

Congregational Studies Signature Seminar

Meadville Lombard Theological School September 2017 – May 2018

Syllabus (Version: Post In-Gathering)

Faculty Team:

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Course Description

The Congregational Studies Year will provide a Student Minister with a unique experience to learn about ministry through the lens of real interaction with an actual congregation. Through structured observation, students will have opportunities to blend academic learning with structured reflection on a wide range of issues in congregational life such as preaching, pastoral care, faith formation/religious education, administration, congregational border-crossing and conflict engagement. Congregations will commit to the formation of a Congregational Lay Committee that will meet monthly with the Student Minister to supplement the work of the designated Teaching Pastor who commits to meet weekly for one hour with the Student Minister. In addition, Student Ministers will be reflecting with peers and faculty to gain other perspectives as well as supplementing the work with readings. At the end of the year, each Student Minister will choose an area of congregational life for further and deeper analysis during the Leadership Studies Year. The principles that underlie the weekly assignments are:

- The major “text” of the course is the site itself;
- Readings and a diversity of media help interpret and analyze the myths and realities of the congregation;
- Self- and congregational analysis allows all parties to get beyond gut-level critique in order to minister effectively and holistically to individuals and groups;
- Religious work must be theologically grounded, nested in relationships of loving accountability, integrity, curiosity, and willingness to work with human imperfections;
- Ministry is conducted in settings where generational and cultural preferences can limit reach and scope and so a multigenerational and multicultural understanding is an essential tool of effective ministry today; and
- Growing understandings of congregations as systems will be used to place observations in context and to begin to comprehend positive and effective ways of making change as a professional religious leader.

Pedagogical Framework

Facilitation of Weekly Seminars

Even though we are not physically present with each other on a weekly basis, faculty are guiding and monitoring your ministerial formation. Each week, seminars are co-planned and co-taught by members of the MLTS faculty and staff. While all instructors may not attend each session, each has contributed to its content. Through phone conversations, written feedback, podcasts, faculty will serve in the role of instructors, mentors, and coaches in your educational ventures. Because adult learning is predicated on the mutual negotiation of aims and outcomes, we expect that you will be full-partners in this process, letting us know how better to facilitate good learning on your part.

Site Placement in UU Congregations

Each Student Minister serves in a UU congregation arranged with the approval of the Director of Contextual Ministry near their residence, serving for an average of 20 hours per week, from late August 2017 through June 2018. Student Ministers will create a Learning Service Agreement (which is aligned with MFC expectations for internships) with the Teaching Pastor [See Populi for the official form to be used]. Students will need to take into account the expectations of the Congregational Studies sequence faculty, their personal growing edges as defined by Career Assessment and reports, personal learning goals, as well as special learning opportunities that will be made available through the normal rhythms of congregational life. The Student Minister must negotiate this contract, gaining final approval from the Teaching Pastor, Congregational Lay Committee and the Congregational Studies faculty. *The first iteration of this form must be completed and uploaded to the Congregational Studies Documents “course” in Populi by October 1. See Populi for details and use the information and forms found in the UUA Internship Manual. 2017-18.*

Meadville Lombard Intern Compensation Guideline

Meadville Lombard strongly encourages students to intern at congregations that provide compensation. Teaching Pastors of congregations not providing compensation must be in conversation with the Director of Contextual Ministry for approval and to explore whether or not other types of financial assistance (i.e. mileage, preaching fee) are possible. *Teaching Pastors should initiate a compensation conversation with their student during the Fall of the Community Studies year, prior to the start of the internship.* The Director of Contextual Ministry will follow up in January before the internship begins.

Dialogical Groups

Students will be assigned to work in Dialogical Groups which will meet weekly over the phone/internet at a time agreed upon by the triad. The composition of the groups will shift at strategic points during the course to provide opportunities to learn from and hear different

perspectives. These partnerships are intended to be locations where you can make sense of the day-to-day experiences on your site, as well as a place for linking ideas from class discussions and other texts.

