Dominican School of Philosophy & Theology  
Syllabus for FE-1021 & FE-1022 – Field Education, Level I, Parts 1 & 2  
Fall 2021 & Spring 2022, DSPT Room 2  
Approximately two Wednesdays per month, 9:40 am – 11:00 am  
Concurrent Hybrid Course, in-person for students where possible  
(capability for remote participation if COVID-19 pandemic warrants)

INSTRUCTOR: Fr. Bryan Kromholtz, OP (DSPT), at DSPT West Building, Office 1. I am often in my office but available for longer meetings 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 introduces students to the fundamental skills required for supervised ministry. Students will learn processes of theological reflection for ministry and mission. They will develop their understanding of the vocation & mission of the ordained and of the lay faithful in the Church and in the world, in light of Catholic Church teaching. They will also learn fundamental concepts and skills related to evangelization and collaborative ministry. This syllabus covers the two parts of Level I of Field Ed: FE 1021 and FE 1022, spanning the academic year; a passing grade in FE 1021 is a prerequisite for enrollment in FE 1022. FE 1021 registers as 0.0 units, while FE 1022 registers as 1.5 units. Thus, completion of both courses yields a total of 1.5 units of credit earned over a period of two semesters.

COURSE GOALS AND OUTCOMES: Through this course, students will come to an introductory grasp of certain central issues in the apostolate concerning the sacramental and missionary nature of the Church and her members’ participation in it. 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 seek actively the insights of others for their mission; and to become a collaborative leader in ministry. Specifically, upon successful completion of the course, students will be better able:

(Outcome 1) to understand and to describe the Church’s missionary nature and their place in it as those to be ordained, with reference to the Church’s official teaching;

(Outcome 2) to apply their theological learning in an integrative way by exercising basic 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;

(Outcome 3) to engage in theological reflection upon their assigned apostolate and upon their own ecclesial apostolic identity;

(Outcome 4) to use resources to document & communicate their learning about these areas.
The Instructor will assess each student’s achievement of these outcomes through (A) Class Participation, (B) the Learning Contract, (C) Theological Reflection Papers, (D) Apostolic Skill Modules, (E) the Final Evaluation, and (F) 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:** Lecture and discussion, including group theological reflection, in person, with, if necessary, synchronous audio/visual modality (Zoom), along with a supervised apostolic assignment on a part-time basis (averaging approximately 1.5 to 3.0 hours per week).

**CLASS DATES AND TIMES:** Dates and times are to be arranged during the first course meeting, on the first Wednesday of the semester. Most class sessions will occur on Wednesdays, approximately twice per month, at a mutually agreeable time, for a total of fifteen (15) sessions over the two semesters. Some meetings are to be held at other mutually convenient times, depending on the availability of guest lecturers/experts. Students should be prepared to meet on any Wednesday morning when school is in session (which allows for them to meet with invited speakers, experienced ministers, students from other years of Field Ed., etc.). 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).

**INTENDED STUDENT PARTICIPANTS:** This is an introductory-level Master’s course, intended only for DSPT MDiv students, ordinarily including only 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:

- Read and prepare to discuss **assigned texts** in advance of each class session;
- Actively participate in each **class session**, whether with the Instructor, invited speakers, experienced ministers, or others;
- 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);
- Begin and 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.
Students will be assessed on the following activities and assignments:

(A) Class Participation;

(B) The 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 (due on Oct. 1);

(C) Two Theological Reflection Papers, one due in the 1st semester and one due in the 2nd semester, according to a format to be explained in class, concerning their apostolate, to be agreed upon with the Instructor (each due at 2 pm on the Monday before the class on which they are to be discussed, noted in the Plan for the Semester);

(D) Four Apostolic Skill Modules (ASMs), with a Documentation Sheet for each (in electronic form), according to a format to be explained in class, for the apostolic skills delineated in the Field Education Checklist, to be agreed upon with the Instructor (due on Nov. 1, Dec. 1, Mar. 1, and Apr. 1);

(E) Facilitation of 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 from the On-site Supervisor is due on May 15);

(F) The Final Self-Assessment of that Apostolic Assignment (due on May 15).

All the above assignments are to be completed using the current template and/or instructions to be issued to the student by the Instructor (found at 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 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, Instructor’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. 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.

