

## COURSE SYLLABUS

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# CM401: Foundations of Correctional Chaplaincy

Course Lecturers: Multiple Lecturers, Coordinated by Karen Swanson, EdD

## Course Description

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Welcome to *Foundations of Correctional Chaplaincy*, an online undergraduate-level course designed for those involved in correctional ministry. This course provides an overview of correctional chaplaincy as it functions in correctional facilities. Topics will include the history of correctional chaplaincy, the special skills and abilities the professional chaplain must possess, the critical dimensions of the multiple roles a chaplain assumes, and the constitutional mandates that govern the delivery of religious services in an institutional setting. Special focus will be placed on the “ministry of presence,” effective volunteer management, the development of individualized ministry plans, and on chaplains as “agents of change.”

All meetings for this course will be conducted online. In terms of academic credit, this is a semester-length course, but it is offered in an intensive 8-week format.

## Course Objectives

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Upon completion of the course, you should be able to do the following:

- Comprehend the rich tradition of correctional chaplaincy in America.
- Identify three critical dimensions of institutional chaplaincy.
- Explain the religious rights of the incarcerated and how to determine accommodations.
- Identify the multiple ways that effective chaplaincy positively impacts inmates, correctional staff, and the institutional environment.
- Compare the strengths and skill-sets of effective chaplains and compare those with your own personal giftings.
- Demonstrate the ability to build a ministry plan that corresponds to specific institutional settings and its inmate demographic.
- Develop strategies for creating meaningful ministry partnerships with local church leaders and laypersons.
- Develop a chaplaincy manual specific to your institution.

## Accessibility

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If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

## Course Lecturers

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Multiple lecturers, each an expert in the topic covered, contributed to this course. The course was edited by Dr. Karen Swanson.



*Karen Swanson, EdD*

**Education:**

- Northern Illinois University, EdD
- Western Michigan University, MA
- Calvin College, BS
- Cornerstone University, BA

**Teaching Career:**

- Professor of Correctional Ministries, Christian University GlobalNet
- Faculty member, Christian Formation and Ministry Department, Wheaton College

**Other Career Highlights:**

- Director of the Institute for Prison Ministries (IPM), Billy Graham Center for Evangelism at Wheaton College
- Overseer of Charles W. Colson scholarship program at IPM
- Christian Association for Prisoner Aftercare Advisory Board
- Developer, Correctional Ministries courses at Wheaton College and Christian University GlobalNet
- Executive director, LifeHouse Ministries reentry program
- Certified in Justice Ministries, Motivational Interviewing, Moral Reconciliation Therapy, Bridges Out of Poverty, Truthought, and Anger Management
- Volunteer teacher in Life Learning Program, Cook County Jail (Chicago, IL)

## Online Professor

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Dr. Debra Sharkey will serve as the online professor for this course. She will be introduced the first week of the course and will guide students through the 8-week study. For the duration of this course, Professor Sharkey will be available to enrolled students by email and, at set times, by chat room or other real-time technology.

The following will be done by the online professor in order to stimulate student involvement and to facilitate effective learning:

- Post discussion questions for the online forum
- Interact with students in all discussions
- Evaluate student papers and/or assignments as they are submitted
- Provide assistance with technological problems that may occur

- Issue the students' final grades

For additional help as you work through this course, please read *Succeeding in Your Online Course*, which is provided at the end of this syllabus.

## Course Texts

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The following textbooks are **required** for this course:

Beckner, W. Thomas. *Correctional Chaplains: Keepers of the Cloak*. Orlando, FL: Cappella Press, 2012. (This can be ordered from [ipm@wheaton.edu](mailto:ipm@wheaton.edu))

Read an additional 200 pages from either a book or a combination of related articles. Submit the title(s) to the professor the first week of class for approval. Integrate your reading in your discussions and ministry plan.

Course Reader (provided in your online class folder)

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

## Academic Honesty

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At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

**Quizzes and Exams:** Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

**Plagiarism:** If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at [registrar@cugn.org](mailto:registrar@cugn.org) or toll free at (888) 487-5376 ext. 3.

## Course Methods

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Throughout this course, a number of methods will be used to engage the students in learning and processing information, interacting with other students, and applying the learning to their lives. These methods include the following:

### Media/Materials

The course will include media presentations of lectures and supplementary materials to be viewed and/or read throughout the lessons of the course.