Each meeting will have a work agenda that is set by the faculty. We encourage you to develop a regular format for the call (e.g. a short chalice lighting, defined and honored time for check-in, completing the assignment, closing words). Dialogue Groups are not intended to be a group therapy session, nor are your colleagues to act as your minister. Groups need to make certain that healthy boundaries are maintained and that not one member of the group inappropriately take over the call with personal concerns. Care should be taken to ensure that each member of your team has sufficient time to share his/her work and that the group can also engage in general discussion. Meetings should be informal in tone yet still aim to accomplish tasks and to provide mutual support for one another. As a learning community separated by distance, it is critically important to carve out intentional spaces that support collegial and intellectual relationships. At the outset of each meeting, one person should volunteer to serve as recorder/time-keeper and one person should keep the conversation on topic. (NOTE: *Time devoted to conversations contributes to accreditation requirements to satisfy a set number of "seat hours;" failure to participate regularly puts you in jeopardy of not meeting basic requirements of the M.Div degree.*)

At the close of each meeting, group members are directed to enter personal perspectives on the assignment in a Discussion Board or draft responses that show evidence of ministerial formation. Note the deadlines outlined in the assignment. Assignments for these weekly meetings will be distributed in advance in order to allow sufficient planning, as many require input from Teaching Pastors, members of your Lay Committee, or to complete a task that may require additional time.

Saturday Cohort Discussions

One Saturday per month (9am-11 am, Central Time), the entire cohort will meet via telephone for discussions that revisit learning experiences and add layers of insight. These phone calls are required for all enrolled students. Each of these sessions will be rooted in texts and articles. At the close of both the Fall and Spring terms, students will share lessons learned over the course of the term.

September 16

October 28 - 9:00 am – 11:00 am CT – Cross-Course Seminar

November 11

December 9

NO CALL in January

February 17

March 10 - 9:00 am – 11:00 am CT – Cross Course Seminar

April 28

May 12

IMPORTANT NOTE: failure to attend these calls will jeopardize your ability to pass this course.

Teaching Pastors

The congregation's minister is considered a "Teaching Pastor" whose purpose is to be a supervisor, mentor, coach, translator, confidant and role model for how to be effective in Unitarian Universalist ministry. The Teaching Pastor and Student Minister are expected to meet weekly for approximately one hour. As a supervisor, the Teaching Pastor should help the Student Minister design a schedule of activity that gives insights into the diverse roles and expectations of ministry. As a coach, the Teaching Pastor should help the Student learn to navigate the interpersonal and group dynamics of congregational life. As a translator, the Teaching Pastor should help the Student Minister learn to listen to and articulate values, mystified assumptions, and other factors that impede effective communication. As a confidant, the Teaching Pastor ministers to the awakenings and growing edges the Student Minister presents. And, as role model, the Teaching Pastor models how to preach, lead worship, educate, and generally live into the diverse, and often competing roles a minister must play.

At the outset of each semester, Teaching Pastors will receive a sketch of the seminar topics that will guide student learning in the seminar so as to be informed of the trajectory of his/her student's learning. Teaching Pastors are also eligible to enroll in one MLTS course per year free of charge (former students and Teaching Pastors have benefited from classes that address challenges in cross-cultural communication, building liturgy, faith formation in multi-racial congregations, etc.)

Officially, Teaching Pastors are considered "adjunct faculty" of Meadville Lombard. As such, we will ask them to evaluate the Student Minister annually; this evaluation will be part of the Signature Course faculty's deliberations on issues of "appropriate progress" in the course (and toward professional ministry). Know that as concerns about student performance surface, faculty may well contact Teaching Pastors directly for consultation and insight.

The Congregational Lay Committee

By October 1, the Teaching Pastor and Student Minister should have identified and selected a group of five members from the congregation/community who will serve as an advisory council for the Student Minister (faculty will coach you through this process).

This group should mirror the diversity of the congregation along the lines such as race/ethnicity, age, theological diversity, class, sexual orientation and, (strongly encouraged!) the community in which the congregation is located. The Lay Committee should plan to meet with the Student Minister once per month to check-in on the Student's experience, celebrate achievements, identify areas of growth, and provide insight into congregational systems, values,

and practices. The Lay Committee is expected to evaluate the Student Minister at two points during the year.

