



Reimagining Congregations in Mission – ML 560/660

Term and Year Offered: Summer 2022

Learning Environment: Online, both synchronous and asynchronous

Meeting Dates/Times/Place:

- When this course begins: Each student will take the Intercultural Development Inventory (IDI, a 30 minute, online assessment of intercultural proficiency) between May 28-1 June. During the first online class session on June 2, students will receive an IDI Group Debriefing, Course Overview and introduction to course content.
- The course ends at 5pmCT on Tuesday, June 28 when students submit their Final Project.
- Dates/time of synchronous online learning sessions: June 2, 13, 15, 16, 21, 22, 23, 28 (10:30am-12noon CT).

About Your Instructor(s):

Hunter Farrell (he, him, his)

<https://www.linkedin.com/in/hunterfarrell/>

or: <https://tinyurl.com/BHFResume>

Contact Information:

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Office Hours:

Email me to set up a phone or Zoom appointment

Course Description: *In this era of rapidly changing contexts and the growing irrelevance of Christian congregations in their context, “Reimagining Congregations in Mission” explores inherited assumptions and patterns of congregational life and its relation to the mission of God. Intercultural and postcolonial perspectives on missional ecclesiology, a theology of companionship and cultural humility offer a framework for renewing congregational identity and practice. We will use the Intercultural Development Inventory (IDI), interviews with innovative practitioners, readings, and case studies to equip learners to analyze their own context missionally, to imagine a different future, and to engage strategies of congregational change.*

Course Goals and Outcomes:

Goal A. Develop a theologically informed, contextually grounded, and integrated understanding of the nature, purposes, theories, and practices of ministry in the specialized area of Congregational Leadership and Development.

Outcome: Demonstrates knowledge and understanding of the dynamics, contexts, and organizational structures of a religious congregation in relation to the diverse communities they represent, and in which they are embedded. [DMin outcome 1.1]

Outcome: Demonstrates knowledge and understanding of contemporary perspectives in ecclesiology, missiology, and the meaning of missional leadership and ministry in context. [DMin outcome 1.2]

Assessment: Student presentation on congregation and context, reflection papers on readings and practitioner interviews, and final project will be used in assessment.

Goal B. Develop sociocultural, analytical, diagnostic, and entrepreneurial competencies and organizational leadership skills within congregational contexts.

Outcome: Demonstrates the ability to facilitate discernment of congregational identity, to define and implement missional goals, and to respond creatively to missional opportunities within and beyond the church by employing methods of organizational, social, cultural, and contextual analysis. [DMin outcome 2.1; MDiv outcome 5.3]^{[L][SEP]}

Outcome: Demonstrates skill in exercising collaborative and dynamic leadership in a faith community in times of both stability and change. [MDiv outcome 5.1]^{[L][SEP]}

Assessment: Participation in IDI, student presentation on congregation and context, class participation, reflection papers on readings and practitioner interviews, and final project will be used in assessment.

Goal C. Develop and appropriate a personal and professional ethic in keeping with sound organizational principles, high ethical standards, and mature conduct in the leadership and development of vital and healthy congregations and communities.

Outcome: Demonstrates the ability to subject leadership theories and congregational leadership practices to theological and ethical reflection and critique. [DMin outcome 3.1]^{[L][SEP]}

Assessment: Class lectures, D.Min. reflection paper on Kate Turpin article and final paper will be used in assessment.

Goal D. Become familiar with a variety of cultural resources and to develop the cultural competencies needed for effective, empowering, and contextually appropriate leadership in diverse, multi-cultural congregations and communities.

Outcome: Familiarity with methods and strategies for engagement in multi-cultural ministry, and a capacity to use these tools to build collaborative relationships with people from different contexts and cultures. [M.Div. outcome 3.2]

Assessment: Intercultural Development Inventory, readings/reflections and final paper will be used in assessment.

