I. Course Description
This course will expose students to the ministry of spiritual direction as it relates to formational counseling. Particular attention will be given to the biblical roles of prophet, priest, and storyteller, as each relates to helping broken people find hope and healing in Jesus Christ. Historical considerations relative to spiritual direction will be discussed as well as the practical application of spiritual direction in the ministry of formational counseling.

Further Description: Students will understand the basic formational counseling paradigm, as well as the foundational concepts and practice of spiritual direction. Students will gain insight into the historic ministry of spiritual direction with specific attention to the relationship between spiritual direction and Christian formation. Students will be skilled in a variety of spiritual practices foundational to spiritual direction and contemplative prayer.

II. Student Learning Outcomes
The student will be able to:
1. Integrate biblical, theological, and historical reflection within the practice of spiritual direction.
2. Apply relevant practices of spiritual direction within the context of ministry.
3. Not assessed in this course.
4. Engage in expression of fundamental commitments related to self-care and personal growth necessary to the ministry of spiritual direction.

III. Course Requirements
A. Textbooks and Other Readings.


B. Attendance
According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of 6 clock hours for a 30 hour course or 20% of a half course, will be required to do additional work, receive a lower grade or withdraw from the class; this is at the discretion of the professor.

C. Assignments/Assessment of Student Learning

Journal

The texts are to be read reflectively, with journal available. Entries should be made whenever you sense the Lord speaking to you through the material, or feel particularly enlightened or stirred by the section you are reading. The journal should indicate:

Date
Book, page and reference
Reflections on such questions as:

- What you are sensing the Lord saying?
- What are the implications of that “inspiration”?
- What is your emotional response?
- How this “inspiration” relates to your past, present, future?
- What questions does it present?
- What answers?
- What tensions?
- What, if any, transformational dynamics have occurred?
Minor paper 12 -15 pages

After reading the texts, write a paper which synthesizes the five or six dominate principles of spiritual guidance that have emerged from the combined reading material. Remember, these texts are not all about spiritual guidance, though they are written as guidance. Thus, the principles will be implied and inherent in the texts. In this paper you must:

1) Identify the principle(s)
2) Cite the reference(s) where the principle emerged in the various texts
3) Dialogue/discuss the implications this principle has upon spiritual guidance
4) Give one practical suggestion for each principle on how, where, when you would embrace this principle in guiding another. Be specific and directive.

Project – 12-15 pages

For a minimum of 6 weeks you must serve another person as spiritual friend/guide. The relationship can certainly be informal (non-professional) but must be structured. You must:

Spend time praying that God will identify who this person is and how to approach him/her.

Once identified, you must establish a specific formational purpose for meeting, as well as weekly time together.

Remember, the purpose of guidance is always to help another meet and respond to God in “the sacrament of the present moment”.

Reflect in writing (typed, double-spaced, with cover page) about the experience. Be detailed about the entire process, answering such questions as:

Who did you meet with and when?

What brought you together?

What was the format of your time together?

How did you prepare for your sessions?
Where, and when did God meet you?

When was the process positive? Negative?

What were the “present moment” struggles, blessings, and challenges you faced together?

What direction did you offer?

What spiritual practices did you integrate and why?

What disciplines did you embrace?

How did this experience impact you personally?

What summary conclusions can you now make about spiritual guidance?

The person being guided must know about this assignment and agree, even though they are to remain anonymous. Also, they are to include a one-page summary description of the experience.

Optional assignments will be discussed in class.

All Assignments are Due July 1, 2016

D. Calculation of Grade and Connection of Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Student Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>1,2,4</td>
<td>30%</td>
</tr>
<tr>
<td>Minor Paper</td>
<td>1,2,4</td>
<td>30%</td>
</tr>
<tr>
<td>Project</td>
<td>1,2,4</td>
<td>40%</td>
</tr>
</tbody>
</table>

IV. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Day #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 18, 2016</td>
<td>Positioning People For Change</td>
<td>James Manney</td>
</tr>
<tr>
<td></td>
<td>8:30am-5:30pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>January 19, 2016</td>
<td>Spiritual Formation and the Art of Spiritual Direction</td>
<td>De Caussade and Fenelon</td>
</tr>
<tr>
<td></td>
<td>8:30am-5:30pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>January 20, 2016</td>
<td>The Essentials of Spiritual Direction</td>
<td>Thurman</td>
</tr>
<tr>
<td></td>
<td>8:30am-5:30pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. Recommendations for Lifelong Learning

The ministry of spiritual direction demands that the spiritual director be on a well defined journey of personal and professional growth. Enlisting a spiritual director would be foundational to that journey, as well as continued reading and education in the historic practices of spiritual direction.

Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. For further details of Academic Integrity Policy, please see the Student Handbook.

B. Academic Support Services

If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu. While DMin students have access to the writing center for papers within all of their courses, DMin students must hire an editor for the proposal and the dissertation, as the writing center will not edit proposals or dissertations.

C. Students with Disabilities

Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately
met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, (419) 289-5904.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

VI. Selected Bibliography or References

An extensive bibliography will be made available in class.