Technology

As each of you has likely experienced, technology can be amazingly facilitative or a downright hindrance to getting work done. We fully expect both things to be true throughout the course.

Please note that you will be expected to create a digital video of your preaching multiple times over the course of the year; make arrangements to purchase or borrow a video camera for such assignments. We have found over the years that high speed internet greatly improves your ability to upload/download videos and materials for this course (and reduces your level of frustration). We have explored a variety of technological vehicles that enable us to form a healthy learning community, and have settled on three formats for our work in Congregational Studies:

Conference Calls: A primary tool we will use is the telephone! Dialogue *Groups* will meet weekly or can choose options such as the telephone, Zoom, Google “Hangout” or Skype.

There are several free conferencing serves that will serve you well. (Google “free conference call” and make a choice.) *For our monthly Saturday seminars*, we will provide call-in numbers and passwords; look for the information on Populi on the Saturday Call Sheet found on the Info page of populi.

DeskTop Sharing: As learners in multiple locations, you will find it useful to literally share your desk/laptop computer screens with multiple users at the same time. Technology changes rapidly; Zoom, Skype, Google+ both provide excellent free services. This kind of software will be a useful support for your weekly Dialogue Group meetings for sharing videos, digital images, etc. with peers. Imagine that you’ve preached a sermon or did a Powerpoint/Keynote show of images from your congregation. This software allows you to run your presentation –using your preferred software on your computer – and all your users need to do is watch their home screen. Most of these services are free. Go online, create your own account, and begin using it today! You will have an opportunity to co-teach and learn about such software during the September Learning Convocation. We will also be using this software for our Saturday Seminars, especially for presentations of learning to faculty and peers.

Vimeo.com. Although you can load videos into Populi, sometimes the size of the file causes formatting or downloading issues. Thus, we encourage, as a back-up, for you to set up your own private account for sharing videos (e.g., preaching, aesthetics assignments, etc.) with faculty and peers. Note the specific protocol for sharing preaching assignments with faculty and peers; the protocol can be found on the Overview page of this course in Populi.

Community Building in a Distance Learning World

In a traditional classroom, there are many opportunities for students and faculty to exchange

feedback on the quality of the learning experience. In a distance-learning world where visual cues and time limitations lead to disconnections, we must be intentional about how we ensure that learning is happening in useful and effective ways. We hope these measures provide ample space for feedback and learning improvement.

Problems & Concerns: During the course of your weekly Dialogue Group meetings, if you have a concern, check it out with your teammates and see if you can find a solution. If that is not possible, add a short paragraph to your team's memo to the faculty, and we'll provide a response for your particular issue, or if it is a system-wide problem, we'll take a response to that level. Teaching Pastors with questions about the program or students can contact Dr. Mark Hicks (mhicks@meadville.edu) who will follow help you explore your situation and help find a reasonable solution.

Special Requests/Needs: The Teaching Team meets every Monday to review student work, plan upcoming seminars, and respond to the dynamics of teaching and learning. In order to avoid issues of triangulation and also provide consistent responses to all students, we ask that students contact Team Lead Mark Hicks who will respond to your request directly, or refer your request to the teaching team at its next meeting.

Special Needs Adaptations: "Meadville Lombard is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, they must fill out the Request for Accommodation form found in the Appendix of the Student Handbook and submit it to the Vice President for Enrollment Management and Student Affairs, Ken McHugh (kmchugh@meadville.edu) [http://tel:(312)%20212-0673](312) 212-0673. Please note that classroom accommodations cannot be provided without an approved Accommodations Form."

Psychological and Spiritual Support: Experience teaches us that the process of ministerial formation is quite disruptive to both self-conceptions and relationships with others. While we care deeply for you and your struggle, remember that Meadville Lombard, your Teaching Pastor and your Congregational Lay Committee's role, at bottom, will always have an evaluative component. Therefore, we strongly suggest that you identify resources – such as a therapist, spiritual director or life coach – that can be an objective voice attuned to your personal and spiritual needs.

Attendance & absences

Full attendance and participation is expected for Learning Convocations in August and January, weekly class sessions, Saturday Seminars and weekly DT meetings.

This format of learning requires every member of the community to be fully present to self, colleagues and faculty. To not-attend is to fail the class.

