

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

IS 800 INTEGRATING SEMINAR

2 credit hours; Fall 2017 Monday 10:00-11:50 AM, CAC 109

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COURSE DESCRIPTION: Concluding integration of personal, spiritual, intellectual, and pastoral dimensions of ministerial formation. Focus on transitioning from Seminary to parish and spiritual leadership of a parish priest. Exit requirement for all students enrolled in the professional degree programs, ordinarily fulfilled within the last year of studies.

Student Learning Outcomes: At the end of the seminar students will be able

- 1. To practice integrative learning as “seeing things whole,” that is, the connectedness of human, spiritual, intellectual, and pastoral formation for ministry**
- 2. To explore one’s vocation to ministry in relationship to Christian discipleship**
- 3. To reflect theologically connecting faith and life in the cultural and social context of ministry**
- 4. To assess one’s personal integration of the four pillars of priestly formation—human, spiritual, intellectual, and pastoral—as a basis for practicing ministry in the Church with accountability and integrity**

Required Texts:

Knott, Rev. J. Ronald. *From Seminarian to Diocesan Priest: Managing a Successful Transition*. Louisville, Kentucky: Sophronismos Press, 2005.

Knott, Rev. J. Ronald. *The Spiritual Leadership of a Parish Priest: On Being Good and Good At It*. Louisville, Kentucky: Sophronismos Press, 2007.

Magisterial Document:

National Conference of Catholic Bishops. *The Basic Plan for the Ongoing Formation of Priests*. Washington, DC: United States Catholic Conference, 2001.

Course Delivery Methods:

This seminar employs the following learning methodologies: lecture, discussion, research, writing, theological reflection, and seminar presentation.

- 1. This course will follow the learning methodology of a seminar, which “is a form of class organization in higher education in which a group of students under the direction of a professor engage in study or research and exchange results by reports and discussions. The seminar serves various purposes, e.g. to impart new knowledge; to devise new methods of gathering and fostering new ideas; to plan, execute, and evaluate progress in research projects, etc.” (See “Seminar, History of” in *New Catholic Encyclopedia*, 1967.)**
- 2. Attend all sessions of the seminar. If for a serious reason you are absent, notify the professor in advance (excused absence). Failure to do so incurs an unexcused absence. Three such absences result in a failure for the seminar.**
- 3. Read material assigned for each session noted in the calendar below. Keep a written record or journal of notes, questions, and personal comments in order to actively participate in weekly group discussions. To further develop leadership skills, each participant is requested to serve as discussion leader. Bring your journal to each session. “Discussion Starters” may be found at the end of each section in Fr. Knott’s book *From Seminarian to Diocesan Priest*.**
- 4. Complete an “Integration Paper” and prepare a public presentation for his peers. (a) Identify a situation that is important to your ministry—a problem, question, opportunity, or challenge facing particular persons or a community. (b) Focus on one of the six “practices” of ministry, e.g., teaching, preaching, worship or prayer, pastoral care, social ministry, and administration. (c) Demonstrate your capacity to integrate Scripture, theology, history, and ministry resources in an analysis of a contemporary situation. (d) *Submit a copy of your written text to the instructor one week prior to your scheduled presentation.* (e) Present your “Integration Paper” to colleagues in the seminar and receive feedback from them in order to further develop your practice of ministry. See seminar calendar for presentation dates.**

5. The final evaluation of student participation in the seminar consists of a five page, typewritten, double-spaced paper in which the student describes how and to what degree he has “*personally integrated*” the four pillars of formation—human, spiritual, intellectual, and pastoral—as foundational for *practicing ministry* in a diocesan Church with accountability and integrity.
Due: December 11, 2017.

Seminar Calendar, Thematic Outline, and Reading Assignments

08/28/17 Introduction, Course Syllabus, and Requirements

Read: *From Seminarian to Diocesan Priest*, pp. i-ix, 1-8.
The Spiritual Leadership of a Parish Priest, i-xi, 1-14

09/04/17 Labor Day Parade (No Seminar)

09/11/17 Change, growing up, leading others, doing the right thing for the right reason

Read: *From Seminarian to Diocesan Priest*, pp. 9-30
The Spiritual Leadership of a Parish Priest, pp. 17-42

Activity: Reflect on “priestly identity”: Who am I?

