

**Division of Practical Theology
Phillips Theological Seminary
September Faculty Colloquium Fall, 2008**

Introductory Statement:

The Division of Practical Theology offers opportunities to engage and integrate Christian traditions and practices with cognate disciplines, reflecting critically, rigorously and imaginatively on personal vocation and pastoral identity, local and global ministry settings and contexts, and communal needs and norms. We emphasize formation for congregational ministry and leadership while preparing students for a broad range of pastoral ministries and church vocations.

Goals and Objectives:

The primary learning outcome toward which the Division of Practical Theology teaches is practical wisdom for ministry.

The courses required for graduation in the Division of Practical Theology (which includes those designated with PT, CD, and SM course numbers) require students to demonstrate a beginning proficiency in the following:

1. The development of practices of ministry that demonstrate imaginative, integrative use of the theological curriculum.
2. The ability to articulate vocational identity as preacher, teacher, leader.
3. The ability to exhibit knowledge of, and engagement with, Christian practices¹ that are rooted in the praxis of God and that exhibit the love, mercy, peace and justice of God in the world.
4. The development of leadership skills for faith communities and institutions of care.

Specific course objectives of required courses in the MDiv program that relate to the four goals are as follows:

¹We understand "practices" as: "things Christian people do together [and individually] over time in response to and in the light of God's active presence for the life of the world" [Dorothy C. Bass, ed., *Practicing Our Faith*, 5]

1. The development of practices of ministry that demonstrate imaginative, integrative use of the theological curriculum.
 - CD 502—Vocation and Theology I: Introduction to Theological Education for Ministry
 - Demonstrate growth in ability to reflect personally, critically and theologically on assigned readings and presentations and on personal life and ministry.
 - PT 500—Introduction to Preaching
 - Demonstrate integration of 1.) a coherent theological framework, 2.) lived-experience, and 3.) exegetical skills in the preached event
 - Demonstrate beginning ability in sermon formation, attending not only to theological, biblical, and spiritual concerns, but also to coherent sermon structure, form, and design.
 - PT520—Care in Christian Community
 - Understand pastoral care within the larger context of ministry in the church
 - Begin to develop and demonstrate ways to think critically, constructively and imaginatively about situations of care and the biblical, theological, ethical, psychological and cultural dimensions of those situations
 - PT540—Theology and Practice of Public Worship
 - Demonstrate leadership in contextualized worship that is sound theologically, biblically, pastorally, aesthetically, denominationally, and technologically.
 - Articulate a theology of worship in light of one's own tradition.
 - Articulate an anthropology of worship in light of *another* tradition, outside one's personal experience.
 - PT550—Educational Dimensions of Ministry
 - Demonstrate the ability to teach out of a coherent, scripturally-based understanding of the mission and ministry of God as revealed in Jesus
 - Demonstrate a rudimentary understanding of the ways in which the biology of human attention and imagination shape learning at various developmental stages
 - Demonstrate the ability to make accurate analyses of the macro and micro-cultures of their particular Christian education context.
 - PT 571—Vocation and Theology II: The Art and Practices of Ministry
 - Demonstrate the relationship between theological reflection and theory and a particular practice of ministry

- SM 503—Integrating the Theory and Practice of Ministry:
 - Become conversant with the principles of practical theology, becoming more adept at critically reflecting upon ministry experience.
 - Explore how experience – in its personal, social, and communal dimensions - shapes theological perspectives
 - Write a paper which articulates an *integrated* theology of ministry appropriate to their own personal, social, and religious orientation.
2. The ability to articulate vocational identity as preacher, teacher, leader.
- CD 502—Vocation and Theology I: Introduction to Theological Education for Ministry
 - Exhibit a basic understanding of the spiritual life, individually and corporately, as a center point for life and ministry;
 - Exhibit a growing awareness of personal vocation for ministry.
 - PT500—Introduction to Preaching
 - Articulate goals and objectives for preaching, one year post-seminary; five years post-seminary.
 - Demonstrate passion for preaching and the essential work of saving lives through the preached Word.
 - Demonstrate formative power of scripture through the ability to *read* scripture out loud, lovingly, and with *gravitas*.
 - Begin to clarify vocational identity as *preacher!*
 - Identify resources for preaching, integrating one's own preaching life into the twenty-centuries of historical preachers, seeing one's self as one-among-the many through the reading of historical sermons and the watching and listening of modern preachers.
 - PT520—Care in Christian Community
 - Develop greater self-understanding in terms of professional and pastoral identity
 - Demonstrate awareness of how their own assumptions, values, histories, and biases shape the care they provide
 - PT540—Theology and Practice of Public Worship
 - Demonstrate the ability to lead worship with presence, grace, and *gravitas*.
 - Articulate one's theological framework and pastoral vocation in the writing of liturgy, pastoral prayers, and worship services.
 - Demonstrate the ability to articulate what *vital* worship is, and to critically engage worship in one's current congregational setting.
 - Learn thirty-five new hymns and songs for the church (1980-2008).

small group, worship teams that design a worship service *and* lead worship for the class.

- PT550—Educational Dimensions of Ministry
 - Gain experience in teaching adults
 - Gain experience in teacher observation and support through giving feedback to fellow-students when they lecture and lead a discussion
 - Design a lesson plan and a three-year curriculum for a concrete Christian education context with which she or he is familiar.

- PT 571—Vocation and Theology II: The Art and Practices of Ministry
 - Analyze and reflect critically on both individual student's ministerial context and the larger post-modern, multi-cultural contexts in which ministry is carried out.
 - Reflect critically on both ministerial context and the larger "post-modern" context in which ministry is carried out: relate vocation and identity to daily leadership practices in ministry.

- SM500/504-1 — Reflections on Ministry Experiences/MAMC Supervision in Ministry
 - Reflect on a text with participants in the students' contexts
 - Discuss actual case studies derived from the students' ministry contexts
 - Reflect upon one's ministry with a mentor.

- 4. The development of leadership skills for faith communities and institutions of care.
 - PT500—Introduction to Preaching
 - Develop skills of exegesis of congregations and local-church settings.

 - PT520—Care in Christian Community
 - Demonstrate beginning skills in pastoral assessment and theological reflection on lived human experience
 - Increase their comfort and preparation for engaging appropriately in a spectrum of pastoral conversations
 - Demonstrate beginning skills in content-rich, reflective listening

- PT550—Educational Dimensions of Ministry
 - Demonstrate the ability to lead, and teach others to lead, a discussion group that builds enough trust to facilitate honest theological reflection
 - Demonstrate the ability to present, and teach others to present, a lecture organized so adults will remember the main points
 - Demonstrate the ability to write lesson plans, and to teach others to write lesson plans, for lectures, discussion groups, and activity-based programs.