RELIGIOUS EDUCATION (M.A.)

This program is offered online or on campus.

The Master of Arts degree (M.A.) in religious education degree provides a deepened understanding of core theological disciplines and opportunities to explore the various arts of pastoral ministry. The degree is designed for those already serving in ministry and those preparing to seek employment in ministerial settings. Those seeking personal enrichment through the study of religious education are also welcomed to study within the Master of Arts degree (M.A.) in religious education program.

Requirements

The Master of Arts degree (M.A.) in religious education is 36 credits and requires the selection of one of the following concentrations:

- Adult, Family, and Community
- Generalist
- Youth and Young Adult

All concentrations can be completed on campus or a combination of on campus and online. In addition, the Youth and Young Adult concentration can also be completed exclusively online. All concentrations require the completion of a final project. (p. 2)

Course Requirements (All Concentrations)

The course requirements as laid out below are for on-campus or hybrid students. Modifications for online students are noted in footnote 1.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELG 602</td>
<td>Foundations of Religious Education</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6140</td>
<td>Curriculum and Religious Education</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6120</td>
<td>Education for Peace and Justice</td>
<td>3</td>
</tr>
<tr>
<td>2 Religious Education Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>RELG 6170</td>
<td>Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6171</td>
<td>New Testament</td>
<td>3</td>
</tr>
<tr>
<td>2 Religious Studies Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Concentration Courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

1 Online students only will substitute the three core Religious Education courses and one Religious Education elective for four additional Religious Studies electives. They must take RELG 6125 Moral Education/Develop as their remaining Religious Education elective.

2 Students may not double count a concentration course as a REED elective. A list of options for your Religious Education elective can be found below.

Religious Education Electives

Students may not double count a concentration course as a REED elective.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELG 6102</td>
<td>Moral Education/Develop</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6130</td>
<td>Theological Issues: Religious Education and Ministry</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6143</td>
<td>Imagination: Ministry and Religious Education</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6170</td>
<td>Spirituality and Arts</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6180</td>
<td>Rel &amp; Educ Dev of Child</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6182</td>
<td>Community. Family &amp; Rel Ed</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6202</td>
<td>Youth &amp; Young Adult Ministry</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6220</td>
<td>Ministry &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6580</td>
<td>Adult Learning &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>RELG 7230</td>
<td>Spec Issues in Religious Ed</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration-Specific Requirements

Adult, Family, and Community Concentration Requirements

In addition to the general M.A. course, the following are required:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELG 6182</td>
<td>Community, Family &amp; Rel Ed</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6188</td>
<td>Religious Education and Human Development</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6580</td>
<td>Adult Learning &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Youth and Young Adult Ministry Concentration Requirements

In addition to the general M.A. course, the following are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELG 6188</td>
<td>Religious Education and Human Development</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6202</td>
<td>Youth &amp; Young Adult Ministry</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6204</td>
<td>Special Questions: Youth and Young Adult Ministry</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Generalist Concentration Requirements

In addition to the general M.A. course, students in the generalist concentration are required to take three courses from the following options:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>RELG 6188</td>
<td>Religious Education and Human Development</td>
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<tr>
<td>RELG 6202</td>
<td>Youth &amp; Young Adult Ministry</td>
<td>3</td>
</tr>
<tr>
<td>RELG 6204</td>
<td>Special Questions: Youth and Young Adult Ministry</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

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Final Project

In addition to the requirements above, all religious education students are required to complete a final project. To complete the final project, all students in the M.A. program are given the following options:

- complete a 25- to 45-page pastoral project with either an in-ministry or a for-ministry focus, or
- complete a 25- to 45-page integration paper, or
- complete a 60-page major research paper. Students are to choose this option in consultation with a final project adviser of their choosing.

Task: Choose a significant theological/ministerial issue affecting the pastoral life of the church today. Drawing upon your own ministry and experience, and informed by theological and, when appropriate, interdisciplinary scholarship, write a final project that addresses this issue.

Pastoral Project Option

a. In-Ministry Focus

The in-ministry focus Pastoral Project provides an opportunity to demonstrate a practical sense of how to create and implement a pastoral program for your current ministry. Your project may take the following form:

- A written discussion of the purpose of the project, including a description of the pastoral need that will be addressed by your project and what you hope to accomplish
- A description of the pastoral project (this should be the longest section of your project)
- A brief reflection on the educational or ministerial dynamics of your project
- Implementation of the project in your ministry
- An evaluation of how your project has been applied in your current ministry

b. For-Ministry Focus

The for-ministry focus is different from the in-ministry focus because it does not require you to implement the project in your current ministry. It may, however, take the form of a 25 to 45-page for-ministry pastoral project with the following parts:

- A written discussion of the purpose of the project, including a description of the pastoral need that will be addressed by your project and what you hope to accomplish
- A description of the pastoral project (this should be the longest section of your project)
- A brief reflection on the educational or ministerial dynamics of your project

