

1A & 1B Syllabus—SUPV 520/521

Fall and Spring 2016-17

Rev. Dr. Marsha Brown Woodard, Director

Course Prerequisites

- Minimum 30 credit hours (20 units) completed
- PRMN510 Foundations of Pastoral Care and Counseling or CM502 Intro to Pastoral Care or CM522 Holistic Habits for Ministry
- INT501/SFRM510 Spiritual Formation
- THLE520 Systematic Theology and Ethics: Vision of Community or CTM501 Systematic Theology I (may be taken concurrently and must be completed successfully in the fall semester of the TFE year in order to continue in TFE)

Course Description

TFE 1A & 1B is comprised of supervised ministry in a church-based or other ministry setting and participation in a faculty-led weekly seminar group utilizing an integrative, reflective and practice model. Students must begin theological field education courses with the fall semester and remain in the same seminar group and ministry site placement through fall and spring semesters.

Program Learning Goals and Indicators

This course will support the following M.Div. Program Goals and Indicators:

| Program Goal | Program Indicator (s) |
|---|---|
| Goal 1: A hunger for lifelong spiritual formation & a commitment to fostering interdependent relationships (Whole Persons) | 1.2 Develops a respect for and ability to partner effectively with others; 1.3 Employs reliance upon connection with God for the purpose of Christian service |
| Goal 3: A biblically informed and theologically grounded commitment to a Holistic Gospel Witness (Whole Gospel) | 3.2 Clearly communicates biblical content and understanding in a variety of ways, e.g. preaching, Christian Education, pastoral care; 3.4 Reports/Observes ability to minister with a Christian spirit conducive to creating peace and reconciliation |
| Goal 4: A commitment to service in the church and community to minister to changing times (Whole Gospel) | 4.1 Articulates a call to a particular area of Christian service; 4.2 Articulates and demonstrates biblical and theological foundations for the practice of ministry; 4.3 Documents awareness of the impact of oneself in the practice of ministry through personal reflection; 4.4 Applies skills in ministry, e.g. preaching, pastoral care, teaching, administrating, engaging in mission and evangelism |

The complete M.Div. Program Goals and Indicators Table are found at the end of this syllabus.

Course Rationale

To build on the foundation of one's theological background and to engage in the practice of ministry; to explore one's calling and discern one's gifts and skills for ministry utilizing a field-based approach to theological field education.

Desired Course Learning Outcomes

- Develop personal and professional skills through the implementation of the serving/learning covenant
- Integrate theory, theology and tradition with the practice of ministry
- Perform with increasing competence in the broader dimensions of ministry
- Learn appropriate methods of theological reflection on ministry experience
- Engage in relationships of support and evaluation with peers, supervisor, laity, and faculty
- Develop a philosophy of life-long learning and collegiality

Teaching and Learning Strategies

The course is structured in small group formation, and uses a variety of learning models including didactic, case studies, theological reflection, videos, small group interaction, role-playing, and supervision. The seminar works in conjunction with the ministry experience where seminarians serve outside of the classroom, typically in a local church/agency. TFE Course content relies heavily on the student's experience in their ministry settings. The seminar groups are formed and function through the auspices of the SMO and its representatives, the Seminar Leaders.

Textbooks

SUPV 520 (Fall 2016)

1. Required: Floding, Matthew, ed. *Welcome to Theological Field Education*. Herndon, Virginia: Alban, 2011.
2. Recommended: Pyle, William T. and Mary Alice Seals, eds. *Experiencing Ministry Supervision: A Field-Based Approach*. Nashville: Broadman and Holman Publishers, 1995. Chapters 4, 5, 8.
3. Additional reading, assignments, and resources as assigned by seminar faculty.

SUPV 521 (Spring 2017)

1. Required Text: To Be Announced .
2. Additional reading, assignments and resources as assigned by seminar faculty.

Course Requirements

1. Begin serving in an approved internship no later than **September 25**.
2. Negotiate and confirm the serving/learning covenant no later than **October 7**. Any changes are due no later than **October 25**.

Failure to meet these dates/deadlines will, in most cases, mean postponement of this course for another year.