We recognize, of course, that life circumstances will complicate your participation in

coursework. Our expectation is that you will be responsible and alert faculty and/or your Dialogue Group of any shift in an agreed upon commitment. Should emotional, family or logistical circumstances accumulate to a degree that you are not able to participate fully in the course, expect that faculty will engage you in a discussion about the appropriateness of continuing enrollment.

Assessment & Evaluation Frameworks

Building upon the Community Studies approach, we draw upon an integrative pedagogy for theological education and ministerial formation that addresses:

- the “knowing” dimension of learning (academic excellence and rigor, theological voice) through critical examination of multidisciplinary resources helpful to understanding the nature and tasks of contextual theology and ministry in a multicultural, pluralistic world;
- the “being” dimension of learners (ministerial formation, vocational identity, religious self-understanding) by nurturing student self-awareness as this emerges through collaboration with diverse cultures, service organizations, and faith perspectives and linking this to the ways we conceive, imagine, and embody our religious lives and vocations; and, finally,
- the “doing” dimension of learning (praxis) through exploration of approaches and resources for the wise, competent, and agile practice of leadership in ministry through community service partnerships.

Classroom-Based Assessment

Meadville Learnings: We will ask you to evaluate all aspects of this seminar at regular intervals—formal course evaluations, Dialogue Group evaluations, and self- assessments. This information will help us not only to fine-tune future sessions but also to better understand the nature and dynamics of your ministerial formation. These evaluations will be posted in dedicated folders within Populi.

Ministerial Fellowship Committee (MFC) Mid-Point Internship Evaluation: The MFC requires students to complete an evaluation of the internship experience at the half-way point of the internship. Since yours is a two-year integrated internship, the MFC translates your work as a part-time internship. As such, you will complete a mid-point evaluation at the close of this Congregational Studies year. The process for mid-year evaluation begins in late March 2018.

Grades/Evaluation

This course is a pass/fail course. “Passing” entails:

- Active participation in every aspect of the course and completion of all reading and writing assignments, including end of year assessments and a plan for the focused initiative;

- Completion of the requisite number of on-site hours (exceptions must be negotiated with faculty);
- Engagement in ministerial formation as a mutual process, that is, showing a disposition to humility, charity, honesty and diligence, and a willingness to witness to and support the growing process of your peers;
- Submission of all documents required by faculty and Teaching Pastors;
- All other requirements as agreed upon with your Teaching Pastor and course faculty.

NOTE: The Final Focused Initiative Project Proposal must be approved and completed by the end of the spring term in order to progress to Leadership Studies.

Faculty will evaluate students based on both their academic work during weekly Dialogue Groups, Saturday Seminars and convocations and also the degree to which the student's formation is successfully engaged. At the close of the academic year, the Congregational Studies faculty will recommend to the full Meadville Lombard faculty the names of students who have successfully completed both aspects of the course.

While our general disposition is to be flexible and respectful of the dynamics associated with "adult learning," our accreditation as an institution of higher education requires us to be strict in terms of workload and hours of participation. Therefore, failure to meet the basic requirements of the course – i.e., regular attendance in both small and large group formats, weekly site visits, and timely completion of assignments – will result in a failing grade. Note that this course is required for completing the Masters of Divinity degree from MLTS.

Self and Congregation-Based Assessment

Learning, in order to be transformative, requires the honest appraisal of both the learner and those with whom the learner interacts. Over the course of the year, students, Teaching Pastors and seminary faculty will engage in a process of assessment and evaluation.

Teaching Pastors will assess your ministerial formation and site-performance. Both the Teaching Pastor and Student Minister will review the assessment (which includes certification of an average of 20 hours per week on site), and post the final evaluation on Populi.

Your *Congregational Lay Committee* will also submit an assessment of the Student Minister in April. Students will be assessed on their participation in congregational life using the criteria outlined in the MFC Midpoint Assessment Form. Given the half-time nature of the internship, special attention will be given to issues of personal effectiveness, preaching, ministerial presence and authority, effective communication, and ability to navigate the contours of congregational life.

