

SS. Cyril and Methodius Seminary
3535 Commerce Road, Orchard Lake, MI 48324

FE 611 Field Placement, Supervision, and Theological Reflection

Fall 2017, Mondays, 1:00-2:50

CAC TBD

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Course Description: An introduction to ministry in the Roman Catholic tradition as it relates to the theology and identity of the minister, the social, ecclesial, and historical contexts, and the practice of ministry. Theological field education and its components: placements, supervision, and theological reflection. Focus on integration of pastoral formation with human, spiritual, and intellectual dimensions of priestly formation and developing a *habitus* for interpretation of pastoral experience or activity in light of Scripture, church teaching, personal faith and pastoral practices.

Student Learning Outcomes: At the end of the course student will demonstrate ability

1. To articulate a broader understanding of *what constitutes ministry* and a deeper appreciation for its diverse, plural, and complex forms in the Roman Catholic tradition
2. To engage a “theory of practice for ministry” by way of a basic *shared praxis method* that enables one to think about practice (liturgy, preaching, faith formation, pastoral care, social ministries, and administration) as well as think *in* and *during* practice
3. To habitually ask reflexively in various ministry situations: *What is going on here? What does it mean theologically? What should we do?*
4. To interpret pastoral situations through stories, symbols, and doctrines for the sake of the living, embodied faith in a particular community in order to see learning theology, history, and Scripture as *sources of wisdom* for the minister
5. To see ministry as a whole with many related parts

Required Texts:

Garrido, Ann M. *A Concise Guide to Supervising a Ministry Student*. The Concise Guide Series. Notre Dame, Indiana: Ave Maria Press, 2008.

Ippolito, Joseph, M.A., Rev. Mark A. Latcovich, Ph.D., and Joyce Malyn-Smith, Ed.D. *In Fulfillment of Their Mission, The Duties and Tasks of a Roman Catholic Priest: An Assessment Project*. Washington, D.C.: National Catholic Educational Association, 2008.

Kinast, Robert L. *Let Ministry Teach: A Guide to Theological Reflection*. Collegeville, MN: The Liturgical Press, 1996.

The Priestly Formation Handbook 2017-2018. Orchard Lake, MI: SS. Cyril and Methodius Seminary, 2017.

Magisterial Documents:

National Conference of Catholic Bishops. *Called and Gifted: The American Catholic Laity*. Washington, D.C.: United States Catholic Conference, 1980.

United States Conference of Catholic Bishops. *Program of Priestly Formation*. Fifth Edition. Washington, D.C.: USCCB, 2006.

Course Delivery Methods: The course combines the following learning methodologies: interactive lectures, case studies, historical readings, theological reflections, and student presentations.

Students are expected to complete the following:

- 1. Assigned readings from required texts found in the calendar below. Required textbooks may be obtained from St. Mary's Bookstore.**
- 2. Case studies for discussion may be found in required texts.**
- 3. Enroll in a supervised theological field education placement.**
- 4. Select a meaningful experience or event in your field placement and reflect theologically on that experience/event in your ministry. Prepare a written theological reflection following the rubrics found in the *Guide to Student Academic Writing*. Present your reflection to colleagues in class. *Written text of theological reflection to be submitted one week prior to presentation in class.***

Class Calendar, Thematic Outline and Reading Assignments

8/28/17 Introduction, Course Syllabus, Requirements

Read: Cahalan, Kathleen A. "Toward a Fundamental Theology of Ministry" *Worship* 80, no. 2 (March 1, 2006):102-120.

Read: Chapter 1 An Introduction to Ministerial Field Education and Supervision in Garrido, pp. 1-21

9/04/17 *Labor Day Parade (No Class)*

9/11/17 Theology and Identity of the Minister – Who? (Form)

Read: "Ministerial Identity: A Question of Common Foundations" in Susan K. Wood, S.C.L., (Editor) *Ordering the Baptismal Priesthood*. Collegeville, MN: Liturgical Press, 2003, pp. 3-25.

Read: Chapter 2 A Structure that Supports Learning in Garrido, pp. 23-46

9/18/17 Tasks of Ministry, Six Practices: Liturgy, Preaching, Faith Formation, Pastoral Care, Social Ministries, and Administration – What? (Rationale)

Read: Joseph Ippolito, M.A., et. al. *In Fulfillment of Their Mission: The Duties and Tasks of a Roman Catholic Priest: An Assessment Project* Washington, D.C.: National Catholic Educational Association, 2008. Pp. 16-17, 87-90

Read: Chapter 1 Where's the Theology? Ministerial Experience and Theological Reflection in Kinast, pp. 1-22

9/25/17 *Archdiocesan Convocation of Priests (No Class)*

10/02/17 Theory for Practice of Ministry: Shared Praxis Method – How? (Method)

Read: Chapter 2 What am I Looking For? Describing Experiences for Theological Reflection in Kinast, pp. 23-41

Read: Chapter 3 Theological Reflection: The Heart of Field Education in Garrido, pp. 47-81