- **Video-based teaching**  
The primary teaching session in each lesson is provided in Flash (FLV) and HTML5 (MP4) format. For international or domestic students who do not have the bandwidth required to view the video (384 Kbps DSL minimum), we provide the option of reading the lesson from a transcript of the teaching video (found in the lesson's Class Time).
- **Multisensory learning**  
Because the primary teaching information is provided in video and PDF text documents, students can choose the medium (or combination of media) that most closely aligns with their individual learning styles.
- **Readings and other media**  
Reading from the required textbook(s) will be assigned to students each week.

### Interaction

Whether sitting in a traditional classroom or studying from a distance, students benefit from interaction and collaboration with other students. In order to meet this need in distance theological education, CUGN offers structures and resources to encourage effective community interaction in this course.

### Discussion Forum

This forum fosters peer-to-peer interaction in a global, threaded discussion. Students are required to respond to relevant questions posted by the instructors and to read and respond to the posts of fellow students.

### Reflection

Through blogging, CUGN provides many opportunities for students to reflect on what they have learned, what they believe, and where they are challenged. The goal of these reflections is personal spiritual growth and transformation.

## Course Requirements

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This course consists of a mentor relationship, readings, video lectures, online group discussions, writing projects, quizzes, and blogging. The information regarding these course components and expectations is as follows:

## **Mentor**

This course requires that you seek out a mentor in your community with whom you can communicate by e-mail and/or telephone and with whom you can meet face-to-face at least twice during the course. The purpose of this mentoring relationship is to enable you to assimilate the teaching in this course into your life and ministry. Further definition of the mentor's role in this course can be found in the mentor requirements document available in the Before You Begin section of the course.

## **Reading**

Study assignments covered in this course should be read in the context of the lesson in which they are assigned. In addition to the required textbooks, you may be asked to read supplementary materials.

## **Video Lectures**

Each of the lessons in this course features a lecture delivered by an expert in the field of study. The lecture material was edited by Dr. Karen Swanson, one of the Christian church's leading scholars in correctional ministries. These instructional lectures are required and can be viewed as many times as needed. The written text of the lecture as well as a guided outline to assist in note taking are made available in PDF format. There are twenty-four lectures in this course; therefore, three lectures will be presented and discussed each week.

## **Discussion Forums**

Discussion questions related to each week's lectures are integrated into the weekly course requirements. The Discussion Forum for each week will begin on Monday at 12:01 a.m. Eastern Standard Time (EST) and end on Sunday at 11:59 p.m. EST. You must visit the Discussion Forum at least three times during each week of the course and your attendance will be validated by your posts. You are required to post responses to the questions as noted in the lesson requirements and to respond to at least two of the posts presented by other students each week. Your answers to the discussion questions must be posted by Wednesday at 11:59 p.m. EST and your required peer response posts must be submitted prior to Sunday at 11:59 p.m. EST. Each response should consist of a well-conceived short paragraph or two. In addition, your course professor may comment on your posts, and you should be prepared to respond to those comments as well.

## **Research and Writing**

### *Ministry Plan*

Chapter 9 of the Beckner text outlines a process for evaluating the demographics of an inmate population; assessing the current ministry needs; and preparing a ministry plan with measurable goals that are consistent with those needs and the institutional mission. In a well-organized essay (6-8 typed pages; double-spaced; 12-point font), present a strategic plan for chaplaincy in your facility that: a) incorporates key principles from the readings assigned in this course, especially with regard to the four critical dimensions of chaplaincy; and b) presents a ministry plan with specific objectives as detailed in Chapter 9.

The first part of the paper should be more philosophical in nature, as it reflects your thinking on the critical dimensions; the second portion of the paper should offer more precise strategies, and should include at least one objective for each of the four dimensions, with corresponding action statements following the SMART formula as presented in this chapter.

### *Chaplaincy Manual*

Create a chaplaincy manual specific for your institution. Suggested documents and materials are presented in Lecture 16. Topics include: Chaplaincy, criminal justice system, your correctional facility, inmates, religious rights, accommodation, finances, forms, volunteer management, programs, services, materials, families, corrections staff, reentry, churches, community resources, and professional development. You will scan your list for each section and an example of what is included in your manual.