About Assessment: From Course Outcome Assessment to Program Assessment

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course. Each artifact is graded and accompanied by a scored rubric that assesses the work in light of desired curricular outcomes. *The designated assessment artifact for this course is the **final project**.* We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, lfry@bexleyseabury.edu), or the Academic Dean, (Jason Fout, jfout@bexleyseabury.edu).

Learning Methodology: We will employ a “flipped classroom” whereby students engage the course material through short, pre-reading “Prism” videos, selected readings by authors from a diversity of perspectives and quality on-line responses before we gather for

synchronous class session, in addition to a Congregation in Context presentation, interviews with innovative leaders, and a rigorous, highly practical final project. [D.Min. students will read two additional books, write an additional reflection, produce a more robust final project, and present/lead one discussion during the course]. More than merely attending to issues of difference and diversity (which mirrors a primary cause of U.S. Euro-American congregations' crisis of irrelevance), the course attempts to embody a postcolonial stance and an attitude of cultural humility, and it relies on historically silenced perspectives both in the readings and in the Learning Community we are attempting to create.

The course is intentionally designed to be “sticky”: lessons gleaned from the course are intended to be highly applicable to students' congregations. Students who learn in different ways can consult with the instructor to create their final project in ways that are comfortable for them and will be useful to their congregation. Bexley Seabury seeks to cultivate an inclusive and diverse learning community in which the dignity of all persons is honored and their perspectives are valued on campus, in the classroom, and online. Netiquette is a set of guidelines specifically designed to foster constructive and respectful interaction and communication within the learning community and to help us avoid misunderstandings and inadvertent offense. Please review <http://www.albion.com/netiquette/corerules.html> for netiquette tips. If you encounter technological problems, please contact the instructor as soon as possible. The instructor will either help you to solve the problem or will enlist the help of our Director of Distributive Learning Initiative, our Canvas Coordinator, or our IT support team, as appropriate. You can expect a prompt response, in no event longer than 24 hours. Students are expected to access the “Tech Help” resources via the button at the bottom of the Canvas home page for a description of technology requirements.

Course Required Books:

Bolsinger, Tod, *Canoeing the Mountains: Christian Leadership in Uncharted Territory*, (Downer's Grove, IL: Intervarsity Press, 2015). A missional theologian reflects on the end of 17 centuries of Christendom in the West and describes the kind of church and leaders needed for the emerging era. I'm including this book because I believe Bolsinger's understanding of the relationship between our emerging context and the quality of leadership required is helpful, despite his highly problematic central image (a group of white male explorers co-opt a Native American woman to accomplish their mission, opening up the region to white settler colonialism).

Charles, Mark and Rah, Soong-Chan, *Unsettling Truths: The On-Going, Dehumanizing Legacy of the Doctrine of Discovery* (Downers Grove, IL: InterVarsity Press, 2019). Two evangelical leaders, a Native-American and a Korean-American, bring an intercultural, postcolonial perspective to the fraught relationship between race, mission and church in America.

Farrell, B. Hunter and Khyllip, S. Balajiedlang. *Freeing Congregational Mission: A Practical Vision for Companionship, Cultural Humility & Co-Development* (InterVarsity Press Academic, 2022). Based on research with 1200 congregational mission leaders, the book examines the current mission strategies most popular among U.S. congregations, identifies the challenges mission leaders face, and proposes strategies and tools for leaders to

transform their congregation's mission energy into a more honest relationship with their community and the world.

Tisby, Jemar. *The Color of Compromise: The Truth about the American Church's Complicity in Racism* (Grand Rapids: Zondervan, 2019). Tisby presents a historical analysis of the Euro-American church's relationship with race, racism and African-Americans.

Required Articles and Excerpts

Crouch, Andy, Keilhacker, Kurt, and Blanchard, Dave. "Leading Beyond the Blizzard: Why Every Organization Is Now a Startup". *Praxis Journal*, 20 March 2020: <https://journal.praxislabs.org/leading-beyond-the-blizzard-why-every-organization-is-now-a-startup-b7f32fb278ff>. From their vantage point just weeks into the COVID-19 pandemic, three leaders invite us to shift our thinking about the changes this upside-down season invites us to imagine.

