

## Garrett-Evangelical Theological Seminary

### MAFCEL Educational Leadership Practicum Spring and Fall 2023

(Monthly meetings; hyflex; Day/Time TBD before the course appears for registration)

#### *Explanatory note:*

*This syllabus was constructed with input from members of the field. The framework is designed to be repeated from semester to semester, with readings updated and assignments varying as appropriate; but core of the “learning lab” is to repeat the practical theological hermeneutic of reflecting on “theory-laden practice and practice-laden theory,” to help participants expand and deepen their understanding of self, of ministerial setting or context, and of broader social-cultural structures. Students are required to take 2 semesters of “learning lab,” but are encouraged to continue attending the labs for continuous peer engagement and support throughout the completion of their degree program.*

#### **Instructor:**

Mai-Anh Le Tran

[maianh.tran@Garrett.edu](mailto:maianh.tran@Garrett.edu)

#### **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 Katy Chambers 3 times – once a semester during the 2<sup>nd</sup>, 3<sup>rd</sup>, and last semester.)

Students will register for the Practicum during their 2<sup>nd</sup> and 3<sup>rd</sup> 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., Nov; Spring: Feb., March, April). Each L4 session will be three hours. (Students are invited and encouraged to continue to participate in L4 gatherings after they complete their 2 semesters for continued 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 \$52.00 at [www.amazon.com](http://www.amazon.com))

### **Recommended Text:**

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 \$31.49 Paperback at [Amazon.com](http://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. **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.
3. **Final reflection paper (4-5 pages):** What have you learned this semester – related to the learning goals and how might they be helpful in your context? What new questions have been generated?

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

- 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](mailto: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 2023**  
(cycle to be repeated in Fall 2023)

**L4: 1**      **Feb. 2023**

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

Reading:

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

The appropriate lectionary text for that week from *A Women's Lectionary for the Whole Church: A Multi-Gospel Single-Year Lectionary (Year W)* [When we know the dates for the class, then I can add the appropriate page number.]

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. (Feb. \_\_\_\_)

**L4: 2**      **March 2023**

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

Readings:

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

The appropriate lectionary text for that week from *A Women's Lectionary for the Whole Church: A Multi-Gospel Single-Year Lectionary (Year W)* [When we know the dates for the class, then I can add the appropriate page number.]

Assignment:

Complete the “Contextual and Community Analysis” assignment found on Moodle. Bring your findings/paper with you to the L4:2 (March 2023) learning lab.

**L4:3            April 2023**

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

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>

The appropriate lectionary text for that week from *A Women’s Lectionary for the Whole Church: A Multi-Gospel Single-Year Lectionary (Year W)* [When we know the dates for the class, then I can add the appropriate page number.]

Assignment:

Use the document on page 21 (Discovering the Gifts of Individuals) in *Asset-Based Strategies for Faith Communities* (at the above link) to interview an individual in your ministry context. Do the exercises/research and write up your interviews (instructions will be provided). Come prepared to share findings and insights at the L4:3 learning lab.

**Additional Supplemental Bibliography (not required)**

*Participatory Partnerships for Social Action and Research*

Hartter, Lynn M, Judith Millesen, Jane Hamel-Lambert. Kendall Hunt Publishing, 2010.