

SYLLABUS

Shaw University Divinity School
 Class Hours: Friday 6:30-9:00
 Office Hrs:
 By Appointment

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I. Program Mission

MRE PROGRAM MISSION

MDIV PROGRAM MISSION

<p>The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the “practice of ministry,” particularly in the African American Church</p>	<p>The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the “practice of ministry,” particularly in the African American church</p>
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Program Goals

MRE Program Goals	MDiv Program Goals
<ol style="list-style-type: none"> 1. to equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry; 2. to help students understand the educational, social, and behavioral sciences that 	<ol style="list-style-type: none"> 1. to provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage; 2. to enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions;

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<p>undergird educational practice, as well as the cultural contexts in which educational ministry occurs;</p> <p>3. to assist students with personal growth and spiritual maturity; and</p> <p>4. to provides skills in teaching and in design, administration, and assessment of educational programming.</p>	<p>3. to support students' development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity, and public witness;</p> <p>4. to expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership.</p>
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Program Learning Outcomes

MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
<p>1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith</p> <p>2. Graduates will evaluate teaching and learning theories for the purpose of developing a distinctly Christian philosophy of educating God’s people;</p> <p>3. Graduates will demonstrate a</p>	<p>1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith</p> <p>2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of diversity, globalization, and cross cultural concerns;</p> <p>3. Graduates will demonstrate a</p>

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MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
<p>capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the ministry of Christian education;</p> <p>4. Graduates will demonstrate a capacity to design and to carry out a lesson plan necessary for effective educational ministries</p>	<p>capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the role of the minister as leader, guide, and servant of the faith community;</p> <p>4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership</p>

COURSE DESCRIPTION from Catalog:

This course will explore the various aspects of leadership within the African American church in the Information Age. Students will be able to examine their own personal leadership characteristics as well as that of their ministry context. The role of technology and its impact on decisions will be explored from a local and global perspective. This course will place emphasis on transformative learning as a tool for leadership development.

STUDENT LEARNING OUTCOMES:

Student Learning Outcomes (SLO)	Assessment of Student Learning Outcomes	Linkage to MDiv Program Learning Outcomes	Linkage to MRE Program Learning Outcomes
At the completion of this course, students	(Assessment Tools)	<i>(PLO statement number(s) that correspond to or</i>	<i>(PLO statement number(s) that correspond to or support the SLO)</i>

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will be able to:		<i>support the SLO)</i>	
1. Discuss, evaluate and explain the role of the administrator and the problems of becoming an administrator	Exam Questions, Research Paper, Class discussion	1,3	1
2. Discuss, evaluate, and explain the church as an organization, its purpose, mission, goals, and vision	Exam Questions, Research Paper, and Class discussion	1	1,3
3. Discuss, evaluate, and explain the organizational structure of a church as it relates to the mission of the church.	Exam Questions, Research Paper, and Class discussion	1,4	1,4
4. Discuss, evaluate, and explain management of: Human Resources Financial Resources Physical Resources of the church	Exam Questions, Reflection Paper, Class discussion	2, 4	3

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II. METHOD OF DEVELOPMENT

The course will be developed using a dialogue seminar method. Each student is expected to make significant contributions based upon individual readings, research, and present or past experience. To provide a common body of basic concepts and analytic tools, students will read both of the required textbooks and weekly mini-lectures.

Three principal learning methods will be employed during the seminar:

1. The **theoretical** understanding of administration will be examined and discussed through assigned readings. These readings will come from books and other materials and also from mini-lectures by the professor. Mini-lectures will be made available through Blackboard.
2. The **practice** of administration will be examined through the lens of the students' own church setting. Each student is required to do a critical analysis of her or his local church setting from an administrative perspective.
3. Students will engage in a peer-supported **collaborative** approach to learning. Using this method, each student is encouraged to adopt a "study buddy" with whom they will discuss the assignments and use as a back-up if unable to make the class. Students are also encouraged to form study groups to discuss the materials before coming to class.

III. BOOKS

Gary Yukl, *Leadership in Organizations*, (Prentice Hall) 2006.

Students are encouraged to purchase a copy of the textbook for their library; however, an e-text version of the book is being made available for use by the class.

Persons interested in access to the e-text should go to www.coursesmart.com and login as "suds" with a password of "adm502" to gain access to the online book.