Howell, Brian and Paris, Jenell Williams, *Introducing Cultural Anthropology: A Christian Perspective* (Grand Rapids: Baker, 2011), pp. 25-44 and 186-196. A general introduction to basic concepts in cultural anthropology from an evangelical Christian perspective. Howell's description of the rites of passage will be helpful for our in-depth reflection on intercultural experiences (e.g., community service, short-term mission trips, etc.) as a space of deep transformation for congregational leaders.

Jennings, Willie James, "Zurara's Tears", from *The Christian Imagination: Theology and the Origins of Race*, New Haven: Yale, 2010, pp. 15-64. In elegant prose, Yale scholar and Grawemeyer Award for Religion winner Willie James Jennings traces the genesis and development of the concepts of race and European Christian mission.

Kania, John and Kramer, Mark. "Collective Impact" *Stanford Social Innovation Review*. Winter 2011: https://ssir.org/articles/entry/collective_impact#.

Malpica Padilla, Rafael, "Accompaniment as an Alternative Model for the Practice of Mission" in *Trinity Seminary Review*, 29 no. 2, 2008, p 87-98. The executive director of the Evangelical Lutheran Church in America's mission agency describes a postcolonial model for engaging in God's mission.

Smith, Christian. *Disruptive Religion: The Force of Faith in Social Movement Activism* (New York: Routledge), 1996, pp. 1-25. We are all accustomed to religion's power to conserve, legitimize and console. Smith helps us see religion's "other face": disruptive, defiant, reforming and even revolutionary. This excerpt is a helpful introduction to thinking about the relationship of the church and social movements—and about the Way of Jesus Christ as a movement, rather than an institution.

Course Assignments and Expectations (see rubric for each assignment on Canvas):

1. **Completion of Intercultural Development Inventory (IDI) assessment** (10% of final grade) (a.) Take this 20-30 minute, online assessment of cultural proficiency anytime between 28 May and 1 June, using the link the instructor will send to you; (b.) participate in the Group Debrief (during class session #1 on 2 June); and (c.) schedule and complete the 60 minute Individual Debrief with the instructor, using this Google

Doc (<https://tinyurl.com/BSSIDIndDebrief>) to reserve a time convenient to your schedule between 6-10 June. The instructor is an IDI Qualified Administrator and will administer the assessment and provide a confidential, individual debriefing for each student before class begins. If you have previously taken the IDI, please send to the instructor your scores and schedule an individual debriefing so we can discuss where you are in your cultural proficiency and what you'd like to achieve.

2. **Class Participation** (25% of final grade for DMin students; 35% of final grade for MDiv students): This entails preparing for synchronous class sessions by watching the brief, prerecorded “prism” presentation¹ and reading the assigned texts. Comments in class and online discussions should show your familiarity with the required reading with an eye towards application of the authors’ insights *to your context*. Selected readings will be divided among the D.Min. students to present and guide discussion with the class: a D.Min. student will serve as the discussion leader, responsible for uploading her/his/their responses to two focus questions before the class session the reading is due. At the beginning of class, the leader will present a very brief synopsis of the readings’ main arguments and its application to the leader’s context, and lead the class in an exercise (use of a case study, a provocative question, a poll, role play, etc.) to highlight the readings’ relevance to local congregations engaged in assessing their relationship with their community.

