

Garrett-Evangelical Theological Seminary

MAFCEL Educational Leadership Practicum Spring 2025

Course Details:

Course format: Blended Synchronous Course
In-Person Location: Rm 210
Course times: Monthly meetings on select Wednesdays 1:30 – 3:30 p.m.
Course Dates Spring 2025: Feb. 19, March 19, April 23

Instructor:

The Rev. Dr. Jana L. Howson
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Description

The MAFCEL degree seeks to help students begin to integrate their learnings through the MAFCEL Practicum and the MAFCEL Portfolio/Presentation.

The **MAFCEL Educational Leadership Practicum** experience consists of three parts/experiences:

1. *Ministry Setting*: Being involved in a ministry or educational practice setting (ecclesial, congregation, non-profit, public) for two semesters for approximately 5 hours per week.
2. *Liberative listening and learning labs (L4)*: Participation in six facilitated learning labs during the two semesters (3 sessions per semester for 2 semesters) with peers in the MAFCEL degree program and other persons related to the setting for conversation and reflection.
3. *Vocational Discernment*: Regular meetings with a vocational mentor. (MAFCEL students will meet with Katie Chambers 3 times – once a semester during the 2nd, 3rd, and last semester.)

Students will register for the Practicum during their 2nd and 3rd semesters of study. Each semester of the Practicum will be for 1.5 credits for a total of 3 credits for the two semesters. Students will be eligible for a Ministry Setting scholarship during the two semesters that they are registered for the Practicum. The L4 sessions will meet once a month (Fall: Sept., Oct., Dec; Spring: Feb., March, April). Each L4 session will be three hours. Students are expected to participate in L4 gatherings throughout their time in the MAFCEL program, even in those semesters when not taking the L4 practicum for credit to promote cohort building and support of other MAFCEL colleagues.

The MAFCEL degree offers students the opportunity to practice an action-reflection model where there is a reciprocal relationship and conversation between their coursework and their ministry setting; they each influence and impact each other. The practicum is the place where

that conversation will be made explicit. Also, students will hear and consider the context of other students and what they can learn from each other.

Student Learning Outcomes for MAFCEL Practicum

Students will be able to:

- Use skills and methods drawn from traditions of ethnography, Asset Based Community Development (ABCD), and social justice education for self, contextual (ministry setting), and structural analysis that are requisite for and relevant to the design of liberative educational ministry. *(This SLO corresponds with Outcome 1 of the Degree Program Goals: To read and interpret shifting cultural and religious landscapes locally and globally.)*
- Recognize, identify, and analyze oppressive structures, and the intersections between them, and begin to work with others within their context to disrupt such practices. *(This SLO corresponds with Outcome 5 of the Degree Program Goals: To utilize race critical and intercultural competencies for social justice education in diverse settings.)*
- Connect theological, biblical, historical, and ethical themes from their studies with generative themes derived from their contextual analysis and descriptions. *(This SLO corresponds with Outcome 7 of Degree Program Goals: To develop theological and ethical foundation for engagement with diverse peoples and settings.)*

Required Texts:

Adams, Maurianne, Warren J. Blumenfeld, D. Chase J. Catalano, Keri Dejong, Heather W. Hackman, Larissa E. Hopkins, Barbara Love, Madeline L. Peters, Davey Shlasko, Ximena Zuniga, eds., *Readings for Diversity and Social Justice, 4th Edition.*, Routledge 2018 (ISBN-13: 978-1138055285, Price \$50.00 at www.amazon.com)

Gafney, Wilda C. *A Women's Lectionary for the Whole Church: A Multi-Gospel Single-Year Lectionary (Year W)*. Church Publishing Incorporated, 2021) (ISBN-13: 978-1640654747, Price \$26.00 Paperback at Amazon.com)

Course Requirements

1. **Active class participation and reading of assigned literature:** This class is a learning community that requires your full attention. All participants will be learners and teachers as we learn from and with each other. Students may not miss any of the monthly L4 meetings, except for excused absences due to emergencies, for which make-up work may be negotiated with instructor.
2. **Two (2) one-to-one meetings with the MAFCEL Practicum Instructor.** These 1 to 1s will be scheduled between student and instructor in September and April, and will focus on learning goals and assessments for students.
3. **Three (3) field assignments:** One paper due at each of the monthly learning labs. The assignment will be related to participants' ministry context, and which will be the basis of the conversation for that learning lab.
4. **Final reflection paper** (First semester Students - 4-5 pages; Second Semester students 6-8 pages) A final reflection paper which uses classroom learning and contextual analysis to review the student's goals and experiences in their learning context.

This course is Pass/Fail. All requirements must be met, and assignments completed in order to pass. This includes:

- 2 Meetings with the MAFCEL Practicum Instructor (1 Entry interview prior to 1st semester L4 meetings, 1 exit assessment interview in 2nd semester, date and time to be arranged between instructor and learner)
- L4 attendance and participation
- Ministry setting engagement for approximately 5 hours per week for the semester
- Three field assignments:
 - Social Location Inventory paper
 - Contextual and Community Analysis paper
 - Discovering the Gifts of Individuals interviews and paper
- Final reflection paper

Academic Policies

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- Academic integrity and plagiarism: (See 20-21 Handbook, 12, 76-82). Instructors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.

