

Seattle University
School of Theology and Ministry
 901 12th Avenue
 Seattle, WA 98122
Winter Quarter 2014

STMM 587 – The Educational Ministry of the Church

FACULTY

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MAILING ADDRESS

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COURSE SCHEDULE

Session 1	Saturday	11 January 2014	8:30 am – 4:30 pm
Session 2	Sunday	12 January 2014	9:00 am – 4:00 pm
Session 3	Saturday	22 February 2014	8:30 am – 4:30 pm
Session 4	Sunday	23 February 2014	9:00 am – 4:00 pm

COURSE DESCRIPTION

Every dimension of pastoral ministry involves dynamics and skills of religious education. This course explores the educational ministry of the church by examining critically diverse approaches and contents of educating in faith, which are rooted in our cultural and spiritual traditions. We will “imagine” and demonstrate (applying multiple intelligences) how such process toward integration and transformation is nurtured through the various components of the church’s academic, pastoral, and formative teaching and learning ministry. This introductory course demands each participant’s collaborative and participatory engagement.

COURSE OBJECTIVES

- To nurture the vocation of “the self that teaches”
- To demonstrate the ability to engage in five categories of learning toward academic, pastoral and spiritual integration: (a) knowledge acquisition and comprehension; (b) analysis; (c) synthesis; (d) application; and (e) evaluation (building upon the work of Benjamin Samuel Bloom, *Taxonomy of Educational Objectives: The Classification of Educational Goals*, 1st ed. (New York: Longmans Green, 1956)
- To describe and define the nature of the church’s teaching and learning curriculum using the four constitutive elements of an educational framework: (a) environment/context; (b) purpose/goal; (c) content; and (d) process/method
- To identify interdisciplinary conversation partners for educating in faith within the discipline of practical theology (e.g., sociology of religion, intercultural communication, multicultural education, life-span faith and human development, critical pedagogies, ethics, contextual theologies, and biblical studies)
- To articulate a personal vision of educational ministry.

STM LEARNING OUTCOMES ADDRESSED

- Ability to reflect theologically on the central themes of the Christian tradition (MDiv, MAPS, MATS)

- Knowledge of the interaction of religious/spiritual experience and culture in their ecumenical and multicultural dimensions (MDiv, MAPS, MATS)
- Ability to articulate a personal and ecclesial theology of ministry (MDiv)
- Awareness of their own social location/assumptions/hermeneutics as they engage the text in their own lives, their communities, and the larger world (MDiv)
- Ability to articulate and live from an understanding of self as human, minister, and leader (MDiv, MAPS, MATS)

REQUIRED BOOKS

Harris, Maria. *Fashion Me a People: Curriculum in the Church*. Louisville: Presbyterian Publishing, 2010.

Moore, Mary Elizabeth. *Children, Youth, and Spirituality in a Troubling World*. Atlanta: Chalice Press, 2008.

Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass, 2007.

Wimberly, Anne E. Streaty and Evelyn Parker. *In Search of Wisdom: Faith Formation in the Black Church*. Nashville: Abingdon Press, 2002.

OPTIONAL READING

Landsman, Julie. *A White Teacher Talks about Race*. Lanham, MD: Rowman & Littlefield Education, 2009.

Seymour, Jack L. ed. *Mapping Christian Education: Approaches to Congregational Learning*. Nashville: Abingdon Press, 1997.

COURSE REQUIREMENTS

Attendance and Class Participation (50%)

The curriculum (content, purpose, method, and environment) of this course makes it particularly important for participants to attend all class sessions. Participants demonstrate their teaching and learning progress through active engagement in collaborative activities that advance deep listening, mutual respect, nurturing empathy, and transformation of conflict. Effective participation demands completion of required reading and written assignments.