09/18/17 What kind of priest do you will to be? Designated or Real Leader? Parish Priest as Spiritual Leader!

Read: *From Seminarian to Diocesan Priest*, pp. 31-40
The Spiritual Leadership of a Parish Priest, pp. 45-55

Activity: Identify a situation that is important to priestly service or ministry: What I do?

09/25/17 Archdiocesan Convocation of Priests (No Seminar)

10/02/17 From Private to Public Person: exiting the Seminary

Read: *From Seminarian to Diocesan Priest*, pp. 41-55
The Spiritual Leadership of a Parish Priest, pp. 59-61

Activity: Focus on one of the six “practices of ministry”: Where do you feel comfortable? What do you find more challenging?

- 10/09/17** **Entering a Parish, dealing with negative forces, and claiming your pulpit: Priest as Preacher of the Word**
- Read: *From Seminarian to Diocesan Priest*, pp. 57-74
The Spiritual Leadership of a Parish Priest, pp. 65-68
- Activity: Analyze a specific, contemporary situation of ministry by integrating your knowledge of Scripture, theology, history, and ministry resources.
- 10/16/17** **Ministerial Boundaries, the spirituality of a parish priest, and claiming your authority: Priests as Leader in the Community**
- Read: *From Seminarian to Diocesan Priest*, pp. 75-86
The Spiritual Leadership of the Parish Priest, pp. 71-77
- Activity: Reflect on what you learned from reflecting theologically on a particular situation in ministry?
- 10/23/17** **Personal/professional support; Preaching, presiding, and leading: four stages of spirituality**
- Read: *From Seminarian to Diocesan Priest*, pp. 87-97
The Spiritual Leadership of the Parish Priest, pp. 81-97
- Activity: Identify where you might find personal and professional support in your ministry as a diocesan priest.
- 10/30/17** **Integration of who a priest is and what he does: Ongoing Formation; Jeremiah and Timothy as models of fidelity**
- Read: *The Spiritual Leadership of the Parish Priest*, pp. 101-108
National Conference of Catholic Bishops. *The Basic Plan for the Ongoing Formation of Priests*. Washington, D.C.: United States Catholic Conference, Inc., 2001, pp. 1-23
- Activity: Name some tasks and challenges you face as a seminarian transitioning from seminary to diocese and parish ministry
- 11/06/17** **Transitional Issues and Ongoing Formation in First Years of Priesthood**
- Read: *The Spiritual Leadership of the Parish Priest*, pp. 111-115

The Basic Plan for Ongoing Formation of Priests, 23-38

Activity: Reflect on how you might fulfill your responsibility for ongoing priestly formation in your diocese and to whom you are accountable as you grow in your humanity, discipleship, and priestly ministry.

11/13/17 Integration Papers: Student Presentation

*Read: The Spiritual Leadership of the Parish Priest, pp. 119-145
The Basic Plan for Ongoing Formation of Priests, 41-55*

11/20/17 Thanksgiving Recess (No Seminar)

11/27/17 Integration Papers: Student Presentation

12/04/17 Integration Papers: Student Presentation

12/11/17 Final Evaluation: Submit written paper describing how and to what degree you “*personally integrated*” the four pillars of formation as foundational for practicing ministry with accountability and integrity. Share paper with seminar participants.

Grading Criteria:

Student’s final grade will be computed on the following basis: weekly assigned reading, participation and leading discussion – 15 %; Completion of weekly activity—25%; “Integration Paper” and presentation – 35%; “Personal Integration” of four pillars of priestly formation – 25%.

For GRADE INTERPRETATION please refer to SS. Cyril and Methodius Seminary Catalogue 2015-2016, p. 27. 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: *These are taken from the Catalog or the Web site except where indicated.*

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. *To this may be added any requirements of the professor mandating use of the Writing Center,*

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. *(Should be added to the Catalog)*

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. 5May2010 <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

Bush, Joseph E, Jr. and Twyla Susan Werstein. "Integrative Learning for Ministry: A Case Study of the Presbyterian School for Ministry in New Zealand. *Reflective Practice: Formation and Supervision in Ministry* 30 (2010):187-202.

