

A. Introducing The School For Ministry

I. Vision

Our vision for the School for Ministry is to excite and engage the people of our diocese and those who are not yet our members as lifelong inquirers into the life of the Christian faith.

II. Mission

The School for Ministry seeks to realize this vision by partnering with adult learners as they navigate various paths for learning both in the preparation for ordained ministry and in the advancement of ongoing lay and ordained ministry within the life of the Church.

III. Three Learning Streams

There are three learning streams that the School offers:

1. Training for Ordination
2. Continuing Education for existing lay and ordained leaders
3. Theological Education for all

IV. Accessibility and Fees

In the pursuit of lifelong learning for all, the SFM seeks to be accessible both to the Episcopal Diocese of San Diego and to the general public. Consequently, access to courses of study at the SFM may be made accessible to those who are not able to be in the classroom itself via podcasts and the public availability of reading assignments on the School's website. The SFM is also committed to keeping the cost of tuition low in order to retain access for all.

Fees for 2013-14 Saturday Classes

Full Semester (Four Classes) \$500

One Semester Class \$150

Two Classes \$275

Three Classes \$350

Activity Fee \$50 per semester

Fees are the same for postulants seeking ordination and for members of the diocese and the general public who wish to audit classes. All fees are non-refundable.

Other Courses and Classes

Fees for other offerings will vary per class.

V. Location

The School for Ministry is located at the Episcopal Church Center of the Diocese in Ocean Beach:

The Episcopal Church Center, 2083 Sunset Cliffs Blvd., San Diego, CA 92107

For more information about the Episcopal Church Center please contact Nancy Holland:
nholland@edsd.org or 619-823-8998

VI. Contact Us

Dean of Studies

If you would like to know more about the academic offerings at the School for Ministry, please contact the Dean of Studies, the Rev. Dr. Simon Mainwaring:

simon.standrewspb@gmail.com

School For Ministry Coordinator

If you have inquiries of a non-academic nature, including course enrollment, fees and admission policies, please contact the School For Ministry Coordinator, the Rev. Martha Anderson: martha.anderson1230@gmail.com

B. Guide to Academic Life at the School For Ministry

I. The School For Ministry's Mission In Relation To Your Academic Growth

The School for Ministry (SFM) is designed to offer to its students who are postulants for holy order a robust, individually attentive, and integrative experience of formation for ordained ministry. The School's faculty will work to support you on that journey as fully as they are able. Please know as you undertake your studies at the SFM that you are upheld by the prayers of many and that as God has called you to this life of service, God will also gift you with the strength and wisdom to undertake it. There is a community of learning joining you on your path and you are warmly invited to make the most of the opportunity that this community presents you with.

II. Five Core Pedagogical Characteristics

The SFM is based upon five core pedagogical characteristics:

1. **The Seminar Table:** Classes at the SFM take place around the seminar table. Different from the lecture hall, the classroom that gathers around the seminar table is necessarily interactive between faculty and students.
2. **An Inquiry-Based Curriculum:** The curriculum of the SFM is an inquiry-based curriculum where a robust treatment of academic material is critically explored by the student body in preparation for and during class time where the faculty acts as facilitator to the critical inquiry of the student.
3. **A Place-Based Curriculum:** The ministry contexts for students are seen as sources of a two-way interaction between classroom theory and ministerial practice.
4. **An Integrated Curriculum:** Recognizing that theology and ministry make an integrated whole, the SFM's curriculum encourages the cross-fertilization of ideas between subject areas.
5. **A Skills-Based Curriculum:** The cultivation of critical thinking skills for ministry lies at the heart of the SFM's pedagogical philosophy. Successful completion of a course of study at the SFM should result in a student having grown in the use of such skills and an ability to apply them across academic disciplines and in their everyday practice of ministry.

II. The Five Core Skills of a Practitioner-Theologian

As the SFM follows a skills-based curriculum, as a SFM student you will be required to cultivate a set of skills as practitioner-theologians through the course of your studies at the SFM. While each of these skills is not expected to be cultivated during each class period, or subject assignment, it is expected that through the course of the semester, the development of these skills will have been integrated into the syllabus.

1. **Theological Reflection:** The ability to read the theology of any given text, context or situation.
2. **Contextual Analysis:** The ability to offer an analysis of the social, cultural and system dynamics of given contexts.
3. **Pastoral Awareness:** The ability to hone an awareness of the relational dynamics of one to one, group, and whole community situations and settings.
4. **Hermeneutical Analysis:** The ability to read and critique sacred and other texts.
5. **Missional Application:** The ability to discern the mission of God in given contexts and future possibilities

III. The Teaching Session

Each teaching session at the SFM on Saturdays is two hours in duration. Such a timeframe allows for a sustained engagement between students and faculty on a given subject, utilizing a range of critical thinking skills. While there will be a need to offer direct instruction (lecture style teaching) to students during the session, the pedagogical model of the SFM is not a lecture-based model.

IV. Components of the Teaching Session

To help you cultivate skills as a practitioner-theologian, certain components of the teaching session will be regularly utilized through the course of the semester, such as:

1. **Critical Reflection on the Homework Assignment:** In preparation for each class session, you will be expected to spend up to four hours of preparation. **In order to successfully engage with a class session, you must come to that class prepared.** The form of this preparation will vary by subject area but may include reading a portion of a pertinent text; reading one or more journal articles; listening to a podcast; writing a critical response to or reflection on what has been read, listened to or experienced in a ministry setting. The completion of this homework assignment effectively serves as the gateway into the subsequent class session, enabling you to critically engage with an issue from the outset of the class. This sort of inquiry-based learning has been proven to be highly effective for subject matter comprehension and retention, as well as for application in other related subject areas.
2. **Critical Engagement with Primary Sources:** You will be given ample opportunity to critically engage with the primary sources of the different subject areas. Such primary

sources might include: biblical texts, theological works, sermons, liturgy, verbatim or other records of pastoral encounters, etc. A key element in the development of critical thinking skills is a regular and robust return to primary sources to enable you to become theologians in your own right.

3. **Critical Engagement with Secondary Sources:** You will need to develop a critical appreciation of the breadth of the subject areas in question. The emphasis here is less on how well you can relay what another scholar thinks about a certain issue or primary source, but on your critical engagement with that scholar's thoughts.
4. **Critical Engagement with Peers:** Part of the beauty of the seminar table model for classroom learning is the culture of peer dialogue that it fosters. As you or your peers present responses to a homework assignment to the rest of the class you will be encouraged to continue to critically engage what is being said with your peers as a form of individual and group learning.
5. **Group work:** During a class session, you may be required to work with others as a group. This might include studying a short reading together or preparing for a short presentation. Group work enables the students to develop their critical thinking skills in relief to others in closer intellectual proximity. It also cultivates good habits for ministry of mutual listening and a respect for the insight of the other.
6. **Individual work:** During the class session, you will also engage in individual work as you develop your capacity for critical and sustained theological thought.
7. **Direct Instruction (lecture):** Faculty will also offer direct instruction or lecture-based teaching within sessions.

V. Academic Progress and Growth

It is entirely natural that you will find that some subjects flow more easily than others. Consequently, there may be subjects that you find you are able to complete homework assignments for quickly, while others take considerably longer. If you find that you are struggling to keep up with a certain subject, please do speak to the faculty member in question. The faculty's objective is to see you succeed in your preparation for ordained life. If you continue to struggle with your academic progress in a particular area, please feel free to approach the Dean of Studies. It is entirely natural for your skills as a theologian to emerge and develop through time. You will need to be gracious with yourself!

VI. Grading Policy

The SFM runs off a pass, fail, honors, or incomplete system of grading. The expectation is that the majority of students would be able to achieve a **pass** in all subjects. Students who fail any given subject will then undertake further study in that area at the discretion of the Dean of Studies, the Commission on Ministry, and the Bishop. It is expected that achieving an **honors** designation in any particular class would be an exceptional achievement (rather than the norm) for a consistently high level of academic work. Students whose class attendance falls below a 80% rate of attendance (fewer than 11 out of 14 class sessions) will automatically fail the class. These students and students who fail to submit the required work within a set

deadline (allowing for a mutually agreed upon extension) can also be assigned an **incomplete**, allowing for them to complete the course for credit at a later, mutually agreed upon date.

VII. Assessments

It can be helpful to think of assessment and evaluation in threes: formative, summative, and final.

