



PONTIFICAL COLLEGE  
JOSEPHINUM

Academic Catalog 2025-2026

## Mission Statement

The Pontifical College Josephinum is a Roman Catholic seminary whose mission is to provide initial formation to men so that they can participate in the ministerial priesthood of Jesus Christ, “Head and Shepherd, Servant and Spouse.” The seminary prepares men for the ordained priesthood in the Propaedeutic, Discipleship, and Configuration Stages, integrating the human, spiritual, intellectual, and pastoral dimensions of formation. At the service of integral formation are two schools: the College of Liberal Arts and the School of Theology.

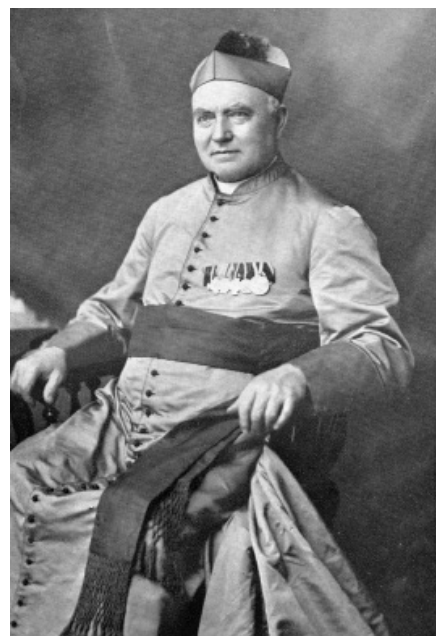
The Josephinum is a pontifical institution immediately subject to the Holy See, through the Apostolic Nuncio, and governed by the Board of Trustees. Its programs follow the norms established by the Code of Canon Law, the Congregation for the Clergy, and the United States Conference of Catholic Bishops. As a pontifical seminary, the Josephinum assists seminarians in developing their unity and love for the Holy Father and the Holy See.

Continuing the vision of its founder, Msgr. Joseph Jessing, the Josephinum seeks to prepare holy, generous, adaptable, and resilient priests for the 21st century and to serve the pastoral needs of the Church. In fidelity to this vision, the Josephinum provides resources to prepare candidates for the priesthood and the diaconate, enabling them to respond to the particular needs of their local communities. The Josephinum shares its resources with the Church by promoting vocations and offering ongoing formation to clergy and education to the laity.

Approved by the Board of Trustees, February 22, 2022.

## History

Remembering the burdens and obstacles he encountered on his own journey to the priesthood, orphanage founder Monsignor John Joseph Jessing, a German immigrant and priest, wanted to give boys who were without financial means a way to answer their calling to the priesthood. In September 1888, he accepted 23 young men, and the College Josephinum, named for his patron, Saint Joseph, was established. On December 12, 1892, Pope Leo XIII granted pontifical status to the college recognizing the growing importance the American continent held for the continuing spread of the gospel. From its original campus on East Main Street in downtown Columbus, the Pontifical College Josephinum moved to its present location on North Street in 1931.



*\*The present catalog is not to be considered a contract between the Pontifical College Josephinum and the seminarian. The Josephinum reserves the right, at its discretion, to make changes in its educational, formational, or financial policies, as dictated by changing circumstances.*

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# Overview

## PROLOGUE

The Pontifical College Josephinum was established in 1888 to prepare men for the priesthood. Many things have changed dramatically since the Josephinum was founded, but what remains constant is the need for disciplined, faithful, loving men to serve the Church as priests in the United States of America and around the world. The Josephinum continues to respond to that need in its commitment to form holy, generous, adaptable, and resilient priests for the 21st century.

Attentive to the guidance and example of the Holy Father, the Josephinum continues to refine its formation program to encourage the growth of its seminarians, especially toward full human maturation, spiritual depth, intellectual development, and the pastoral skills that will enable them to communicate the gospel effectively to the world today. These are the four dimensions of formation (human, spiritual, intellectual, and pastoral), the cultivation of which is the work of this and every seminary. The following pages outline the programs and policies which the Josephinum implements in striving to actualize this cultivation.

## VISION AND PURPOSE

The Josephinum was granted pontifical status in 1892 and is the only seminary to be thus honored outside of Italy. The papal representative to the United States, the Apostolic Nuncio, serves *ex officio* as the Josephinum's Chancellor and confirms all faculty appointments. In the broad mission of the institution, the Josephinum has educated candidates for faithful service in the ordained ministry for many dioceses in the United States and abroad, as well as for religious orders and secular institutes. Conscious of the current needs of the Church in the United States, the Josephinum is particularly mindful of the need for men to serve Spanish-speaking Catholics. Beginning with primary attention to ministry to German immigrants, the Josephinum has since expanded its international emphasis; men from around the world have been prepared for ministry either in the United States or in their native countries. Deeply rooted in the tradition of the universal Church, the comprehensive program of priestly formation is built on the foundation of the four dimensions of formation and has been developed for pastoral service in an increasingly global and diverse society, while affording access to the perennial treasures of the Catholic Church's scholarship, liturgy and history.

Conscious of the pressing need to prepare men for service in the new evangelization, which Pope Saint John Paul II and his successors declared to be vital to the mission of the Church at the beginning of the 21st century, the Josephinum faithfully applies the norms for seminary education under the ultimate oversight of the Dicastery for the Clergy. This education is adapted to the different makeup and needs of its diverse seminarian body in the College of Liberal Arts and the School of Theology.