- Cahalan, Kathleen A. *Introducing the Practice of Ministry*. Collegeville, MN: Liturgical Press, 2010.
- Couturier, David B., OFM Cap. "Teaching Human Resource Management to Seminarians." *Seminary Journal* 15 (Spring 2009):58-63.
- Espelage, Rev. Artur, O.F.M. "Guidelines for Professional Ministers in a 21st Century Ecclesial Community." *Seminary Journal* 15 (Spring 2009): 5-17.
- Fox, Zeni, ed. *Lay Ecclesial Ministry: Pathways Toward the Future*. New York: Rowman & Littlefield Publishers, Inc., 2010. The purpose of this volume is to foster the ongoing development of lay ecclesial ministry, and lay ecclesial ministers, in the Catholic Church in the United States in the years ahead. It builds on *Co-Workers in the Vineyard of the Lord: A Resource for Guiding the Development of Lay Ecclesial Ministry*.
- Gula, Richard M. *Just Ministry: Professional Ethics for Pastoral Ministers*. Mahwah, NJ: Paulist Press, 2010. See Review by Thomas Massaro in [America](#) (August 16-23, 2010):22-23.
- Hull, Rev. Msgr. Michael F. "The Integration of Theological Study in Priestly Formation." *Seminary Journal* 13 (Winter 2007):65-71.
- Keenan, James F., S.J. *Ethics of the Word: Voices in the Catholic Church Today*. New York: Sheed & Ward, 2010. See Review by Katarina Schuth in [America](#) (August 16-23, 2010):23-25. See Chapter One Ethics Inside the Church: Looking Back, Looking Forward, pp. 7-13.
- Kennedy, Kevin C., D.Min. "In Fulfillment of Their Mission: Spirituality and Professionalism Coalesce in Priestly Formation." *Seminary Journal* 14 (Winter 2008):69-71.
- Klimoski, Victor J., Kevin J. O'Neil, and Katarina M. Schuth. *Educating Leaders for Ministry: Issues and Responses*. Collegeville, MN: Liturgical Press, 2005. (See Chapter 3 Seeing Things Whole: A Reflection on Integration, pp. 49-74.)
- Reber, Robert E. and D. Bruce Roberts, editors. *A Lifelong Call to Learn: Continuing Education for Religious Leaders*. Herndon, VA: Alban Institute, 2020. Reviewed by Victor J. Klimoski, director of lifelong learning at St. John's School of Theology-Seminary in Collegeville, MN, in *In Trust* (Summer, 2010):22.
- Ryan, Robin, ed. *Catholics on Call: Discerning a Life of Service in the Church*. Collegeville, MN: Liturgical Press, 2010.

- Sims, Neil. "Reviewing Our Goals in Theological Field Education." *Reflective Practice: Formation and Supervision in Ministry* 30 (2010)217-229.
- Schuth, Katarina. *Priestly Ministry in Multiple Parishes*. Collegeville, MN: Order of St. Benedict, 2006. Reviewed by Lawrence Lenoir in *Seminary Journal* 13 (Spring 2007):108-109. (See Chapter 12 Recommendations for Seminaries, pp. 153-158; Chapter 14 Listening and Learning, pp. 166-173; Appendix D Holy Family Cluster Consolidation Proposal, pp. 218-228
- Whitehead James D. and Evelyn Eaton Whitehead. *Method in Ministry: Theological Reflection and Christian Ministry*. Revised Edition. New York: Sheed & Ward, 1995.
- Witherup, Ronald D., S.S. "A Pastor's Bookshelf." *The Priest* (November 2009):37-45.
- Witherup, Ronald D., S.S. "The Year for Priests: Shepherds and Sheep." *The Pastoral Review* 6 (January/February 2010):4-12.
- Witherup, Ronald D., S.S. "The Year for Priests: Ongoing Priestly Formation—option or necessity?" *The Pastoral Review* 6 (March/April 2010):32-39.
- Witherup, Ronald D., S.S. *Gold Tested in Fire: A New Pentecost for the Catholic Priesthood*. Collegeville, MN: Liturgical Press, 2012.
- Witherup, Ronald D., S.S. *St. Paul and the New Evangelization*. Collegeville, MN: Liturgical Press, 2013.
- Witherup, Ronald D., S.S., *The Word of God at Vatican II: Exploring Dei Verbum*. Collegeville, MN: Liturgical Press, 2014.

See also bibliographies in required textbook and magisterial document.