## <u>Supervised Ministry Experience; BTS-5910M (6 credit hours) and -5920M (9 credit hours)</u>
Canadian Mennonite University: Graduate Course Syllabus
Fall and Winter, 2020-2021
The seminar will meet 12 times during the two semesters.
<u>Fall</u>: Mondays at 8:30-11:15am, Sept. 14, 28, Oct. 26, Nov. 9, 23, Dec. 7 in room B330
<u>Winter</u>: dates, times, and room TBA.[1]
Last day for voluntary withdrawal without academic penalty: March 17


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**<u>Mission statement of Canadian Mennonite University:</u>**
*CMU is an innovative Christian university, rooted in the Anabaptist faith tradition,*
*moved and transformed by the life and teachings of Jesus Christ.*
*Through teaching, research, and service CMU inspires women and men*
*for lives of service, leadership, and reconciliation in church and society.*

**<u>Mission statement of Mennonite Brethren Biblical Seminary Canada:</u>**
*MBBS exists to educate and equip people who help lead the church*
*in reaching Canada and the world with the good news of Jesus Christ.*

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Note: this course will also be delivered with a <u>live-stream option</u> for students who live beyond easy driving distance to CMU and for any students who need to stay home because of the pandemic (cf. Appendix A, "Pandemic Realities"). All students, not only those who attend class by live-streaming, need to study the detailed guidelines and participation requirements in this syllabus' Appendix B, "Live-Streamed Courses."

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Course Description:
      "This course provides an opportunity for a supervised internship experience in a congregation or other ministry setting. The supervisor and setting will be selected by the student, subject to approval by the SME coordinator. The SME will normally be conducted over the fall and winter semesters consecutively beginning in September" (as posted at www.cmu.ca).

      This course gives students the opportunity to learn by doing—more specifically, by engaging in ministry activities. This learning is enhanced by reflecting on these ministry experiences with the assistance of others from that ministry context, and by then re-engaging in ministry activities.

      **The *Handbook for Supervised Ministry Experience* provides essential details for the SME. Those details are therefore not included in this syllabus.**

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[1] Winter dates and times will be decided in September in consultation with the students in the course.

Objectives of this course:
    Students will
    1. learn the importance of the action-reflection cycle for Christian ministry by identifying and experiencing the key features of (a) successful supervised ministry experience placements, (b) the necessary elements of case studies, and (c) the formative ingredients of group spiritual direction.
    2. learn to pursue their own growth as a minister by setting appropriate goals, acting to meet those goals, and then evaluating progress made towards those goals.
    3. develop and refine their skills and qualities as Christian ministers through communally-based cycles of action-reflection-evaluation.
    4. think biblically-theologically and empirically about Christian ministry by relating relevant readings to the students' own ministry formation.
    5. develop habits of prayerful discernment by inviting others to help recognize the Holy Spirit's work and presence in the student's person and ministry, and by seeking to recognize the Spirit's work and presence in the person and ministry of fellow students.
    6. begin planning for further Christian ministry by applying what they have learned to their ongoing growth in ministry.


Textbooks and reading materials:
    Fryling, Alice. *Seeking God Together: An Introduction to Group Spiritual Direction*. Downers Grove: IVP Books, 2009.
    Hillman, George M., Jr. *Ministry Greenhouse: Cultivating Environments for Practical Learning*. Herndon: The Alban Institute, 2008.
    Lindbloom, Lois A. *Prayerful Listening: Cultivating Discernment in Community.* 2007 (provided by the professor during the course).
    Mahan, Jeffrey H., Barbara B. Troxell, Carol J. Allen. *Shared Wisdom: A Guide to Case Study Reflection in Ministry*. Nashville: Abingdon Press, 1993.

    Other short readings (e.g. articles and book excerpts) will be assigned during the course.