The College of Liberal Arts serves the Discipleship Stage of formation. The College fosters in seminarians an ever-deeper appreciation of the dignity of the human person in light of the mystery of Jesus Christ. Preparing men to respond more completely to the universal call to holiness and for more effective participation in the new evangelization, the College accentuates the role of Christ-like love, mature freedom, informed conscience, and honest dialogue in all dimensions of formation. As a school of liberal arts, guided by the United States Conference of Catholic Bishops' *Program of Priestly Formation* (6th ed.), the College equips seminarians to exercise competent Christian responsiveness in dialogue with contemporary culture. Its programs cultivate in the seminarian a love of learning and the desire for God, as well as a striving for wisdom founded in certitude of truth and animated by an intelligence of the heart.

The School of Theology serves the Configuration Stage of formation and has as its principal objective to provide an integral theological education, with a pastoral emphasis, which will prepare seminarians to undertake priestly ministry with skill and pastoral sensitivity, as outlined in the *Program of Priestly Formation* (6th ed.). The Josephinum's School of Theology helps seminarians acquire a particularly broad set of skills as it presupposes, and builds upon, the foundation gained through either a college seminary or a pre-theology program. Academic and pastoral preparation are united in a formation program that assists seminarians in developing a priestly identity, fostering human and spiritual growth, and developing a capacity for leadership in the contemporary Church.

# The College of Liberal Arts Propaedeutic and Discipleship Stages

## INTRODUCTION

The College of Liberal Arts forms seminarians within an ecclesial seminary community as they discern a call to the Roman Catholic priesthood (diocesan or religious) at the Discipleship Stage. Seminarians are prepared within the college to continue graduate-level theological education in a School of Theology at the Configuration Stage of formation. Recognizing that seminarians come from different backgrounds, cultures, and experiences, our College program fosters in seminarians an ever-deepening appreciation of the dignity of the human person in light of the mystery of Jesus Christ. It prepares them to respond to the universal call to holiness and to participate in multiple dimensions of pastoral ministry in the Discipleship Stage of seminary formation. The College accentuates the role of Christ-like discipleship, love, mature freedom, informed conscience and an open and honest dialogue in all dimensions of formation: human, intellectual, pastoral and spiritual.

As a school of liberal arts, guided by the United States Conference of Catholic Bishops' *Program of Priestly Formation* (6th ed.), the College equips seminarians to exercise competent Christian responsiveness in pastoral dialogue with contemporary culture. Its programs first cultivate in the seminarian a love of learning and the desire for God, a striving for wisdom founded in certitude of truth and animated by an intelligence of the heart. This is closely followed by teaching and demonstrating the application of acquired knowledge, challenging the seminarian to begin living, now, an authentic life in Christ as "*doers of the word, not hearers only*" (James 1:22).

Apostolic works are an important part of seminary formation. The aim of this formation is to provide a progressive range of pastoral experiences in which the seminarian will gain the skills and attitudes necessary to serve the People of God as a priest. Through partnerships with local service providers, schools, chaplaincies and parishes, seminarians in the propaedeutic and discipleship stages of the College of Liberal Arts are allocated a weekly apostolic assignment which gradually increases the level of responsibility and initiative expected of the seminarian in a pastoral context.

Young men entering College seminary today have been challenged by a contemporary society that often rejects the way of Christ and the Catholic Church. Thus our program is tailored to help each seminarian begin, perhaps for the first time in his life, a transformative process whereby he may encounter Christ on a more personal and intimate level, reminding him: "*Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect*" (Romans 12:2).

Once a man is admitted to the College of Liberal Arts, a priest will work with him as an external formator according to the policies and criteria outlined in the *Seminarian Handbook*. Ongoing dialogue with bishops or religious superiors and directors of vocation

takes place throughout the year to provide timely communication on seminarian progress. All seminarians undergo an annual evaluation, which includes initial goals, and self, peer, and faculty evaluations. Additional information is sought also from teaching faculty and seminary staff, supervisors of apostolic work locations (e.g. soup kitchens, social service outreach locations, parishes, and schools), and others deemed appropriate. Seminarians are not advanced to the next stage of formation unless positive indicators are identified during this integrated evaluation process. The evaluation is shared also with the candidate's bishop or religious superior and director of vocations.

## INTELLECTUAL FORMATION IN THE COLLEGE OF LIBERAL ARTS

The intellectual formation provided in the College of Liberal Arts prepares seminarians to open their minds to the mystery of Christ by introducing them to the mystery of salvation and making them aware of the great human questions. The program instills in seminarians the capacity for reflective awareness leading to an intelligence of the heart and a "certainty of truth." The program provides an environment where seminarians receive wisdom as a gift, leading them to a greater understanding of the harmonious relationship between faith and reason. Through study and discernment, seminarians come to a deeper appreciation of the dignity of the human person and are able to enter into dialogue with the men and women of our time.

The purpose of intellectual formation is for the seminarian to grasp the Catholic intellectual tradition, to be able to proclaim and teach the Gospel of Christ, to communicate effectively the mystery of God to people of today, and to be equipped for the continuing pursuit of truth.

The commitment to study is central to the development of every dimension of priestly formation. Josephinum seminarians explore the liberal arts and investigate the perennial philosophical tradition in order to prepare the whole person to study Theology. As the Church expects, seminarians trained in these disciplines are able to give assent to the Word of God and ultimately are able to take up Christ's pastoral ministry.

### Instruments of Intellectual Formation

The priestly formation program in the College of Liberal Arts unifies and integrates the goals of intellectual formation in the program of the seminary. The primary instrument of intellectual formation in the College of Liberal Arts is an academic curriculum designed specifically for each stage of formation (see the curricular plans on the following pages.)

## GOALS AND OBJECTIVES IN THE INTELLECTUAL DIMENSION OF FORMATION

This section outlines the Goals and Objectives for the General Education Program, the Bachelor of Arts Program, and the Bachelor of Philosophy Program in the Discipleship Stage of Formation within the College of Liberal Arts. It is followed by an outline of the assessment program which shows the instruments of assessment, their expected timing within the institutional calendar, and the parties responsible for gathering these data and making programmatic decisions.

