REGR 6102. Foundations of Religious Education. (3 Credits)
This course is an examination of the various theological, philosophical, and educational models that inform the foundations of religious education. Students will examine how these models have influenced different schools, theorists, practitioners, and materials of religious education. Criteria for evaluating the adequacy of competing models will be offered.

REGR 6120. Education for Peace and Justice. (3 Credits)
This course focuses on developing a greater understanding of the social ministry of the Christian churches. After a historical survey of Christian attitudes toward peace and justice, participants will explore ways of bringing a concern for peace and justice issues into liturgy, preaching, religious education, and pastoral ministry. The course also examines how to relate Christian understandings of peace and justice to everyday work, and to civic, political, and family life.

Attribute: PSJH.

REGR 6125. Moral Education & Development. (3 Credits)
This course explores various aspects of moral education. The topic will be explored from various perspectives: theology, psychology, education, sociology, and the arts. It will aid those involved in religious education and pastoral ministry in making effective use of the arts in their work. The course provides a framework for exploring foundational issues of morality and moral development, including how our understandings of the human person, community, and attitude toward the natural environment shape our moral outlook. Emphasis is placed on enabling religious educators and pastoral ministers to make moral formation an integral dimension of education in the Christian faith.

REGR 6130. Theological Issues: Religious Education and Ministry. (3 Credits)
The course explores major Christian classical themes in contemporary theological development. Foundational concepts of revelation, scripture and tradition, Trinity, creation, Jesus the Christ, and sin and grace are examined. The practical ministerial and educational implications of these developments will be collaboratively pursued.

REGR 6140. Curriculum and Religious Education. (3 Credits)
This course is an exploration of the what, where, when, why, and how of curriculum design in religious education. The various philosophies, principles, and processes of curriculum formation are critically examined. The course addresses the central question and activities of curriculum designers: what educative content do we make accessible to which learners under what governing structure? This question highlights the impact the nature of content, teaching processes, the readiness of learners, and the social-political arrangements of diverse educational settings has on a religious education curriculum.

REGR 6143. Imagination: Ministry and Religious Education. (3 Credits)
This course will explore the link between the imagination, patterns of church ministry, and religious educational activity. The role and power of imagination in disclosing new life and reenvisioning our work will be examined. A central focus of the course is the critical exploration of the images, metaphors, and guiding visions undergirding educational and ministerial work in churches and in our public life. Our educational and ministerial task is to create a counter-discourse to the dominant discourse of our time. Particular perspectives (religious, prophetic, feminist, artistic) will be employed as resources for enriching the imagination, fostering a counter-discourse, and cultivating imaginative activity with people.

REGR 6150. Foundations for Intercultural Ministry and Religious Education. (3 Credits)
Ministerial contexts are spaces of intercultural encounters that can serve to positively affect the practice of ministry and religious education. This special topics course will explore key pillars for understanding these encounters as revelatory moments that can be constructive for the “kin-dom” of God. Among the literature explored in this course will be theories of intercultural teaching and learning, anti-racist identity development, and cultural studies critiques, all within the context of students’ self-exploration of their own cultural identities. From this exploration, students will envision how their own ministerial praxis can be shaped to form liberating spaces for intercultural ministry and solidarity.

Attribute: PSNM.

REGR 6170. Spirituality and Arts. (3 Credits)

REGR 6180. Religious and Educational Development of Children and Youth. (3 Credits)
This course inquires into the spiritual, moral, and educational development of children and the implications of this development for religious education. Emphasis is placed on developing a theology of childhood, and the influence of childhood faith development on adult spirituality.

REGR 6181. Family Ministry: Sp Questions. (3 Credits)
Investigation and analyses of specific problems related to family ministry. Topics will include single-parent families, families of "special needs" children, "hurting" families, and ministry for leadership couples and families.

REGR 6202. Young Adult & Adult Ministry. (3 Credits)
Responses to religion in society, as well as to the many ways that young adults and adults make meaning of the world, are rapidly shifting. While there are growing numbers of people who are disaffiliating from organized religion, many continue to identify as spiritual. At the same time, there are many young adults and adults whose religious and spiritual development is affected by the harsh realities of violence, racism, depression, and other intersecting systems of oppression. How might ministers and religious educators respond to these realities? What questions should shape those responses? What knowledge informs those questions?

REGR 6204. Special Questions: Youth and Young Adult Ministry. (3 Credits)
This course offers a study of identity formation, sexual development, social consciousness, the influence of popular media culture, attitudes toward authority, and Generation X and millennial spirituality. Participants will explore ways of reenvisioning religious education and pastoral ministry to respond more adequately to contemporary youth culture.
REGR 6220. Ministry & Leadership. (3 Credits)
An investigation of the basic structures of organization and principles of administration and supervision as they apply to parish and other religious education settings. Emphasis is placed on the person and the role of leadership within evolving structures of parish and various learning communities.

REGR 6311. Digital Catechesis. (3 Credits)
The Digital Catechesis course provides a new social landscape for imagining faith formation and religious education today. This new landscape integrates Pope Francis’ clarion call for the New Evangelization and the worthy potentials of the New Media, to come up with a leadership agenda that offer ways to explore and call into question traditional assumptions and understanding of both the catechetical and the technological. The course's goal is to lead pastoral leaders to viewing digital catechesis as a vital expression of the truly catechetical in contemporary religious context.