3. Participate in the practice of ministry, reflection, weekly seminar group formation and accountability:

- a. Participate weekly in 10-12 hours of serving and learning in an approved church-based or agency setting.
 - b. Attend and participate in weekly supervision conferences with the Pastor/Mentor or supervisor of ministry context.
 - c. Attend weekly seminar group sessions with seminar faculty and colleagues.
 - d. Complete all Theological Reflection papers and readings as assigned by the Seminar Leader. Five short papers are required each semester of both the TFE 1A & 1B and TFE 2A & 2B year. The faculty will designate the selection of these. (See Guidelines, Section IV, TFE Handbook.)
 - e. Participate in 6-8 Site Team meetings (monthly) throughout the academic year.
 - f. Complete one Reading Critique in the spring semester, as instructed. (See Guidelines, Section IV, TFE Handbook.)
4. Participate in TFE Assessments
 - a. The Pastor/Mentor, Site Team chair, and seminarian will *each* complete a Mid-Year Reflection on Learning due in the SMO by January 16. The seminarian is responsible for submitting the assessments and signatures to the SMO. Also submit any changes in the Serving Learning Covenant, in writing, at this time.
 - b. The Pastor/Mentor, Site Team chair, and seminarian will *each* complete an End-of-the-Year Assessment no later than April 10. The seminarian must submit all forms and signatures to the Seminar Leader.
 - c. All assessment forms are in the TFE Handbook in Section 3 for all TFE partners. **Please note that the forms are different for each of the TFE partners.** The seminarian is responsible for the timely submission of all forms and signatures.
 5. Write a “Professional Identity in Ministry” paper. (See Guidelines, Section IV, TFE Handbook.) Two copies due the week of March 13. Submit two copies to your Seminar Leader.

Consultation with Seminar Leader

Students with questions regarding the syllabus, assignments or peer group experience are invited to contact their Seminar Leader. Contact information is listed on page 3 of this handbook. In addition to class, Seminar Leaders may ask for brief consultations with students to inquire about their progress.

Grading and Final Evaluation

The amount of reading and written material required for successful completion of TFE 1A & 1B and TFE 2A & 2B meet the Association of Theological Schools (ATS) and PTS standards required for granting one-unit of credit per semester.

It is expected that all coursework and evaluations will be submitted in a timely fashion. Grades will be awarded as either Credit or No-Credit. The seminarian must successfully complete all requirements listed above as numbers 1 through 5. Seminarians must successfully complete both semesters to receive credit for either. Evaluations not submitted on time may result in a grade of No Credit for the year.

Seminar Leaders will write brief assessments, by rubric and narrative, for each student at the end of the year. This will become part of the student’s permanent TFE file (available for student access). The SMO may conduct, when requested, M. Div. degree assessments on behalf of the seminary.

TFE students are required to file for a formal extension for any work not submitted at the end of the semester. (See policy for extensions in the Palmer Student Handbook).

Note: Graduating students and students on academic probation may not apply for a course extension and are responsible for ensuring that all coursework and evaluative forms are submitted by the due date designated for Level 3 student coursework by the Seminary. Grade verification forms are signed in the SMO.

Palmer Course Policies

Students may use personal electronic equipment in classrooms only in ways that serve the direct purposes of the classroom session. Students must turn cell phones off during classes. If you are expecting an emergency call, set your cell phone on “vibrate” rather than sound. Activities such as internet surfing, instant messaging and checking for email are strictly prohibited during class time. Each instructor may set additional guidelines for his/her class.

Consult your Student Handbook and the current Seminary Catalog (On line at the Palmer Seminary website) for information about the following policies: Use of inclusive language for human beings, availability of writing tutors, plagiarism, extensions for late work, and other related policies.

Retention of Student Records

The Supervised Ministries office retains TFE student records for five years following completion of the last Supervised Ministries course taken. Due to the limited nature of the retention of student records, we recommend that students maintain their own records.

In light of the fact that judicatories and denominations may ask for recommendations based on these records, we encourage students to develop and keep files of their TFE materials. This may include the serving/learning covenants, theological reflection papers and evaluations. While it is not required, students may want to ask their Pastor/Mentor and a couple of lay persons to write generic recommendations for future use.