### General Education Program Description

The Josephinum’s General Education Program fosters knowledge, skills, and attitudes appropriate to both the Propaedeutic and the Discipleship Stages of seminary formation. Integral to a traditional liberal arts education, the General Education Program provides the foundation for success in the major courses of study within the College of Liberal Arts while it satisfies the requirements of both the *Ratio Fundamentalis Institutionis Sacerdotalis* (2016) and the *Program of Priestly Formation* (6th ed.)

### Goals of the General Education Program

The General Education Program within the College of Liberal Arts has three primary goals, each of which has three ancillary objectives (PPF 274–277):

**Goal A: to promote a broad intellectual foundation which expresses the range of human learning in the sciences and in the arts (PPF 274).**

Objective A1: Students will be conversant with essential aspects of the natural world through a generalized study of natural, mathematical, and social sciences (PPF 275).

Objective A2: Students will deepen their appreciation of humanity through the study of history, the fine arts (especially literature), and culture (including contemporary issues) (PPF 275).

Objective A3: Students will cultivate disciplined habits of study as a basis for a “loving veneration of the truth” (PPF 271, 274; *Pastores Dabo Vobis* #52).

**Goal B: to develop the skills of clear and effective communication (PPF 268; 274–275).**

Objective B1: Students will be adept at writing and speaking, using the standard diction, grammar, and mechanics of American English (PPF 270).

Objective B2: Students will be adept at utilizing logical, persuasive arguments in dialogue with others (PPF 274).

Objective B3: Students will be prepared to read, understand, and translate effectively Latin and one modern language within the expectations of the college course offerings (PPF 275).

**Goal C: to integrate “truths about God and his creation that are the foundation of human civilization” (PPF 274) in preparation for the systematic study of philosophy and theology.**

Objective C1: Seminarians will understand and appreciate foundational philosophical methodology (PPF 282).

Objective C2: Students will be acquainted with “the richness and diversity of wisdom attained in the Catholic intellectual tradition” (PPF 277).

Objective C3: Students will be familiarized with the basic teachings of the Catholic Faith (PPF 277).

## General Education Program Course Requirements

The following required courses have been identified by the College faculty as part of the General Education Program. These courses, taken over a number of years, ensure that seminarians receive a liberal arts education which prepares them for the study of philosophy.

Fall Course Offerings		Spring Course Offerings	
	Credit/Hours		Credit/Hours
ENGL 255 Ancient Literature	3	FIAR 379 Fine Arts	3
SPAN 141 Foreign Language I	3	SPAN 142 Foreign Language II	3
SPAN 241 Foreign Language III	3	MATH 251 Math	3
PHIL 115 Logic	3	PSYC 120 Psychology	3
BIO 120 Science (Biological)	3	Science (Physical)]	3
HIST 325 U.S. History	3	SPCH 148 Speech	3
HIST 191 Western Civilization I	3	HIST 192 Western Civilization II	3
ENGL 143 Writing I	3	ENGL 145 Writing II	3
FIAR 275 Voice	1		
<b>Total</b>	<b>25</b>	<b>Total</b>	<b>24</b>
<b>General Education Program Credit/Hours Total: 49</b>			

## Bachelor of Arts Degree Program Description

The Bachelor of Arts degree program closely follows the requirements and spirit of the PPF, offering a liberal arts education as a preparation for the study of philosophy. The academic course of study in the College of Liberal Arts is intended most of all to support the integrated formation of the seminarian as he discerns a priestly vocation at the Discipleship Stage. These goals and objectives serve as the formation goals in the intellectual dimension of formation.

## Goals of the Bachelor of Arts Degree Program

### Goal A: Seminarians will achieve a broad grasp of the liberal arts and sciences. (PPF 272).

Objective A1: Seminarians will possess adequate knowledge of languages necessary for ministry. (PPF 289)

Objective A2: Seminarians will have the ability to communicate clearly in both the spoken and the written word. (PPF 290)

Objective A3: Seminarians will acquire a sense of the great human questions and the responses to them presented in the arts and sciences. (PPF 273)

### Goal B: Seminarians will attain a comprehensive knowledge of philosophy. (PPF 272)

Objective B1: Seminarians will synthesize and organize their study of the liberal arts through the study of philosophy. (PPF 273)

Objective B2: Seminarians will appropriate philosophic insights (especially first truths of the natural order), language, and concepts. (PPF 289)

Objective B3: Seminarians will cultivate the ability to analyze modern and postmodern philosophy relative to the perennially valid philosophical heritage. (PPF 290)

### Goal C: Seminarians will gain a solid preparation for the study of sacred theology. (PPF 273)

Objective C1. Seminarians will have the ability to understand the issues surrounding the intersections of faith and reason (especially as articulated in the modern sciences). (PPF 289)

Objective C2. Seminarians will acquire working knowledge of Sacred Scripture. (PPF 289)

Objective C3. Seminarians will acquire working knowledge of the *Catechism of the Catholic Church*. (PPF 289)

## Requirements for Completion of the Bachelor of Arts Degree

The Bachelor of Arts is awarded to students who have earned 121 credit hours, including:

- 30 hours in the area of Philosophy as required by the Program of Priestly Formation;
- 15 hours in undergraduate theology courses;
- 9 hours in Latin study;
- 9 hours in modern Foreign Language study;
- 9 hours in Literature courses;
- 9 hours in History courses;
- 6 hours in Natural Science courses;
- 3 hours in Social Science study;
- 3 hours of Mathematics; and
- 3 hours in Fine Arts study.