Recommended Readings:

Phillip V. Lewis, *Transformational Leadership: A New Model for Total Church Involvement*, (Boardman & Holman) 1996

*Jackson W. Carroll, *As One With Authority: Reflective Leadership in Ministry*.

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*Burt Nanus, *Visionary Leadership*, (Jossey-Bass), 1992

*JT Roberson, Jr., *A Transformational Church Leadership*, @ in *Shaw University Divinity School Journal*, 2001

Jeffery L. Tribble, *Transformative Pastoral Leadership in the Black Church (Black Religion/Womanist Tht/Scl Justice)*

*James McGregor Burns, *Transforming Leadership: A Pursuit of Happiness*, 2004

*Jim Collins, *Good to Great*, 2001

*Jim Collins, *Built To Last*, 2001

*Ronald Heifitz, *Leadership Without Easy Answers*, 2001

Lee G. Bolman and Terrance E. Deal, *Reframing Organizations: Artistry, Choice, and Leadership*, (Jossey-Bass) 1991

Peter Paris, *Black Religious Leaders: Conflict in Unity*, (W/JKP) 1991

Henri J.M. Nouwen, *In the Name of Jesus: Reflections on Christian Leadership*, (Crossroad), 1993

*Bernard M. Bass, *Transformational Leadership: Industrial, Military, and Educational Impact*, (LEA) 1998

Bernard M. Bass, *Bass & Stogdill's Handbook of Leadership: Theory, Research & Managerial Applications*, 1990

Laurie Beth Jones, *Jesus CEO: Using Ancient Wisdom for Visionary Leadership*, (Hyperion), 1995.

James McGregor Burns, *Leadership* , 1979

IV. REQUIREMENTS

1. Reading.

The required text is to be read in its entirety. Class discussion will be based on the content of this book and the mini-lectures. Students are expected to be conversant in the content of these readings. The final paper **must** show evidence of knowledge of the contents of the required reading.

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2. Summary-Reflection/Response Dialogue Participation

To facilitate dialogue, each student will be required to develop a one-page Summary-Reaction/Response (S-R/R) to the assigned reading. This S-R/R will be used to facilitate dialogue in the classroom. The S-R/R is to be posted in the appropriate discussion forum on Blackboard. In addition, students will bring a copy of their S-R/R to class. The instructor will collect these papers at each class meeting. The Dialogue will take place synchronously in the classroom and asynchronously via Blackboard. **Student participation in the dialogue is required.** Failure to engage in dialogue will significantly increase the probability of failing the course. The S-R/R is a critical part of the dialogue process.

3. Written Papers

All papers are to be presented as formal graduate degree papers which conforms to Turabian, Kate L. **A Manual for Writers of Term Papers, Theses, and Dissertations**, 6th edition. Papers are to be developed using MicroSoft Word and using Times New Roman with 12 point font. You will use double space and footnotes. Your papers must also include a bibliography.

Each paper, and the presentation, will be posted on BlackBoard in the appropriate Discussion Forum. The following papers are required:

KSA-Pre AssessmentDue Jan 22**Paper I****My Ministry Context.**Due Jan 30

Develop a paper describing your ministry context and the Leadership characteristics of that context, to include:

1. Describe the community (including demographics) the church serves
2. Describe the organizational structure of the church and its ministries
3. Describe the kind of leadership found in the context
4. Describe the operational procedures, especially the decision making process in the context

Paper II**A Personal Perspective on Leadership**Due Feb 20

Using the **Personal Perspective in Leadership Instrument**, develop a paper describing your leadership as you understand it. Your paper should help you to focus on your strengths and weaknesses in leadership.

Paper III**Visionary Leadership for my church** 20+ pp.Due April 3

Develop a 20+ page paper depicting your church context and the leadership of that context. You will then critique the leadership of that context. You

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will identify strengths and weaknesses of that leadership. You will also provide recommendations for the weak areas of that leadership. You will justify any position you take with citations from the readings.

This is formal research paper that represents the summation of your understanding of Transformational Church Leadership applied to your context. You are expected to demonstrate your knowledge of Church Leadership and how it is manifested in your particular church. You will also demonstrate a method to correct any leadership issues you have discovered.

Each student will develop a PowerPoint presentation from his or her final paper and present this paper to the class. Your peers will read your paper and critique the format and content of the paper, as well as how well the presentation represents the paper you turned in.