MDIV Program Goals and Indicators Table

| INDICATORS | GOAL 1 A hunger for lifelong spiritual formation & A commitment to fostering interdependent relationships [WHOLE PERSONS] | GOAL 2 The ability to engage in the reality and the theology of diverse communities; [global context of the Christian tradition; intercultural understanding] [WHOLE WORLD] | GOAL 3 A biblically informed and theologically grounded commitment to a Holistic Gospel Witness [WHOLE GOSPEL] | GOAL 4 A commitment to service in the church and community to minister to changing times [WHOLE GOSPEL] |
|--------------------|--|--|---|--|
| Indicator 1 | 1.1 Articulates an awareness of self in relationship to God by identifying and using a variety of spiritual disciplines and practices | 2.1 Defines and describes the heritage and traditions of the communities out of which the student comes, in which the student serves, and to which the student relates | 3.1 Applies skill in the use of biblical, theological and ethical tools for ministry, such as language study, research methods, hermeneutics, critical reflection and clear communication | 4.1 Articulates a call to a particular area of Christian service |
| Indicator 2 | 1.2 Develops respect for and ability to partner effectively with others | 2.2 Uses the tools of critical reflection, research methods, interpretation of sources and clear communication in intercultural understanding | 3.2 Clearly communicates biblical content and understanding in a variety of ways, e.g. preaching, Christian Education, pastoral care | 4.2 Articulates and demonstrates biblical and theological foundations for the practice of ministry |
| Indicator 3 | 1.3 Employs reliance upon connection with God for the purpose of Christian service | 2.3 Integrates the content of Christian heritage and mission into a personal theology and practice of ministry | 3.3 Articulates ability to address personal, social, and global questions and issues biblically, theologically and ethically in ways that lead toward healing and wholeness | 4.3 Documents awareness of the impact of oneself in the practice of ministry through personal reflection |
| Indicator 4 | 1.4 Develops a personal confession of faith that demonstrates biblical and theological understanding at a level consistent with seminary education | | 3.4 Reports/Observes ability to minister with a Christian spirit conducive to creating peace and reconciliation | 4.4 Applies skills in ministry, e.g. preaching, pastoral care, teaching, administrating, engaging in mission and evangelism |

SUPV520/521

TFE 1A & 1B Assignments and Due Dates

| TFE Assignment | Due Date |
|--|--|
| Read “Welcome to Theological Field Education,” Chapters 1-3 | By week of September 5 |
| Read ”Welcome to Theological Field Education,” Chapters 4-11 | As assigned by the Seminar Leader throughout the semester |
| Begin serving in approved site | no later than September 25 |
| Serving Learning Covenant, including learning goals, (pp. 29-32) | October 1 to Seminar Leader (no later than) October 7 to Supervised Ministries Office |
| Serving Learning Covenant –Required Revisions, if any (pp. 29-32) | October 25 |
| Five Reflection Papers (Theological Reflection/Media Interaction, pp. 41-45) *Due the following dates, unless otherwise instructed by your Seminar Leader | Paper 1 due September 12 (In-class, week of) 2 due September 26 (In-class, week of) 3 due October 10 (In-class, week of) 4 due November 14 (In-class, week of) 5 due November 28 (In-class, week of) |
| Mid-Year Reflection on Learning (for all 3 TFE partners, pp. 33-36) | January 4 (In SM Office no later than) |
| Five Reflection Papers (Theological Reflection/Media Interaction, pp. 41-45) *Due the following dates, unless otherwise instructed by your Seminar Leader | Paper 1 due January 23 (In-class, week of) 2 due February 6 (In-class, week of) 3 due February 20 (In-class, week of) 4 due March 13 (In-class, week of) 5 due April 3 (In-class, week of) |
| Professional Identity in Ministry Paper (p. 46) | March 13 (In-class, week of) |
| Reading Critique(p. 45) | March 27 (In-class, week of) |
| End of Year TFE Assessments (for all 3 TFE partners, pp. 37-39) | April 10 (In-class, week of) |
| Graduating Student Coursework Due | April 21 |

Important:

- It is expected that all assignments and forms will be submitted in a timely fashion.
- Seminar Leaders may give groups additional dates
- The bolded dates, however, are mandatory. Failure to comply will, in most cases, result in the student being dropped from the program for the year
- It is recommended that students maintain electronic or hard copies of all submitted documents
- The guidelines for assignments can be found in section 4

TFE 2A & 2B Syllabus SUPV530/531 Fall and Spring 2016-17

Rev. Dr. Marsha Brown Woodard, Director

Course Prerequisites

- Minimum 54 credit hours (34 units) completed
- SUPV520/521 TFE 1A & 1B or CM507/508 Middler Theological Field Education

Course Description

TFE 2A & 2B may be required following successful completion of TFE 1A & 1B (SUPV520/521). The focus is on enhancing and identifying personal and professional areas of growth for ministry. Students participate in supervised ministry in a church-based or other ministry setting. Faculty-led weekly seminar groups utilize an integrative reflective and practice model. Students must begin theological field education courses with the fall semester and remain in the same seminar group and ministry site placement through fall and spring semesters.

Program Learning Goals and Indicators

This course will support the following M.Div. Program Goals and Indicators:

| Program Goal | Program Indicator (s) |
|---|---|
| Goal 1: A hunger for lifelong spiritual formation & a commitment to fostering interdependent relationships (Whole Persons) | 1.2 Develops a respect for and ability to partner effectively with others; 1.3 Employs reliance upon connection with God for the purpose of Christian service |
| Goal 3: A biblically informed and theologically grounded commitment to a Holistic Gospel Witness (Whole Gospel) | 3.2 Clearly communicates biblical content and understanding in a variety of ways, e.g. preaching, Christian Education, pastoral care; 3.4 Reports/Observes ability to minister with a Christian spirit conducive to creating peace and reconciliation |
| Goal 4: A commitment to service in the church and community to minister to changing times (Whole Gospel) | 4.1 Articulates a call to a particular area of Christian service; 4.2 Articulates and demonstrates biblical and theological foundations for the practice of ministry; 4.3 Documents awareness of the impact of oneself in the practice of ministry through personal reflection; 4.4 Applies skills in ministry, e.g. preaching, pastoral care, teaching, administrating, engaging in mission and evangelism |

The complete M.Div. Program Goals and Indicators Table are found at the end of this syllabus.

Course Rationale

To build on the foundation of one's theological formation and practice of ministry experiences. TFE 2A & 2B students will be challenged to integrate theory, theology, and traditions with their

practice of ministry experiences and to establish goals to foster growth to the next level of professional competency and skill development.

Desired Course Learning Outcomes

- Enhance personal and professional skills through the implementation of the serving/learning covenant
- Integrate theory, theology and tradition with the practice of ministry
- Perform with increasing competence in the broader dimensions of ministry
- Increase expertise in using appropriate methods of theological reflection
- Engage more intentionally in relationships of support and evaluation with peers, supervisor, laity and faculty
- Continue to grow in developing a philosophy of life-long learning and collegiality

Teaching and Learning Strategies

The course is structured in small group formation, and uses a variety of learning models including didactic, case studies, theological reflection, videos, small group interaction, role-playing, and supervision. The seminar works in conjunction with the ministry experience where seminarians serve outside of the classroom, typically in a local church/agency. TFE course content relies heavily on the student's experience in their ministry settings. The seminar groups are formed and function through the auspices of the SM office and its representatives, the Seminar Leaders.

Textbooks

SUPV 530 (Fall 2016)

1. Required: Oswald, Roy M. *Clergy Self-Care: Finding A Balance for Effective Ministry*. The Alban Institute, 1991.
2. Additional reading, assignments, and resources as assigned by seminar faculty.

SUPV 531 (Spring 2017)

1. Each seminarian will select a book that reflects an area of specialization within their ministry that will move them in an area of needed growth (e.g. hospice, finances, management, leadership etc.) **This may not be a book from any other current or past course**
2. Additional reading, assignments and resources as assigned by seminar faculty

Course Requirements

1. Begin serving in an approved internship no later than **September 25**.
2. Negotiate and confirm the serving/learning covenant no later than **October 7**. Any changes are due no later than October 25.

Failure to meet these dates/deadlines will, in most cases, mean postponement of this course for another year.

3. Participate in the practice of ministry, reflection, weekly seminar group formation and accountability:
 - a. Participate weekly in 10-12 hours of serving and learning in an approved church-based or agency setting.

- b. Attend and participate in weekly supervision conferences with the Pastor/Mentor or supervisor of ministry context.
 - c. Attend weekly seminar group sessions with seminar faculty and colleagues
 - d. Complete all Theological Reflection papers and Readings as assigned by the Seminar Leader. Five short papers are required each semester of both the TFE 1A & 1B and TFE 2A & 2B year. The faculty will designate the selection of these. (See Guidelines, Section IV, TFE Handbook.)
 - e. Participate in 6-8 Site Team meetings (monthly) throughout the academic year.
 - f. Complete one Reading Critique in both semesters, as instructed. (See Guidelines, Section IV, TFE Handbook.)
4. Participate in TFE Assessments (note: all partners will have a different form)
- a. The Pastor/Mentor, Site Team chair, and seminarian will *each* complete a Mid-Year Reflection on Learning due in the Supervised Ministries office by January 16. The seminarian is responsible for submitting the assessments and signatures to Supervised Ministries. Also submit any changes in the Serving Learning Covenant, in writing, at this time.
 - b. The Pastor/Mentor, Site Team chair, and seminarian will *each* complete an End-of-the-Year Assessment no later than April 10. The seminarian must submit all forms and signatures to the Seminar Leader.
 - c. All assessment forms are in the TFE Handbook in Section 3 for all TFE partners. Please note that the forms are different for each of the TFE partners. The seminarian is responsible for the timely submission of all forms and signatures
 - d. Write a “Professional Identity in Ministry” paper. (See Guidelines, Section IV, TFE Handbook.) Two copies due the week of March 13. Submit two copies to your Seminar Leader.

Consultation with Seminar Leader

Students with questions regarding the syllabus, assignments or peer group experience are invited to contact their Seminar Leader. Contact information is listed on page 3 of this handbook. In addition to class, Seminar Leaders may ask for brief consultations with students to inquire about their progress.

Grading and Final Evaluation

The amount of reading and written material required for successful completion of TFE 1A & 1B and TFE 2A & 2B meet the Association of Theological Schools (ATS) and Palmer Theological Seminary standards required for granting two credit hours of credit per semester.

It is expected that all coursework and evaluations will be submitted in a timely fashion. Grades will be awarded as either Credit or No-Credit. The seminarian must successfully complete all requirements listed above. Seminarians must successfully complete both semesters to receive credit for either. Evaluations not submitted on time may result in a grade of No Credit for the year.

Seminar Leaders will write brief assessments, by rubric and narrative, for each student at the end of the year. This will become part of the student’s permanent TFE file (available for student access). The SMO may conduct, when requested, M. Div. degree assessments on behalf of the seminary.

TFE students are required to file for a formal extension for any work not submitted at the end of the semester. (See policy for extensions in the Palmer Student Handbook)

Note: Graduating students cannot apply for a course extension and are responsible for ensuring that all coursework and evaluative forms are submitted by the due date designated for Level 3 student coursework by the seminary. Grade verification and probation forms are signed in the SMO.

Palmer Course Policies

Students may use personal electronic equipment in classrooms only in ways that serve the direct purposes of the classroom session. Students must turn cell phones off during classes. If you are expecting an emergency call, set your cell phone on “vibrate” rather than sound. Activities such as internet surfing, instant messaging and checking for email are strictly prohibited during class time. Each instructor may set additional guidelines for his/her class.

Consult your Student Handbook and the current seminary catalog (Online at the Palmer Seminary website) for information about the following policies: Use of inclusive language for human beings, availability of writing tutors, plagiarism, extensions for late work, and other related policies.

Retention of Student Records

The Supervised Ministries office retains TFE student records for five years following completion of the last Supervised Ministries course taken. Due to the limited nature of the retention of student records, we recommend that students maintain their own records. In light of the fact that judicatories and denominations may ask for recommendations based on these records, we encourage students to develop and keep files of their TFE materials. This may include the serving/learning covenants, theological reflection papers and evaluations. While it is not required, students may want to ask their Pastor/Mentor and a couple of lay persons to write generic recommendations for future use.

