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Spring 2020

2 Credit Hours

PUBLIC MINISTRY PROJECT PM-690X

Instructor

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Course Description

The Public Ministry Project is the capstone course for the Master of Arts in Public Ministry degree through which students demonstrate capacities for public ministry acquired via the degree curriculum, co-curricular opportunities, vocational discernment, and career preparation. The online mediated course is structured around a set of self-directed assignments that, when completed, will form a portfolio to help students assemble and integrate core elements of their education while further equipping them to secure employment after graduation and serve in their chosen fields of public ministry.

Student Learning Outcomes

In particular, students will demonstrate sufficient proficiency concerning the following program learning objectives:

1. Applying biblical, theological, and ecclesial traditions in diverse public spheres to realize justice in solidarity with those who are made poor, the exploited, disinherited, excluded, and oppressed.
2. Engaging in critical and constructive theological exploration of the major socio-political, economic, and cultural ideologies, institutions, and forces shaping various publics today.
3. Understanding, evaluating, and implementing diverse ministry models (e.g. direct action, community organizing, policy advocacy) for attaining social justice and promoting the common good.
4. Leading organizations, groups, and movements with administrative, financial, interpersonal, and online/digital competence.
5. Inhabiting and promoting spiritual wisdoms and practices to sustain personal and communal struggles for public justice.

Course Readings (PDF copies available online)

In addition to drawing upon readings from their foundation, degree, and concentration courses, as well as identifying additional resources for their project bibliography in consultation with advisors, students will read selections from:

Cahalan, Kathleen A. and Mikoski, Gordon S., eds., *Opening the Field of Practical Theology: An Introduction*, Rowman and Littlefield 2014 (ISBN-13: 978-0742561267, \$44.70 at amazon.com)

Hovey, Craig and Elizabeth Phillips, eds., *The Cambridge Companion to Christian Political Theology*, Cambridge University Press 2015 (ISBN-13: 978-1107633803, \$30.99 at amazon.com)

Course Assignments

A. Experience/Internalize

- **Project Abstract:** submit a concise statement in abstract form of the orienting public problem, theoretical and theological frameworks, and ministry intervention that you anticipate your project will address (250 words, due by Feb. 7 at noon).
- **Social Identity/Location Reflection Paper:** submit a reflection paper that describes your social identities and social locations in relation to the orienting issue your project is addressing. You must address race, class, gender, and at least two additional identities of your choosing (e.g. sexual orientation/identity, geography, ability). In each case, make sure to provide a) a description of your identity, b) a description of where that identity locates you along the dominant/non-dominant hierarchies of structural power, perceived value, and access to resources in both our present social order at large and the specific contexts in which you primarily live and work, and c) an analysis of the implications of your identity/location in relation to your orienting problem (4-5 pages double-spaced, due by Feb. 14 at noon).
- **Narrative Presentation:** submit both a written and recorded presentation of a narrative that weaves together a) personal experience, b) the orienting problem of your project, and c) an account of why you are concerned about and committed to this issue. To complete this assignment, you must first consult with the Office of Vocational Networking by emailing Rev. Kayte Chambers at katye.chambers@garrett.edu (1½ to 2 pages double-spaced, 4-5 minutes recorded, due Feb. 28 at noon).
- **Personality Type Reflection Paper:** submit a brief reflection paper that, based upon results from preferred personality type assessment tools ([Enneagram](#), [Personal Values Assessment](#), [Character Strengths](#), [Conflict Styles Assessment](#), and/or [Emotional Intelligence Quiz](#)), a) succinctly describes your unique temperament, b) explores the implications for your personality type for the kind of public ministry work your project envisions, and c) suggests a set of personal and corporate disciplines to ground your life and work in intentional rhythms of Christian spiritual practice (3-4 pages, double-spaced, due Mar. 20 at noon).

B. Understand/Theorize

- **Advisory Consultations:** submit notes from meetings with a) your concentration advisor, b) one additional *theorist* relevant to your orienting problematic, and c) your classmates and degree director in which you will have reviewed your project abstract and a draft *theory* bibliography (1 page single-spaced, due Feb. 21 at noon).
- **Theory Bibliography:** incorporating feedback from your consultation meetings, submit a proposed bibliography of *theoretical* resources to support a) a critical intersectional analysis of your orienting problematic, b) a vision of justice realized, c) a theory of social change, and d) a proposed method and tools for social change (due Mar. 6 at noon).

- Theory Paper: submit a *theoretical* paper that provides a description of a) your orienting problem, incorporating two additional forms of injustice that intersect with that problem, b) your vision of justice realized, c) your theory of social change, and d) your proposed method and tools to realize public justice (10-12 pages double-spaced, due Apr. 3 at noon).

C. Discern/Theologize

- Advisory Consultations: submit notes from meetings with a) your concentration advisor, b) one additional *public minister practitioner* relevant to your orienting problematic, and c) your classmates and degree director in which you will have reviewed your project abstract and a draft *theology* bibliography (1 page, single-spaced, due Feb. 21 at noon).
- Theology Bibliography: incorporating feedback from your consultation meetings, submit a proposed bibliography of *theological* resources (e.g. theology, bible, practical theology, history, ethics) to support a) a critical theological analysis of your orienting problematic, b) a theological vision of justice realized, c) a theology of social change, and d) the theological foundations of your proposed method and tools for social change (due Mar. 6 at noon).
- Theology Paper: submit a *theological* paper that provides a description of a) your orienting problem, incorporating at least three disciplinary perspectives (e.g. theology, bible, practical theology) b) your theological vision of justice realized, c) your theology of social change, and d) how you interpret your proposed method and tools for realizing public justice to be forms of Christian ministry (10-12 pages double-spaced, due Apr. 10 at noon).

D. Act/Improvise

- Public Ministry Intervention Project Design: submit a project design document that describes and outlines your proposed public ministry intervention. Although the format will depend upon and be fitted to your particular proposal (e.g. workshop/retreat, non-profit organization, advocacy campaign, curriculum), your design should include at least the following: a) statement of vision, b) objectives/goals, c) description of method and tools, d) community/constituent engagement plan, e) potential funding sources and fundraising plan, and f) assessment and evaluation processes (5-7 pages single-spaced, due Apr. 17 at noon).
- Vocational Preparedness Plan: work with Rev. Kayte Chambers in the Office of Vocational Networking to craft and submit a) your resume, b) your bio (half page, single-spaced), c) a career networking plan (1 page, single-spaced), and d) written and recorded “elevator speeches” to describe your project to three different constituent types (2-3 pages double-spaced, 5-6 minutes recorded, due Apr. 24 at noon).

E. Evaluate/Analyze

- Project Feedback (optional): if at any point during the course while assembling your portfolio, you determine that you could benefit from the engagement of your MAPM cohort and/or degree director, you may initiate formal or informal conversations for feedback.

Updated 11/14/19

- Project Presentation I: present your narrative, theoretical and theological reflection, and project design to an interested community of no less than 5 persons made up of at least the following: 1) concentration advisor, 2) advisory theorist, 3) public ministry practitioner, and 4) two representative members of the community your public ministry project intends to engage. Following the presentation, facilitate a process of evaluative feedback and record notes (complete before May 1).
- Feedback Reflection Paper: submit a short reflection paper that a) summarizes the affirmative and constructive feedback you received from the interested community members and b) proposes changes based upon that feedback to your public ministry project (2-3 pages, double-spaced, due May 1).
- Project Presentation II: present your narrative, theoretical and theological reflection, project design, and presentation feedback to MAPM program colleagues and supporters (25-30 minutes presentation, 10-15 minutes Q&A dialogue, May 1, followed by dinner celebration).

Course Grade

The Public Ministry Project course will be graded as Pass, Fail, or Honors.

A student who receives a Pass will have:

1. Completed all of the required elements for each the assignments.
2. Submitted all assignments on time.
3. Demonstrated sufficient proficiency concerning the program learning objectives across the entire portfolio.

A student who receives a Fail will:

1. Not have completed all of the required elements for each the assignments.
2. Not have submitted all assignments on time or provided convincing arguments for needed extensions with the course instructor.
3. Not have demonstrated sufficient proficiency concerning the program learning objectives across the entire portfolio.

A student who receives Honors will have:

1. Completed all of the required elements for each the assignments.
2. Submitted all assignments on time.
3. Demonstrated high levels of proficiency concerning the program learning objectives across the entire portfolio.

Accommodations Policy from the Academic Handbook

Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods.