

Dominican School of Philosophy & Theology
Syllabus for FE-3021 & FE-3022 – Field Education, Level III, Parts 1 & 2
Fall 2018 & Spring 2019

Two to three class meetings, to be arranged; periodic individual conferral with Instructor

INSTRUCTOR (FIELD ED COORDINATOR): Fr. Bryan Kromholtz, 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 (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 (4) to become a collaborative leader in ministry.

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

- to exercise 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 formation community's charism, tradition, and practices (*responsibility, teamwork, Church uniting*);
- to engage in theological reflection upon their assigned apostolate and upon their own ecclesial apostolic identity (*communicating, theological evaluation*);
- to develop enhancements &/or innovations for their assigned apostolate (with consultation and approval of the On-Site Supervisor), and to evaluate their effectiveness (*responsibility, theological evaluation*);
- to use resources to document & communicate their learning about these areas (*communicating, theological evaluation*).

FORMAT: A supervised ministry placement, approved by the Field Ed Coordinator and the student's Primary Formation Community, 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 to three 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. Individual Sessions are also to occur, to be arranged with the Field Ed Coordinator.

INTENDED STUDENT PARTICIPANTS: This course is intended only for DSPT MDiv students who are approved clerical candidates for ordination to the Roman Catholic presbyterate. 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 Primary 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;

In addition, for the respective written assignments mentioned below, each student must:

- (a) Complete a **Learning Contract** for the Apostolic Assignment (according to the form to be issued to the student by the Field Ed Coordinator), in consultation with the On-Site Supervisor, to be used as a guide and evaluative tool in the course;
- (b) Write **two Theological Reflection Papers**, one in the 1st semester (**due Oct. 31**) and one in the 2nd semester (**due Mar. 31**), concerning their apostolate, to be agreed upon with the Field Ed Coordinator;
- (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 dates: two ASMs by Dec. 15, two more ASMs by May 15**);

(d) Facilitate the On-site Supervisor's **Final Evaluation** of the student's Apostolic Assignment;

(e) Complete a **Final Self-Assessment** of his Apostolic Assignment (**due by May 15**).

All these assignments are to be completed using the corresponding 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 (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. They are normally to be submitted by **2 pm on the Monday** of the week in which they are due.

REQUIRED TEXTS FOR COURSE

Holmes, Paul A., ed. *A Pastor's Toolbox: Management Skills for Parish Leadership*.
Collegeville, MN: Liturgical Press, 2014. [978-0814638088; \$16/\$6]*

———. *A Pastor's Toolbox 2: More Management Skills for Parish Leadership*. Collegeville,
MN: Liturgical Press, 2017. [978-0814646700; \$17/\$16]*

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/\$17; ISBN: 978-1-59471-227-2]*

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.*

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 MDiv program, students will demonstrate ministerial and pastoral competency through the ability:

MDivO-1 (*communicating*): to communicate simply, accurately, and effectively the theological tradition of the Roman Catholic Church through preaching, teaching, and writing;

MDivO-2 (*preaching*): to preach in a manner that is grounded in scholarly methods of biblical interpretation, and is doctrinally sound, pastorally focused, and rhetorically effective;

MDivO-3 (*theological evaluation*): to analyze, assess, and critique theological perspectives through scriptural, historical, and systematic theological methods, and to assist others in doing the same;

MDivO-4 (*responsibility*): to fulfill their responsibilities with the moral, intellectual, psychological, and emotional maturity that grounds vigorous discipleship of Christ and priestly service to others;

MDivO-5 (*prayer leading*): to lead a faith community in prayer, worship and theological reflection, centered on the Eucharist, respecting both the liturgical tradition of the Church and the pastoral needs of the local community;

MDivO-6 (*ethics application*): to apply the principles of the moral theology of St. Thomas Aquinas to pastoral situations in general and confessional situations in particular;

MDivO-7 (*teamwork*): 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-8 (*Church uniting*): to foster Church communion, demonstrated through personal and liturgical prayer, regular observance, and life in community.

(Each term labeling its respective outcome, underlined in italics, is my own.)