The Bachelor of Arts program supplies these requirements through its General Education Program and its major course of study in Philosophy or Humanities. In order to earn the Bachelor of Arts in Philosophy degree, students must achieve a 2.0 GPA in the completed subject courses. Any student may request that his major be designated instead in the area of Humanities. Both majors require the completion of 33 credit hours including the mandated Philosophy courses and an upper-level elective.

## Transfer policy

The Academic Dean will determine the appropriate transfer of academic credits earned in other accredited institutions. Credit earned elsewhere may be accepted if the grade earned was C- or better and if the credit aligns with the program goals of the Josephinum. External credits in the area of Philosophy receive special scrutiny and may be accepted on the advice of active Josephinum Philosophy professors. Students wishing to transfer Philosophy credits should provide a syllabus of the course to the Academic Dean for consideration. In order to earn a Josephinum degree, at least 30 of the required 121 credit hours (including six credits in Philosophy) must be taken at the Josephinum College of Liberal Arts. Seminarians with 30 or more transfer credit hours will not be eligible for academic honors or college academic awards.

## Exceptions

Seminarians who wish to request a minor deviation in the academic requirements (but not the total number of credits) for graduation must present a written petition to the academic dean, who will rule on the exception in consultation with the faculty. A seminarian may appeal the decision of the Academic Dean to the college faculty within 30 days of the dean's decision; the appeal must be presented in writing, and the dean must present the rationale for his decision in writing. The faculty vote on the appeal will be presented to the rector/president, who makes the final decision.

In exceptional circumstances, the College offers a BA degree designated in General Studies, the specific course-requirements which are determined in each case by the Academic Dean in consultation with the faculty.

## A COURSE OF STUDY FOR SEMINARIANS

The Josephinum offers two pathways for the completion of the academic requirements in the Propaedeutic and Discipleship stages of formation. The tables below articulate the sequence of courses designed for completion on a four- or five-year schedule.

### College Curriculum Plan P3D (Propaedeutic stage + 3 years Discipleship stage)

	Credit Hours		Credit Hours
<b>PROPAEDEUTIC FALL SEMESTER</b>		<b>PROPAEDEUTIC SPRING SEMESTER</b>	
HIST 151 Catholic Culture & Tradition	3	LATN 141 Elementary Latin I	3
UTHE 106 Christian Prayer	3	UTHE 102 Profession of Faith	3
UTHE 100 Priesthood Seminar P/F	3	ENGL 145 Writing II	3
ENGL 143 Writing I	3	SPCH 148 Principles of Effective Speaking P/F	3
FIAR 275 Voice/Liturgical Singing P/F	1		
<b>Semester Total</b>	<b>13</b>	<b>Semester Total</b>	<b>12</b>
		<b>Full-Year Degree Credits</b>	<b>25</b>
<b>DISCIPLESHIP I FALL SEMESTER</b>		<b>DISCIPLESHIP I SPRING SEMESTER</b>	
LATN 142 Elementary Latin II	3	LATN 241 Intermediate Latin III	3
HIST 191 Western Civilization I	3	HIST 192 Western Civilization II	3
PHIL 115 Logic	3	UTHE 105 Life in Christ: Catholic Moral Theo.	3
UTHE 104 Celebration of Christian Mystery	3	PHIL 211 Medieval Philosophy	3
PHIL 114 Ancient Philosophy	3	PHIL 311 Philosophy of Nature	3
Apostolic Work Field Education Credit	1	Apostolic Work Field Education Credit	1
<b>Semester Total</b>	<b>16</b>	<b>Semester Total</b>	<b>16</b>
		<b>Full-Year Degree Credits</b>	<b>32</b>
<b>DISCIPLESHIP II FALL SEMESTER</b>		<b>DISCIPLESHIP II SPRING SEMESTER</b>	
SPAN 141 Spanish I (Foreign Language)	3	SPAN 142 Spanish II (Foreign Language)	3
BIOL 120 Intro to Biology (Science)	3	BIOL 210 Developmental Biology (Science)	3
PHIL 215 Philosophical Anthropology & Epistemology	3	ENGL 255 Ancient Literature	3
PHIL 310 Modern Philosophy	3	PHIL 309 Ethics	3
MATH 251 Mathematics for Liberal Arts	3	PHIL 313 Contemporary Philosophy	3
Apostolic Work Field Education Credit	1	Apostolic Work Field Education Credit	1
<b>Semester Total</b>	<b>16</b>	<b>Semester Total</b>	<b>16</b>
		<b>Full-Year Degree Credits</b>	<b>32</b>
<b>DISCIPLESHIP III FALL SEMESTER</b>		<b>DISCIPLESHIP III SPRING SEMESTER</b>	
SPAN 241 Spanish III (Foreign Language)	3	PSYC 120 Introduction to Clinical and Interpersonal Psychology (Social Science)	3
HIST 325 U.S. History	3	ENGL 390 Modern Literature	3
ENGL 380 Medieval & Renaissance Lit.	3	PHIL 411 Philosophy of God	3
PHIL 401 Metaphysics	3	UTHE 101 Salvation History and Scripture	3
Elective	3	FIAR 379 Sacred Music	3
Apostolic Work Field Education Credit	1	Apostolic Work Field Education Credit	1
<b>Semester Total</b>	<b>16</b>	<b>Semester Total</b>	<b>16</b>
		<b>Full-Year Degree Credits</b>	<b>32</b>
<b>Total Degree Credits By Year 25 + 32 + 32 + 32 =</b>			<b>121</b>

