EM/MC 810 INTEGRATIVE SEMINAR IN EDUCATIONAL MINISTRIES
Spring 2009 Wednesday 8AM – 12:15PM with a chapel break
S. Steve Kang: sskang@gcts.edu or 978-646-4082
Office Hours: Monday, Tuesday, Thursday 12:45-2:15PM; Wednesday 12:45-2:00PM

Course Description:
This seminar challenges students to reflect upon the implications of their cumulative seminary experience and training for their future educational and/or pastoral ministries. Attention is also given to exploration of timely issues in the field.

The course’s seminar format seeks to forge a learning community that is committed to mutual teaching/learning, cultivating intrinsic motivations for life-long and inter-dependent learning, as students prepare to enter into various full-time ministry vocations.

Course Texts:
Required:

Course Expectations and Assignments:
• **Attendance and Participation** (15%)  
  Students should approach the course with intrinsic motivation, initiative, and prayer for fellow course participants and an attitude of openness and willingness to risk encounter and dialogue... Listen to what others are saying and graciously make your own viewpoint known, even if others do not agree. Raise questions about what others share.

  Be ready during each class period to: (1) share major tenets of the readings (2) raise questions pertaining to the readings (3) be able to reflect on the readings biblically and theologically (4) brainstorm educational/ministerial implications from the readings and (5) be open to share your personal musings.

  Note: Those who for various reasons are not accustomed to or comfortable with participating in a seminar should prepare in advance and hand in to the instructor a set of questions, issues, and/or concerns in a written format so that the instructor may introduce them at the appropriate moments during the class discussion.

• **Integration Paper** (25%)  
  Based on the course texts and class discussions, the student is to reflectively articulate his/her understanding of the nature of God, church, the person, and society as they inform his/her engagement in Christian formation education. The paper should demonstrate the depth of interaction with the texts and should be about 6 to 7 pages in length. **Due in class on March 18.**

• **Personal Engagement of Christian Formational Education (CFE) Paper, Presentation & Response** (40%)  
  Write a personal engagement of CFE of about 8 to 10 pages in length. Papers are evaluated on the basis of the depth in each of the following three areas and coherence among those areas: the integration of course content, interaction with literature (The student is to interact with a minimum of 6 works from at least three of the seven categories in the bibliography below), and self-reflection on the student’s personal life & ministry experience.

  Possible outlines for your paper include the following frameworks from the sources noted, which serve to identify perennial questions and areas.
• Thomas Groome in *Christian Religious Education*
  What? Nature and Content of C.E.
  Why? Purpose of C.E.
  Where? Contexts for C.E.
  How? Methods of C.E.
  When? Readiness for C.E.
  Who? Interpersonal Relations in C.E.

• Jack L. Seymour and Donald E. Miller in *Contemporary Approaches to Christian Education*
  Goals
  Content
  View of Teacher
  Settings for Learning/Context
  View of Learner
  Curriculum/Process/Method

• Harold William Burgess in *An Invitation to Religious Education and Models of Religious Education*
  Aim
  Student/Learner
  Content
  Environment
  Teacher
  Evaluation

• A Modified William Frankena “boxes”
  Ultimate purpose
  Nature of God, People, and Society
  Ministry Goals
  Ministry Methods
  Practical Implications

• Kang/Parrett
  Purpose of CFE
  Proclamation of CFE
  People in CFE
  Process in CFE

• Your own outline, perhaps combining the insights of others or your own creation

Two copies of the paper are to be submitted, one to a fellow classmate and one to the professor. Due on April 1.

| Abridge the personal engagement paper into a two page single-spaced synopsis (front & back) of your personal engagement paper for distribution to the class (make enough copies for each member of the class). Due on April 8. |

| Write a one page single-spaced response to a fellow classmate’s paper identifying its strengths, challenges, and additional questions that might be raised. Make two copies: one for the author of the paper and one for professor. Due on April 8. |

• **Portfolio** (20%)  
The portfolio is a formal collection of work that covers the full duration of the seminary career of the student. It should provide evidence, documentation and the best examples of various types of specific aims of the curriculum that the student has mastered.

