

THE CURRICULUM

The primary purpose of the curriculum of The School for Deacons is, and has been from its inception, the formation of deacons as servant leaders for ministries of compassion and justice for all God's people. Our offerings have evolved in content and focus over the years as the church's understanding of diaconal ministry has enriched and grown. The present curriculum is informed and guided by the ministry canons [Title III, Canon 6, Section 5] of The Episcopal Church, the norms for diaconal formation articulated by the North American Association for the Diaconate [now known as the Association for Episcopal Deacons AED] in the 1990's, and elements of "diaconal formation that works" from the same organization [2009].

School for Deacons courses involve didactic, engaged, experiential, and applied learning styles and formats. During our intensive class weekends, material is presented through lecture, discussion, audiovisual methods, and in-class practice. A student is expected to supplement every hour of in-class time with three hours of home study including reading, preparation of papers, and activities that use the internet. Instructors consult together and seek to integrate their different classes into a mutually reinforcing and coherent whole.

COURSE TITLES AND DESCRIPTIONS

FALL SEMESTER

Bible Studies I, III
Prayer Book Studies I
Church History I
Homiletics II
Organizing for Social Change
Social Ministry I
Christian Social Ethics
Listening and Caring Skills
Ministry Development
Introduction to Pastoral Care
Liturgy Practicum I
Field Education I, III (off campus)
Field Education Seminar I, III
Spiritual Formation

SPRING SEMESTER

Bible Studies II
Bible Studies IV Romans & John
Prayer Book Studies II
Church History II
Homiletics I
Introduction to Theological Reflection
Social Ministry II
Group Leadership
Deacon's Role in Liturgical Music
Anglican Theology
Foundations of Social Ministry
Liturgy Practicum II, III
Field Education II, IV (off campus)
Field Education Seminar II, IV
Spiritual Formation

Liturgical Studies

163 Prayer Book Studies I – The Rev. Claudia Jo Weber

An overview of the history of liturgy in the western church, with an emphasis on Baptism, Eucharist, and the Daily Office. Reading, reflection, and class discussion will help students articulate the church's theology of Baptism and Eucharist; understand the shape of the Daily Office; and use the resources of the *Book of Common Prayer* to plan worship. [1.0 Credits]

164 Prayer Book Studies II – The Rev. Claudia Jo Weber

An introduction to the various roles of deacons in the liturgical life of the church. Through reading, practice, reflection, and class discussion, the students will explore the ministry of deacons in worship. [1.5 Credits]

391 Deacon's Role in Liturgical Music – The Rev. Katherine Salinaro

Students are required to sing/chant various pieces associated with the liturgies of Holy Week and the Great Fifty Days of Easter. They will be trained in how to “point” the psalms and the Gospels and will be required to demonstrate their acquired skills. Emphasis is placed on understanding the theology and logistics of these liturgies as well as performing them. [1.0 Credits]

161 Liturgy Practicum I – The Rev. Claudia Jo Weber

Basics of liturgical movement, practice, dress, and leading daily officers. [1.0 Credits]

261 Liturgy Practicum II – The Rev. Eric Nefstead

Exploration of resources and practice creating and conducting liturgies in ministry situations outside the church. [1.0 Credits]

361 Liturgy Practicum III – The Rev. Katharine Salinaro

A practicum for the deacons' role in the Eucharistic Liturgy. Students participate, with the instructor, to master the basics of doing liturgy comfortably and confidently. Second and third year students are designated as Masters of Ceremonies for the worship services of the school community and responsible for organizing liturgies as assigned. This is a critical part of liturgical competence. All students must take all three semesters of liturgical practicum. [1.0 Credits]

Bible Studies

Biblical study is divided into four semesters. The courses are taught sequentially beginning with the Hebrew Bible.

112 Bible Studies I – Mr. Robert Kramish

This survey course immerses the student in the Hebrew Bible [Old Testament]. The emphasis of the course is on understanding the stories and prophetic writings of the Hebrew Bible in their own time and the meaning this literature has for us in the world today. [2.0 Credits]

113 Bible Studies II – The Rev. Dr. Scott Sinclair

This course introduces students to the New Testament. The parables of Jesus and the relationship of Jesus parables and Paul's writings to law and faith are explored. [2.0 Credits]

214 Bible Studies III – The Rev. Dr. Scott Sinclair

This course focuses on the contents and theology of the synoptic gospels, including the exegetical skills needed for effective diaconal preaching. [2.0 Credits]

