

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

Fall 2020 and Spring 2021

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

INSTRUCTOR (FIELD ED COORDINATOR): Fr. Bryan Kromholtz, OP (DSPT), at DSPT West Building, Office 1. During Fall 2020, due to the COVID-19 pandemic, I am ordinarily available only by appointment; contact me at bkromholtz@dspt.edu. Please do not expect an immediate response to emails. You will ordinarily receive a response within two school days. Responses are not ordinarily provided on weekends.

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 in which they are engaged and to engage creatively in improving their reach. They will also become better able (1) to apply their theological learning in an integrative way; (2) to seek actively the insights of others for their mission; (3) to develop the habit of theological reflection for their apostolates and for their participation in them; and (4) to become a collaborative leader in ministry.

Specifically, upon successful completion of the course, students will be better able (terms in underlined italics refer to the DSPT MDiv Program Outcomes, listed at the end of this syllabus):

- to exercise basic skills of the apostolate (in a parish, campus ministry, on an itinerant basis, or in other contexts) consistent with their formation community's charism, tradition, and practices (application, collaboration, Church-uniting);
- to engage in theological reflection upon their assigned apostolate and upon their own ecclesial identity in relation to it (communication, evaluation);
- to use resources to document and communicate their learning about these areas (communication, evaluation).

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 time period of one academic year (normally, one Fall Semester followed by one Spring Semester); the student's formation community 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 and one in March, 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 formation community);
- 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) Complete a **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 (**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. 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.

REQUIRED TEXTS FOR COURSE

Holmes, Paul A., ed. *A Pastor's Toolbox: Management Skills for Parish Leadership*.
Collegeville, MN: Liturgical Press, 2014. [978-0814638088; \$17/\$8]*

———. *A Pastor's Toolbox 2: More Management Skills for Parish Leadership*. Collegeville,
MN: Liturgical Press, 2017. [978-0814646700; \$16/\$19]*

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.*
[\$21/\$18; ISBN: 978-1594712272]*

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.*

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. 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.

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.

DSPT MDiv PROGRAM OUTCOMES

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

- to communicate simply, accurately, and effectively the theological tradition of the Roman Catholic Church through preaching, teaching, and writing (MDivO-1, *communication*);
- 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 (MDivO-2, *evaluation*);
- 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 (MDivO-3, *application*);
- 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 (MDivO-4, *collaboration*);
- to foster Church communion, demonstrated through consistent dedication to community life, participation in prayer, and leading others in worship and theological reflection (MDivO-5, *Church-uniting*).