REGR 6524. Latinx Spirituality. (3 Credits)
This course presents an introduction to the way Latinx people live out their spirituality, faith, or relationship with God. We begin with an overview of the ways Christian and non-Christian Latinx people practice their spiritualities. We then proceed topically, looking at popular Catholicism, Latino sacramentality, Marian devotion, new ecclesial movements, mainline Latino Protestant spirituality, and Pentecostalism.

REGR 6705. Religion Society & Culture. (3 Credits)
Explores various ways of thinking about how Christians and Christian faith communities can and should relate to the broader social world of which they are a part. Emphasis is placed on developing a heightened awareness of the ways religious educators and pastoral ministers can enable people to work for greater peace and justice in the world.

REGR 6999. Religious Education Final Integration Seminar. (3 Credits)
The Master of Arts program in religious education concludes with this final integration course (offered each spring). The course involves a terminal research project on a topic determined by the faculty.

REGR 7102. Foundations of Rel Educ. (3 Credits)
An examination of the various theological, philosophical, and educational models that inform the foundations of religious education. The attempt will be made to show how these models have influenced different schools, theorists, practitioners and materials of religious education. Criteria for evaluating the adequacy of competing models will be offered. Additional Doctoral readings and assignments per instructor.

REGR 7120. Education Peace/Justice. (3 Credits)
This course is for PHD Students only. Focuses on developing a greater understanding of the social ministry of the Christian churches. After a historical survey of Christian attitudes toward peace and justice, participants will explore ways of bringing a concern for peace and justice issues into liturgy, preaching, religious education and pastoral ministry. The course also examines how to relate Christian understandings of peace and justice to everyday work, and civic, political and family life.

REGR 7130. Theo Issues:Religious Ed & Min. (3 Credits)
This course is for PHD Students only. The course explores major Christian classical themes in contemporary theological development. Foundational concepts of revelation, scripture and tradition, Trinity, creation, Jesus the Christ, and sin and grace are examined. The practical ministerial and educational implications of these developments will be collaboratively pursued.

REGR 7140. Curriculum and Religious Education. (3 Credits)
This course is for Ph.D. students only.

REGR 7150. Foundations for Intercultural Ministry and Religious Education. (3 Credits)
Ministerial contexts are spaces of intercultural encounters that can serve to positively affect the practice of ministry and religious education. This special topics course will explore key pillars for understanding these encounters as revelatory moments that can be constructive for the “kin-dom” of God. Among the literature explored in this course will be theories of intercultural teaching and learning, anti-racist identity development, and cultural studies critiques, all within the context of students’ self-exploration of their own cultural identities. From this exploration, students will envision how their own ministerial praxis can be shaped to form liberating spaces for intercultural ministry and solidarity. This course is open only to doctoral students.

REGR 7170. Spirituality and Arts. (3 Credits)
This course is for PHD Students Only.

REGR 7180. Religious and Educational Development of Children and Youth. (3 Credits)
This course inquires into the spiritual, moral, and educational development of children and the implications of this development for religious education. Emphasis is placed on developing a theology of childhood, and the influence of childhood faith development on adult spirituality. Additional doctoral readings and assignments per instructor.

REGR 7202. Youth & Young Adult Ministry. (3 Credits)
DOCTORAL STUDENTS ONLY. Responses to religion in society, as well as to the many ways that young adults and adults make meaning of the world, are rapidly shifting. While there are growing numbers of people who are disaffiliating from organized religion, many continue to identify as spiritual. At the same time, there are many young adults and adults whose religious and spiritual development is affected by the harsh realities of violence, racism, depression, and other intersecting systems of oppression. How might ministers and religious educators respond to these realities? What questions should shape those responses? What knowledge informs those questions?

REGR 7204. Spec Ques:Youth&Young Adult Min. (3 Credits)
This course is for PHD Students only. Offers a study of identity formation, sexual development, social consciousness, the influence of popular media culture, attitudes toward authority, and Generation X and Millennial Generation spirituality. Participants will explore ways of re-envisioning religious education and pastoral ministry to respond more adequately to contemporary youth culture.

REGR 7230. Spec Issues in Religious Ed. (3 Credits)
This course is an in-depth study of three key issues in the field of religious education. Its focus is the systematic treatment of: 1. An exploration of teacher-learning as the practice of revelation; 2. The nature, direction and scope of religious development; and, 3. The meaning of professional and its link to the professional identity of the religious educator. The three themes will be examined within the context of the current challenges facing church and culture.

REGR 7311. Digital Catechesis. (3 Credits)
Doctoral Students Only The Digital Catechesis course provides a new social landscape for imagining faith formation and religious education today. This new landscape integrates Pope Francis’ clarion call for the New Evangelization and the worthy potentials of the New Media, to come up with a leadership agenda that offer ways to explore and call into question traditional assumptions and understanding of both the catechetical and the technological. The course's goal is to lead pastoral leaders to viewing digital catechesis as a vital expression of the truly catechetical in contemporary religious context.
REGR 7705. Religion Society & Culture. (3 Credits)
Expects various ways of thinking about how Christians and Christian faith communities can and should relate to the broader social world of which they are a part. Emphasis is placed on developing a heightened awareness of the ways religious educators and pastoral ministers can enable people to work for greater peace and justice in the world. See Doctoral requirements on syllabus.