In class and on-line discussions, all course participants are to follow R-E-S-P-E-C-T guidelines:

Responsibility for what you say and feel without blaming;
Empathic listening;
Be sensitive to difference, including communications styles;
Ponder what you hear and feel before you speak;
Examine your own assumptions and perceptions;
Keep confidentiality;
Tolerate, even trust, ambiguity.²

3. **Congregation in Context Presentation** (15% of grade: uploaded Powerpoint or video file *and* uploaded document file):
 - a. 10-minute Powerpoint or video presentation on the student’s congregation in its context, exploring the social, ethnic/racial, economic, and historical dimensions, strategically illustrated with visuals (as available). Include your “script” on Powerpoint “notes” or record them into video. **The presentation should be created/recorded and uploaded by 10:30am CT on Wednesday, 15 June 2022** (10% of final grade).
 - b. Students will be assigned to four-person Context Groups to listen to and assess each group member’s project by making comments and by framing questions

¹ As a prism breaks down a beam of light into its component parts, a “prism presentation” is a 10-20 minute overview of the upcoming reading and class material used to clarify definitions, identify conceptual parameters and note questions that will help the reader better understand the texts.

² Eric Law, *Fear Not: Living Grace and Truth in a Frightened World* (St. Louis: Chalice Press, 2020), adapted by Marilyn Legge of Emanuel College, University of Toronto.

that help the author to understand her/his own congregation in its context from different perspectives. **These oral comments and questions on group members' projects in outline form should be typed up and uploaded by 11:00PM CT on Sunday, 19 June 2022** (5% of final grade).

4. **Final Project** (40% of final grade: uploaded document file): Create a syllabus³ for a five session lay leader training program *appropriate to your congregation⁴ in its context*, (e.g., adult Christian education class OR high school/college student leader development program OR training retreat for your congregation's vestry) that invites participants to (1) identify and critically assess the congregation's understanding and practice of mission in its context (both local and global) and, (2) develop a plan to deepen relationships with a specific group of people in your context and engage in mission together, building on a missiology of companionship. **DUE 5PM CT on Tuesday, 28 June 2022.** The final project will serve as the artifact for the class.
5. **D.Min. students only:** Katherine Turpin's paper, "Christian Education, White Supremacy, and Humility in Formational Agendas", rigorously critiques her own field, Christian education, from a postcolonial perspective. Read Turpin's essay and write a 500-750 word critique of your congregation's understanding and practice of mission from a postcolonial perspective. **DUE 5PM on Wednesday, 22 June 2022.** (10% of D.Min. students' final grade: uploaded document file)
6. **Completion of the Electronic Course Evaluation** at the end of the term, due by 30 June 2022. Who has time for a course evaluation?! Please know that I harvest important insights from your frank, anonymous evaluation of the course contents, methodology and my teaching style—what works and what doesn't work-- and I adjust future courses accordingly. Don't underestimate the power of your thoughtful reflections. Evaluations will be available in Populi near the end of the course and will remain open until the grade deadline for each term. Evaluations should be completed based on your experience of the course and should not be based on your final grade. For this reason, during the grading period, you will not be able to see your grade in Populi until you have completed the evaluation. After the grade deadline, you will be able to see your grade in Populi, but you will no longer be able to share your voice through the course evaluation.
7. Some of us approach theological education with our heads only, preferring linear, rational processes to the more mysterious work of the Spirit. Bexley Seabury's attention to integrating **worship** in formation helps us to respond with mind, heart and body together. You will be invited to lead worship in worship teams once during the month. Worship resources are provided by the Seminary's worship coordinator, M. Milner Seifert. Please note that participation and leadership in worship, while not required, are integral parts of students' formation. The DMin Facilitator will reach out to students before class starts to organize the worship teams.

³ For the purposes of this course, a syllabus is a series of lesson plans with a common, overarching goal for a particular group of learners. The syllabus may contain preparatory readings/videos, experiences, class presentations and discussions, case studies, role plays and other exercises designed to lead the learners into deeper knowledge, understanding and practice.

⁴ In all cases, the same congregation must be the subject of both the Congregation in Context and Final projects.

