

**Dominican School of Philosophy & Theology**  
**Syllabus for FE-3021 & FE-3022 – Field Education, Level III, Parts 1 & 2**  
**Fall 2023 & Spring 2024**

**Course meets 1<sup>st</sup> Wed. in Nov. & 3<sup>rd</sup> Wed. in March, or one other date each semester, times  
TBD**  
**Periodic conferral with Instructor**

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

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**COURSE DESCRIPTION:** Through a two-semester apostolic placement, students will deepen their engagement in (a) fundamental skills required for supervised ministry, (b) theological reflection for ministry and mission, (c) their understanding of the vocation & mission of the ordained & laity in the Church and world, in light of Catholic teaching, and (d) fundamental concepts and skills related to evangelization and collaborative ministry. This syllabus covers the first half of a four-part series of Level III Field Ed courses, divided into four parts, FE 3021, FE 3022, FE 3023, and FE 3024, spanning four semesters over two years' time; each part is a prerequisite for the subsequent part. Completion of the four parts yields a total of 1.5 units of credit, which is earned over a period of four semesters. FE 3021, FE 3022, and FE 3023 are offered at 0.0 units, while FE 3024 is offered at 1.5 units. Students must complete all four parts in order to receive the total of 1.5 units. FE-2021 and FE-2022 are normally prerequisites for this course.

**COURSE GOALS AND OUTCOMES:** Through this course, students will acquire a deeper and broader grasp of the Church's apostolate, her members' participation in it, and their own ecclesial identity. Students will become better able to apply theological analysis to the apostolates in which they are engaged and to undertake faithful and creative efforts to improve their fruitfulness. 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; to be a collaborative leader in ministry; and to seek out the insights of others for their mission. 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 skills of the apostolate (in a parish, in a campus ministry, in various settings 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 apostolic identity in relation to it;

(Course Outcome 3) to use resources to document & communicate their learning about the apostolate;

(Course Outcome 4) to develop enhancements &/or innovations for their assigned apostolate (with consultation and approval of the On-Site Supervisor), and to evaluate their effectiveness.

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:** A supervised ministry placement, approved by the Field Ed Coordinator and the student's religious institute, normally involving 1.5-3.0 hours per week, with occasional individual meetings (Individual Sessions) with the Field Ed Coordinator and at least two meetings involving all students in the course (Plenary Sessions).

**CLASS DATES AND TIMES:** Participation in the Apostolic Assignment normally occurs only during weeks of the academic year in which school is in session (although some assignments call for activity outside those times). There will be two meetings including all students in the course with the Field Ed Coordinator (Plenary Sessions) during the year, to be arranged by the Field Ed Coordinator. They usually include sharing theological reflections and experiences of your apostolate with one another. Typically, these meetings occur on the **1<sup>st</sup> Wednesday in November (with students of FE-1021)** at time to be arranged (typically in the morning), and the **3<sup>rd</sup> Wednesday in March (with students of FE-3024)** at time to be arranged (typically in the morning). Periodic individual communications with the Field Ed Coordinator are also to be expected.

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

**ASSIGNMENTS AND OTHER REQUIRED ACTIVITIES:** For this course (lasting through both Fall and Spring semesters), each student must:

- Attend all **Plenary and Individual Sessions** with the Field Ed Coordinator;
- 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.

In addition, each student must:

- (A) Complete a **Learning Contract** for the Apostolic Assignment (according to the form to be issued to the student by the Instructor), in consultation with the On-Site Supervisor, to be used as a guide and evaluative tool in the course, including an **email** to your On-site Supervisor, with cc to the Instructor, with a **draft Learning Contract** attached; and the complete **Learning Contract** (email **due Sept. 15**; final **contract due Oct. 1**);
- (B) Write **two Theological Reflection Papers**, one in the 1<sup>st</sup> semester (**due Dec. 1**) and one in the 2<sup>nd</sup> semester (**due Mar. 1**), concerning their apostolate (to be shared with students of FE-3023-24);
- (C) Complete at least four **Apostolic Skill Modules** (ASMs), for the apostolic skills delineated in the Field Education Checklist, with a Documentation Sheet in electronic form (including the Learning Summary of 200-600 words for 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, by the due dates given, in order to receive a passing grade for the course (see the Grading Criteria near the end of the syllabus). Each written assignment submitted (by computer copy, with the **filename beginning with the student's surname**) must include within it the student's name, date, course number and title, Field Ed Coordinator's name, and title of assignment. 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.

**TECHNOLOGY REQUIREMENTS:** All students should have access to technology sufficient to complete the course successfully, including possible 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*, 2<sup>nd</sup> 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. 10<sup>th</sup> 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*. 5<sup>th</sup> 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

<b>Style</b>	<b>U - course standards achieved Unsatisfactorily</b>	<b>S - course standards achieved Satisfactorily</b>	<b>E – course standards achieved w/ Excellence</b>
<b>S-1. Grammar, Spelling, etc. (GS&amp;c)</b>	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.
<b>S-2. Sentence Structure</b>	Several sentences are unclear or are not well-constructed.	Nearly all sentences are clear and well-constructed.	All sentences are clear and well-constructed.
<b>Parts</b>	<b>U - course standards achieved Unsatisfactorily</b>	<b>S - course standards achieved Satisfactorily</b>	<b>E – course standards achieved w/ Excellence</b>
<b>P-1a. Situation</b>	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.
<b>P-1b. Past Response</b>	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.
<b>P-2a. Theological Sources</b>	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.
<b>P-2b. Theological Analysis</b>	Student fails to offer any theological analysis.	Student offers some theological analysis for the situation.	Student offers an astute theological analysis of the situation.
<b>P-3. Future Apostolic Response</b>	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.
<b>P-4. Learning</b>	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:

<b>Grade</b>	<b>General Description</b>	<b>Grading Criteria</b>
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 &amp;/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 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 the apostolate	B. Theological Reflection Papers C. Apostolic Skill Modules	IGA1-Integrative Thinking IGA3-Self-Direction IGB1-Ability to Collaborate MDivO1-communication MDivO2-evaluation
4. to develop enhancements &/or innovations for their assigned apostolate and to evaluate their effectiveness	A. Learning Contract D. Final Evaluation E. Final Self-Assessment	IGA1-Integrative Thinking IGA3-Self-Direction IGB1-Ability to Collaborate MDivO1-communication MDivO2-evaluation MDivO3-application

## 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.