The portfolio should include:

1. The student’s resumé
2. A list of student’s core values (one sentence for each of the core values)
3. A three-year growth plan (including a reading plan for the next two years)
4. Exemplary papers/works from Educational Ministries courses (including Personal Engagement of CFE Paper and the Integration paper from the course), Bible & Theology courses, and ministry.

The student should put this together creatively in a binder to demonstrate his/her unique approach to ministry, in order to present it to a church or other future ministry context. The portfolio is due on April 16.
Late **papers** will be docked a letter grade for each day they are late, no exceptions.

Be aware that due to the limited amount of space allotted for each assignment, the instructor expects a density of content and thought greater than that usually found within papers of similar length.

**All papers should be in Turabian format.**

- For online help, consult: [http://www.libs.uga.edu/ref/turabian.html](http://www.libs.uga.edu/ref/turabian.html)

### Class Schedule:

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<th>Week</th>
<th>Topic</th>
<th>Reading &amp; Assignment Due for Class</th>
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<td>January 28</td>
<td>• Introduction to the Course</td>
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<td></td>
<td>• Being/Becoming the Household of God: An integrative approach to the Christian Formational Education of the Church</td>
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<td>February 4</td>
<td>• Doing Theology as the Christian Formational Education in the Church</td>
<td><strong>Barth, chs.1-4</strong></td>
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<td>February 11</td>
<td>• Promoting Theological Praxis in the Church</td>
<td><strong>Barth, chs.5-8</strong></td>
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<td>February 18</td>
<td><strong>NO CLASS</strong></td>
<td><strong>READING WEEK</strong></td>
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<td>February 25</td>
<td>• Envisioning the Formation of Ecclesial Personhood</td>
<td><strong>Renovation of the Heart, Prelude, chs.1-8</strong></td>
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<tr>
<td>March 4</td>
<td>• Envisioning the Formation of the Household of God</td>
<td><strong>Renovation of the Heart, chs.9-13, Postlude</strong></td>
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<td><strong>emotionally Healthy Church, Introduction, chs.1-4 (Including Inventory of Spiritual/ Emotional Maturity</strong></td>
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<tr>
<td>March 11</td>
<td>• Cultivating <em>Habitus Christi</em> in the Household of God</td>
<td><strong>emotionally Healthy Church, chs.5-12</strong></td>
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<td>March 18</td>
<td>• Integration Paper Discussion</td>
<td><strong>Integration Paper Due</strong></td>
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<td>• Personal Engagement of Christian Formational Education Workshop</td>
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<td>March 25</td>
<td><strong>NO CLASS</strong></td>
<td><strong>READING WEEK</strong></td>
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<td>April 1</td>
<td>• Creating a Portfolio Workshop</td>
<td><strong>Personal Engagement of CFE Paper Due</strong></td>
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<td>• Planning the Next Three Years of Ministry</td>
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<td>April 8</td>
<td>• Personal Engagement of CFM Presentation &amp; Discussion</td>
<td><strong>Personal Engagement of CFM Paper Synopsis Due</strong></td>
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<td><strong>CFM Peer Response Due</strong></td>
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<td>April 15</td>
<td>• Portfolio Sharing</td>
<td><strong>Portfolio Due</strong></td>
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<td>• Closure</td>
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<td>• Course evaluation</td>
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### BIBLIOGRAPHY

**Educational Ministry Theory/Philosophy/History**


**Human Development**


**Postmodernism**


**Sociocultural Issues**


**Spiritual Formation**


**Teaching & Learning**


Theological Foundations of Education


Some Relevant Journals

Books & Culture

British Journal of Religious Education

Christian Education Journal

Crux

Clarion: Journal of Spirituality and Justice

Culture and Religion

Educational Leadership

Journal of Adult Theological Education (formerly British Journal of Theological Education)

Journal of Beliefs and Values: Studies in Religion and Education

Journal of Christian Education

Journal of Education and Christian Belief (formerly Spectrum)

International Journal of Children’s Spirituality

Journal of Personality and Social Psychology

Journal of Psychology and Theology

Panorama: International Journal of Comparative Religious Education and Values

Personality and Social Psychology Bulletin

The Princeton Seminary Bulletin

Pro Ecclesia

Religious Education

Spirituality Today

Spiritus

Theological Education

Theology Today

Weaving