REQUERED TEXTS FOR COURSE


Martin, Curtis. “Making Missionary Disciples.” FOCUS, 2017. [White Paper; see https://www.focus.org/system/resources/W1siZiIsIjIwMTcvMDcvMTEvNGF5eW1neGoxyYV9DdxJ0aXNNYX30aW5XaGI0ZVBhcGVyRklQQUxfMDc0MTE3LnBkZiJdXQ/CurtissMartinWhitePaperFINAL_071117.pdf?sha=99edc7648262516d]


*Note that only a work marked with an asterisk (*) should require any purchase, since all other titles are available online (or will be distributed in class). 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 Instructor will distribute certain texts in class, at his discretion, for study and discussion. At the Instructor’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**


**Technology Requirements:** Due to the COVID-19 pandemic, all students (even those attending in person, in case absence should be required due to ad hoc safety protocols) 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.
### CLASS SESSIONS

Class normally meets two Wednesdays of the month (Sept 8 & 22, Oct 6 & 20, Nov 3 & 17, Dec 1 & 15), with changes to be agreed upon in class; some readings may be assigned in addition to or in substitution for some of the assignments, for particular circumstances, such as preparing for guest speakers:

<table>
<thead>
<tr>
<th>Date</th>
<th>Session # with Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 8</td>
<td><strong>Session 1:</strong> Course Introduction; read Syllabus, Field Education Checklist, Learning Contract Template, Theological Reflection Instructions, and Apostolic Skill Module Documentation Sheet, and arrive with copies of each (or laptop with access to each).</td>
</tr>
<tr>
<td>Sept 22</td>
<td><strong>Session 2:</strong> <em>Lumen Gentium</em> nos. 1-17 (i.e., chaps. I &amp; II) [optional: all]; <em>Ad Gentes</em>, nos. 1-18 (i.e., Intro &amp; chaps. I &amp; II) [optional: all]; <em>Pastores Dabo Vobis</em>, nos. 57-59 [optional: all]; <em>PPF</em>, nos. 236-255; Dulles, chap. 1.</td>
</tr>
<tr>
<td>Oct 6</td>
<td><strong>Session 3:</strong> <em>Dei Verbum</em>, chaps I-II, nos. 1-10 (opt)</td>
</tr>
<tr>
<td>Oct 13</td>
<td><strong>Off-site session for OP friars:</strong> <em>Class OP friars to meet with Parish (Oct.) &amp; Campus (Nov.) Ministers, if possible, with ASM for each; all other students substitute a meeting or interview with one or more of those in ministry in their religious institute, or with other ministers.</em></td>
</tr>
<tr>
<td>Oct 20</td>
<td><strong>Session 4:</strong> <em>Evangelii Nuntiandi</em>, nos. 1-24 (opt.: all); Dulles, chap. 2.</td>
</tr>
<tr>
<td>Nov 3</td>
<td><strong>Session 5:</strong> <em>Class to meet with FE-3021 to learn about experience of Internship/ full-time apostolate. Normally the 1st Wed. in November.</em></td>
</tr>
<tr>
<td>Nov 17</td>
<td><strong>Session 6:</strong> Pope St. John Paul II, <em>Redemptoris Missio</em>, nos. 1-60 (opt.: all); CDF, <em>Doctrinal Note on Some Aspects of Evangelization</em> (2007), all; Dulles, chaps. 3-5.</td>
</tr>
<tr>
<td>Dec 1</td>
<td><strong>Session 7:</strong> Review 1st Theological Reflection (due the previous Monday)</td>
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<tr>
<td>Dec 15</td>
<td>Make-up day, if needed</td>
</tr>
<tr>
<td></td>
<td>Break – (suggest: write ASM)</td>
</tr>
<tr>
<td>Feb 2</td>
<td><strong>Session 8:</strong> Pope Francis, <em>Evangelii Gaudium</em>, Intro &amp; chaps. 1-3, nos. 1-175 (esp. Intro &amp; chap. 1); Dulles, chaps. 6-7.</td>
</tr>
<tr>
<td>Feb 16</td>
<td><strong>Session 9:</strong> Pope Francis, <em>Evangelii Gaudium</em>, chaps. 4-5, nos. 176-288.</td>
</tr>
<tr>
<td>Mar 2</td>
<td><strong>Session 10:</strong> Update on ministries. Texts on evangelization to be distributed in class; Dulles, chaps. 8-10.</td>
</tr>
<tr>
<td>Mar 16</td>
<td><strong>Session 11:</strong> Texts on evangelization to be distributed in class.</td>
</tr>
<tr>
<td>Apr 6</td>
<td><strong>Session 12:</strong> Texts on evangelization to be distributed in class.</td>
</tr>
<tr>
<td>Apr 20</td>
<td><strong>Session 13:</strong> Review 2nd Theological Reflection (due the previous Monday).</td>
</tr>
<tr>
<td>May 4</td>
<td><strong>Session 14:</strong> Review of mandatory reporting requirements and self-care. Part of day available for making up lost time, if needed, or class-chosen topic (if possible).</td>
</tr>
<tr>
<td>May 18</td>
<td><strong>Session 15:</strong> Make-up day if needed, or class-chosen topic (if possible).</td>
</tr>
</tbody>
</table>
Gradings Criteria for a Theological Reflection in Field Education

The descriptions offer a general idea of what constitutes an (0) Unsatisfactory, a (2) Satisfactory, or an (4) Excellent attainment of standards; they are not meant to be exhaustive descriptions.