Congregational Studies Faculty will monitor all forms of assessment – including insights from the Career Assessment – and offer a summative perspective at the end of the Congregational Studies

year. This internal document is intended to provide the student with a global perspective on his/her journey of formation.

Dialogue *Groups* will check-in with each other at least once per semester around issues of equity, inclusion and collaboration while completing shared teamwork.

Final Project: A Focused Initiative

The final project (due May 2018) will be reporting out on an issue that would move the congregation closer toward the inclusive ideals inherent in progressive liberal religion in general, or specifically within Unitarian Universalism. Working in tandem with their Teaching Pastors, Student Ministers will identify an issue that opens up a channel of participation for a group that may be unintentionally marginalized within/by your Teaching Congregation—this is what we refer to as “border crossing.” For the purpose of the Initiative, intern ministers are asked to design ministry aimed at a Border crossing critical in light of the world we face today. Students will craft an initiative from any of the following areas (acknowledging that group and individual identities are always intersectional):

- Race, class and culture
- Family ministry, youth and young adults
- BGLTQ ministries
- Multi-faith efforts.

In the midst of grappling with an issue, students will gain invaluable insights on the leadership skills, dispositions and “soul work” that are necessary to be an effective leader in a theologically diverse, multi-racial, multicultural world. The plan will be implemented as part of your Intern Minister year through the Leadership Studies course. After the initial plan is defined, articulated and confirmed to be of value, Student Ministers will present their thoughts in a formal 20-minute presentation to the Congregational Lay Committee, Teaching Pastor and the Congregational Studies faculty by mid-May 2018.

The project should be co- designed in conjunction with the Teaching Pastor, Lay Committee and other significant groups in the church (e.g., if it is a social justice project, the Social Justice Council might be consulted). More details about the project will be shared during the January In-Gathering.

Learning Objectives for Congregational Studies

Student Minister will begin and/or deepen their lived competency in (not listed by priority):

- Administration and management
- Building effective relationships with congregations, members and leadership
- Congregational systems, governance, and administration
- Leadership in an era of change
- Community partnerships and justice work
- Social media and community

- Ministerial presence and authority
- Multi-racial, multicultural congregational theory, and practices
- Pastoral care and counseling
- Preaching fundamentals
- Professional ethics/ UUMA Guidelines/Sexual boundaries
- Religious education theory and practice
- Worship and aesthetics

Weekly Discussion Boards. How do they work?

Each week, every student will play a role on our Discussion Boards. Some responses to weekly assignments require an individual response (e.g., lessons learned during CPE, your Learning/Service plan or preaching). On occasion when a diversity of perspectives is the best way to deepen the learning, students will participate in a Discussion Board protocol. The strategy is described below.

I. Step One for All Students:

- Read and complete the assignment.
- Meet with your Dialogue Group in order to share your personal experience based on your particular Teaching Congregation.

II. Step Two: Determine which role you are assigned for the week: Leader or Respondent

III. Determine your assigned role as noted in the “Overview of Assignments” section below.

When tasked with the role of “Leader”

General Duties

1. Based on the assignment, each member of the Dialogue Group individually poses questions/perspectives on the topic in Populi. Reflect on guiding questions offered by faculty in the assignment. You are not limited to answering these questions explicitly in your Dialogue posts, but they can provide a helpful beginning.
2. Each posting should prompt reflection on the part of fellow learners. Post your reflection under the “Lessons” tab on Populi for that week’s assignment.
3. Each member of that Dialogue Group is responsible for leading the week’s work, writing for no less than 250 words. Frame your questions/observations in light of something you find insightful, or that you do not understand, or something that jars you.
4. Leader Reflections must be posted by midnight every **Thursday**. Again, Dialogue leaders’ reflection should be informed by the meeting you had with your Dialogue Group (e.g., via phone, Skype, Zoom). Suggestion: At the beginning of the semester, note on your calendars the weeks you are a part of a Leader Group.

Respondents:General Duties:

1. Dialogue Groups tasked with responding to the reflective comments are required to read the ideas posted by the Dialogue leaders and offer a response(s). Your responses are due by **midnight on the Sunday** of that week.
2. Your responses should engage the content provided by the leaders through the lenses of your work on the weekly assignment and your own Dialogue Group's weekly discussion. Your response should stay within the range of 250-300 words.

