

Dominican School of Philosophy & Theology
Syllabus for FE-2021 & FE-2022 – Pastoral Ministry Internship
(Field Education, Level II, Parts 1 & 2)
Fall 2023 and Spring 2024

**Two Audio/Visual e-meetings of all students together with Instructor,
one in November/December and one in March/April, to be arranged**

INSTRUCTOR (FIELD ED COORDINATOR): Fr. Ambrose Sigman, OP (DSPT).

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COURSE DESCRIPTION: This course is part of students' year-long experience in a supervised pastoral ministry experience, through which they will (a) exercise basic skills of the apostolate, (b) engage in theological reflection upon it, and (c) document and communicate their learning about these areas. Each student is required to arrange for regular supervisory sessions with the approved supervisor at the ministry site. This syllabus covers the two parts of Level II of Field Education: FE-2021 (Fall) & FE-2022 (Spring), spanning the academic year. Each is offered at 1.5 units, for a total of 3.0 units of Level II credit when both semesters are completed. A passing grade in FE-1021 and FE-1022 is normally a prerequisite for FE-2021; a passing grade in FE-2021 (Fall) is normally a prerequisite for FE-2022 (Spring).

COURSE GOALS AND OUTCOMES: Through this course, students will continue to develop their grasp of certain central issues in field education for the apostolate, concerning the sacramental and missionary nature of the Church and her members' participation in it. Students will become better able to analyze apostolates and to engage creatively in improving their reach. They will also become better able: to apply their theological learning in an integrative way; to develop the habit of theological reflection for their apostolates and for their participation in them; to seek actively the insights of others for their mission; and to be a collaborative leader in ministry. Specifically, upon successful completion of the course, students will be better able:

(Course Outcome 1) to apply their theological learning in an integrative way by exercising basic skills of the apostolate (in a parish, campus ministry, on an itinerant basis, or in other contexts) consistent with their religious institute's charism, tradition, and practices;

(Course Outcome 2) to engage in theological reflection upon their assigned apostolate and upon their own ecclesial identity in relation to it; and

(Course Outcome 3) to use resources to document and communicate their learning about these areas.

The Instructor will assess each student's achievement of these course outcomes through the student's participation in an Apostolic Assignment and completion of (A) the Learning Contract, (B) Theological Reflection Papers, (C) Apostolic Skill Modules, (D) the Final Evaluation, and (E) the Final Self-Assessment (all described below under "Assignments and Other Required Activities"). The "Appendix: Course & Curricular Outcomes Table" at the end of this syllabus relates these outcomes and assessment activities to both the DSPT Institutional Goals and the MDiv Program Outcomes.

FORMAT: Practicum in an on-site ministry/apostolate, with an On-Site Supervisor assisting the student with theological reflection and providing assessment to the Field Ed Coordinator.

CLASS DATES AND TIMES: This course normally takes place at an Apostolic Assignment occurring over a period of one academic year (normally, one Fall Semester followed by one Spring Semester); the student's religious institute determines the precise dates involved (including whether the preceding or subsequent summer is included in whole or in part, etc.). There are to be two Audio/Visual e-meetings of all students together with Instructor, one in November/December and one in March/April, to be arranged, to discuss experiences of the Internship and theological reflections.

INTENDED STUDENT PARTICIPANTS: This course is for DSPT MDiv students who are approved clerical candidates for ordination to the Roman Catholic presbyterate, who have completed Field Ed Level I. The course is to be taken on a **Pass/Fail** basis by all participants.

ASSIGNMENTS AND OTHER REQUIRED ACTIVITIES: For this course, each student must:

- Participate in an **Apostolic Assignment** with an On-Site Supervisor (both being selected under the direction of the appropriate superior/director from the student's religious institute);
- Maintain a personal Field Education **Electronic Portfolio**, following the Field Education Checklist, in which are gathered electronic copies of the annual Learning Contract, Final Evaluation, and Self-Assessment (eventually containing one of each for each of the four years in Field Education), Theological Reflections, Apostolic Skill Module Documentation Sheets for all completed modules, and the Checklist itself;
- Cooperate with the On-Site Supervisor in **maintaining communication** with the Field Ed Coordinator.

As implied above, particular written assignments are required; thus, each student must:

- (A) Send an **email** to your On-site Supervisor, with cc to the Instructor, with a draft Learning Contract attached, and ensure the completion of the **Learning Contract** for the Apostolic Assignment, in consultation with the On-Site Supervisor, to be used as a guide and evaluative tool in the course (email **due Sept. 15**, final contract **due by Oct. 1**);
- (B) Write **two Theological Reflection Papers**, one in the 1st semester (**due Nov. 1**) and one in the 2nd semester (**due Mar. 1**), concerning their apostolate;
- (C) Complete at least **four Apostolic Skill Modules (ASMs)**, for the apostolic skills delineated in the Field Education Checklist (for different areas from those completed in Level I), with a Documentation Sheet in electronic form (including a 200-600 word Learning Summary each), for various apostolic skills (**due respectively on Nov. 1, Dec. 1, Mar. 1, and Apr. 1**);
- (d) Facilitate the On-site Supervisor's **Final Evaluation** of the student's Apostolic Assignment (your reminder e-mail to the Supervisor is due **by May 1**; the Evaluation is **due by May 15**);
- (e) Complete the **Self-Assessment** for the Apostolic Assignment (**due by May 15**).

All these assignments are to be completed using the **most current** template and/or instructions to be issued to the student by the Field Ed Coordinator (typically posted on the Moodle page for the course). The student must satisfactorily complete **each** of the above elements to receive a passing grade for the course. Each written assignment is to be completed by computer copy (with a **filename beginning with the student's surname**), which shall include within it the student's name, date, course number and title, Field Ed Coordinator's name, and title of assignment, and is due to be sent **electronically (to the Moodle site or to the Field Ed Coordinator, as instructed) by the dates indicated**. Students who submit assignments late, or whose work is otherwise unacceptable, can expect to receive **additional assignments** that must be completed in order to receive a passing grade for the course.

MEETING DATES FOR FALL AND SPRING SEMESTERS: The Field Education Coordinator will contact each participant in the course. The Field Ed Coordinator may organize one required conference call per semester, if circumstances permit, for the support of those in the course.

TECHNOLOGY REQUIREMENTS: All students should have access to technology sufficient to complete the course successfully, including use of remote modalities. This includes a computer, laptop, or tablet, with webcam & microphone, with an updated operating system (Windows, Mac, Linux) and an updated internet browser (Chrome, Firefox); high speed internet bandwidth (preferably 10 mbps or greater but at least 3 mbps); Zoom and Moodle software, and the ability to use them. If students experience any difficulties with Moodle, Zoom, or other technology, they can contact Moodle support at moodle@gtu.edu. Students will receive a response within 24 hours.

REQUIRED TEXTS FOR COURSE

Holmes, Paul A., ed. *A Pastor's Toolbox: Management Skills for Parish Leadership*.
Collegeville, MN: Liturgical Press, 2014. [978-0814638088; \$14/\$6]*

———. *A Pastor's Toolbox 2: More Management Skills for Parish Leadership*. Collegeville,
MN: Liturgical Press, 2017. [978-0814646700; \$14/\$9]*

Note that only a work marked with an asterisk () should require any purchase. All prices listed are as found at bookfinder.com (new/used, shipping included); prices may vary considerably. In addition to the texts shown above, the Field Ed Coordinator may distribute certain texts, at his discretion, for study and discussion. At the Field Ed Coordinator's discretion, additional readings may be assigned as the course progresses, depending on the students' needs or interests, or other considerations.*

OTHER TEXTS OF NOTE

Boguslawski, Steven, and Ralph Martin, eds. *The New Evangelization: Overcoming the
Obstacles*. New York: Paulist Press, 2008. [978-0809145324]

Cavadini, John C. "A Brief Reflection on the Intellectual Tasks of the New Evangelization." *The
Josephinum Journal of Theology* 19.1 (Wint-Spr 2012): 109-120.

Corbishley, Peter. "Evidence from the Past, Pointers to the Present: Towards an Evidence-Based
Approach to Evangelization." *Heythrop Journal* 54.5 (Sep 2013): 825-834.

Del Colle, Ralph. "The Kerygma and the New Evangelization." *The Josephinum Journal of
Theology* 19.1 (Wint-Spr 2012): 121-128.

Dillon, Richard J. "Mark 1:1-15: A 'New Evangelization'?" *Catholic Biblical Quarterly* 76.1
(Jan 2014): 1-18.

Froehle, Bryan. "Research on Catholic Priests in the United States, Since the Council: Modeling
the Dialogue between Theology and Social Science." *U.S. Catholic Historian* 29.4 (Fall
2011): 19-46.

Garrido, Ann, and Patricia Walter [OP]. "Complete Joy: Theological Reflection in a Dominican
School." In *Towards the Intelligent Use of Liberty: Dominican Approaches in Education*,
2nd rev. ed., edited by Gabrielle Kelly [OP] and Kevin Saunders [OP], 103-113. Dominican
Series. Adelaide, Australia: ATF Press, 2014.

Gorski, Juan F. "From 'Mission' to 'New Evangelization': The Origins of a Challenging
Concept." *Zeitschrift für Missionswissenschaft und Religionswissenschaft* 95 (2011): 409-
419.

Grogan, Paul, and Kirsteen Kim, eds. *The New Evangelization: Faith, People, Context and
Practice*. New York: Bloomsbury T. & T. Clark, 2015. [978-0567671851]

Holmes, Paul A., ed. *A Pastor's Toolbox: Management Skills for Parish Leadership*.
Collegeville, MN: Liturgical Press, 2014. [978-0814638088]

———. *A Pastor's Toolbox 2: More Management Skills for Parish Leadership*. Collegeville,
MN: Liturgical Press, 2017. [978-0814646700]

- Ippolito, Joseph, Mark Latkovitch, and Joyce Mallon-Smith. *In Fulfillment of Their Mission: The Duties and Tasks of a Roman Catholic Priest*. Washington, DC: National Catholic Education Association, 2008.
- Maier, Craig T. “Discerning the Signs of the Times in American Catholicism: Parish Pastoral Councils and Parish Pastoral Research.” *Journal of Religious Leadership* 13.1 (Spr 2014): 133-160.
- Mallon, James. *Divine Renovation: Bringing Your Parish from Maintenance to Mission*. New London, CT: Twenty-Third Publications, 2014. [978-1627850384]
- Simon, William E., Jr. *Great Catholic Parishes: A Living Mosaic: How Four Essential Practices Make Them Thrive*. Notre Dame, IN: Ave Maria Press, 2016. [978-1594714177]
- United States Conference of Catholic Bishops [National Conference of Catholic Bishops]. *Go and Make Disciples: A National Plan and Strategy for Catholic Evangelization in the United States*. Developed by the Committee on Evangelization of the National Conference of Catholic Bishops. 10th anniversary English & Spanish ed. Washington, DC: United States Conference of Catholic Bishops, 2002.
- United States Conference of Catholic Bishops. *Coworkers in the Vineyard of the Lord: A Resource for Guiding the Development of Lay Ecclesial Ministry*. Washington, DC: USCCB, 2005.
- United States Conference of Catholic Bishops. *Program of Priestly Formation*. 5th Edition. Washington, DC: USCCB, 2006.
- Vincentian Center for Church and Society, The. *A Concise Guide to Catholic Church Management*. The Concise Guide Series. Notre Dame, IN: Ave Maria Press, 2010. [ISBN: 978-1594712272]
- Weaver, Robert. “Predicting Evangelistic Behavior During the New Evangelization: A Parish-Based Analysis.” *Catholic Social Science Review* 23 (2018): 217-236.
- Weddell, Sherry A. *Forming Intentional Disciples: The Path to Knowing and Following Jesus*. Huntington, IN: Our Sunday Visitor Press, 2012. [ISBN: 978-1-61278-590-5]
- White, Michael, and Tom Corcoran. *Rebuilt: Awakening the Faithful, Reaching the Lost, and Making Church Matter*. Notre Dame, IN: Ave Maria Press, 2013. [978-1594713866]

GRADING CRITERIA FOR A THEOLOGICAL REFLECTION IN FIELD EDUCATION

Style	U - course standards achieved Unsatisfactorily	S - course standards achieved Satisfactorily	E – course standards achieved w/ Excellence
S-1. Grammar, Spelling, etc. (GS&c)	Student makes many errors in GS&c that distract the reader from the content.	Student makes very few errors in GS&c that distract the reader from the content.	Student makes no errors in GS&c that distract the reader from the content.
S-2. Sentence Structure	Several sentences are unclear or are not well-constructed.	Nearly all sentences are clear and well-constructed.	All sentences are clear and well-constructed.
Parts	U - course standards achieved Unsatisfactorily	S - course standards achieved Satisfactorily	E – course standards achieved w/ Excellence
P-1a. Situation	Student does not adequately describe the situation to be considered, or omits important details.	Student adequately describes the situation to be considered, with enough relevant detail.	Student clearly describes the situation to be considered, with all relevant detail.
P-1b. Past Response	Student does not adequately describe his response to the situation.	Student adequately describes his response to the situation.	Student clearly and/or extensively describes his response to the situation.
P-2a. Theological Sources	Student fails to mention any theological sources that may shed light on the situation.	Student mentions theological sources that apply to the situation (Scripture, Magisterium, theologians, etc.).	Student draws extensively or particularly astutely from theological sources that apply to the situation.
P-2b. Theological Analysis	Student fails to offer any theological analysis.	Student offers some theological analysis for the situation.	Student offers an astute theological analysis of the situation.
P-3. Future Apostolic Response	If applicable, student fails to mention whether any future apostolic response would be possible.	If applicable, student mentions whether any future apostolic response would be possible.	If applicable, student offers a considerable reflection on a possible future apostolic response.
P-4. Learning	Student does not include learning about (a) self, (b) relation to others, and/or (c) the apostolate, where applicable.	Student includes learning about (a) self, (b) relation to others, and/or (c) the apostolate, where applicable.	Student includes considerable learning about (a) self, (b) relation to others, and/or (c) the apostolate, where applicable.