Summary of Required Assignments and Point Allocations

Assignments	M.Div. Students	D.Min. Students
Intercultural Development Inventory (online assessment and individual debriefing)	10 points	10 points
Class Participation: contributions to in-class/on-line discussions	35 points	25 points (includes one class presentation)
Congregation in Context Project & Presentation	15 points	15 points
Final Project: Leader Training Curriculum	40 points	40 points
Critical Reflection , based on Turpin	Not required	10 points
TOTAL	100 points	100 points

Course Grading & Feedback:

Students can expect prompt grading and responses, generally within 48 hours (with the exception of the Congregation in Context and Final Projects). To pass, all students (including P/F students) must complete work at the equivalent of a C or above. CEU students/auditors are expected to complete all of the reading and attend and participate in all of the synchronous class sessions. For assignments turned in late, 10%/day of the assignment grade will be deducted. MDiv students always receive letter grades unless the seminary expressly lists the course as a pass/fail course or expressly offers a pass/fail option. DMin students are always graded on Pass/Fail basis. *Please be aware that the Canvas gradebook reflects cumulative grades for course assignments, but the final official grade for the course will be recorded manually by the instructor in Populi.*

Bexley Seabury requires a minimum grade of C to pass a course.		
Grade	Points	Description
A (4.00)	96-100	Superior/Mastery
A- (3.67)	90-95	Excellent
B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)
B- (2.67)	80-83	Good (low)
C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate
F (0)	< 70	Unacceptable (Fail)
A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.		

Better Practices for Zoom Sessions

- The latest version of Zoom is installed. Periodically check for updates and download the latest version.
- One computer::one user. Everyone should have their own device (including camera and mic) and zoom link. This helps everyone come to the space equally.

- If you are in a shared or noisy space, use headphones/earbuds. In general, it is normally best to keep your mic muted unless you are speaking. This helps minimize background noise.
- Minimize distractions around you (try to be in the same location for the duration of the session). If you must be in transit, mute your mic.
- Plan ahead to ensure you have a stable internet connection for the duration on the session. If your connection becomes unstable, it may be helpful to turn off your video when you speak.
- Cameras should generally be on, unless you need to step away to take care of something. This contributes toward demonstrating your presence and participation in class during the session.

Course Schedule

Pre-Class Preparation (28 May-2 June 2022):

1. Intercultural Development Inventory (IDI): (a) Take this 30 minute, online assessment of cultural proficiency anytime between 28 May and 1 June, using the link the instructor will send to you; (b) participate in the Group Debrief (during class session #1 on 2 June); and (c) schedule and complete the 60 minute Individual Debrief with the instructor, using this Google Doc (<https://tinyurl.com/BSSIDIndDebrief>) to reserve a time convenient to your schedule between 6-10 June. The instructor is an IDI Qualified Administrator and will administer the assessment and provide a confidential, individual debriefing for each student. If you have previously taken the IDI, please let the instructor know as soon as possible, send to the instructor your scores, and schedule an individual debriefing so we can discuss where you are in your cultural proficiency and what you'd like to achieve. For more information on the IDI: <https://idiinventory.com/>. Let the instructor know if you have any questions or concerns.
2. Students should begin reading and begin to work on their Congregation in Context project as early as possible.
3. DMin students meet via Zoom for orientation at 12noon CDT on Friday, 3 June 2022.

Session 1 -- Thursday, 2 June 2022 10:30am-12noon CDT	
Theme: <i>Up-ended Contexts</i>	
Assignments:	<p>To prepare for Session #1, <u>before class begins</u>, please:</p> <ol style="list-style-type: none"> 1. View Prism Video #1. 2. Read Bolsinger pp. 11-83 and article by Crouch, et.al. https://journal.praxislabs.org/leading-beyond-the-blizzard-why-every-organization-is-now-a-startup-b7f32fb278ff Use the focus questions found in each week's discussion board for reading clarity. 3. The D.Min. student responsible for Session #1 will upload a 150-250 word response to both reading focus questions and all students will upload their own 100+ word response to each focus questions. All responses should evidence understanding of the text (50%) and an ability to apply the author's key insights to one's own context (50%). 4. All students sign-up for class worship leadership: https://docs.google.com/document/d/17MlxUEhW9o-cOdjbwVj_ShYFTuUsbJ2/edit (links to an external site).