REGR 7910. Special Topics: Religious Education. (3 Credits)
See syllabus online for details of this special elective offering.

REGR 8102. Historical and Philosophical Foundations of Religious Education. (3 Credits)
This course—for doctoral students only—is an examination of the various theological, philosophical, and educational models that inform the foundations of religious education. The attempt will be made to show how these models have influenced different schools, theorists, practitioners, and materials of religious education. Criteria for evaluating the adequacy of competing models will be offered.

REGR 8120. Education for Peace and Justice. (3 Credits)
(Doctoral Students Only) Focuses on developing a greater understanding of the social ministry of the Christian churches. After a historical survey of Christian attitudes toward peace and justice, participants will explore ways of bringing a concern for peace and justice issues into liturgy, preaching, religious education, and pastoral ministry. The course also examines how to relate Christian understandings of peace and justice to everyday work, and civic, political and family life.

REGR 8125. Moral Education & Development (Doctoral). (3 Credits)
Open to Doctoral Students Only This course explores various aspects of moral education. The topic will be explored from various perspectives: theology, psychology, education, sociology, and the arts. It will aid those involved in religious education and pastoral ministry in making effective use of the arts in their work. The course provides a framework for exploring foundational issues of morality and moral development, including how our understandings of the human person, community, and attitude toward the natural environment shape our moral outlook. Emphasis is placed on enabling religious educators and pastoral ministers to make moral formation an integral dimension of education in the Christian faith.

REGR 8130. Theological Issues: Religious Education and Ministry. (3 Credits)
"Doctoral Students Only" The course explores major Christian classical themes in contemporary theological development. Foundational concepts of revelation, scripture and tradition, Trinity, creation, Jesus the Christ, and sin and grace are examined. The practical ministerial and educational implications of these developments will be collaboratively pursued.

REGR 8140. Curriculum and Religious Education. (3 Credits)
(Doctoral Students only.) The course is an exploration of the what, who, where, when, why, and how of curriculum design in religious education. The various philosophies, principles and processes of curriculum formation are critically examined. It addresses the central question and activities of curriculum designers, namely, what educative content do we make accessible to what learners under what governing structure? This highlights the impact on the religious education curriculum of the nature of content, the teaching processes, the readiness of learners, and the social-political arrangements in the diverse educational settings.

REGR 8143. Imagination: Ministry & Rel Ed. (3 Credits)
"Doctoral Students only." This course will explore the link between the imagination, patterns of church ministry and religious educational activity. The role and power of imagination in disclosing new life and re-visioning our work will be examined. A central focus is the critical exploration of the images, metaphors and guiding visions undergirding educational and ministerial work in churches and our public life. Our educational and ministerial task is to create a counter-discourse to the dominant discourse of our time. Particular perspectives (the religious, prophetic, feminist, artistic) will be employed as resources for enriching the imagination, fostering a counter discourse and cultivating imaginative activity with people.

REGR 8188. Seminar: Religious Education. (3 Credits)
Reserved for special seminar topics in religious education.

REGR 8202. Youth & Young Adult Ministry. (3 Credits)
"Doctoral Students only." Explores the personal and communal development of youth and young adults (11-30) through church teaching and such disciplines as philosophy, psychology, and sociology, education and religious education. A comprehensive framework for nurturing the faith and spirituality of youth and young adults is presented as an organizing framework for the course.

REGR 8204. Special Questions: Youth and Young Adult Ministry. (3 Credits)
This course—for doctoral students only—offers a study of identity formation, sexual development, social consciousness, the influence of popular culture, attitudes toward authority, and Generation X and millennial generation spirituality. Participants will explore ways of re-envisioning religious education and pastoral ministry to respond more adequately to contemporary youth culture.

REGR 8230. Spec Issues in Religious Ed. (3 Credits)
"Doctoral Students Only" This course is an in-depth study of three key issues in the field of religious education. Its focus is the systematic treatment of: 1. An exploration of teacher-learning as the practice of revelation; 2. The nature, direction and scope of religious development; and, 3. The meaning of professional and its link to the professional identity of the religious educator. The three themes will be examined within the context of the current challenges facing church and culture.

REGR 8401. Research Methods. (3 Credits)
Research Methods course is for students in the PhD in Religious Education.

REGR 8580. Young Adult / Adult Ministry and Education. (3 Credits)
This course—for doctoral students only—examines key issues in the religious education of adults. It situates adult religious education within the broader framework of adult education theory, principles of practice, and the application of this theory to contexts of faith communities. Foundational issues explored will include the meaning of adulthood, adult learning, and development, and adult social worlds.

REGR ADVI. Faculty Advising. (0 Credits)

REGR MTNC. Maintenance of Matriculation. (0 Credits)
Maintenance of matriculation.