Suggestion: At the beginning of the semester, note on your calendars the weeks you are a part of a Responder Group.

IV. Learning-By-Lurking

There will be some weeks when your Dialogue Group is neither a leader nor a responder. During these weeks, we expect that as adult learners you will still meet with your Dialogue Group to process the weekly assignment. Rather than leading or responding on the discussion board, you will be expected to learn by "lurking." Indeed, you are welcomed to register your thoughts and experiences, but you are not required to do so. Experience teaches us that keeping a journal/log of your thoughts/experiences will be useful for your own learning.

V. Faculty roles

Faculty will be monitoring each week of discussion, searching for places where additional information and perspective might be useful. In some cases, faculty may record a digital Jam'inar that would be added to your weekly discussion. Faculty may also choose to respond directly to students privately with observations about formational successes and challenges that are observed on the Discussion Boards.

Covenant for Discussion Groups

- **Show up** prepared. Do the required work for each assignment. Keep to your commitment to be present weekly in your group.
- **Show good faith.** Engage your peers with openness and a willingness to "try on" another point of view. The most persuasive opinions are supported by evidence - examples, facts, and reasoned opinions. If you disagree with something, say why. If you agree, say why.
- **Do appropriate preparation.** For example, do reading, viewing, and lesson activity work before you express yourself.
- **Keep your comments succinct.** A short paragraph or two is plenty unless you are posting something that by nature has to be longer - a historical timeline, for example. Sometimes a sentence is plenty.
- **Check your message before you send it.** Pay attention to your spelling and grammar, and be sure that your message makes the points you want to make in a clear and concise way.
- **Observe appropriate boundaries.** While this is a closed, private class, remember that everything "online" never goes away. Candidates on the path for ordained ministry: remember you are expected to follow UUMA Guidelines, regardless of your status.

- **Engage ideas** with curiosity as opposed to judgment, critique. Give colleagues room to change their minds as a result of being exposed to new perspectives.
- **Be a good colleague.** If you promise something that you can't do, let your colleagues know. Communication is key in leadership.
- **Be positive when offering advice.** If one of your fellow students asks for opinions about his or her ideas, be encouraging with your comments. If you see weaknesses in someone's writing or ideas, focus on describing the strengths as well as the opportunities for improvement. Remember, at some point, every person's perspective is limited.
- **Be gracious when receiving advice.** When you contribute to a discussion, you are hoping that other people will feel you have said something worthwhile and suggest useful ideas to build on yours. When others are critical, assume that they are trying to provide a critique, not criticism in the negative sense. Even if they don't seem diplomatic, be gracious in response.
- **Help move the discussion along.** When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said (building on other people's ideas is a sign that you're actually "listening" other perspectives). Be sure to refer clearly to the ideas you are building on. Do not, however, copy someone else's entire message into your reply when you only need to refer to a sentence or two.

Grades/Evaluation

This course is a pass/fail course. Passing entails active participation in every aspect of the course and completion of all reading and writing assignments.

Overview of Assignments

Key: * = Plan to talk with Teaching Pastor for Assignment
 ** = Plan to talk with Lay Committee for Assignment

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| August 30-31 | Fall In-Gathering |
| September 7 | Reflection on learning outcomes from Community Studies. Check-in with your Teaching Pastor to set schedule of weekly meetings. <ul style="list-style-type: none"> • <u>No Discussion Board</u>: Individual reflection shared with Dialogue Group |
| September 14 * | Managing Change as a Constant (Part I) Discussion Board Assignments: <ul style="list-style-type: none"> • Leader: Groups 3 & 4. Respondent: 5 & 6 |
| September 16 | SATURDAY SEMINAR: Managing Change as a Constant (Part II). See Populi "Info" tab for dial-in # and handouts (see Lesson tab for PowerPoint) |