	5. DMin students sign up for date for leadership of 10-12 minute session to help classmates reflect on assigned readings more deeply: https://docs.google.com/document/d/1QYAW1XwH08ZD7seI2i1Mf4DnwnGod7ya_L_wOaQdRPY/edit
Session #1 Plan	Worship, Self-Introductions using Claude Steele’s model, Course Overview, Q&A. Intercultural Development Inventory (IDI) Group Debrief. DMin Facilitator #1 leads reflection on day’s reading. Characteristics of rapidly changing context of mission; the end of Christendom; the <i>missio Dei</i> ; Seeing beyond COVID-19.

Session 2 -- Monday, 13 June 2022 10:30-12noon CDT	
Theme: <i>The Crisis in U.S. Congregational Mission</i>	
Assignments:	To prepare for Session #2, before coming to class, please: 1. View Prism #2. 2. Read Bolsinger, pp. 87-223 and Farrell & Khylllep, pp. 1-19. Use the focus questions for reading clarity. 3. The D.Min. student responsible for Session #2 will upload a 150-250 word response to each reading focus question and all students will upload their own 100+ word response to each focus questions. All responses should evidence understanding of the text (50%) and an ability to apply the author's key insights to one's own context (50%).
Session #2 Plan	Worship. DMin student #2 presents on day’s reading. The Crisis in U.S. Congregational Mission. “Nothing Sells like ‘Mission’!”

Due Wednesday, 15 June 2022 at 10:30am: Congregation in Context Project

Session 3 -- Wednesday, 15 June 2022 10:30am-12noon CDT	
Theme: <i>Race, Mission & the Church: “A Threefold Cord Not Easily Broken”</i>	
Assignments:	To prepare for Session #3, before coming to class, please: 1. Listen to Prism #3. 2. Read Jennings’ “Zurara’s Tears”, pp. 15-64; Charles & Rah, pp. 1-131; Farrell & Khylllep, pp. 20-44. 3. The D.Min. student responsible for Session #3 will upload a 150-250 word response to each reading focus question and all students will upload their own 100+ word response to each focus questions. All responses should evidence understanding of the text (50%) and an ability to apply the author's key insights to one's own context (50%).
Session #3 Plan	Worship. “The Well-Varnished Table”. DMin student #3 presents on day’s reading. The genesis of the concept of race and its relationship to the slave trade, the European missionary movement and your congregation’s understanding of mission.

Session 4 -- Thursday, 16 June 2022 10:30am-12noon CDT	
Theme: <i>“The Wrong Ship”: Can Mission Be ‘Decolonized’?</i>	
Assignment:	To prepare for Session #4, before coming to class, please:

	<ol style="list-style-type: none"> 1. Listen to Prism #4. 2. Read Charles & Rah, pp. 132-206 and Tisby, pp. 13-215. 3. The D.Min. student responsible for Session #4 will upload a 150-250 word response to each reading focus question and all students will upload their own 100+ word response to each focus questions. All responses should evidence understanding of the text (50%) and an ability to apply the author's key insights to one's own context (50%).
Session #4 Plan	Worship. The profound and enduring problems inherent in the colonial model of Christian mission. DMin student #4 presents on day's reading. Is "mission" redeemable in a postcolonial age? Is it possible to engage in mission and still "do no harm"? What, then, might be the characteristics of a post-colonial engagement in mission? Innovative leader interview #1.