Grades for theological reflections are assigned as follows:

Grade	General Description	Grading Criteria
Pass +	There is an extensive and intensive engagement with the assignment, with no parts missing.	mostly “E”s & no “U”s
Pass	There is an adequate engagement with the assignment, with enough essential parts present for a coherent reflection.	no more than one “U”, few or no “E”s
Fail	There is a failure to execute the most basic elements of the assignment.	more than one “U” (or no work submitted)

An analogous manner of grading is used for other assignments for this course.

APPENDIX: COURSE & CURRICULAR OUTCOMES TABLE

In the following table, each Course Outcome is listed, followed by course activities and/or assignments by which the Course Outcome is to be measured, along with the DSPT Institutional Outcomes and Program Outcomes (here: MDiv Outcomes) to which the given Course Outcome contributes. Descriptions of the DSPT Institutional Goals and MDiv Program Outcomes are listed on the following page.

<u>Course Outcome</u>	<u>Activities &/or Assignments To Measure Course Outcome</u>	<u>Related Program and Institutional Goals/Outcomes</u>
1. to apply their theological learning in an integrative way by exercising basic skills of the apostolate	A. Learning Contract B. Theological Reflection Papers C. Apostolic Skill Modules D. Final Evaluation E. Final Self-Assessment	IGA3-Self-Direction IGB1-Ability to Collaborate MDivO3-application MDivO4-collaboration MDivO5-Church-uniting
2. to engage in theological reflection upon their assigned apostolate and upon their own ecclesial apostolic identity	B. Theological Reflection Papers C. Apostolic Skill Modules D. Final Evaluation E. Final Self-Assessment	IGA1-Integrative Thinking IGA2-Intellectual Humility IGA3-Self-Direction MDivO1-communication MDivO2-evaluation MDivO3-application
3. to use resources to document & communicate their learning about these areas	B. Theological Reflection Papers C. Apostolic Skill Modules	IGA1-Integrative Thinking IGA3-Self-Direction IGB1-Ability to Collaborate MDivO1-communication MDivO2-evaluation

DSPT INSTITUTIONAL GOALS

Pedagogical Goal: Deep Learning. Motivated by a thirst for truth, the disciplined inquirer is a life-long learner who recognizes fundamental principles in a given field of inquiry and applies them in creative or innovative ways to broader contemporary issues which are of importance to Church, the academy, and/or society. Disciplined inquiry includes the following characteristics:

- A1. Integrative Thinking:** the ability to recognize, understand, retain, integrate, and apply the fundamental principles operative in a field of inquiry, and use them to make synthetic judgments. (IGA1)
- A2. Intellectual Humility:** an orientation of mind and heart that fosters intellectual collaboration, precludes both rigidity and passivity of mind, and recognizes that contrary opinions are not a threat, but provide the opportunity to test and deepen one's own grasp of the truth. (IGA2)
- A3. Self-Direction:** the disposition to take primary responsibility for one's own education, manifested in a keen intellectual interest in the topic of studies, and the ability to teach oneself through a habit of skilled and responsible research and resilient exploration. (IGA3)

Vocational Goal: Collaborative Leadership. A collaborative leader inspires within others the desire to realize the common good by articulating to academy or society a coherent vision rooted in the mission of the Church, all the while leading by example.

- B1. Ability to Collaborate:** expressed in good listening and communication skills which foster decisions stemming from and leading to an open, transparent, and mutually enriching dialog with others in order that the gifts of all can be appropriately acknowledged and utilized. (IGB1)

Abbreviations: IGA1-Integrative Thinking, IGA2-Intellectual Humility, IGA3-Self-Direction, IGB1-Ability to Collaborate

MDiv PROGRAM OUTCOMES

By the end of the program, students will demonstrate ministerial and pastoral competency through the ability:

1. [*communication*] to communicate simply, accurately, and effectively the theological tradition of the Roman Catholic Church through preaching, teaching, and writing (MDivO1);
2. [*evaluation*] to analyze, assess, and critique theological perspectives and situations through scriptural, historical, systematic, and pastoral theological methods, and to assist others in doing the same (MDivO2);
3. [*application*] to apply Catholic teaching and theology, especially as exemplified by St. Thomas Aquinas, to pastoral situations, recognizing both the difficulties and the opportunities they present (MDivO3);
4. [*collaboration*] to lead and to work collaboratively with others in a just, charitable, and generous manner, respecting the relevant cultural, social, and ecclesial circumstances, all the while maintaining professional, ethical boundaries (MDivO4);
5. [*Church-uniting*] to foster Church communion, demonstrated through consistent dedication to community life, participation in prayer, and leading others in worship and theological reflection (MDivO5).

Abbreviations: MDivO1-communication, MDivO2-evaluation, MDivO3-application, MDivO4-collaboration, MDivO5-Church-uniting.