

Guest Lecturer: David Glover

I. Course Description:

Intro to Disability Ministry considers Biblical justification for disability ministry, current deficiencies in applying the Biblical principles, what disability ministry looks like, and practical ways that individuals and churches can be involved in disability ministry.

II. Course Objectives

1. Students will understand the Biblical urgency for disability ministry
2. Students will have a basic understanding of disability needs and how to meet them in a ministry context
3. Students will demonstrate practical ability to apply these principles

III. Course Textbooks

Required Texts:

Kathy Bolduc, *Autism & Alleluias*, Judson Press, 2010 ISBN: 978-0817015688

Joni Eareckson Tada, *When God Weeps*, Zondervan, 2000, ISBN: 978-0310238355

Christopher De Vinck, *The Power of the Powerless*, Zondervan, 2nd Edition, 1995, ISBN: 978-0310486916

Recommended Texts for Additional Study:

Jim Pierson, *Exceptional Teaching: A Comprehensive Guide for Including Students With Disabilities*, Standard, 2002, 978-0784712559

Amos Yong, *Theology and Down Syndrome: Reimagining Disability in Late Modernity*, Baylor Univ., 2007, ISBN: 978-1602580060

Stephanie O. Hubach, *Same Lake Different Boat*, P & R Press, 2006, ISBN: 978-1596380516

Joni Eareckson Tada, *Barrier Free Friendships*, Zondervan, 1997, ISBN: 978-0310210078

Jim Pierson, *No Disabled Souls: How to Welcome a Person with a Disability*, Standard Publishing, 1998, ISBN: 978-0784707685

IV. Evaluation of Student Performance

1. **Class Attendance** – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. **Reading Assignments and Accountability** – All students will complete assigned reading and write a one-page review of each weekly/module reading.
3. **Research Assignments** – All students will write a model for disability ministry, considering either a present ministry context in which the student is involved or a future ministry context in which the student might be involved. All students will write 12-15 pages.
4. **Course Exams** – There are no exams for this course.
5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) E-mail a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. **Campus students** will submit assignments as directed by the Professor.
Online Students will submit assignments directly to the Advising Professor/Instructor.

7. **Scoring Rubric**

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	100	100

V. Course Outline & Assignments

Module 1 – Introduction: The Biblical Mandate for P.U.R.E. Ministry

Module 2 – P.U.R.E. Ministry and the Evangelical Church In America Today! Attitudes That Stand in the Way

Reading Component– Bolduc, 1-43; Write a one-page review of the assigned reading.

Module 3 – P.U.R.E. Ministry On Purpose! Basic Facts About P.U.R.E. Families! A Total Church Ministry

Reading Component – Bolduc, 44-90; Write a one-page review of the assigned reading.

Research Component – Students will submit a proposal for their model (including a thesis statement and brief description)

Module 4 – Dealing with Feelings - The P.U.R.E. Person ! The Parents ! The Sibling

Reading Component– Bolduc, 91-Conclusion; Write a one-page review of the assigned reading.

Module 5 – The Four Kinds of Disabilities We Are Most Likely To See in Church ! Training: Myth vs. Reality

Reading Component – Tada, Section 1; Write a one-page review of the assigned reading.

Module 6 – Is Our Church Ready for P.U.R.E. Ministry! How the Church Can Help

Reading Component – Tada, Section 2; Write a one-page review of the assigned reading.

Module 7 – How to Talk About a P.U.R.E. Person! How to Talk To a P.U.R.E. Person

Reading Component – Tada, Section 3; Write a one-page review of the assigned reading.

Module 8 – P.U.R.E. Ministry: How Do We Start! Three Planning Principles

Reading Component – Tada, Section 4; De Vinck, Chapters I-VI; Write a one-page review of each assigned reading.

Module 9 – Ten Essential Goals and Objectives! Respite Care

Reading Component– De Vinck, Chapters VII-Conclusion; Write a one-page review of the assigned reading.
Research Component – Students will submit completed models.

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

Campus Students: Professor Name, Class # & Name, Student Name, Assignment Title
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Learning Center Students: LC Location, Campus Prof. Name, Class # & Name, Student Name
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

Online Students: Online Prof. Name, Class # & Name, Student Name, Assignment Title
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).