MDIV Program Goals and Indicators Table

| INDICATORS | GOAL 1 A hunger for lifelong spiritual formation & A commitment to fostering interdependent relationships [WHOLE PERSONS] | GOAL 2 The ability to engage in the reality and the theology of diverse communities; [global context of the Christian tradition; intercultural understanding] [WHOLE WORLD] | GOAL 3 A biblically informed and theologically grounded commitment to a Holistic Gospel Witness [WHOLE GOSPEL] | GOAL 4 A commitment to service in the church and community to minister to changing times [WHOLE GOSPEL] |
|--------------------|--|---|---|---|
| Indicator 1 | 1.1 Articulates an awareness of self in relationship to God by identifying and using a variety of spiritual disciplines and practices | 2.1 Defines and describes the heritage and traditions of the communities out of which the student comes, in which the student serves, and to which the student relates | 3.1 Applies skill in the use of biblical, theological and ethical tools for ministry, such as language study, research methods, hermeneutics, critical reflection and clear communication | 4.1 Articulates a call to a particular area of Christian service |
| Indicator 2 | 1.2 Develops respect for and ability to partner effectively with others | 2.2 Uses the tools of critical reflection, research methods, interpretation of sources and clear communication in intercultural understanding | 3.2 Clearly communicates biblical content and understanding in a variety of ways, e.g. preaching, Christian Education, pastoral care | 4.2 Articulates and demonstrates biblical and theological foundations for the practice of ministry |
| Indicator 3 | 1.3 Employs reliance upon connection with God for the purpose of Christian service | 2.3 Integrates the content of Christian heritage and mission into a personal theology and practice of ministry | 3.3 Articulates ability to address personal, social, and global questions and issues biblically, theologically and ethically in ways that lead toward healing and wholeness | 4.3 Documents awareness of the impact of oneself in the practice of ministry through personal reflection |
| Indicator 4 | 1.4 Develops a personal confession of faith that demonstrates biblical and theological understanding at a level consistent with seminary education | | 3.4 Reports/Observes ability to minister with a Christian spirit conducive to creating peace and reconciliation | 4.4 Applies skills in ministry, e.g. preaching, pastoral care, teaching, administrating, engaging in mission and evangelism |

SUPV530/531

TFE 2A & 2B Assignments and Due Dates

| TFE Assignment | Due Date |
|--|--|
| Begin serving in approved site | no later than September 25 |
| Serving Learning Covenant- including learning goals (pp. 29-32) | October 1 Seminar Leader (submit no later than) October 7 due in SMO Office |
| Serving Learning Covenant –Required Revisions, if any (pp. 29-32) | October 25 |
| Five Reflection Papers (Theological Reflection/Media Interaction, pp. 41-45) *Due the following dates, unless otherwise instructed by your Seminar Leader | Paper 1 due September 14 (In-class, week of) 2 due September 28 (In-class, week of) 3 due October 12 (In-class, week of) 4 due November 16 (In-class, week of) 5 due November 30 (In-class, week of) |
| Reading Critique(p. 45) <i>Clergy Self Care</i> | November 14 (In-class, week of) |
| Mid-Year Reflection on Learning (for all 3 TFE partners, pp. 33-36) | January 4 (In SM Office no later than) |
| Five Reflection Papers (Theological Reflection/Media Interaction, pp. 41-45) *Due the following dates, unless otherwise instructed by your Seminar Leader | Paper 1 due January 23 (In-class, week of) 2 due February 6 (In-class, week of) 3 due February 20 (In-class, week of) 4 due March 13 (In-class, week of) 5 due April 3 (In-class, week of) |
| Professional Identity in Ministry Paper Addendum(p. 47) | March 13 (In-class, week of) |
| Reading Critique(p. 45) | March 27 (In-class, week of) |
| End of Year TFE Assessments (for all 3 TFE partners, pp. 37-39) | April 10 (In-class, week of) |
| Graduating Student Coursework Due | April 21 |

Important:

- It is expected that all assignments and forms will be submitted in a timely fashion
- Seminar Leaders may give groups additional dates
- The bolded dates, however, are mandatory. Failure to comply will, in most cases, result in the student being dropped from the program for the year
- It is recommended that students maintain electronic or hard copies of all submitted documents
- The guidelines for assignments can be found in section 4