ALL ASSIGNMENTS MUST BE TYPED. Course work is due at the assigned due date unless prior arrangement have been made. LATE PAPERS will be penalized half a letter grade for each day late. Written work is expected to be college-level quality, spell checked, and proof read. Failure to do so will affect the grade on the paper. Use the APA style to cite references. Title pages are not required. Put your name and Assignment # at the top right of the first page. Double space your work, use 12-point type, and 1" margins. (250 words equals one-page of writing). *Contact the professor prior to the deadline if there is a problem.*

### **Quizzes**

You will take a 10-question, multiple choice and/or true/false quiz at the end of each lecture. There is a “remediation” feature built into all quiz questions that allows you to review questions you missed and locate the specific section of the lecture or reading from which the question was drawn. Once you have reviewed the question again, you can attempt to answer a second time. If you are correct, you will receive half of the normal credit for that question. If you do not attempt to answer the second time, you will not receive credit for that question. You will be given only one attempt to take each quiz. All quizzes are timed (20 minutes) and will be graded automatically.

### **Reflection**

You will be required to keep a blog during the 8 weeks of this course, posting *at least once per week*. Blog entries can be viewed only by you and your online professor, unless you wish to make them available to the rest of the class. The purpose of the blog is to help you reflect on what you are learning, what you believe, and where you may be challenged in your thinking and your life by what is studied in this course. The goal of these reflections is personal spiritual growth. See the *Personal Reflection and Evaluation* section near the end of the syllabus for blogging guidelines.

### **Due Dates**

Each week of the course begins on Monday at 12:01 a.m. EST and ends on Sunday at 11:59 p.m. EST. Unless noted otherwise, all assignments are due at 11:59 p.m. EST on the Sunday of the week in which the assignment is due. For example, if an assignment is due during Week 2, you must complete

and submit it by 11:59 p.m. EST on Sunday, the last day of Week 2. It is at your online professor’s discretion to penalize late work.

## **Course Grading and Requirements**

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All coursework must be completed and turned in to your online professor within five days of the end of Week 8. Please note that it is at your online professor’s discretion to penalize late work.

Your grade for the course will be determined as follows:

Online Participation*	30% of Course Grade
Writing Projects	30% of Course Grade
Lesson Quizzes	25% of Course Grade
Reading	10% of Course Grade
Mentor Meetings	5% of Course Grade

\*Note: All students are expected to attend all online sessions.

Grading scale will be as follows:

A	94-100		A-	90-93		B+	87-89
B	84-86		B-	80-83		C+	77-79
C	74-76		C-	70-73		D+	67-69
D	64-66		D-	60-63		F	0-59

## Weekly Topics and Assignments

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Week 1:

- Take the Moodle tutorial for online instruction.
- Post introduction of yourself in the Student Introductions discussion forum.
- Listen to the following lectures:
  - #1: *Origin and History of Correctional Chaplaincy in the U.S.*
  - #2: *Theological Foundations of Correctional Chaplaincy*
  - #3: *The Correctional Chaplaincy Profession*
- Read the following:
  - Beckner, Ch. 1-5
  - Psalm 145
- Other assignments:
  - Submit reading list for approval.
- Participate in the Discussion Forum and Blog.
- Complete quizzes 1, 2, and 3.
- Identify and contact your mentor.

Week 2:

- Listen to the following lectures:
  - #4: *Standards, Types, Qualifications and Calling*
  - #5: *Correctional Chaplaincy and the Great Commission*
  - #6: *Systems and Ministry Theses*

- Read the following:
  - Beckner, Ch. 4
  - Matthew 28
  - Read from your selected reading.
- Other assignments:
  - Describe an area where you can be proactive in your ministry and create your personal mission statement.
- Participate in the Discussion Forum and Blog.
- Complete quizzes 4, 5, and 6.
- Have first meeting with your mentor.

#### Week 3:

- Listen to the following lectures:
  - #7: Pluralism*
  - #8: Islam within the Prison System*
  - #9: Religious Accommodation*
- Read the following:
  - Definition of Terms handout
  - Read (skim) a Religious Handbook (Federal or State of Washington).
  - Read from your selected reading.
  - Take the Religious Diversity Quiz and reflect on your results.
- Participate in the Discussion Forum and Blog.
- Complete quizzes 7, 8, and 9.

#### Week 4:

- Listen to the following lectures:
  - #10: Religion and Corrections Research*
  - #11: Pastoral Care*
  - #12: Planning*
- Read the following:
  - Beckner, Ch. 6., p. 97-98
  - Spiritual Intake handout
  - Spiritual Beliefs handout
  - Prayer Card handout
  - Scripture Card handout
  - Read from your selected reading.

- Participate in the Discussion Forum and Blog.
- Complete quizzes 10, 11, and 12.