Bonus **Book Review of one of the suggested readings** Due NLT April 3

4. Grading: The course grade will be based on the following assessment of performance:

The Dialogue will take place in the in the classroom. Student participation in the dialogue is required. Failure to engage in dialogue is equivalent to failing the course.

Please be advised that **absence is no excuse for failing to satisfy the requirements of the course.**

Grade Range: A, B, C, D, I, F

Class Participation (20%),
First Paper (10%),
Second Paper (20%),
Third Paper (30%)
Presentation (20%)
Bonus (10%)

2. Online Exploration

Each student will surf the internet for Leadership resources and report your findings to this class.

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Session I Jan 16

Discussion: Introduction, Review Syllabus, KSA Pre-Assessment

Reading Assignment: Yukl, Chapters 1 & 2

Research Assignment: Based on the readings, develop a heuristic definition of Church Leadership that works for you.

Session II Jan 23

Discussion: What Leadership is (is not)

Reading Assignment: Yukl, Chapters 3 & 4

Session III Jan 30

Discussion:

Reading Assignment: *As One with Authority* by Carroll
Paper I Due

Session IV Feb 6

Discussion: The Authority to Lead

Reading Assignment: Yukl, Chapters 5 - 8

Session V Feb 13

Discussion: Personal Perspective in Leadership Instrument

Research Assignment: Work on your Retrospective Inventory in Leadership.

Session VI Feb 20

Discussion: My Calling to Leadership

Reading Assignment: Yukl, Chapters 9

Paper II Due

Session VII Feb 27

Discussion: Charismatic and Transformational Leadership

Reading Assignment: *Jesus, CEO* by Jones

Session VIII March 6

Reading Assignment: *Visionary Leadership* by Nanus,

Session IX March 13

Discussion: Visionary Church Leadership

Reading Assignment: Yukl, Chapters 10 & 11

Session X March 20

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Discussion: Leading the Church through Change.
Reading Assignment: Yukl, Chapters 12 & 13
Research Assignment: Transformative Learning for Leadership Development.
Look up work by Jack Mezirow or Patricia Cranton

Session XI March 27

Discussion: Developing Leadership in your Church
Reading Assignment:

Session XII April 3

Discussion:
Reading Assignment: Reading Peer papers.
Paper III Due
Bonus Paper Due

Session XIII April 10

Presentation and Critique of papers.
Reading Assignment: Reading Peer papers.

Session XIV April 17

Presentation and Critique of papers.
Reading Assignment: Reading Peer papers.

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Session XV April 24

Presentation and Critique of papers.

Reading Assignment: Reading Peer papers.

Session XVI May 1

Final Exam

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VI: Classroom Decorum**A. Academic Honesty¹:**

It shall be the responsibility of every student enrolled at Shaw University Divinity School to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

- 1. Plagiarism** in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
- 2. Falsification, fabrication, or misrepresentation of data**, other information, or citations in connection with an academic assignment, whether graded or otherwise.
- 3. Unauthorized assistance or unauthorized collaboration** in connection with academic work, whether graded or otherwise.
- 4. Cheating on examinations or other academic assignments**, whether graded or otherwise, including but not limited to the following: a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods); b. Violating or subverting requirements governing administration of examinations or other academic assignments; c. Compromising the security of examinations or academic assignments; d. Representing another's work as one's own; or e. Engaging in other actions that compromise the integrity of the grading or evaluation process.
- 5. Deliberately furnishing false information** to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.
- 6. Forging, falsifying, or misusing University documents**, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.
- 7. Violating other University policies** that are designed to assure that academic work conforms to requirements relating to academic integrity.
- 8. Assisting or aiding another** to engage in acts of academic dishonesty.

¹ Academic Honesty adapted from the UNC-CH Honor System at <http://honor.unc.edu/students/index.html>.

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Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community by their words or actions (rude, sarcastic, obscene or disrespectful speech, or disruptive behavior that subvert the educational process) will be removed from class. In order to achieve our educational goals and to encourage expression, testing, and understanding and creation of a variety of opinions and ideas, respect must be shown to everyone.

C. Cell Phones and Electronic Devices:

In order to maintain the integrity of the academic environment, all students are expected to turn off cell phones and other electronic devices prior to the start of each class period.