- Writing and citations: The *Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed. All participants in the teaching- learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 20-21 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions should not expect to pass the class. (20-21 Handbook, 20)

Academic Accommodations

- Garrett's *Accessibility, Special Needs, and Disabilities* policy and process is set out in the Academic Handbook (20-21 Handbook, 12) and the Academic Accommodations section on <https://www.garrett.edu/student-life/student-services>.
- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact Student Access (email: student.access@garrett.edu / phone: 847-467-5530) to move forward with the established accommodation process. If you already have established accommodations with Student Access, please contact the instructor prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations.
- *Extensions*: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (20- 21 Handbook, 20)

CLASS SCHEDULE
Spring 2025

L4: 1 **Feb. 19, 2025**

**FOUNDATIONS FOR LIBERATIVE EDUCATIONAL PRACTICES:
CRITICAL CONSCIOUSNESS FOR REFLECTIVE PRACTICE**

All Students:

Epiphany VI in *A Women's Lectionary for the Whole Church: A Multi-Gospel Single-Year Lectionary (Year W)* (57 - 61)

First Semester Students:

Reading:

Section 1 Conceptual Frameworks in *Readings for Diversity and Social Justice* (pages 1-56)

Introduction, Text Selection, Using *A Women's Lectionary*, About the Translation in *A Women's Lectionary for the Whole Church: A Multi-Gospel Single-Year Lectionary (Year W)* (pages xii -xxiv)

Assignment:

Complete the Social Location Inventory (created by Dr. Evelyn Parker and Dr. Elizabeth Conde-Frazier) which can be found on Moodle. Bring your written responses to the first L4 session.

Second Semester Students:

Reading:

Select one of the focused sections (Sections 2 – 7) in *Readings for Diversity and Social Justice* that relates to your social location within the context of your learning site.

Assignment:

Revisit the Social Location Inventory (created by Dr. Evelyn Parker and Dr. Elizabeth Conde-Frazier) that you completed in the first semester, and reflect on how your social location affects the ways in which you engage in your learning site. Incorporating the reading you have done above, reflect on the way that your identified social location a) challenges b) brings opportunity within your learning context. Cite specific examples where this dynamic has been manifest in your site. Bring your written responses (2-3 pages, double spaced) to the first L4 session.

L4: 2

Mar. 19, 2025

**READING YOUR CONTEXT:
ETHNOGRAPHIC METHODS FOR CONTEXTUAL ANALYSIS**

All Students:

Lent II in *A Women's Lectionary for the Whole Church: A Multi-Gospel Single-Year Lectionary (Year W)* (78-80)

First Semester Students:

Reading:

Ch. 21 Ethnography by Mary Clark Moschella Miller-McLemore, Bonnie J. editor. *The Wiley-Blackwell Companion to Practical Theology*. Blackwell Publishing, 2012.

This book can be found online through the Styberg Library:

<https://onlinelibrary-wiley-com.turing.library.northwestern.edu/doi/book/10.1002/9781444345742>

(To access this link you will need to sign into the Garrett Styberg library site.)

Additional supplemental readings: (helpful but not-required)

Ch. 22 Participatory Action Research by Elizabeth Conde-Frazier

Ch. 23 Theories of Practice by Ted A. Smith

Assignment:

Complete the "Contextual and Community Analysis" assignment found on Moodle. Bring your findings/paper (2-3 pages, double spaced) with you to the L4:2 learning lab.

Second Semester Students:

Reading:

Effective Organizing for Congregational Renewal-Michael Gecan, Pg. 5-28 (Found on Moodle)

Assignment:

Complete the "Asset and Power Mapping" assignment found on Moodle. Bring your findings/paper with you to the L4:2 learning lab.

L4:3

April 23, 2025

**READING COMMUNITY AND CULTURE:
ASSET BASED COMMUNITY DEVELOPMENT (ABCD)**

All Students:

Wednesday in Easter week in *A Women's Lectionary for the Whole Church: A Multi-Gospel Single-Year Lectionary (Year W)* (159 - 160)

First Semester Students:

Reading:

Asset-Based Strategies for Faith Communities

Available from the DePaul Asset-Based Community Development Institute (link below)

<https://resources.depaul.edu/abcd-institute/resources/Documents/Asset-BasedStrategiesFaithCommunities.pdf>

Assignment:

Use the document on page 21 (Discovering the Gifts of Individuals) in *Asset-Based Strategies for Faith Communities* (at the above link) as a guide to conduct a "gifts" interview with an individual in your ministry context. Adapt the questions as needed for your context (i.e. - you are not expected to provide a gift, or get the full name, address and age of your interviewee.) Approach this interview from the perspective of ABCD - assessing the skills and talents of those already in the community, and make notes on your interview.

Once you have conducted the 'gift' interview, consider how your learning site is using the gifts, skills and talents of those within the community, especially as it relates to the other Community Building areas (found on page 1 of the above document.)

Come prepared to share findings and insights at the L4:3 learning lab.

Second Semester Students:

Readings:

Section 8 "Working for Social Justice: Visions and Strategies for Change" in *Readings for Diversity and Social Justice* (pages 1-56)

Assignment:

Complete a final reflection paper of 6-8 pages covering the following: Using the language of social location, contextual analysis and ABCD, how has your understanding of your learning context, and your role within it changed in your time there? How have you met, not met, or changed your learning goals? What questions do you take with you out from this place?