All Assignments—Summary:[2]
    1. Reading Notes and Reflections…
        a. on three textbooks:  Hillman            5%      Due: Sept. 28
                                Mahan, et al.       5%      Due:  Oct. 26
                                Fryling, & Lindbloom 5%     Due: Nov. 23
        b. on readings assigned by SME supervisor   10%     Due: Dec. 7, Apr. TBA
                                                            (*Aug. TBA )
    2. Case Studies                                 30%     Due: Nov.-Apr. TBA
                                                            (*June TBA, July TBA)
    3. Ministry Event Reports                       10%     Due: Oct. 19, Nov. 2, 16, 30,
                                                            Dec. 14, Jan.-Apr. TBA
                                                            (*May-July TBA )
    4. Class Participation (incl. prayerful discernment) 20% Due: throughout the fall &

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[2] Due dates for the winter semester's assignments will be set later, subject to the dates of the winter seminars. These due dates are therefore ~~struck through~~ in this syllabus.

|   |   |   |   | winter semesters |
|---|---|---|---|---|
| 5. | Final Project | | 15% | Due: Apr. TBA (\*or Aug. TBA) |

| 6. | Pass/Fail assignments and evaluations | P/F | |
|---|---|---|---|
| | a. SME Proposal | | Due: Aug. 1 |
| | b. SME Covenants | | |
| |    initial draft | | Due: Sept. 21 |
| |    initial covenant | | Due: Oct. 5 |
| |    revised covenants | | Due: Jan. TBA (\*May TBA ) |
| | c. Ministry Response Group Evaluations | | Due: Nov. 23, Mar. TBA (\*Jul. TBA) |
| | d. Supervisor's Evaluations | | Due: Dec 14, Apr. TBA (\*Aug. TBA) |
| | e. Student's Self-Evaluations | | Due: Dec. 14, Apr. TBA (\*Aug. TBA) |

Graded Assignments—Details: TBA

Pass/Fail (P/F) Assignments and Evaluations—Details:
Before the semester begins
- Attend an orientation with the SME coordinator (normally in spring, prior to the SME's first semester).
- Arrange to spend 10-15 hours per week for two consecutive semesters in Christian ministry—whether in a local congregation or the larger community—and arrange for a suitable ministry supervisor. Submit your SME proposal in writing to the SME coordinator by August 1, using the form provided during your orientation.
- In September, prepare a written SME covenant, which will be reviewed and revised at the start of each semester.

During the two semesters of SME:
- engage in 10-15 hours per week of ministry activities.
- meet for one hour each week (at least ten times per semester) with your ministry supervisor who will help you reflect on your ministry activities and experiences.
- meet once each semester (November, March, \*July for students taking 9 credit hours) with a Ministry Response Group, chosen from within the ministry context. This Group will help you reflect on and evaluate your ministry activities. The Ministry Response Group will submit evaluation forms based on each of its meetings with the student.

At the end of each semester,
- Meet with your SME supervisor to evaluate and discuss your SME, using the two evaluation forms from the *SME Handbook*. Then submit the completed and signed forms to the SME coordinator.

Details (incl. forms) of the above assignments and evaluations are provided in the *SME Handbook*, and will be explained thoroughly during the Ministry Practicum Seminar.

Students will be assigned a grade of 'pass' or 'fail' for each of the SME proposal and covenant documents, and for each of the evaluations from the supervisors, the students and the Ministry Response Groups. A 'Pass' indicates that these assignments and evaluations have been completed to the level of at least a B (i.e. "Good," as in the Graduate Studies Academic Calendar).

In order to complete the SME course successfully, a student must receive a "Pass" on each of the Pass/Fail assignments and evaluations; the final letter grade will, however, be based on the graded assignments only. All pass/fail assignments must be completed to pass the course.

All Assignments—Calendar TBA

Equivalency chart of letter grades to percentage and numerical grades:

| Letter Grade | Percentage | Grade Points | Descriptor |
|---|---|---|---|
| A+ | 95-100 | 4.5 | Exceptional |
| A | 88-94 | 4.0 | Excellent |
| B+ | 81-87 | 3.5 | Very Good |
| B | 74-80 | 3.0 | Good |
| C+ | 67-73 | 2.5 | Satisfactory |
| C | 60-66 | 2.0 | Adequate |
| D | 50-59 | 1.0 | Marginal |
| F | 0-49 | 0.0 | Failure |

All grades submitted by CMU's professors are provisional until vetted by the Dean's Council. That process occurs early in January for fall semester grades and early in May for winter semester grades.

Course outline and schedule
| | |
|---|---|
| Introduction to SME, with a focus on developing the SME covenant | September |
| Introductions to Case Studies, and Group Spiritual Direction | October-November |
| Case Study discussions and Group Spiritual Direction alternately | October-April |

Academic Policies:
Students are expected to be familiar with CMU's academic policies, as published in the *Academic Calendar—Graduate Studies* (online at www.cmu.ca) and the CMU *Student Handbook*. Sections of particular relevance include "Extensions and Incompletes," "Email Submission of Assignments," "Multiple Submissions of the Same Work," "Attendance in Classes," "Grades," "Students with Disabilities," "Academic Integrity," and "Appeals."

The following comments are supplementary to these policies:
Academic Writing:
All written assignments should conform to the *Chicago Manual of Style* (online at www.cmu.ca/library (click on 'MORE' at the bottom of the page) and

summarized in Diana Hacker's *A Pocket Style Manual*, eighth edition, which is available in CMU's bookstore). These resources specify details for formatting (e.g. 1-inch margins, formal fonts in 10- to 12-point font size, double-spacing) and for citing sources.

Excellence in terms of format, spelling, grammar, sentence and paragraph construction, etc. are assumed. Frequent and persistent errors will result in lower assessments. Formal title page, footnotes or endnotes, bibliography, skilled paragraphing, etc. are essential for academic writing. Where the length of an assignment is defined in a range, be aware that 'exceptional' and 'excellent' grades are more likely to be awarded for work that is closer to the maximum length than the minimum (unless the work is especially outstanding).

Attendance:

If a student must miss class due to illness or other extenuating circumstances, it is the student's responsibility to talk with the professor as soon as possible about missing material. (Be sure to read Appendix A for pandemic-related details.) Students who miss the equivalent of 2 weeks of classes (whether in-person or online) will be required to complete an additional assignment for the course. Students missing an excessive number of classes without valid reason may be barred from further class.

Extensions:

The professor has full discretion in granting extensions. Extensions must be requested *before* the due date of an assignment—normally at least one class period before the assignment's due date.

Submission of assignments:

All assignments submitted after the specified due date and time will be penalized one letter grade for each day late (e.g. from B to C+)—except for assignments indicated in the syllabus as ineligible for grading after the due date. No assignments will be accepted or graded if the professor receives them more than five business days after the due date (unless an extension has been granted prior to the due date).

All assignments must be submitted electronically as PDFs on the course's Moodle site. The professor will notify the student of the time and date on which the assignment was received (normally, this will happen within 24 hours of the professor receiving the assignment, not including weekends). It is the student's responsibility to gain confirmation that the professor received his/her assignment.

*It is my commitment to return graded assignments to the students in a timely manner.* Assignments will be returned on the Moodle site.

Communication:

Students are encouraged to engage the professor outside of class hours. His contact details and office number are above. In addition, the course's Moodle site will be considered the standard means of communicating with the class— including announcements, class handouts, and an "Ask the Professor" forum. You may also arrange to meet the professor via livestreaming (e.g. using the Zoom app.).

Academic Integrity:

All students must be familiar with CMU policies regarding plagiarism and other forms of academic misconduct. It is essential that students read the document

"Academic Misconduct at CMU" that is taken from the CMU Academic Calendar (available online) and posted on the Student Portal.

*All* material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU's Academic Policies, particularly those regarding academic misconduct (i.e. plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (http://www.cmu.ca/students.php?s=registrar&p=policies) and in the CMU Calendar.

If you still have questions about appropriate referencing and what plagiarism is, a useful tutorial can be found here: http://www.indiana.edu/~istd/.

Accessibility

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. The University will seek ways to develop and provide services that support students with disabilities. The Disability Services office coordinates with the Academic Office to provide academic accommodations to eligible students. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Disability Services at sloeppky@cmu.ca or 204-487-3300 ext. 340.

In recognition of individuals with asthma, allergies and severe environmental and/or chemical sensitivities, CMU is striving to become a scent-free campus. Students, staff and guests are asked to refrain from wearing fragrances and scented personal care products at CMU. This includes perfumes, colognes, aftershave and scented hair products. Your cooperation is greatly appreciated by those affected.