10/09/17 Theological Reflection: Describing an Experience

Read: Chapter 3 How Did I Get Here? Entering an Experience in Kinast, pp. 42-67

10/16/17 Theological Reflection: Entering an Experience

Read: Chapter 4 That Reminds Me: Theological Reflection as Illustration in Kinast, pp. 68-94;

Chapter 5 Now I Begin to See: Theological Reflection as Application in Kinast, pp. 95-122;

Chapter 6 Is That What You Mean? Theological Reflection as Interpretation in Kinast, pp. 123-151

10/23/17 Learning from an Experience: Theological Reflection as Illustration, Application, and Interpretation

Read: Chapter 7 Now What Do I Do? Enacting the Learning in Kinast, pp. 152-181

Chapter 4 Common Issues in Field Education in Garrido, pp. 83-115

10/30/17 Theological Reflection: Enacting the Learning

11/06/17 Preparation of TR on an Experience in Ministry

- 11/13/17 Preparation of TR on an Experience in Ministry
- 11/20/17 Thanksgiving Recess (No Class)
- 11/27/17 Student presentations
- 12/04/17 Student presentations
- 12/11/17 Student presentations

Grading Criteria:

Student’s final grade will be computed on the following basis: assigned reading and participation in discussion of case studies – 25%; ministry in supervised theological field education placement – 25%; written text of theological reflection on ministry – 25%; student presentation of theological reflection on ministry – 25%.

The following grade scale is published in the Catalog.

Grade Interpretation

| Grade | Honor Points | Percent | Interpretation |
|-------|--------------|--------------|---|
| A | 4.0 | 100-94 | Exceptional/Outstanding performance |
| A- | 3.7 | 93-90 | Superior |
| B+ | 3.3 | 89-87 | Very Good |
| B | 3.0 | 86-83 | Good/Graduate level performance |
| B- | 2.7 | 82-80 | Average |
| C+ | 2.3 | 79-76 | Below Average/Below graduate performance |
| C | 2.0 | 75-70 | Minimum Acceptable |
| C- | 0 | 69 and below | Fail |
| F | 0 | | Failing - In Pass/Fail courses no honor points |
| P | 0 | | Passing - In Pass/Fail courses; no honor points |
| W | 0 | | Withdrawal - No credit or honor points |
| I | 0 | | Incomplete - No credit or honor points |

Incomplete Grades - An Incomplete, “I,” grade is given in exceptional situations to a student whose course work has been satisfactory, but who because of illness or other unforeseen circumstances has been unable to complete all course requirements. The student must request the “I” from the instructor before the final class of the course. A *Petition for an “I” Grade* is filed with the Academic Dean’s Office and Registrar’s Office. The work is to be completed no later than eight weeks

from the end of the term. If an “I” is not removed by the final designated date, it automatically becomes an “F.”

Drop/Add Withdrawal - A student may drop, add or withdraw from this course only after having complied with all the procedures outlined in the current Catalog. *(Not in Catalog with grades)*

GENERAL GUIDELINES

Guidelines for Academic Study - Students are expected to devote at least 2-3 hours of study per week, per credit. A normal reading load is about 500 pages per credit and research writing of about 5 pages per credit.

Standards for Written Assignments - Class assignments must be submitted electronically and in hard copy, unless otherwise indicated by the instructor, and proofread for proper grammar, spelling, punctuation, and form. In preparing research papers requiring documentation, students are to follow the guidelines in Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*, (latest edition). The manual is available in the Campus Bookstore and Library.

Students are required to reference the *Student Writing Guide* posted on the Seminary Web Site. The Writing Center is available to aid students in preparing written and/or oral assignments. Students are encouraged to make *use of the Writing Center*. *The Professor is also available to assist in preparing written texts of theological reflections. Students are to make arrangements with the professor.*

Disabilities Accommodation – Students enrolled in this course who have documented disabilities should contact the professor at the first class session. Reasonable accommodations will be made to ensure that students with disabilities have access to course materials and interaction in modes in which they can receive them.

Class recording – Prior permission to record class lectures must be obtained. A signed affidavit may be required. Consult the professor before any recording takes place.

Class Attendance – Seminarians are required to be punctual and regularly in attendance at class sessions. Non seminarian students enrolled in online courses may chose, at their discretion, to attend classes in person or online in real time or time shifted. At the opening of a term, instructors will inform students of any specific policies governing attendance. Frequent absences may result in an academic penalty and/or failure in the course. Students should confer with the instructor concerning foreseen absences.

Inclement Weather - Students are expected to exercise good judgment and precaution in determining the safety of travel from their areas. Classes that have resident faculty and students exclusively will meet.