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| September 21 | Identity and Social Location Individual Reflection posted to Populi <ul style="list-style-type: none">• <u>No Discussion Board</u> |
| September 28 *,** | Congregational Analysis of Family Systems Discussion Board Assignments: <ul style="list-style-type: none">• Leader: Groups 5 & 6. Respondent: 1 & 2 |
| October 1 *,** | Draft of Learning and Serving Agreement Due (MLTS faculty review, then student sends to UUA by mid-October). Congregational Lay Committee up-and-running |
| October 5 * | Analysis of Ministerial Authority Discussion Board Assignments: <ul style="list-style-type: none">• Leader: Groups 1 & 3. Respondent: 4 & 6 |
| Oct 12 *,** | Reflections on the purpose of religion <u>All</u> students upload digital photographs of your congregation in the Discussion. Discussion Board Assignments: <ul style="list-style-type: none">• Leader: Groups 4 & 6. Respondent: 2 & 5 |
| October 19 *,** | Congregational Analysis of Leadership Styles Discussion Board Assignments: <ul style="list-style-type: none">• Leader: Groups 2 & 5. Respondent: 1 & 3 |
| October 26 ** | Preaching Assignment #1: Theological Diversity <i>Set preaching goals for the year. See protocol for uploading sermons in POPULI</i> <u>No Discussion Board Assignment</u> |
| October 28 | SATURDAY SEMINAR: Cross-Team Seminar. Part II of August In-gathering <i>See "Lessons" tab for reflection prompts</i> |
| November 2 *,** | Analysis of Congregational pastoral care systems and size Dynamics Discussion Board Assignments: <ul style="list-style-type: none">• Leader: Groups 1 & 6. Respondent: 3 & 5 |
| November 9 *,** | Promoting a culture of stewardship Discussion Board Assignments: <ul style="list-style-type: none">• Leader: Groups 2 & 3. Respondent: 4 & 6 |
| November 11 | SATURDAY SEMINAR: Voices of Struggle and Growth: Multicultural Congregations. |

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| November 16 ** | Preaching Assignment #2: “If I could change the world... No Discussion Board. |
| Nov 23 | Sabbath for Thanksgiving holiday; no assignment |
| November 30 ** | Articulating theology through practice Discussion Board Assignments: <ul style="list-style-type: none">• Leader: Groups 4 & 5. Respondent: 1 & 2 |
| Dec 7 * | Submit “Certification of Activity” form in Populi Check-in on Collegiality in Discussion Groups |
| December 9 | SATURDAY SEMINAR: Challenges to Shifting Cultural Norms in Congregational Life Mid-Year Reflections. |
| December 14-18 | Winter Break |
| January 4-5 | January In-gathering (8:30am to 4:30 pm, Thursday and Friday) |
| February 15 | Congregational Studies resumes |

Texts

Required Readings, Texts, Technology

Note: Weekly assignments will often include essays, book chapters, viewing videos and/or reading sermons, and use of UUA documents. Citations/URLs will be provided within the assignment itself in Populi.

Heifetz, R., Grashow, A. and Linsky, M. (2009). Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World (Cambridge Leadership Associates, Boston).

Morrison-Reed, Mark. (2014). *Selma Awakening: How the Civil Rights movement tested and changed Unitarian Universalism*. Skinner House Books: Boston.

Muir, Fred. From iChurch to Beloved Community: Ecclesiology and Justice, Berry Street Address.

Northcutt, Kay. (2009). Kindling Desire for God: Preaching as Spiritual Direction. Fortress Press: Minneapolis).

Nye, Rebecca. (2009) Children's Spirituality: What it is and Why it Matters (Church House Publishing)

Rahnema, Mitra (2017). Centering: Navigating race, authenticity and power in ministry. Skinner House Books: Boston.

Steinke, Peter (2006). Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What (Alban Institute: New York)

UUMA (2010). Unitarian Universalist Minister's Association Code of Professional Ethics. If you have not already, READ the UUMA Guidelines BEFORE you start your internship.
<http://www.uuma.org/?page=guidelines>

Additional articles for the class will be posted within the appropriate assignment folder n Populi.

Weekly Assignments

All assignments are due at 11:00 pm CT on Thursdays. Discussion Board Leaders should post reflections by Thursday evening, and Respondents should post a response by Sunday evening; faculty will read leaders and respondents reflections on the Discussion Boards on Monday mornings.

August 27, 2017