



School of Liberal Arts – Department of Theology and Ministry
THL 239-062 Program Development
 Mary P. Carter

Spring 2018	Phone: 920-619-6618
1 Credit	Email: Mary.Carter@sl.edu
Saturdays, 9:00 AM – 2:30 PM	Course Dates: March 3, 10, 17 Snow Date: MAR 24
Course Location Diocese of Green Bay Chancery – Bishop Fox Boardroom 1825 Riverside Drive Green Bay, WI 54301	Office Hours: By appointment

COURSE DESCRIPTION

Principles of programming; working with committees and boards; developmental stages; curriculum; retreats and special programs.

REQUIRED TEXTS

1. Dunlap, Judith. *Practical Catechesis*. Cincinnati: St. Anthony Messenger Press, 2001. **ISBN** 978-0867164633
2. Stanz, Julianne. *Developing Disciples of Christ: The Effective Catechetical Leader*. Chicago, IL; Loyola Press. 2017. **ISBN** 978-0829445282
3. United States Conference of Catholic Bishops. *National Directory for Catechesis*. Washington, D.C., 2005. **ISBN** (10) 1574554433, (13) 978-1574554434

RECOMMENDED TEXTS / RESOURCES

1. Hater, Robert J. *Common Sense Catechesis*. Huntington, IN: Our Sunday Visitor, 2014.
2. Herrera, Adrian Alberto. *Catechetical Leadership: The Effective Catechetical Leader*. Chicago, IL. Loyola Press. 2017 **ISBN**: 978-0829445268
3. Roberto, John. *2020 Faith Formation: Designing the Future of Faith Formation*. Naugatuck, CT: LifelongFaith Associates, 2010.
4. White, Joseph. *The Way God Teaches: Catechesis and the Divine Pedagogy*. Huntington, IN: Our Sunday Visitor, 2014.

COURSE OBJECTIVES

Participants will:

Objective	Assessment
1. Articulate the building blocks for successful church volunteer system.	Active participation in class discussion; required reading and written assignments; observation and written critique of an observed program

2. Identify the stages of the adult life cycle and the stages of faith development.	Active participation in class discussion.
3. Demonstrate awareness of appropriate self-care necessary to effective pastoral ministry.	Active participation in class discussion
4. Plan and develop effective programs based on best practices and faith formation principles for various ministry settings	Written critique and redesign of a current program; oral and visual presentation of the revised plan
5. Plan and develop effective means to assess programs in various ministry settings.	Observation; active participation in class discussion; written critique and class presentation of a current program redesign

COURSE REQUIREMENTS / ASSESSMENTS

A participant is required to

1. Demonstrate effective class participation
 - Attend all classes and actively participate in group discussions, exercises and other learning experience.
2. Read and study textbooks and other assigned materials
 - Come to classes having completed the assigned reading and ready to contribute to discussion of the same through active engagement in discussions and class exercises.
3. Complete Catechetical Programming Observation
 - Visit, observe and write a critique of a particular **faith formation or youth ministry** program/session at another ministry site other than the participant's own – not a program at the participant's own ministry site or that of a classmate.
 - Use the attached form "Catechetical Programming: First Assignment" as guide.
 - Due Session I – **MAR 3rd**
4. Complete Catechetical Program Planning Reflection
 - Complete assigned readings and written reflections
 - Complete the following based on your reading of the book *Practical Catechesis*
 - Pick 3 statements from the text, which are visionary and offer hope for the future of RE/Catechesis
 - List your 3 quotes citing page number(s)
 - Write a brief explanation of why you selected them
 - Explain how these visionary ideas could be integrated into your ministry site in your planning
 - Due at Session II – **MAR 10th**
5. Complete Catechetical Program Critique
 - Write a 2-page critique of a catechetical program at the participant's own ministry site
 - Include a general chart of major existing content areas, activities, textbooks/resources, parent/family components, assessments, and any other relevant program features
 - Include the strengths and weaknesses of the present curriculum



- Follow SLC guidelines for written projects
- Due at Session III – **MAR 17th**
- 6. Complete Catechetical Program Redesign Plan
 - Prepare a 2 to 3-page typed plan for improving the critiqued catechetical program at the participant's present ministry site
 - Describe a **redesign of the previously critiqued catechetical program** at one's present ministry site
 - It is preferable that this plan can be executed in the near future.
 - Follow SLC guidelines for written projects
 - Due at Session III – **MAR 17th**
- 7. Complete Catechetical Program Presentation
 - Prepare and present a 5 minute presentation describing the plan for improving/redesigning the catechetical program at the participant's present ministry site
 - Use presentation software and any other visuals and resources that help you describe the plan.
 - Due at Session III – **MAR 17th**

COURSE FORMAT AND ASSESSMENT RATIONALE

Upon completion of the course participants will be able to identify and describe key components necessary for a successful faith formation or youth ministry program.

GRADE DISTRIBUTION

1. Catechetical Program Observation	20%
2. Catechetical Program Planning Reflection	20%
3. Catechetical Program Critique	25%
4. Catechetical Program Redesign Plan	25%
5. Catechetical Program Presentation	10%

LATE WORK

Hopefully this will not be an issue. A course participant who consistently misses deadlines because they fail to manage their time, however, cannot expect to earn an A or even a B.

