Course Profile

Course # and Title: ML 301 Ministerial Leadership I
Instructor: Kathleen (Kadi) Billman and Kimberly Wagner
Semester/Year: Fall Semester 2019

Course Rationale and Description
(Why do we offer this course? Which of LSTC’s degree program learning outcomes does it address?):

ML 301 aims to help students demonstrate the competencies described in Competency Area 4 (Ministry Arts and Public Leadership), in which the overarching goal is for ministry candidates to demonstrate the ability to “guide and support communities that discern and develop the gifts of all people” (MDiv and MAM competency rubrics). LSTC seeks to “form leaders who can help form communities”—vital, world-engaging communities of faith, hope, and love. At the beginning level, this involves demonstrating basic proficiency in ministry arts (see “Learning Competency 4 by Ministry Areas,” pp. 9-11 in 2018-19 Masters Programs Manual), with a particular focus on basic leadership skills that serve as foundation and prelude to Ministerial Leadership II and the exercise of professional ministry in contextual education placements. Competency in leadership is related to all the other MDiv and MAM competencies, as the practice of ministerial leadership is biblically, historically, ethically, and theologically-informed.

Course Learning Outcomes (Learners will be able to):
(What difference will this course make to students’ knowledge, skills, attitudes, and practices?)

Students who successfully complete ML301 will be able to:

- Articulate key theological convictions of their own theological heritage and polity in relation to their own life experience/views and spiritual formation (see #1 under “Strategies for Learning”).
- Critically analyze the implicit/explicit images and theologies of ministry found in at least one ministerial memoir in relation to their own implicit/explicit theological convictions/images of ministry, with particular attention to biblical sources for these images/understandings (see #2 below).
- Demonstrate initial competency in accurately conveying understandings of the meanings others relate to them, particularly in situations of disagreement (see #3 below).
- Articulate their gifts/vulnerabilities for ministry based on at least one self-awareness tool, e.g., Enneagram, Myers-Briggs (see #4 below).
- Engage in exercises in the practices of ministry and gain tools for Administry (see #5 below)

Strategies for Learning:
(How shall we go about achieving these outcomes?)

Students will demonstrate learning through:
1. Writing a vocational theological essay in dialogue with sources from their theological tradition.
2. Analyzing a memoir of professional ministry.
4. Engaging a self-awareness tool and discussing the implications with peers and professors (in-class activity).
5. Delivering a one-minute sermon, leading prayer/conducting ritual, reading in liturgical settings, as well as using and evaluating a time-management tool (in-class activities).

**Assessment**:  
(How shall we know if we—students and instructors—have been successful in achieving the outcomes?)

Assessment rubrics are provided for each of the written assignments for the course. Students will also receive peer feedback on their vocational theological essay and conversation report (in addition to faculty feedback). Mid-term assessment assists learners to take stock of how the course is going and for the professors and members to make course corrections. Course evaluations are due at the end of the course and contribute to ongoing assessment about the impact of this course.

**Bibliography**: Most readings will be posted online on the ML301 course site. Published memoirs of ministry are assigned by the instructors.

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Additional information:

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