Due 11:00PM CT on Sunday, 19 June 2022: Congregation in Context Project Assessments (3)

Session 5 -- Tuesday, 21 June 2022 10:30am-12noon CDT	
Theme: <i>The God Who Speaks Every Language: The Culture Concept and Cultural Humility</i>	
Assignments:	<p><i>[Note: Session #5 builds on the culture concept, the dimensions of cultural difference, and the relatively new concept of cultural humility. Because many students have not been exposed to cultural anthropology, I have included Howell & Paris to get us all on the same page conceptually. Feel free to skim H&P, if appropriate.]</i></p> <p>To prepare for Session #5, before coming to class, please:</p> <ol style="list-style-type: none"> 1. View Prism video #5. 2. Read Howell & Paris, pp. 25-44, Farrell & Khylllep, pp. 77-140, and review the chart (pp.105ff.) with examples of where specific groups of people appear in Hofstede's categorizations. 3. The D.Min. student responsible for Session #5 will upload a 150-250 word response to each reading focus question and all students will upload their own 100+ word response to each focus questions. All responses should evidence understanding of the text (50%) and an ability to apply the author's key insights to one's own context (50%).
Session #5 Plan	Worship. DMin student #5 presents. "The Perfect Storm" and Cultural Humility. Application/Discussion.

Session 6 -- Wednesday, 22 June 2021 10:30am-12noon CDT	
Theme: <i>Mission as Companionship. "Crossing Over": Creating a Space for Change</i>	
Assignment Due by class on June 18:	<ol style="list-style-type: none"> 1. Listen to Prism #6. 2. Read Farrell & Khylllep, pp. 45-76, 143-192. 3. Read Malpica, "Accompaniment as an Alternative Model..." 4. The D.Min. student responsible for Session #6 will upload a 150-250 word response to each reading focus question and all students

	will upload their own 100+ word response to each focus questions. All responses should evidence understanding of the text (50%) and an ability to apply the author's key insights to one's own context (50%).
Session #6 Plan	Worship. A Theology of Companionship, Co-development, the Liminal Space as Crucible. DMin student #6 presents. Discussion. Innovative Leader Interview #2.

D.Min. only -- Due Wednesday, 22 June 2022 at 5pm CDT: Reflection on Turpin paper

Session 7 -- Thursday, 23 June 2022 10:30am-12noon CDT	
Theme: Missional Leadership as Path-finding	
Assignments:	<ol style="list-style-type: none"> 1. There is no Prism video for Session #7. 2. Reflect on the focus questions as you read: Farrell & Khylllep, pp. 193-264; Smith, (<i>Disruptive Religion: The Force of Faith in Social Movement Activism</i>), pp. 1-25; and Kania & Kramer ("Collective Impact"). 3. The D.Min. student responsible for Session #7 will upload a 150-250 word response to each reading focus question and all students will upload their own 100+ word response to each focus questions. All responses should evidence understanding of the text (50%) and an ability to apply the author's key insights to one's own context (50%). 4. Innovative Leader Interview #3.
Session #7 Plan	Worship. The mutual transformation of the <i>missio Dei</i> . Missional Leadership. DMin student #7 presents on day's reading.

Session 8 -- Tuesday, 28 June 2022 10:30am-12noon CDT	
Weekly/Daily Theme: Conclusions & Your Next Steps	
Assignments:	<ol style="list-style-type: none"> 1. There is no Prism video or reading assignment for Session #8. 2. Come to class with list of five "next steps" you could use to lead a change process with your congregational leaders to help your congregation become more relevant to its context. 3. Final Project due 5 pm CDT on Tuesday, 28 June. 4. Course Electronic Evaluation due 30 June.
Session #8 Plan	Worship. DMin student #8 presents on questions raised by the innovative practitioners. Course Conclusions and Application to Students' Congregations.

Due Tuesday, 28 June 2022 at 5pm CDT: Final Project

Academic Policies

All students in Bexley Seabury courses are expected to be familiar with the following information that is provided on Canvas, in Student Resources:

- Academic policies and forms
- Requests for withdrawals, extensions, and incompletes
- Technological requirements and assistance

- Writing guidelines and assistance
- Course Netiquette
- Prohibition of plagiarism