

## Generative Questions

The five generative questions listed below are given to guide your conversations. These are road topic questions; given with each are several more specific questions that you may use to lead the discussion of the group. These questions are by no means meant to be exhaustive or directive; they are intended to start and support spirited conversation.

1. Why does the seminary worship?
  - a. There is value to worship itself. Are there other values to worship in a seminary setting?
  - b. How might seminary worship serve as a setting for liturgical formation?
  - c. How is the pedagogical value of worship in the seminary expressed?
  - d. Is there a role for congregations and/or judicatories in seminary worship?
2. How might the seminary impart denominational traditions of worship to a diverse and multi-denominational student body?
  - a. How might the seminary embrace the diversity of the student body and provide a foundational understanding of worship?
  - b. How does the seminary manage political expectations of diverse groups while demonstrating the value for worship for the entire seminary community?
  - c. How might local congregations and judicatories be included in establishing an ecumenical framework that honors denominational traditions?
3. How might the seminary make the case for the centrality of worship to the teaching of theology?
  - a. How might the prospective worship leader be expected to integrate her/his study of worship with other theological disciplines?
  - b. How might local congregations and judicatories contribute their expectations that leaders be theologically prepared to lead worship?
  - c. How do seminaries grow into worship-centered communities of theological study and reflection?
4. What is necessary for worship leaders to be musically prepared to plan worship?
  - a. What level of musical education do prospective worship leaders need? What level of theological education might be expected of church musicians?
  - b. How might an understanding of the role of music in worship prepare leaders and musicians for their liturgical ministries?
  - c. How might the expectations and traditions of local congregations and judicatories be used to shape the process of preparing leaders musically?
5. What are the expectations of field education with respect to students, seminaries, congregations, and supervisors?
  - a. How might each party interface with each other?
  - b. What structures are in place to facilitate reflection on the field education experience? What structures are in place to assure accountability?
  - c. What is the relationship between field education and seminary worship courses?