Week 5:

- Listen to the following lectures:
  - #13: Developing an Effective Bible Message for the Incarcerated*
  - #14: Mentoring*
  - #15: Care and Counseling*
- Read the following:
  - 2 Timothy
  - Lennie Spitale Sermons handout
  - Sample Confidentiality Statement
  - Participant Covenant Sample
  - Grief Action Step handout
  - Spiritual Intake handout
- Participate in the Discussion Forum and Blog.
- Complete quizzes 13, 14, and 15.

Week 6:

- Listen to the following lectures:
  - #16: Administrative Dimension*
  - #17: Volunteers I*
  - #18: Volunteers II*
- Read the following:
  - Beckner, Ch. 7
  - Read from your selected reading.
- Participate in the Discussion Forum and Blog.
- Complete quizzes 16, 17, and 18.

Week 7:

- Listen to the following lectures:
  - #19: Volunteers III*
  - #20: The Community Dimension and Ministry Plan*
  - #21: Juvenile Chaplaincy*
- Read the following:
  - Beckner, Ch. 8-9

- Write and submit the following:
  - Ministry Plan
- Participate in the Discussion Forum and Blog.
- Complete quizzes 19, 20, and 21.

#### Week 8:

- Listen to the following lectures:
  - #22: *Ministry with Women*
  - #23: *Ministry with Corrections Staff*
  - #24: *Boards and Fundraising*
- Read the following:
  - Sherman, Amy L. “The Cutting Edge of Marketplace Ministries: How Businesses Are Doing More Holistic Ministry Than Ever.” *Christianity Today*. October 12, 2012. <http://www.christianitytoday.com/ct/2012/november/cutting-edge-of-marketplace-ministries.html> (accessed March 2016).
  - Timothy and Titus
  - Advisory Board Invitation Handout
- Write and submit the following:
  - Chaplaincy Manual
- Participate in the Discussion Forum and Blog.
- Complete quizzes 22, 23, and 24.
- Have final meeting with your mentor.

#### Week 8 Follow-Up:

- Complete and post all reflective blog entries.
- Complete Discussion Participation, Reading Completion, and Mentor Meetings Validations.
- Complete and submit course survey form.

## Personal Reflection and Evaluation

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*The following guidelines may be of help to you as you prepare to make blog entries throughout the course.*

To integrate academic studies with the walk of faith, you are asked to reflect on the content of the course and evaluate your life in light of what has been learned. These questions may help to guide your reflection process.

### Step 1: Review

Think about the material you have studied in the course. Then ask these questions: What are two things you learned that you did not know before this study? What, if anything, in the course made you look at the church or something in the Bible in a new way?

### Step 2: Assess

Think about your life, both past and present. Given the insights or understanding that you gained in this course, what changes do you need to make in the way you think or behave?

### Step 3: Apply

What specific steps will you take in order to put these positive changes (from Step 2) into practice in your life?

### Step 4: Record

Write your responses to the above reflections in your blog.

## Notes Regarding This Syllabus

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This syllabus is designed to provide learners with an overview of the course. CUGN will provide specific instructions related to assignments for each lesson, specific discussion question postings, and interactive involvement with all students.

## Succeeding in Your Online Course

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1. Remember that this is a full semester's study completed in eight weeks. Therefore, expect that there will be a significant time commitment needed in order to complete all the requirements.
2. If you have any questions about the Moodle program, the course requirements, schedule, or assignments, please contact the online professor who is ready and willing to help you have a successful online learning experience.
3. Technological problems may occur. Be sure to have a back-up plan in case of computer failure or late arrival of textbooks.
4. The satisfaction you get from this course will, in large part, depend on relationships you develop with other participants. So interact honestly, thoughtfully, considerately, and often. Lively discussion challenges the mind and energizes the soul!
5. Before you post a comment or a response to another student's comment, be sure you have read the material and listened to the lectures related to the topic under discussion.
6. Think about how you can promote additional discussion by the comments you post.
7. When you post, respond directly to the question under consideration and express your points clearly and concisely, making only one main point per post.
8. Participate in the threaded discussion at least three different times during each week.

9. Engage fellow students and the professor in dialogue, responding to comments made to your posts.
10. If you find sources related to the topic being discussed, please share them with the class. By the end of the course, we may be able to build a bibliography of books, articles, and Internet sources related to our topic.
11. Practice good “netiquette”: Disagree respectfully, stay on point, and don’t post anything that is derogatory or inflammatory.
12. Enjoy, learn, challenge, and be challenged!