Written Assignments (50%)

1. Briefly describe your social location and map out your educational history (formal and informal). Highlight some of the "best practices." What teaching and learning experiences have enhanced your "meaning making" and transformed your "habits of being?" What factors hindered effective practice? What alternative approaches would you recommend? Reflect particularly on your faith-based, congregational, or ecclesial membership, analyzing how it has informed and formed your current vision of "educating in faith." [5 pages, double spaced, printed hardcopy] Due by 9:00am on **Saturday, January 11, 2014**. (10 points)
2. Critical Reflection Paper: **Due by 5:00pm on Friday, January 31, 2014**. Please send me a Word/PDF attachment by email.[5 pages, double spaced)] (10 points)

- Identify a key concept or idea from the readings (Parker Palmer and Maria Harris) that you find most interesting or intriguing. Discuss how the idea has caught your imagination or attention.
 - In which section of the reading do you strongly agree or disagree with the author? Explain why.
 - What questions do you draw from the text? May be a point of clarification or an “I wonder statement.”
 - Implications for the practice of educational ministry/leadership
3. Critical Reflection Paper: **Due by 9:00am on Sunday, February 23, 2014.** Please send me a Word/PDF attachment by email. [5 pages, double spaced] (10 points)
- Identify a key concept or idea from the readings (E. Moore and A. Wimberly) that you find most interesting or intriguing. Discuss how the idea has caught your imagination or attention.
 - In which section of the reading do you strongly agree or disagree with the author? Explain why.
 - What questions do you draw from the text? May be a point of clarification or an “I wonder statement.”
 - Implications for the practice of educational ministry/leadership
4. Statement of Educational Vision: Write a 5-page essay articulating your vision of educating in faith, drawing from insights gained and reflective practice developed from class readings and activities. **Due by 5:00pm on Wednesday, March 5, 2014.** (20 points)

ASSESSMENT AND EVALUATION

Assessment of student learning outcomes is an integral part of life-long teaching and learning. It promotes a culture of on-going reflection and effective practice. Participants will be evaluated on the basis of:

- a) *Class participation and application of group skills*
 - Use of effective communication skills in class
 - Punctual and complete attendance
 - Timely submission of course requirements
 - Active participation as teacher-learners according to learning style
- b) *Scholastic performance: demonstrated ability to*
 - think in a rigorously critical and theological manner about the course material
 - write academic papers and reflections
 - speak in a way that shows movement toward academic, pastoral, and spiritual integration. For instance: use of “I” statements; openness to different points of view, narratives, and experiences; and ability to move beyond personal assumptions and feelings.
 - articulate a vision of educating in faith

A straight grading scale will be used to evaluate course work:

95 – 100 (A) 90 – 94 (A-) 87 – 89 (B+) 83 – 86 (B) Etc.

TENTATIVE COURSE PLAN

Course content and delivery may be amended at the discretion of the instructor to address the teaching and learning needs of the group.

- Session 1**
11 January
- Overview: Embracing the Vocation to Educate in Faith**
Reading Assignment
- *The Courage to Teach* (Palmer)
- Session 2**
12 January
- Reframing the Educational Ministry of the Church**
Reading Assignment
- *Fashion Me a People* (Harris)
- Session 3**
22 February
- Congregations: Children and Youth**
Reading Assignment
- *Children, Youth, and Spirituality in a Troubling World* (Moore and Wright, eds.)
- Session 4**
23 February
- Intercultural Contexts**
Reading Assignment
- *In Search of Wisdom: Faith Formation in the Black Church* (Wimberly and Parker, eds.)
- Course Assessment: ORID Method
1. What happened? [Objective]
 2. Why did it happen? [Reflective]
 3. What should have happened? [Interpretive]
 4. How are you going to act—transformative action? [Decision]

ACADEMIC POLICIES

Attendance

Attendance is expected of students and faculty. Appropriate reduction in grade will be considered if students are absent or tardy to class sessions, online discussions, or class assignments.

Deadlines

Deadlines are extremely important and critical in completion of this course. The published deadlines must be adhered to. Failure to meet them will result in a reduction of the grade.

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, and Math Lab)
- Academic Integrity Tutorial (found on Angel and SU Online)

Academic Policies on Registrar website (<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.