## College Curriculum Plan P4D (Propaedeutic stage + 4 years Discipleship stage)

	Credit Hours		Credit Hours
<b>PROPAEDEUTIC FALL SEMESTER</b>		<b>PROPAEDEUTIC SPRING SEMESTER</b>	
HIST 151 Catholic Culture & Tradition	3	UTHE 102 Profession of Faith	3
UTHE 100 Priesthood Seminar <i>P/F</i>	3	ENGL 145 Writing II	3
ENGL 143 Writing I	3	SPCH 148 Principles of Effective Speaking <i>P/F</i>	3
FIAR 275 Voice/Liturgical Singing <i>P/F</i>	1		
<b>Semester Total</b>	<b>10</b>	<b>Semester Total</b>	<b>9</b>
		<b>Full-Year Degree Credits</b>	<b>19</b>
<b>DISCIPLESHIP I FALL SEMESTER</b>		<b>DISCIPLESHIP I SPRING SEMESTER</b>	
HIST 191 Western Civilization I	3	LATN 141 Elementary Latin I	3
PHIL 115 Logic	3	HIST 192 Western Civilization II	3
UTHE 104 Celebration of Christian Mystery	3	UTHE 105 Life in Christ: Catholic Moral Theo.	3
PHIL 114 Ancient Philosophy	3	PHIL 211 Medieval Philosophy	3
Apostolic Work Field Education Credit	1	Apostolic Work Field Education Credit	1
<b>Semester Total</b>	<b>13</b>	<b>Semester Total</b>	<b>13</b>
		<b>Full-Year Degree Credits</b>	<b>26</b>
<b>DISCIPLESHIP II FALL SEMESTER</b>		<b>DISCIPLESHIP II SPRING SEMESTER</b>	
LATN 142 Elementary Latin II	3	LATN 241 Intermediate Latin III	3
BIOL 120 Intro to Biology (Science)	3	BIOL 210 Developmental Biology (Science)	3
PHIL 310 Modern Philosophy	3	PHIL 313 Contemporary Philosophy	3
MATH 251 Mathematics for Liberal Arts	3	ELECTIVE Option	3
Apostolic Work Field Education Credit	1	Apostolic Work Field Education Credit	1
<b>Semester Total</b>	<b>13</b>	<b>Semester Total</b>	<b>13</b>
		<b>Full-Year Degree Credits</b>	<b>26</b>
<b>DISCIPLESHIP III FALL SEMESTER</b>		<b>DISCIPLESHIP III SPRING SEMESTER</b>	
SPAN 141 Spanish I (Foreign Language)	3	SPAN 142 Spanish II (Foreign Language)	3
PHIL 215 Philosophical Anthropology and Epistemology	3	ENGL 255 Ancient Literature	3
PHIL 309 Ethics	3	PSYC 120 Intro to Clinical and Interpersonal Psychology	3
UTHE 106 Christian Prayer	3	PHIL 311 Philosophy of Nature	3
ELECTIVE Option	3	Apostolic Work Field Education Credit	1
Apostolic Work Field Education Credit	1		
<b>Semester Total</b>	<b>16</b>	<b>Semester Total</b>	<b>13</b>
		<b>Full-Year Degree Credits</b>	<b>29</b>
<b>DISCIPLESHIP IV FALL SEMESTER</b>		<b>DISCIPLESHIP IV FALL SEMESTER</b>	
SPAN 241 Spanish III (Foreign Language)	3	ENGL 390 Modern Literature	3
ENGL 380 Medieval & Renaissance Literature	3	FIAR 379 Sacred Music	3
HIST 325 U.S. History	3	PHIL 411 Philosophy of God	3
PHIL 401 Metaphysics	3	UTHE 101 Salvation History and Scripture	3
Apostolic Work Field Education Credit	1	Apostolic Work Field Education Credit	1
<b>Semester Total</b>	<b>13</b>	<b>Semester Total</b>	<b>13</b>
		<b>Full-Year Degree Credits</b>	<b>26</b>
		<b>Total Degree Credits by Year 19 + 26+26+29+26 = 126</b>	

## Bachelor of Philosophy Degree Program Description and Goals

The Bachelor of Philosophy program completes the required philosophical and theological education for seminarians who have already earned a four-year Bachelor of Arts degree at another institution. This two-year curriculum fulfills the philosophical course requirements of the PPF and prepares the seminarian for graduate study in the School of Theology. Seminarians in the Bachelor of Philosophy degree program are assessed using the goals and objectives from the Bachelor of Arts program, with particular emphasis on Goals C and D. Likewise, the formation goals and objectives for the other dimensions of formation are common to the Discipleship Stage.

The total credit hours needed for the Bachelor of Philosophy degree is 58; at least 24 credits must be earned at the Josephinum with at least 12 of these credits being earned in the disciplines of philosophy or theology.

Seminarians must register for at least 12 credit hours each semester even if their transfer credits are accepted by the Josephinum toward the Bachelor of Philosophy degree.

A grade of C- or better must be earned in each of the ten required courses in philosophy and in each of the five required courses in theological studies previously mentioned. A cumulative grade point average of 2.0 (a C grade) or better for all courses taken at the Josephinum must be earned to receive a Bachelor of Philosophy degree.

### CURRICULUM PLAN FOR BACHELOR OF PHILOSOPHY DEGREE

First Year	Credit	First Year	Credit
PHIL 114 Ancient Philosophy	3.0	LATN 141 Elementary Latin I	3.0
PHIL 115 Logic	3.0	PHIL 211 Medieval Philosophy	3.0
PHIL 215 Philosophical Anthropology and Epistemology	3.0	PHIL 311 Philosophy of Nature	3.0
UTHE 104 Celebration of the Christian Mystery	3.0	UTHE 102 Profession of Faith	3.0
UTHE 106 Christian Prayer	3.0	UTHE 105 Life of Christ: Catholic Moral Theology	3.0
FIAR 275 Voice/Liturgical Singing P/F	1.0		
<b>Semester Total</b>	<b>16</b>	<b>Semester Total</b>	<b>15</b>
Second Year			
Second Year	Credit	Second Year	Credit
LATN 142 Elementary Latin II	3.0	LATN 241 Intermediate Latin III or Ecclesiastical Latin III	3.0
PHIL 309 Ethics	3.0	PHIL 313 Contemporary Philosophy	3.0
PHIL 310 Modern Philosophy	3.0	PHIL 411 Philosophy of God	3.0
PHIL 401 Metaphysics	3.0	PSYC 120 Introduction to Clinical and Interpersonal Psychology	3.0
		UTHE 101 Salvation History and Scripture	3.0
<b>* Semester Total</b>	<b>12</b>	<b>* Semester Total</b>	<b>15</b>

\*Seminarians considering pursuing the Bachelor of Sacred Theology (STB) are strongly encouraged to take Koine Greek I and Koine Greek II in their second year which would increase their credit load by three credits in each semester.

