

## **Competency Exercise**

### **Leading the Church in Formation and Interpreting the Church's Behavior**

For the competency exercise joining *Leading the Church in Formation and Interpreting the Church's Behavior*, the student will prepare and lead a one-session educational event (approximately one to two hours in length) focusing on an ethical issue of concern to her or his congregational setting or the surrounding community. (Examples: “problem” of youth behavior, civil disobedience and political involvement, character and response to community crisis, etc.) The ethical topic to be addressed will be negotiated with the IB faculty person overseeing this competency exercise prior to beginning the exercise.

At least one week before the educational event, the student will turn in to the faculty the following materials that will inform the way she/he designs and leads the lesson relating to the ethical topic:

- A critically written credo (2000 words) concerning the relation of ethics and formation, which includes
  - A personal statement of ethics in relation to educational ministry for the formation of the community of faith. Be clear here on the distinction and/or connection between ethics and “dogmatics” and how one or both contribute to the formation of the community of faith;
  - An expression of the purpose of educational ministry for formation within the community of faith;
  - And a reasoned pedagogical approach for engaging ethical issues in the community of faith.
- A critical interpretation of the ethical issue to be studied (2000 words) that highlights the norms, values, and paradigms (models for interpreting, i.e., virtue, natural law, utilitarianism, responsibility) for interpreting ethical issues and why the student advocates one ethical theory and interpretation over other options.

By the Friday before the educational event, the student will submit the following:

- An annotated lesson plan for the educational event (1500 words for these annotations; the word count for the annotations does not include scripture text, texts of prayers, etc.) that provides:
  - An introduction to the congregational setting and audience for the lesson and an explanation of the ways in which this ethical issue and its exploration is important for the faith formation of this audience;
  - One learning objective for what is to be accomplished in the lesson;
  - A description of the pedagogical methods used to meet that learning objective, written to the level of specificity that someone other than yourself could teach from the lesson plan; and
  - The educational, theological, and/or pastoral rationale for each pedagogical action.

Please note: The purpose of the lesson is not to teach the congregation everything that the student learns and writes about in the ethics research paper. The purpose of the lesson is to help the congregation engage this particular ethical topic in relation to their own lives, as well as to gain insight into models of ethical interpretation. As such, it will help if the student writes one clear

learning objective and then uses this learning objective to guide choices about what information to include in the lesson, as well as what teaching techniques to use. Faculty will be looking for depth of engagement with the ethical topic much more so than breadth of information presented in the lesson.

Once the ethical topic has been determined with the IB faculty, the student should negotiate the date of the educational lesson with the congregation and then let the IB and LF faculty know this date. The student may petition the IB and LF faculty members to change this date up to two weeks before the proposed date of the presentation.

Within one week following the educational event, the student will submit a video recording of the lesson. The URL for the video must be supplied to the faculty.

Also within one week following of the educational event, the student will review the video of the event and will submit:

- A self-evaluation of the lesson (approx. 500 words), which includes:
  - General observations from the video;
  - Identification of what went well in the lesson;
  - Reflection on what you would do differently the next time and why; and
  - Whether you learned anything about yourself as an ethicist or educator through this process.

Students also need to have evaluations of their educational event filled out by lay members of the congregation who attend the event, as well as by an onsite church leader, such as a senior pastor or a work supervisor. As part of their evaluation and grading of the exercise, the two faculty (one from Leading the Church in Formation and one from Interpreting the Behavior of the Church) will take these surveys into consideration. Please see the document "IB-LF Feedback Survey" for more details.

Students will receive two grades for the exercise—one for each area covered. Given that students receive 1 credit hour for successfully completing this exercise, they should devote no less than 40 hours to completing the work assigned. The work will be evaluated with the expectation that at least this much work has gone into the project. As part of the feedback provided to the student, the attached rubric will be used to signal to the student her/his strengths and weakness in the two areas.

As stated in the common syllabus, a competency exercise not turned in by the required time will be lowered a letter grade *immediately* after the deadline passes and will be lowered by a letter grade for every day that follows. As stated above, the written portfolio elements (credo and research paper) are due one week prior to the date of the educational event; the lesson plan is due the Friday before the educational event; and the recording of the event and the self-reflection is due one week after the date of the educational event. If a major life event occurs that impacts the student's ability to meet these deadlines, it is the student's responsibility to contact the IB and LF faculty administering this exercise to negotiate updated deadlines.