Integration Paper Option

The integration paper option provides an opportunity for you to explore related theological and ministerial issues and to reflect on these issues in the light of your own life and ministry. The integration paper is not exclusively focused on ministry. Rather, the first part of the integration paper is a scholarly theological reflection. The integration option is well-suited for students who 1) are not going on for Ph.D. studies and who are not and will not be involved in ecclesial ministry, and 2) want to do address a significant theological issue but want to do so from a ministerial perspective. It should take the form of a 25-to 45-page personal ministerial-integration project with three parts:

1. A 10- to 15-page theological reflection paper addressing a significant theological issue (for example, a student might address the issue of why full participation is the ultimate norm of the Church's liturgy or how Karl Rahner's understanding of personhood informs his theology of childhood)

2. A 10- to 15-page ministerial reflection paper addressing some aspect of the religious educational or ministerial concerns raised by the theological issue explored in the theological reflection paper (for example, a person might write about the continuing relevance of liturgical catechesis or how Karl's Rahner's theology of childhood can inform and enliven the religious education of children today)

3. A five- to 15-page personal ministerial integration paper in which you reflect on your own life and ministry or possible future ministry in light of what you have written in the first two papers

Major Research Paper Option

The major research paper option provides an opportunity for those with demonstrated research and writing abilities to explore a theological issue and the religious educational or ministerial implications of this issue in depth. Your major paper may take the following form:

1. Identify a significant theological issue

2. Provide an account of why this is an important issue in the church today

3. Discuss the issue drawing from biblical, theological, and, when appropriate, interdisciplinary resources

4. Explore some of the religious educational or ministerial dimensions or implications of the issue

5. Make a contribution to the scholarship about this issue

Mentorship

Mentors of the M.A. final project are any of the full-time faculty in the Graduate School of Religion and Religious Education that the student chooses. Ordinarily, there is one mentor for the final project, although either the student or the mentor may ask for a second mentor as the
situation warrants. It is the role of the mentor, who need not be the
director of one’s concentration, to help the student develop a formal
proposal for the final project, to approve that formal proposal, to offer
suggestions, to give feedback on the writing as needed, and to approve
the final copy. It is not the role of the mentor to correct for grammar,
spelling, and the manual of style; these particulars are the responsibility
of the student, with assistance provided by the Writing Center at the Rose
Hill Campus.

Proposal
The formal proposal, which must be approved by the mentor and the
dean, contains the following elements: title page, brief explanation of
what the research paper is about and why it is being undertaken, outline
of the specific chapters or sections, and a representative sample of
bibliography or references.

The formal proposal, four or five typed, double-spaced pages in length,
including title page, is ideally submitted upon completion of 18 credits of
coursework to allow time for students to refine research plans while they
are in class on a regular basis.

Manual of Style
The major research paper, as well as all course papers, needs to be
written according to The Chicago Manual of Style (University of Chicago
Press).

Concentrations

Adult, Family, and Community
Concentration
This concentration is available as an on-campus or hybrid program,
offering courses both on-campus and online.

The Master of Arts degree (M.A.) in religious education with a
concentration in adult, family, and community religious education
strives to provide students with a broad and inclusive vision of religious
education and a foundation for encouraging a religious-education
consciousness, that is, an outlook and practice (a habitus) of lifelong and
life-wide religious learning. The concentration meets the needs of those
serving or preparing to serve as directors of religious education (DREs)
or parish catechetical leaders, and others who work or who are preparing
to work with children, parents, and teachers in school, parish, and home
settings. It also serves students preparing for educational ministry with
adults in parishes, dioceses, retreat houses, and spiritual-life centers.

Additional information about this concentration can be found in the
Requirements tab.

Youth and Young Adult Ministry
Concentration
This concentration can be taken as an on-campus, hybrid, or online
program.

Beginning with the guidelines for the formation of lay ecclesial ministers
outlined in Co-Workers in the Vineyard of the Lord, the Master of Arts
degree (M.A.) in religious education with a concentration in youth and young adult
ministry focuses on understanding adolescent and young adult religious,
spiritual, moral, and psychological development. Students choose from
among courses in community, family, and religious education; curriculum
and religious education; adult learning and development, and other
areas of religious education and pastoral studies. Students are asked to
direct their studies in either religious education or pastoral studies as
they prepare for a career path as either religious education/catechesis
with youth and young adults in parishes, schools, college and university
campuses, and dioceses, or Jesuit volunteer corps members.

Additional information about this concentration can be found in the
Requirements tab.

Generalist Concentration
This concentration is offered as an on-campus or hybrid program,
offering courses both on-campus and online.

Most religious educators and pastoral ministers are pastoral generalists.
While they may have particular areas of responsibility (such as
overseeing parish programs for the religious education of children
and youth, or running a campus ministry service and social ministry
program), they interact with people in a wide array of situations and
are called upon to be pastoral caregivers, catechetical leaders, spiritual
guides, prayer leaders, and to minister to people in a variety of other
ways. The Master of Arts degree (M.A.) in religious education, generalist
concentration, provides students with an opportunity to take a range of
courses in religious education and pastoral ministry. Students develop
a foundational understanding of educating in faith and the various
ministries of the church.

Additional information about this concentration can be found in the
Requirements tab.