978-0787947354.

Choose TWO from the following list:

- Nouwen, Henri. 1992. *In the Name of Jesus: Reflections on Christian Leadership*. PublishDrive. ISBN-13: 0824512596.
- Ivy, Kristen & Joiner, Reggie. 2014. *Creating a Lead Small Culture: Make Your Church a Place Where Kids Belong*. Orange Books. ISBN-13: 978-1941259085
- Miller, Meredith. 2023. *Woven: Nurturing a Faith Your Kid Doesn't Have to Heal From*. Worthy Books. ISBN-13: 978-1546004356
- Bradbury, Jen; Griffin, Brad & Powell, Kara. 2023. *Faith Beyond Youth Group: Five Ways to Form Character and Cultivate Lifelong Discipleship*. Baker Books. ISBN-13: 978-1540903518
- Griffin, Brad & Powell, Kara. 2021. *3 Big Questions That Change Every Teenager: Making the Most of Your Conversations and Connections*. Baker Books. ISBN-13: 978-0801093388

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- Bradbury, Jen & Root, Andrew. 2019. *The Jesus Gap: What Teens Actually Believe About Jesus*. Youth Cartel. ISBN-13: 978-1942145028
- Heltzel, Peter & Salvatierra, Alexia. 2013. *Faith-Rooted Organizing: Mobilizing the Church in Service to the World*. Intervarsity Press. ISBN-13: 978-0830836611
- Perkins, John. 2011. *With Justice for All: A Strategy for Community Development*. Baker Books. ISBN-13: 978-0801018169

### ASSESSMENT AND GRADING

<p>Assignment Distribution</p> <ul style="list-style-type: none"> <li>● Supervised Ministry Contract (150 pts)</li> <li>● Ministry Log (100 points)</li> <li>● Faculty/Students Meetings (150 pts)</li> <li>● Field Supervisor/Mentor Report (150 pts)</li> <li>● 3 Book Reports (300 points)</li> <li>● Integrative Reflection (150 points)</li> </ul> <p>Total: 1,000</p>	<p>Grading Scale:</p> <table> <tr> <td>A=93-100</td> <td>C=73-76</td> </tr> <tr> <td>A-=92-90</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table>	A=93-100	C=73-76	A-=92-90	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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B-=80-82	D-=60-62												
C+=77-79	F=0-59												

### INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry 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, the school urges students, faculty, and staff to avoid sexist language in public discourse, classroom discussions, and their writings. Thus, terms like “man” or “mankind” or the pronoun “he” should not be used to refer to all humans. Instead, “humanity,” “humans,” and “he or she” better acknowledge women as full persons.

### INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final

examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## **SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

## **STATE AUTHORIZATION**

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State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the

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course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student’s eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC.

## **LANGUAGE AND BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision

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and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

### **LOMA WRITING CENTER**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

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