1. **Formative assessments** are typically fairly regular homework and class-based tasks that you may be given (e.g. a response paper, a short homily, a couple of paragraphs reflection) that enable both yourself and the faculty member to evaluate how well you are comprehending and applying the course material at any particular point.
2. **Summative assessments** are more periodic and are designed to assess how much you are able to integrate several sessions of learning.
3. **Final assessments** can take multiple forms according to the discretion of individual subject area faculty teams and the needs of particular courses. Whether a class-based examination, a long essay or research paper, a class presentation, podcast, or some other form of final assessment, you will be required to demonstrate a sustained engagement in the subject area, utilizing the five core skills of a practitioner-theologian. Accommodations in terms of extra time and support should be given to students with any special learning needs.

VIII. Using the SFM Website

The SFM website is the primary platform for communication with regards to class readings, podcasts, videos, assignments, and other links. It can be found at: www.sfmedsd.org

1. **Before the semester starts:** Each subject area will post on the website by the start of the semester: a course description, a full syllabus of the course, any assigned reading and other assignments needed to be completed before the first class of the semester.
2. **During the semester:** Once the semester has commenced, faculty will ensure that any materials that they wish you to engage with ahead of their sessions are posted no less than a week ahead of the class session in question.

IX. Library and Photocopying Resources

1. **SFM Reference Library:** At the SFM there is a small reference library that will contain all of the required reading texts for each course as well as a number of other reference books intended for faculty and student use. These reference books should not be taken from the School.
2. **SFM Photocopier:** Faculty and students have use of a photocopier at the SFM located in the narthex of the SFM classroom. Copies may be made free of charge. The cost of copying is covered in part by an activity fee of \$50 that students pay for each semester.

3. **Access to San Diego based collegiate libraries:** SFM faculty and students can apply for a 'Community Borrowers Card' at PLNU's Ryan Library. This will enable access to stacks, journals, and online resources (such as JSTOR) at the Ryan site only. Remote access to online resources will not be possible due to contractual restrictions. Members of the faculty, as part of the wider San Diego community, are also welcome to utilize the computers on the 1st floor of the University of San Diego's Copley Library where access is available to academic databases for online journal articles and other resources.

X. A Diverse Classroom and Audit Policy

Every student will be held to the same high standard of academic rigor. Candidates for ordination who find that they are not able to maintain either the pace or the rigor of the courses at the SFM will be assisted by the Dean of Studies, the Commission on Ministry, and the Bishop in discerning the most appropriate next steps.

Audit students will be required to sign up for the whole 14 weeks of the class. Audit students whose attendance rate falls below 80% (fewer than 11 out of 14 sessions) will be asked to withdraw from the class. Audit students may not join classes partway through a semester.

XI. Faculty Evaluations

Faculty members will ask you to fill out a short, confidential faculty evaluation form for that faculty member's teaching sessions. You are encouraged to offer honest and constructive feedback. All evaluations are returned to the Dean of Studies by the faculty members.

C. Pointers, Policies and Procedures

A word on Accreditation

As a new educational institution, the SFM is not accredited. The process for accreditation can only begin once the School is operational and may be pursued later in the inaugural academic year with a site visit from an accrediting body. Students taking SFM classes in the inaugural academic year are not guaranteed that their course of study at the School will result in an accredited qualification.

A word on Ordination

There is no guarantee that postulants who successfully complete their course of study at the School will go on to be ordained. Similarly, students who audit classes at the School in the hope that they might become postulants at a future date are not guaranteed that the classes that they have taken ahead of being made a postulant will be counted for credit.

Admissions

The School for Ministry (SFM) has two windows for admissions during the four weeks that precede the start of the Fall and Spring semesters respectively. Class sizes are limited to 15 students and admissions remain open until either class enrollment is full or the semester has begun. Mid-semester admissions are not permitted. Admission to the SFM is contingent on

academic readiness and in the case of postulants it is granted at the discretion of the Bishop. Lay members of the diocese who wish to audit classes may apply for admission to individual classes and such admission is granted at the discretion of the Dean of Studies.

Buildings and Grounds Needs

Should any needs arise during the course of Saturday classes in relation to the buildings and grounds at the Episcopal Church Center (e.g. a blocked drain, broken lock) they should be reported by email by the faculty member present to the ECC Director, Nancy Holland (nholland@edsd.org). Should the need be emergent, the ECC Sexton, Lee Jaquish, who is scheduled to be on site from 2pm onward on Saturdays, can be contacted by phone at 619-200-0003.

Clinical Pastoral Education

Clinical Pastoral Education or its equivalent will be carried out during the summer between the first and second academic years or the Fall Semester of the second academic year for both deacon and priest postulants.

Corporate Worship

Each Saturday, corporate worship makes up an integral part of students' shared experience of formation for ministry. Postulant students will be set on a mutually agreed rota to lead Morning Prayer in the chapel for the rest of the group. Attendance at Morning Prayer is required for postulants. It is optional for non-postulant students who are auditing classes. All are welcome.

Field Education

Field Education in parish and other settings will take place during the Spring Semester of each academic year at the School. For diaconal postulants, two field education placements will typically be carried out. For priestly postulants, three field education placements will typically be carried out.

Hosting Your Saturday

On the Saturday that you have signed up to lead Morning Prayer, postulant students will be required to arrive no later than 7:15am to open up the School and the courtyard door leading to the restrooms, put on some coffee, and set up for Morning Prayer. Throughout that day, you will act as the School's host to your fellow students and to the faculty of the day. Each postulant student will be issued with keys accordingly.

Leaves of Absence

A leave of absence for one semester may be requested by writing a letter to the Dean of Studies, stating reasons for the request. Failure to either register or request a leave of absence for a semester constitutes a withdrawal without notice and may result in the termination of a student's enrollment at the School.

Lunch

The School does not provide lunch to its students. A list of local eateries in Ocean Beach is available to students and faculty, many of which are in walking distance from the School. Students are also welcome to bring their own lunch to eat at the ECC or elsewhere during lunch hour.

Parking

Parking is available behind the center and there is also a good amount of unrestricted street parking available at most times.

Policy on Photocopying

Copyrighted works may be photocopied by or for faculty members for classroom use without obtaining permission, provided that the circumstances conform to 'fair use'. For teaching, including preparation, and for scholarly research, a faculty member may make, or have made at his or her individual request, a single copy of:

- a chapter from a book
- an article from a periodical or newspaper
- a short story, short essay, or short poem or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper.

For one-time distribution in class to students, a faculty member may make, or have made multiple copies if he or she:

- makes no more than one for each student in a course
- does not make copies for students who are not in his or her own classes
- includes the notice of copyright by writing it on the first sheet or copying the page on which it appears
- is selective and sparing in choosing poetry, prose, and illustrations
- makes no charge to students beyond the actual cost of photocopying.

Single copies of a copyrighted work from a book or periodical may be made by students not to exceed 10 percent proportionately of any given work which may include

- a chapter from a book.
- an article from a periodical or newspaper.
- a short story, short essay, or poem, whether or not from a collective work.
- no more than one chart, graph, diagram, drawing, cartoon, or picture from a single book or periodical or newspaper.

Plagiarism Policy

The following definition of plagiarism is taken from the Graduate Theological Union (Berkeley, CA) Doctoral Handbook, and shall serve as the School for Ministry's working definition: 'Plagiarism is the presentation of another's ideas, methods, research or words without proper acknowledgment. It runs the gamut from failing to cite a reference to passing off another's work as one's own. It includes close paraphrasing as well as lifting of entire lines nearly verbatim without acknowledgment. As the effects of the plagiarism will be the same regardless of intent, intent will not be construed as essential to the act, although it may be

considered in determining whether the charge of plagiarism should be pursued or what the penalty may be.'

In the case of acts of plagiarism faculty members will consult with the Dean of Studies to determine the seriousness of the offense. In extreme cases, the matter will be taken to the Bishop, who will determine with the Dean of Studies an appropriate course of action. A student who believes he or she has been falsely accused may appeal to the Dean of Studies, the Bishop, or clergy of their sponsoring parish. For general requirements for proper acknowledgment in written work, please refer to the *Manual for the Writers of Term Papers, Theses, and Dissertations* and *The Chicago Manual of Style*, a copy is available in the SFM reference library.

Punctuality

All students, whether taking classes for credit or auditing, must arrive on time for the beginning of class sessions throughout the teaching day. Faculty reserve the right to exclude students from classes who do not arrive on time and students who are persistently late will be required to meet with the Dean of Studies to seek a remedy for the persistence of the problem.

Edition: 8/13 - 2
Simon Mainwaring, PhD
Dean of Studies, SFM simon.standrewspb@gmail.com