Course Profile

Course # and Title: ML 301 Ministerial Leadership I
Instructor: Kimberly Wagner Semester/Year: Fall Semester 2020

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

The overarching goal of Competency 4 (Ministry Arts and Public Leadership) is for students to demonstrate the ability to “guide and support communities that discern and develop the gifts of all people” (MDiv and MAM competency area 4). 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). The course holds both a short-term and a long-term orientation: preparing for the practice of ministerial leadership in contextual education sites, usually carried out intensively in the second and third year of study; and establishing “base camps” or “research stations” for strengthening these pastoral practices through the learning-pathways of the LSTC curriculum and into lifelong exploration, wisdom-seeking, and growth. The entire course seeks to cultivate fluency in the theological dimensions of the arts of ministry and to foreground the practical and incarnational trajectories of Christian theology. 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, Family Systems Theory, etc. (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?)

1. Writing a vocational theological essay in dialogue with sources from theological tradition.
2. Critical reflection on a memoir of professional ministry.
4. Engage a self-awareness tool and discuss the implications with peers and professors (in-class activity).
5. Engage in in-class activities such as empathic listening, one-minute sermons, leading prayer, and using time-management and organizational systems.

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 teaching team 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 will be assigned by instructor at the beginning of the course. Students will be required to acquire those memoirs.

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