Academic and Other Supports

CMU offers its students academic supports at no cost. Academic tutors are available to all students; see Vern Kehler, Coordinator of Student Advising (vkehler@cmu.ca), to set up a first appointment with a tutor. Volunteer tutors are also available to work on a one-on-one basis with students (i.e. Peer Assisted Learning [PAL] free-of-charge on the Marpeck Mezzanine; see Vern for details, or check www.cmu.ca/students.php?s=studentlife&p=academic.

University students face many challenges and at times may benefit from having a trained professional to talk to. There are qualified counsellors at CMU who volunteer their services free of charge to students on the CMU campus. Students wishing to book an appointment with a counsellor are asked to contact the North Side Receptionist at 204.487.3300 or info@cmu.ca. Confidentiality is maintained at all times. The counselling office is C365 (north campus).

## Appendix A: Pandemic Realities

### On-Campus Health Guidelines

*Being on campus*
As a general assumption, students, staff, and faculty are encouraged to be on campus according to their regular schedule and while symptom-free – that is, *unless* they are unable to attend for these reasons:

  i. being sick with a cold or flu, or having other COVID-19-like symptoms,
  ii. being immuno-compromised or otherwise at health risk,
  iii. living with a child or a family member who is at health risk,
  iv. facing discomfort related to pandemic risks,
  v. learning online given unable to come from another country, or
  vi. having Covid-19-impacted childcare responsibilities

Conversely, in order to be on campus, students, staff and faculty must:

  1. be symptom-free, as monitored daily and personally,
  2. complete mandatory training, and self-isolation as required,
  3. respect physical distancing and campus space usage,
  4. practice diligent hygiene,
  5. wear masks where required (*masks are mandatory in all indoor classes*), and
  6. respect guidelines for community health, safety, and wellness.

*Notification Protocol*
For purposes of potential contract tracing, students, staff and faculty are required to submit the online notification form available through this link when they will not be present on campus for class, work, or any other regularly scheduled activity: https://www.cmu.ca/covid-19/forms.php?s=notification.

*Self-Screening*
To reduce the potential risk of COVID-19 to the community, all students, staff and faculty must complete the Manitoba Health COVID-19 online screening tool daily before they come onto campus or leave their residence room: https://sharedhealthmb.ca/covid19/screening-tool/.
Recommendations from the shared health screening tool should be followed.

While all persons must complete the online screening tool above before coming to campus, for quick reference, please be aware and do not come to campus if your response is "yes" to two or more of the following questions:

  1. Do you have a fever greater than 38°C or 100.4°F?
  2. Do you have a new cough or a cough that is getting worse?
  3. Do you have a sore throat or hoarse voice?
  4. Do you have a runny nose or sneezing?
  5. Do you have a headache?
  6. Do you have shortness of breath?

7. Do you have muscle aches or unusual fatigue?
8. Do you have diarrhea?
9. Do you have a loss of smell or taste?
10. Do you have red, purple, or blue lesions on your toes?
11. Have you, or anyone in your household, been asked to self-isolate by a healthcare professional or has anyone in your household tested positive for COVID-19?

*Related Links*
Government of Manitoba's "About COVID-19," including notable symptoms:
https://www.gov.mb.ca/covid19/updates/about.html

Government of Manitoba Screening Tool, including contact info for Health Links:
https://sharedhealthmb.ca/covid19/screening-tool/

CMU's Guidelines regarding health and campus: https://www.cmu.ca/covid-19/

Student FAQ regarding COVID-19: https://www.cmu.ca/covid-19/faq-students.php

**Continuity Plans During Covid-19**

Faculty at CMU will do our best to accommodate learning when individuals need to remain absent from campus for reasons listed under "On-Campus Health Guidelines" (above). In order to facilitate this, **all individuals should plan to follow the *Continuity Plans for Individuals* as defined below.**

In addition, **individuals who anticipate needing to stay off campus for the duration of the semester** should note their situation to the Academic Office as soon as possible. The Vice-President Academic's office will work with the Academic Office, Information Technology Department, Coordinator of Accessibility programs and the relevant faculty members to accommodate remote learning.

i.  **Continuity plans for individual students**: what to do if you can't come to class

Students who cannot come to class are to complete the Temporary Absence Notification Form at https://www.cmu.ca/covid-19/forms.php?s=notification. They should notify the professor by email. Students are then expected to continuing attending and participating in class via livestreaming using the Zoom app (see Appendix B). If this is not possible, please notify the professor.

ii.  **Continuity plans for the course:** what to expect if the professor cannot come to class

If the professor is unable to attend class, a notice will be posted on Moodle. Normally, classes will then be conducted as scheduled by means of livestreaming using the Zoom app (see Appendix B). If, however, this is impossible, students will be notified on Moodle.

**iii.   Continuity plans for the course:** what to expect in the event of campus closure

In the event of a campus closure, classes will continue as scheduled by means of livestreaming on the Zoom app (see Appendix B). In this case, the professor may propose that some assignments be modified to become asynchronous instead of synchronous; however, such changes will only be implemented with the approval of a majority of the students.

## Appendix B: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the professor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow and participate in class discussions, posing questions and making comments of their own. They can have discussions with other students when the class breaks into smaller groups. Through the internet, students at a distance can share the essential elements of a regular class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

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**This year, because of the pandemic**, all classes will be available for viewing by livestreaming for any students who cannot attend class (cf. Appendix B). The Zoom link for this course will be posted on the course's Moodle site. All students attending class in-person are asked to come to class with a laptop or handheld device that is equipped with Zoom. This will all for in-person students and livestreaming students to engage each other during the class.

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Requirements for Participating in a Live-streamed Course
- Because the number of live-stream participants to a course is limited, *students must receive faculty permission prior to the beginning of the course* in order to participate through live-streaming.
- *Students must participate in classes in real-time*, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Wednesday evenings will be expected to be in that class virtually, or physically when that class is in-session. (If live-streaming students come to Winnipeg, they are welcome to attend class in person.)
- Participation in a course through live-streaming *requires the following:*
  - *a fast and consistent internet connection* (broadband ADSL or cable; or wireless 3G or 4G/LTE—wired is better than wireless)*,*
  - *a reasonably up-to-date computer* system (at least MacOS 10.6.8 or Windows 7; mobile devices may work as well)*,*
  - *a supported browser* (e.g. Firefox, Chrome, Safari 5+, IE7+, Opera12+)*,*
  - *Zoom software* (provided by CMU)*,*
  - *a webcam,* and
  - a *good quality headset with a microphone* (CMU can suggest some).
- CMU has the capacity to record live-streamed courses for later viewing, but does not do so as a matter of routine. If it is difficult for students to participate in a class session, they may ask the professor for permission to watch recorded versions of the class. This permission will only be granted in exceptional circumstances.
- Students may use the Zoom software to meet together via live-streaming between classes (e.g. for group projects or other consultations). Contact the professor for instructions.
- Students must familiarize themselves with the live-streaming software platform (i.e. Zoom) and ensure that their link, webcam, and headset are working properly *before* the first class session. Please arrange for a practice run on the system with the professor *prior* to class; this is essential. A practice run can be arranged by email.
- *Be sure to login for each class session at least 15 minutes before the class begins*. Remember that any testing of the system or other logistics that requires faculty assistance needs to be done

before class starts. The professor will do their best to ensure that everything is in place for the live-stream session; but they cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session once class begins. (To avoid distracting the class, it is helpful to mute the mic on your computer when you are not speaking to the class.)

- Arrange a backup plan with your professor in case of a system failure. CMU uses high-caliber, up-to-date equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and on occasion may fail. Your professor cannot stop class in order to troubleshoot and resolve technical problems in this unlikely event. To minimize possible disruption in the case of a loss of connection:
  - ➢ provide the professor with your email, text, or phone contact information before the course begins so that the professor can contact you at the next natural break in the class;
  - ➢ discuss with the professor the possibility of a back-up link to the class in case of a system failure (e.g. a Skype or phone link if the Zoom connection fails); and
  - ➢ have a plan for follow-up contact with the professor and/or a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).
- If you have technical difficulties that you cannot solve with your professor (e.g. with the login process), contact Richard Boyd from CMU's I.T. department (204.451.0980).