## Certificate of Completion in Philosophical and Theological Studies

Seminarians who already possess a Bachelor of Arts degree or the equivalent, but who have not fulfilled all the requirements for the Bachelor of Philosophy degree, may earn a Certificate of Completion in Philosophical and Theological Studies by successfully completing at least one full year in the Josephinum Pre-Theology Program and completing all requirements for this certificate as described below.

To receive this certificate, seminarians must receive a passing grade in all courses taken at the Josephinum and must achieve a cumulative grade point average of at least 2.0 in these courses. Seminarians in this program must register for a minimum of 12 credits each semester and must complete 49 credits for the certificate with at least 24 of those credits being earned at the Josephinum and at least 12 of these credits being earned in the disciplines of philosophy or theology.

### CURRICULUM PLAN FOR CERTIFICATE OF COMPLETION IN PHILOSOPHICAL AND THEOLOGICAL STUDIES

First Year	Credit	First Year	Credit
PHIL 114 Ancient Philosophy	3	PHIL 211 Medieval Philosophy	3
PHIL 115 Logic	3	PHIL 311 Philosophy of Nature	3
PHIL 215 Philosophical Anthropology and Epistemology	3	UTHE 102 Profession of Faith	3
UTHE 104 Celebration of the Christian Mystery	3	UTHE 105 Life of Christ: Catholic Moral Theology	3
FIAR 275 Voice/Liturgical Singing P/F	1		
<b>Semester Total</b>	<b>13</b>	<b>Semester Total</b>	<b>12</b>
Second Year	Credit	Second Year	Credit
PHIL 309 Ethics	3	PHIL 313 Contemporary Philosophy	3
PHIL 310 Modern Philosophy	3	PHIL 411 Philosophy of God	3
PHIL 401 Metaphysics	3	PSYC 120 Introduction to Clinical and Interpersonal Psychology	3
UTHE 106 Christian Prayer	3	UTHE 101 Salvation History and Scripture	3
<b>* Semester Total</b>	<b>12</b>	<b>* Semester Total</b>	<b>12</b>

\*Seminarians considering pursuing the Bachelor of Sacred Theology (STB) are strongly encouraged to take Koine Greek I and Koine Greek II in their second year which would increase their credit load by three credits in each semester.

# The School of Theology Configuration Stage

## INTRODUCTION

The School of Theology serves the Configuration Stage of seminary formation. Seminarians in the theologate already have completed the Discipleship Stage of seminary formation and therefore bring to the theologate a mature experience of formation. While discernment of a priestly vocation does not formally conclude until ordination to the diaconate, a seminarian who has completed the Discipleship Stage does enter the Configuration Stage with a commitment to prepare for ordination. He therefore embraces completely and unconditionally the expectations of the Configuration Stage.

Seminarians presented for ordination should be converted to the service of Christ, understand the tradition of the Church, and possess the attitudes and skills necessary to begin priestly ministry. The School of Theology is dedicated primarily to providing four full years of theological and ministerial formation in preparation for priestly ordination through the Master of Divinity program (MDiv). Within that context, graduate-level academic subjects provide the intellectual foundation of priestly formation and are integrated with the human, pastoral, and spiritual dimensions of the Configuration Stage.

Apostolic works are an important part of formation in the School of Theology at the seminary. The aim of this formation is to provide a progressive range of pastoral experiences in which the seminarian will gain the skills and attitudes necessary to serve the People of God as a priest. In the early configuration stages, theologians are allocated a weekly apostolic assignment which gradually increases the level of responsibility and initiative expected of them in a pastoral context. In the latter years of the configuration stage, theologians are allocated a weekend assignment at a local parish where the theologian works alongside a pastor to gain experience of all aspects of parish life.

The School of Theology offers three additional academic programs: a Master of Arts in Theology degree, a Bachelor of Sacred Theology degree (completed in affiliation with the Pontifical University of Saint Thomas Aquinas in Rome, Italy), and a Certificate in Hispanic Ministry Field Education.

## MASTER OF DIVINITY DEGREE

The purpose of intellectual formation provided in the School of Theology is for the seminarian to grasp the Catholic intellectual tradition, be able to proclaim and teach the Gospel of Christ, communicate effectively the mystery of God to people of today, and be equipped for the continuing pursuit of truth.

The commitment to study, which takes up no small part of the time of those preparing for the priesthood, is not in fact an external and secondary dimension of their human, Christian, spiritual, and vocational growth. In reality, through study, especially the study of

philosophy and theology, the future priest assents to the Word of God, grows in his spiritual life, and prepares himself to fulfill his pastoral ministry.

The Master of Divinity (MDiv) degree offered through the School of Theology at the Pontifical College Joesphinum is intended to prepare candidates for the Catholic priesthood and is open only to seminarians who have been accepted into the program by the rector/president of the Josephinum.