314 Bible Studies IV: Romans and the Gospel of John – The Rev. Dr. Scott Sinclair

The *Epistle to the Romans* and the *Gospel of John* have probably had more impact on Christian life and thought than any other documents. This course will analyze these

works in detail with special attention to their social setting, literary structure, theology and spirituality and the implications for contemporary Christianity. Instruction will be by lecture and requires two projects and three sermon outlines on preselected topics. [2.0 Credits]

Ministry Development

Ministry Development – The Rev. Dr. Phina Borgeson

On completion of this course the student will be able to articulate why it is important to see themselves as developers of the church's diaconal ministry; to connect each of seven core values to theological sources and the practice of ministry, and to use at least three new tools or practices for working with and strengthening other adults in ministry. [2.0 Credits]

Ethics

Christian Social Ethics – The Rev. Dr. John Kater

An in-depth course that defines the Anglican ethical perspective and examines the principal social justice issues facing the church today. General topic areas include: issues related to the poor, biomedical ethics, issues related to women, sexual ethics, and professional ethics. [2.0 Credits]

Church History

122 Church History I to the Reformation – The Rev. Dr. Monrelle Williams

123 Church History II Reformation to Present Day – Dr. Bradley Peterson

This two semester course introduces the student to the cultural, ritual, historical, and theological influences on the developing church from its beginnings to the present day. [2.0 Credits per semester]

Pastoral Care

270 Introduction to Pastoral Care – The Rev. Eric Nefstead

The purpose of this course is to provide an introduction to pastoral care, with a focus on crisis ministry. Students will be introduced to foundational knowledge and skill for pastoral care through readings, lectures, role plays, and group discussions. Drawing on models of adult learning, students will be expected to reflect on lived experience and engage in empathic and critical reflection in the class. The course will introduce concepts associated with: 1) a relationally-oriented perspective on pastoral care, informed by the Anglican tradition, 2) crisis ministry, 3) hospitalization and illness, 4) grief and loss, and 5) substance abuse, addiction and recovery. Students will be guided to apply these concepts to their practice of ministry. The course will include the formation of a group covenant, written reflections, and a "verbatim" visit. This course is intended to prepare students for Clinical Pastoral Education and other educational experiences focused on the development of one's ministry practice. [2.0 Credits]

241 Group Leadership – Ms. Annette Rankin

Deacons invariably find themselves leading groups of many kinds and sizes. The purpose of this course is to provide the student with fundamental knowledge of and skills in

the dynamics of group leadership: establishing agreements, defining the task and scope, defining roles, building cohesion, managing conflict and collaborative problem solving. This brief introduction will provide the student with resources for further study and will equip the student to begin the process of effective group leadership. It includes didactic instruction, experiential learning, assigned readings, discussion and written reflection. This course is not a course in group counseling; the goal is to provide the student with skills with which to manage meetings. [1.5 Credits]

176 Listening and Caring Skills – Ms. Annette Rankin

The purpose of this course is to provide an introduction to those fundamental skills which will enable the student to listen attentively and compassionately to the intent as well as the content of what others are saying. Techniques such as paraphrasing, clarifying, labeling, inquiring, providing feedback and effective confrontation will be presented to and practiced by the class. The course will include a group covenant, experiential learning, didactic sessions, assigned readings, discussion and written reflections. This course introduces concepts and skills which the student will develop further in Clinical Pastoral Education. [1.5 Credits]

Field Education

Field Education I – The Rev. Katharine Salinaro, Coordinator

Field Education II “

Field Education III “

Field Education VI “

All students at The School for Deacons must complete four semesters of field education with a minimum number of 120 hours per semester (or an average of 8 hours per week), and four semesters of **Field Education Seminar**. While field placement may be at either an agency or a congregation, two semesters of parish work are usual. Some students may participate in a cultural intensive program in Latin America that can comprise some or all of **Field Education I & II**. All placements must be approved by the Field Education Coordinator and a learning contract must be completed by the student and the prospective site mentor before the semester begins. Field Education is usually taken during the second and third years of the program but can be done during the summer months with the consent of the Dean. All student beginning Field Education must attend an orientation offered early in the Spring semester. Before beginning Field Education students must complete the canonically required training in adult sexual abuse prevention, “Safe-guarding Our Children,” and Anti-racism. [4.0 Credits per semester]

Field Education: Intern Year

Students may choose to extend their time of study to four years by doing all of Field Education for a full year done between the second and third years of study. In this situation, the student is assigned to a congregation and to a social ministry agency concurrently. The student is enrolled in no other academic classes except the **Field Education Seminar**. Ideally, the student will be engaged in an agency that is, or could be connected with the congregation where assigned. A special project will be designed for the student to complete in lieu of the second year of **Field Education Seminar**.