<table>
<thead>
<tr>
<th>Style</th>
<th>0=U - course standards achieved Unsatisfactorily</th>
<th>2=S - course standards achieved Satisfactorily</th>
<th>4=E – course standards achieved w/ Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-1. Grammar, Spelling, etc. (GS&amp;c)</td>
<td>Student makes many errors in GS&amp;c that distract the reader from the content.</td>
<td>Student makes very few errors in GS&amp;c that distract the reader from the content.</td>
<td>Student makes no errors in GS&amp;c that distract the reader from the content.</td>
</tr>
<tr>
<td>S-2. Sentence Structure</td>
<td>Several sentences are unclear or are not well-constructed.</td>
<td>Nearly all sentences are clear and well-constructed.</td>
<td>All sentences are clear and well-constructed.</td>
</tr>
<tr>
<td>Content</td>
<td>0=U - course standards achieved Unsatisfactorily</td>
<td>2=S - course standards achieved Satisfactorily</td>
<td>4=E – course standards achieved w/ Excellence</td>
</tr>
<tr>
<td>C-1a. Situation</td>
<td>Student does not adequately describe the situation to be considered, or omits important details.</td>
<td>Student adequately describes the situation to be considered, with enough relevant detail.</td>
<td>Student clearly describes the situation to be considered, with all relevant detail.</td>
</tr>
<tr>
<td>C-1b. Past Response</td>
<td>Student does not adequately describe his response to the situation.</td>
<td>Student adequately describes his response to the situation.</td>
<td>Student clearly and/or extensively describes his response to the situation.</td>
</tr>
<tr>
<td>C-2a. Theological Sources</td>
<td>Student fails to mention any theological sources that may shed light on the situation.</td>
<td>Student mentions theological sources that apply to the situation (Scripture, Magisterium, theologians, etc.).</td>
<td>Student draws extensively or particularly astutely from theological sources that apply to the situation.</td>
</tr>
<tr>
<td>C-2b. Theological Analysis</td>
<td>Student fails to offer any theological analysis.</td>
<td>Student offers some theological analysis for the situation.</td>
<td>Student offers an astute theological analysis of the situation.</td>
</tr>
<tr>
<td>C-3. Future Apostolic Response</td>
<td>If applicable, student fails to mention whether any future apostolic response would be possible.</td>
<td>If applicable, student mentions whether any future apostolic response would be possible.</td>
<td>If applicable, student offers a considerable reflection on a possible future apostolic response.</td>
</tr>
<tr>
<td>C-4. Learning</td>
<td>Student does not include learning about (a) self, (b) relation to others, and/or (c) the apostolate, where applicable.</td>
<td>Student includes learning about (a) self, (b) relation to others, and/or (c) the apostolate, where applicable.</td>
<td>Student includes considerable learning about (a) self, (b) relation to others, and/or (c) the apostolate, where applicable.</td>
</tr>
</tbody>
</table>

Grades for theological reflections are assigned as follows:

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

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.

<table>
<thead>
<tr>
<th>Course Outcome</th>
<th>Activities &amp;/or Assignments To Measure Course Outcome</th>
<th>Related Program and Institutional Goals/Outcomes</th>
</tr>
</thead>
</table>
| 1. to understand and to describe the Church’s missionary nature and their place in it as those to be ordained, with reference to the Church’s official teaching | A. Class Participation  
C. Theological Reflection Papers  
D. Apostolic Skill Modules | IGA1-Integrative Thinking  
IGA2-Intellectual Humility  
MDivO1-communication  
MDivO2-evaluation |
| 2. to apply their theological learning in an integrative way by exercising basic skills of the apostolate | B. Learning Contract  
C. Theological Reflection Papers  
D. Apostolic Skill Modules  
E. Final Evaluation  
F. Final Self-Assessment | IGA3-Self-Direction  
IGB1-Ability to Collaborate  
MDivO3-application  
MDivO4-collaboration  
MDivO5-Church-uniting |
| 3. to engage in theological reflection upon their assigned apostolate and upon their own ecclesial apostolic identity | A. Class Participation  
C. Theological Reflection Papers  
D. Apostolic Skill Modules  
E. Final Evaluation  
F. Final Self-Assessment | IGA1-Integrative Thinking  
IGA2-Intellectual Humility  
IGA3-Self-Direction  
MDivO1-communication  
MDivO2-evaluation  
MDivO3-application |
| 4. to use resources to document & communicate their learning about these areas | C. Theological Reflection Papers  
D. 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.

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.

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.

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.

Abbreviations: IGA1-Integrative Thinking, IGA2-Intellectual Humility, IGA3-Self-Direction, IGB1-A bility 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;
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;
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;
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;
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.

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