TENTATIVE COURSE CALENDAR

Pre-Assignments – Before MAR 3rd

1. Complete the Catechetical Programming Observation Assignment
2. Read Practical Catechesis pp. 1-24
3. Read Developing Disciples of Christ ch.8

Session I – MAR 3rd

1. Topics
 - Review syllabus and expectations
 - Share observation from pre-assignment

- Your role as a parish catechetical leader: planning, leadership, and budgeting
 - Stages of faith development
 - Multiple intelligences, Learning styles, Brain-based learning
2. Assignments
- Complete Catechetical Program Planning Reflection

Session II – MAR 10th

1. Topics
- Effective RE components
 - Planning for and evaluating programs
 - Choosing materials and resources
 - Models of catechesis
 - Curriculum planning and assessment
2. Assignment
- Complete Catechetical Program Critique
 - Complete Catechetical Program Redesign Plan
 - Complete Catechetical Program Presentation

Session III – MAR 17th

1. Topics
- Sacrament programs: meetings, retreats, resources
 - Adolescent catechesis
 - Initiation of children
 - Service and justice program components
 - Technology and catechesis
 - Legal/Compliance topics in Faith Formation Administration
 - Class Presentations – Critique and Redesign of program at one's own site

ADA ACCOMMODATIONS

It is the responsibility of the student to inform the instructor of any disabilities that they may have that would require reasonable accommodations to be provided. Reasonable accommodations are modifications that will afford the student with a disability an equal opportunity to achieve the same results as a student without a disability. (Rehabilitation Act of 1973: Section 504; PL 92-112, Subpart E, Section 84).

INCOMPLETES

See Academic Bulletin.

GRIEVANCE PROCEDURE

Silver Lake College recognizes the right of community members in conflict. Resolution is first sought through dialogue. If no resolution can be found, formal grievance procedures can be utilized.

In case of a grievance in a strictly academic matter, for example, grading in a course, acceptance into or continuation in an academic program or similar grievance, the initial recourse is through departmental procedures. An academic grievance that cannot be resolved by the faculty and student should be referred to the Department Chair and/or School Dean within 10 days of the incident. A matter that cannot be resolved on the department level is referred to the Vice President for Academic Affairs.

The student will present the matter to the School Dean in writing, along with his/her reasons for making the appeal. The petition should include documentation of evidence that supports the student's request for consideration of the question. A summary of the materials, including a re-grading by a different faculty member when appropriate, are submitted with a recommendation to the School Dean. If the student is not satisfied with the result, they may appeal to the Vice President for Academic Affairs. If the facts warrant a review, the Vice President for Academic Affairs will consult with the concerned parties, student, faculty, and department to ascertain the facts of the matter and render a final judgment.

ACADEMIC INTEGRITY

Academic integrity is expected. Silver Lake College's policy on cheating and plagiarism can be found in the *Silver Lake Student Handbook* as well as the *Academic Bulletin*.

KEEPING STUDENT WORK

The instructor may, with the permission of the student, keep certain assignments that the student has submitted without the student's name for program assessment.

ATTENDANCE / ABSENCE

Attendance must be taken and maintained on Joule in order to comply with federal law that requires the college to verify class attendance for all students who are receiving Federal Aid. School related events (athletics, concerts, etc.) are excused absences. Extended absences or absences that are due to serious circumstances must be cleared as excused by the Registrar and/or the Academic Dean. Work that is missed because of a documented excused absence can be made up. Work that is missed because of an *unexcused* absence cannot be made up.

BIBLIOGRAPHY

1. United States Conference of Catholic Bishops; *General Directory for Catechesis*, Washington, D.C., 1998. ISBN (13) 978-1574552256, (10) 1574552252



THL 239 PROGRAM DEVELOPMENT – PRE-ASSIGNMENT

Visit and observe a session, gathering, or class that is representative of a **catechetical program** at a site distinct from your own. Please bring responses based on the questions below, typed on a separate sheet, to the first class on **March 11, 2017**.

Name of program visited:

Parish:

Date of visitation:

Describe the program visited:

Describe the environment or setting (please include: a brief description of the parish [e.g. rural, suburban, urban]; size of parish; any pertinent characteristic about the parish circumstances that are relevant to the catechetical program; and the internal environment/setting [type of space used and its appropriateness for the observed session]).

If possible, obtain any plan or description for the catechetical session/class/gathering you observe. Relate how the session followed the lesson plan or description:

Describe where the session deviated from the plan or description:

Describe and assess the response of the participants:

Based upon your discussion with the program director and/or the catechist, describe their criteria or method of evaluating the session. What were the results of that person's assessment?

Relate how prayer was incorporated.

Describe how this class/catechetical session reflects the goals/mission statement of this catechetical program (attach a copy of parish and/or program mission statement to this form).

What did you observe that was significant while visiting this program?

What did you perceive as the program shortcomings - be specific. Note here the things you do not want to forget, or would like to ask questions about: