

Seattle University
School of Theology and Ministry
 900 Broadway
 Seattle, WA 98122
Spring Quarter 2012
28 March – 30 May
 [Wednesdays, 9:00 a.m. -11:50 a.m.]

STMM 587 – The Educational Ministry of the Church

FACULTY

Faustino M. Cruz, SM, PhD
 Office Phone: (206) 296-5337
 Email: cruzf@seattleu.edu
(Please send messages directly to my SU mailbox and not via ANGEL)
 Hall # 214
 WA 98122-1090

MAILING ADDRESS

Seattle University
 School of Theology and Ministry
 901 12th Ave., PO Box 222000
 Hunthausen
 Seattle,

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.

Osmer, Richard. *The Teaching Ministry of Congregations*. Louisville: Presbyterian Publishing, 2005.

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

OPTIONAL READING

Thomas, Douglas and John Seely Brown. *A New Culture of Learning: Cultivating the Imagination for a World of Constant Change*. Seattle: Create Space, 2011.

Additional articles on topics and themes generated by the class will be posted on ANGEL.

COURSE REQUIREMENTS

Attendance and Class Participation (40%)

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 (60%)

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 congregational/ecclesial membership, analyzing how it has informed and formed your current vision of "educating in faith." [5 pages, double spaced, due by class session on **April 4, 2012**].
2. Weekly Critical Reflection Paper: one (1) page single spaced. Please bring a printed copy to class, and send me a Word/PDF attachment by email.

Identify a key concept or idea from the reading/s that you find most interesting or intriguing. Discuss how the concept or idea has caught your imagination or attention.

- In which section of the reading do you strongly agree or disagree with the author/s? Explain why.

- What questions do you draw from the text? May be a point of clarification or an “I wonder statement.”
 - Identify some of the implications for the practice of educational leadership in your particular context.
3. A final group project—details and design will be determined by class participants. This component may include an oral and/or creative presentation.

Grading Criteria

- a) *Class participation and application of group skills*
- Use of effective communication skills in class
 - Punctual and complete attendance
 - Active participation as teacher-learner 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
- c) *Synthesis and integration (final project)*

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

28 March

Introduction: The Educational Ministry of the Church

Session 2

4 April

Naming the Self that Teaches

Required Reading:

- *The Courage to Teach* (Foreword – Chapter IV)

Session 3

11 April

Embracing the Vocation to Educate in Faith

Required Reading:

- *The Courage to Teach* (Chapter V – Afterword)

Session 4

18 April

Curriculum of a Church Called to Teach

Required Reading:

- *Fashion Me a People* (Introduction – Chapter IV)

Session 5

25 April

Framing the Curriculum: The Forms of Church Curriculum

Reading Assignment:

- *Fashion Me a People* (Chapter V – IX)

Session 6

2 May

Mid-term Integration

Reading Assignment:

- *The Teaching Ministry of Congregations* (Introduction – Chapter VII)

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]

Session 7

9 May

Educating in a Congregational Context

Reading Assignment:

- *The Teaching Ministry of Congregations* (Chapter VIII – Epilogue)

Session 8

16 May

Educating Diverse Communities

Reading Assignment:

- Children, Youth, and Spirituality (Introduction – Part I)

Session 9

23 May

Participatory Learning Sessions on Generated Topics

Reading Assignment:

- Children, Youth, and Spirituality (Part II – Conclusion)

Session 10

30 May

Participatory Learning Sessions on Generated Topics

Optional Reading:

- A New Culture of Learning: Cultivating the Imagination for a World of Constant Change

ACADEMIC POLICIES**Academic Honesty**

The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook (see SU website)

Students with 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 course, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (Phone 206. 296. 5740)

Attendance

Attendance in all class sessions is expected of students. Appropriate reduction in grade will be considered if you are absent or tardy.

Deadlines

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