Course Rationale and Description
(Why do we offer this course? Which of LSTC’s degree program learning outcomes does it address?):
This is a full-year course (both semesters) designed to help the student reflect contextually about theology, ministry and the world they engage through the lens of a specific ministry experience. While it is designed to enhance all the competencies for Master of Divinity and Master of Arts students, it will focus students around the following Competencies:

1. **Personal and Spiritual Formation** -MIC portion): Conveying a developing sense of being created and called to give witness to Jesus Christ, Trinitarian faith, care for creation, and community with human neighbors.

4. **Ministry Arts and Public Leadership** --Oversight in and stewardship of communities that discern and develop the gifts of all people.
   
   **MIC portion of the class focuses on 4.1 (worship) 4.2 (preaching) 4.4 (pastoral care) 4.5 (education)**
   
   **ML class focuses on 4.3: Leadership for Mission**
   
   Cultivates genuine interest in others; Listens and empathizes with personal and interpersonal dynamics; Identifies cultural and community dynamics impacting the church; dialogs with church & culture; Affirms theological heritage, informs practice of evangelism and hospitality; Responds to varying levels of cultural interaction, nuanced understanding of vulnerabilities; Implements own plan for cultural growth; Appraises, argues key issues in church/NPO admin & finances.

5. **Cultural Context** -- Within and around each of these competencies, manifests the ability to know, interpret, and affect particular situations, values, and meanings through methodologically grounded historical, socio-cultural, ethical readings/analysis of one’s own denomination and broadly cultural-historical traditions.

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

The class is designed to help students to demonstrate understanding of the various dynamics operative within the church and its context, develop an awareness of self as leader, explore various models for understanding leadership in a particular context and a variety of styles of pastoral leadership, and become acquainted with aspects of pastoral administration.

The student will engage the congregation (their MIC site) as a wholistic system to reflect contextually about how personality, spirituality, class, race, gender, ethnic origins, community setting and history contribute to the context of their MIC site. They will work in a supervised setting where they will practice collegiality and flexibility in an ongoing ministry leadership group, and develop skills for receiving healthy feedback from a supervisor, lay committee and peers, and negotiating, writing, evaluating and completing a learning service covenant and a ministry project.
Strategies for Learning:
(How shall we go about achieving these outcomes?)

The course will invite students into an action/reflection learning environment where the student is expected to devote seven hours per week to the Ministry in Context (MIC) site, three hours per month in the Ministerial Leadership II class, engage with the assigned readings and ministry instruments, join in reflections on their Ministry in Context with their supervisor and engage with a peer ministry reflection group.

- The monthly ML II class will aid the student in reading their context and implementing strategies for entering and assessing a new context; we will look at congregational symbols and systems, conflict mode assessment/leadership styles, consider intersectional and relational awareness in leadership, and begin exploring aspects of administration in ministry.
- The assigned readings for each class and peer ministry reflection groups allow the student to integrate the academics with their ministry context.
- The students will reflect on their ministry each week for one hour with the MIC supervisor.
- Each month students will reflect on their ministry with their peer ministry reflection group facilitated by a senior student who has completed internship.
- Students will develop an updatable learning service contract and will propose and execute a ministry project.

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

This course is graded as a Pass/Fail class. The student will be assessed in the following areas:
- Class Participation (includes attendance and participation in discussions),
- Their leadership and participation at their MIC site,
- A written assessment of their context and a report of their ministry project.

While attendance will be recorded, the following areas will not be a part of the student’s assessment:
- Reflections with their MIC supervising pastor (One hour each week)
- Reflections with their peer ministry reflection groups (one hour each month),

Bibliography:

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