Academic Integrity - Students are expected to maintain personal honesty and professional integrity in examinations, assigned papers, and research projects. Source materials and citations used in the preparation of papers are to be indicated by proper documentation. Copyright laws should be honored when duplicating materials. Plagiarism and cheating are a breach of academic integrity. Plagiarism is defined as: “to steal and pass off (the ideas or words of another) as one's own: use (a created production) without crediting the source: to commit literary theft: present as new and original an idea or product derived from an existing source” (*Webster's New Collegiate Dictionary 9th ed*, Springfield, MA: Merriam, 1981, p. 870). Violations in this area are considered a serious offense. If a student is suspected of plagiarism, the following procedure is to be followed:

1. When the instructor *suspects* a student has plagiarized an assignment, the instructor may confront the student.
2. If the instructor has *evidence* that a student has plagiarized an assignment, the instructor should confront the student with the evidence. The student has an opportunity to explain what happened.
3. If the instructor is convinced that plagiarism has occurred, the instructor may suggest a course of action: e.g. rewrite the assignment and receive a grade or the student may take a “0” for the assignment and not rewrite the assignment.
4. The Academic Dean should be informed of the outcome of this discussion and a note will be placed in the student's file. The respective formation mentor is informed by the Academic Dean.
5. If there are repeated offenses, the student will fail the course.
6. The student who fails a required course must repeat it.
7. A student who plagiarizes or cheats consistently in the academic program will be dismissed from the program.
8. For dismissal from the academic program, a board consisting of the Rector, Academic Dean, the student's mentor, the faculty member(s) affected by the student's plagiarism and a faculty member of the student's choosing will be convened and a decision rendered. This decision will be communicated to the student by the Rector.

Cheating is defined as “to deprive of something valuable by the use of deceit or fraud; to influence or lead by deceit, trick, or artifice; to elude or thwart by or as if by outwitting <cheat death>*intransitive verb*: to practice fraud or trickery; to violate rules dishonestly <cheat at cards><cheating on a test> (“cheat.” Merriam-Webster Online Dictionary. 2010. Merriam-Webster Online. 5 May2010 <http://www.merriamwebster.com/dictionary/cheat>).

In short, “cheating is defined as the intentional act of breaking the rules, or attempting to achieve personal gain through fraud or deceit. With children, cheating usually refers to academic fraud, such as copying answers from another student while taking an exam, or breaking the rules in a game” (Dianne K. Daeg de Mott, Thomson Gale, Detroit, Gale Encyclopedia of Childhood and Adolescence,1998).

Examples of cheating in an academic setting include, but are not limited to:

- a. copying answers for an exam from another student;**
 - b. writing out the answers to an exam beforehand and turning them in at the time of the exam;**
 - c. obtaining the answers to an exam prior to the exam and using them during the exam in some way;**
 - d. having another person take an exam or write a paper for you;**
 - e. continuing to write answers to an exam after the time has expired (timed examinations);**
 - f. obtaining copies of an exam or answer key to aid in studying for the exam or preparing an assignment;**
 - g. passing notes to another student during an exam;**
 - h. asking another student for help during the writing of an exam;**
 - i. using another person’s paper, presentation, reflection, etc. and handing it in as your own work;**
 - j. using electronic devices such as computers or mobile phones to obtain answers during an exam.**
- (The term “exam” may be substituted with “quiz,” “paper,” or “presentation” as the case may be.)**

Notice of Change: The information in this syllabus is subject to change. The professor reserves the right to make any necessary changes.

Recommended Bibliography

- Allen, Carol J., Jeffrey H. Mahan and Barbara B. Troxwell. *Shared Wisdom, A Guide to Case Study Reflection in Ministry*. Nashville, TN: Abingdon Press, 1993.
- Bernier, Paul. *Ministry in the Church: A Historical and Pastoral Approach*. Mystic, CT: Twenty-Third Publications, 1992.
- Coll, Regina, S.S.J. *Supervision of Ministry Students*. Collegeville, MN: Liturgical Press, 1992.
- Groome, Thomas. *Sharing Faith: A Comprehensive Approach to Religious Education and Pastoral Ministry*. San Francisco, CA: Harper and Row, 1991.
- McBrien, Richard P. *Ministry: A Theological Pastoral Handbook*. San Francisco, CA: Harper & Row, Publishers, 1987.
- Murnion, Philip J. and David DeLambo. *Parishes and Parish Ministers: A Study of Parish Lay Ministry*. New York: National Pastoral Life Center, 1999.
- O'Meara, Thomas F., O.P. *Theology of Ministry*. Revised Edition. New York: Paulist Press, 1999.
- United States Conference of Catholic Bishops. *Co-Workers in the Vineyard of the Lord: A Resource for Guiding the Development of Lay Ecclesial Ministry*. Washington, DC: United States Conference of Catholic Bishops, 2005.
- United States Conference of Catholic Bishops. *Program of Priestly Formation*. Fifth Edition. Washington, DC: United States Conference of Catholic Bishops, 2006.
- Whitehead, James D. and Evelyn Eaton Whitehead. *Method in Ministry: Theological Reflection and Christian Ministry*. New York: The Seabury Press, 1980.
- Whitehead, James D. and Evelyn Eaton Whitehead. *The Promise of Partnership*. San Francisco, CA: Harper and Row, 1991.
- Wood, Susan K., Editor. *Ordering the Baptismal Priesthood: Theologies of Lay and Ordained Ministry*. Collegeville, MN: Liturgical Press, 2003.