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**DOCTORAL DISSERTATION DEFENSE**

of

**Michael Scheer**

For the degree of

Doctor of Philosophy

Foundations, Leadership, and Administration

**A PASTORAL JOURNEY OF FAITH, EDUCATION, AND THE  
COMMON GOOD**

May 17, 2023

1:00 p.m.

Meeting ID: 211 842 151 902

Passcode: 2SMt3w

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Kent State University

## **Michael Scheer**

M.A. in Education

Baldwin Wallace University, 1991

B.S. in Applied Science

Miami University, 1989

In 1989 Michael graduated with a Bachelor of Science degree in Manufacturing Engineering from Miami University in Oxford, OH. After graduation Michael decided to become a teacher and in 1991 was awarded a Master of Arts in Education degree from Baldwin-Wallace University in Berea, OH, after which he spent six years teaching physics and mathematics at a Polaris Career Center in Middleburg Hts., OH.

In 1998 he resigned his teaching position to begin studies at Concordia Theological Seminary in Fort Wayne, IN and was awarded the Master of Divinity degree and certified for Holy Ministry in the spring of 2002. His first call was to All Saints Lutheran Church and Student Center in Slippery Rock, PA where he served for almost 14 years as a “town-gown” pastor having both congregational and campus ministries duties, including international student ministry. While living in Slippery Rock Michael spent 12 years as a member of the local school board, serving as board president for seven of those years.

In 2009 Michael began work at Kent State University in Kent, OH on a PhD in Education with a concentration in Cultural Foundations of Education. His dissertation topic is a study of how Lutheran theology intersects with public education and religious pluralism in America, with a concentration on the voucher system and its impact on parochial education.

## **A PASTORAL JOURNEY OF FAITH, EDUCATION, AND THE COMMON GOOD**

Social Foundations scholars as well as other philosophers of education often question the ability of parochial schools in the United States to provide an education to students that serves the common good of society. The purpose of this paper is to examine this question and provide perspective as it pertains to Lutheran education, especially within the Lutheran Church Missouri Synod (LCMS).

A literature review of these scholars establishes the guiding parameters that broadly frame this question for the purpose of this paper. Then, more specifically, the question will be examined from a distinctively Lutheran viewpoint, including reference to historical events and the answers they have helped to shape from scholars and theologians of the LCMS. Finally, personal experiences of the author as he worked at an institution of higher education in the synod and then as the principal of a Lutheran elementary school will be shared, both providing unique and enlightening perspectives that together inform a compelling and enriching Lutheran response to this question.