Admission requirements for the MDiv program are a Bachelor's degree or its equivalent from an accredited college; courses that include those outlined in the *Program of Priestly Formation* 6th ed. (PPF), namely, 30 credit hours of philosophy that include logic, ancient, medieval, modern, and contemporary philosophy, the philosophy of human nature, epistemology, metaphysics, ethics, and the philosophy of God; and 12 credits in undergraduate theology that cover the content of the four main parts of the *Catechism of the Catholic Church*.

The MDiv is a professional degree that corresponds to the Configuration Stage of priestly formation. The goals of the MDiv program are in conformity with the PPF and all related governing documents on priestly formation. The MDiv program strives to assist seminarians to progress in the four dimensions of formation identified in the PPF and in *Pastores Dabo Vobis*: human, spiritual, intellectual, and pastoral.

By design, this vision coincides with the degree standards of the Association of Theological Schools (ATS) along with those of the Higher Learning Commission (HLC), an affiliate of the North Central Association.

## Masters of Divinity Goals and Objectives

### Human Formation

#### Goal #1

Seminarians will demonstrate personal and affective maturity.

Objectives: Seminarians will demonstrate...

- 1a. the ability to respect for, care of, and vigilance over their bodies. (PPF 196)
- 1b. self-discipline to plan and follow through with tasks. (PPF 183i, 198)
- 1c. simplicity of life and responsible stewardship. (PPF 183h)
- 1d. prudent and discerning judgment. (PPF 183b)
  - 1e. solid moral character with a finely developed moral conscience (PPF 183a, 194, 198)
  - 1f. affective maturity in the domain of human sexuality (chastity). (PPF 185-187)
  - 1g. mature use of social media. (PPF 196, 199)

## Goal #2

Seminarians will demonstrate social maturity.

Objectives: Seminarians will demonstrate...

- 2a. the capacity to be men of communion and foster fraternity. (PPF 183c, 189)
- 2b. affective maturity in the domain of relationships. (PPF 195, 198)
- 2c. the ability to be good communicators. (PPF 183d)
- 2d. the ability to work collaboratively. (PPF 183e)

## Intellectual Formation

### Goal #1

Seminarians will obtain an integrated education.

Objectives: Seminarians will demonstrate...

- 1a. knowledge of the various theological disciplines in the curriculum. (PPF 321-347)
- 1b. an ability to uphold the truths of faith by the light of reason. (PPF 292)
- 1c. the ability to write theologically with accuracy and clarity. (PPF 292)
- 1d. a comprehensive understanding of the Word of God and of the Catholic theological Tradition that is appropriate to priestly ministry. (PPF 292, 354)

### Goal #2

Seminarians will be educated to undertake priestly ministry with pastoral skill and sensitivity.

Objectives: Seminarians will demonstrate...

- 2a. the ability to effectively exercise the Ministry of the Word by proclaiming, explaining, and defending the Catholic faith. (PPF 292)
- 2b. the ability to apply theological learning to spiritual life and to pastoral situations. (PPF 292, 320)
- 2c. fidelity to the Magisterium in their speech and actions. (PPF 291h, 292, 350)

## Spiritual Formation

### Goal #1

Seminarians will demonstrate a maturing spirituality that includes a personal dimension.

Objectives: Seminarians will demonstrate...

- 1a. the cultivation of a Eucharistic spirituality by actively participating at daily Mass (PPF 240), and by cultivating a habit of daily prayer and meditation in the presence of the Blessed Sacrament (PPF 229h), including spiritual reading (e.g., lectio divina) on a regular basis (PPF 249).
- 1b. the habit of praying daily the Liturgies of the Hours

according to a gradual progression of responsibilities and roles. (PPF 250)

- 1c. the habit of meeting regularly – every two weeks – with their spiritual directors. (PPF 259)
- 1d. a habit of regular reception of the Sacrament of Penance/Reconciliation. (PPF 237)
- 1e. the ability to live the virtue of chaste celibacy, identify common and personal causes of loneliness, and develop healthy responses, in particular by cultivating an improved habit of solitude. (PPF 241)

### Goal #2

Seminarians will demonstrate a maturing spirituality that includes an ecclesial dimension.

Objectives: Seminarians will demonstrate...

- 2a. the ability to embrace simplicity of life and be able to articulate reasons for it. (PPF 241)
- 2b. the ability to recognize and articulate concretely God's grace active in their own life and in the lives of others. (PPF 239)
- 2c. growing familiarity with that communion that enriches and deepens their own life with Christ for the sake of others. (PPF 239)
- 2d. the ability to assist others in their spiritual growth through a prayerful familiarity with God's Word and the spiritual Tradition of the Church. (PPF 240)
- 2e. the ability to communicate a joyful presumption of permanence to the priesthood. (PPF 242)
- 2f. the cultivation of the virtue of obedience with generosity by integrating it in their communal life in preparation for the priesthood. (PPF 229)

## Pastoral Formation

### Goal #1

Seminarians will acquire a broad set of pastoral skills for ordained ministry. (PPF 370d)

Objectives: Seminarians will demonstrate pastoral competence in...

- 1a. hospital settings. (PPF 370k, 370l)
- 1b. catholic education. (PPF 359, 370d)
- 1c. parochial settings. (PPF 370a-c, 370g, 370h)

### Goal #2

Seminarians will demonstrate the same compassion, generosity, understanding, love (especially for the poor), and zeal for the Kingdom that characterized the ministry of the Son of God. (PPF 377)

Objectives: Seminarians will demonstrate...