274 Field Education Seminar I – The Rev. Katharine Salinaro

275 Field Education Seminar II – The Rev. Mark Henderson

374 Field Education Seminar III – The Rev. Mark Henderson

375 Field Education Seminar VI– The Rev. Katharine Salinaro

This seminar runs concurrently with off campus field education placement that begins in the second year of study. The focus is on presentations and discussion about particular ministry experiences, using a theological reflection process as the format. In the first year, students must take **Introduction to Theological Reflection** as a prerequisite to the seminar. *Students may not enroll in Field Education Seminar until and unless a signed learning contract is on file. [1.0 Credits per semester]*

Theology

174 Introduction to Theological Reflection – The Rev. Dr. David Abernathy-Deppe

This course is an opportunity for the student to develop the discipline of theological reflection, a process that involves examining the specific ministerial experiences of the student in light of scripture, reason, and tradition. *[1.5 Credits]*

243 Anglican Theology – The Rev. Dr. Monrelle Williams

This is a seminar class exploring the fundamentals of Christian theological inquiry from an Anglican perspective with the goal of developing a distinctive diaconal theology. *[2 Credits]*

Homiletics

191 Homiletics I – Dr. Roderick B. Dugliss

292 Homiletics II - “

This year-long course teaches the student the exegetical, organizational, mechanical, compositional, and vocal skills needed to prepare and deliver effective sermons. The major emphasis in both semesters is the practice of preparing and delivering homilies and sermons in a safe community of learning and constructive feedback. A “diaconal hermeneutic” is learned and practiced particularly in the second semester. *[1.5 Credits per semester]*

Social Ministries

170 Foundations of Social Ministry - Ms. Jan Robitscher

This course introduces students to varieties of social ministry. Students begin to gather information and resources that will be expanded in **Social Ministry I & II**, and explore their options for Field Education placement in the second year. *[1 Credit]*

171 Organizing for Social Change – Dr. Roderick B. Dugliss

The course lays the foundation for the year-long course in **Leadership in Social Ministry**. Students cover the basics of social ministry, study the prophetic role and voice of the deacon, and encounter theory and tools for the process of instigating and managing change in organizations—including the church. Students develop and appreciation for the systemic nature of the needs, concerns, and hopes of the world. *[1.5 Credits]*

376 Leadership in Social Ministry I – Sr. Pamela Clare Magers, CSF

377 Leadership in Social Ministry II- “

This year-long course is designed for both lay and ordained persons interested in social

ministry. Topics in **Leadership in Social Ministry I** include principles of social ministry, community analysis and assessment, cultural issues, working with volunteers, group dynamics, leadership, and fund raising issues. In **Leadership in Social Ministry II**, specific social ministries will be examined in depth from programs to feed and house the poor to programs that care for the sick and differently abled. [2 Credits per semester]

Spiritual Formation

198 Spiritual Formation I 199 Spiritual Formation II

298 Spiritual Formation III 299 Spiritual Formation IV

398 Spiritual Formation V 399 Spiritual Formation VI

Facilitators: The Ven. Brian Barnes (*Diocese of California groups*), **The Rev. Cn. Ernestina Campbell** (*Dioceses of Northern California, San Joaquin, and others*), **The Rev. Brian Nordwick** (*Diocese of El Camino Real*)

Students are required to meet in spiritual formation groups, away from campus and between school weekends, at least once a month or for a minimum of 16 hours per semester. These groups discuss individual members' experience with God, the experience of being called as diaconal leaders in the church for the world, and the personal impact of being in an "ordination process." [1.5 Credits per semester]

364 The Senior Seminar- Dr. Roderick B. Dugliss

This course is designed by the dean and faculty to be an integrative "capstone" learning experience for third year students. It occurs in the spring semester of the last year and focuses on and reviews the doctrine, discipline, and worship of The Episcopal Church and practical issues in the life, work, and ministry of the deacon. [1.5 Credits]

188 All School Retreat I

288 All School Retreat II

388 All School Retreat III

An annual event usually held the first weekend in January (Friday evening through Sunday noon). This is a required event for all full-time students. Content, process, and leadership change yearly. Spouses/partners are welcome to attend and participate. There are a limited number of spaces for alumni, faculty, staff, and board members. [0.5 Credits per year]