- 2a. sensitivity and prudence in speech and behavior in pastoral settings with people of any age, sex, religious background, culture, and social status. (PPF 377)
- 2b. prudence in abiding by Safe Environment Guidelines and maintaining proper boundaries. (PPF 377)
- 2c. the ability to think theologically about pastoral issues. (PPF 378)
- 2d. the ability to integrate their study of theology towards becoming effective homilists and teachers. (PPF 378)
- 2e. the ability to understand, serve, and follow the will of Christ as manifested in persons of competent authority. (PPF 378)

## Course Numbering System

Letters preceding course numbers indicate the specific subject area:

- BI = Biblical Studies**
- BL = Biblical Languages**
- CL = Christian Living**
- DO = Dogma**
- HS = Historical Studies**
- LS = Liturgy and Sacraments**
- PA = Pastoral Theology and Evangelization**

The first digit in the course number corresponds to the year of study:

- 1st Year Theology = 5**
- 2nd Year Theology = 6**
- 3rd Year Theology = 7**
- 4th Year Theology = 8**
- Elective = 9**

The second digit in each course number is used to distinguish courses if more than one course in a given discipline is offered during the same semester. For example, BI 502 and BI 512 are both courses in Scripture offered in the second semester of the first year. The “0” in BI 502 indicates it is the first course offered in Scripture that semester. The “1” in BI 512 indicates it is the second course offered in Scripture in the same semester.

The third digit indicates in which semester the course is offered:

- First semester = 1**
- Second semester = 2**

For example, Course 501 would have “5” as the first digit meaning it is a first year Theology course, “0” would be the second number indicating it is the first course in that discipline for that semester, and the third number “1” would mean it is offered in the first semester.

The first digit in all elective course numbers is “9” followed by two additional digits.

The MDiv degree requires 113 credits. The grade of “D” is the minimum grade required to earn credit for courses in the MDiv degree program. A seminarian must maintain an overall 2.0 grade point average in order to qualify for the MDiv degree.

## Master of Divinity Competency Examinations

### Description of the Competency Examinations

The Josephinum School of Theology maintains competency examinations as an essential component of the Master of Divinity Degree Program. Neither extra course work nor a written paper may substitute for these examinations.

Degree candidates are required to take oral competency examinations in order to integrate their course work in major disciplines, including sacred scripture, dogmatic theology, moral theology, and liturgy and sacraments.

Seminarians are eligible to take the competency examinations only after a cumulative grade point average of 2.0 has been attained.

### Purpose of the Competency Examinations

Competency examinations are designed to promote the following two goals:

- a. To certify that the candidate has a reasonable grasp and understanding of the basic tenets of Catholic theology as befits an ordained minister of the Church;
- b. To foster the candidate’s ability to integrate the content of the various courses in the MDiv curriculum, with an eye to its use in pastoral settings.

### Preparation for the Competency Examinations

At the beginning of the fourth year of theological study, each candidate will be presented with a study guide drawn from individual courses in the MDiv curriculum. Competency examinations are organized by the academic dean of the School of Theology, ordinarily beginning each January.

### Format for the Competency Examinations

MDiv Competency Examinations consist of four oral exams in the fields of Scripture, Dogmatic Theology, Moral Theology, and Liturgy and Sacraments. Each exam is 30 minutes in duration. Questions asked during oral examinations will be derived from the study guide provided to each candidate at the beginning of the fourth year of theology.

### Grading of Examinations and Required Average

Ordinarily, each of the four oral examinations is graded by a pair of examiners.

Degree candidates are required to attain a passing grade of “1.0” on each oral examination and an average grade across all competency exams of at least a “2.0” in order to qualify for the MDiv degree.

A candidate who does not receive a passing grade on any individual competency examination is required to take and pass another examination in the failed area(s) two weeks later in order to qualify for the degree. The re-take examination(s) will be arranged by the academic dean in consultation with the professors of the area(s) failed by the candidate.

Degree candidates who pass all of the competency examinations but fail to achieve the minimum average grade of “2.0” may re-take any of the competency examinations on which they received a grade below 2.0. Ordinarily, candidates are not eligible to retake the competency examinations more than once.

**CURRICULUM PLAN FOR THE MASTER OF DIVINITY DEGREE**

FALL SEMESTER			SPRING SEMESTER		
<b>First Year</b>			<b>First Year</b>		
BI 501	Introduction to Scripture	3	BI 502	Wisdom Literature	3
CL 501	Spiritual Theology	3	BI 512	Pentateuch	3
DO 501	Fundamental Theology	3	CL 502	Fundamental Moral Theology I	3
HS 501	Church History I (Research Paper)	3	DO 502	Trinity (Research Paper)	3
LS 501	Introduction to Liturgy	3	HS 502	Church History II	3
RM 501	Research Methods	1			
	<b>Total Credit Hours</b>	<b>16</b>		<b>Total Credit Hours</b>	<b>15</b>
<b>Second Year</b>			<b>Second Year</b>		
BI 601	Prophets	3	BI 602	Synoptic Gospels and Acts (Research Paper)	3
CL 601	Fundamental Moral Theology II (Research Paper)	3	BI 612	Pauline Corpus	3
DO 601	Theology of Grace	3	CL 602	Catholic Social Teaching	3
HS 601	Church History III	3	DO 602	Christology	3
LS 601	Sacramental Principles, Baptism, and Confirmation	3	LS 602	Eucharist	3
	(Elective required for MA)	(3)		(Elective required for MA)	(3)
	<b>Total Credit Hours</b>	<b>15 (18 MA)</b>		<b>Total Credit Hours</b>	<b>15 (18 MA)</b>
<b>Third Year</b>			<b>Third Year</b>		
BI 701	Johannine Corpus	3	CL 702	Bioethics	3
CL 701	Sexual Morality	3	DO 702	Ecclesiology	3
DO 701	Holy Orders	3	LS 702	Liturgical Music	2
LS 701	Matrimony	3	LS 712	Rites I Practicum: Baptism, Confirmation, Marriage, Funerals, Blessings	1
LS 711	Homiletics I: Introduction to Homiletics	2	LS 722	Homiletics II: The Weekday Homily	2
			PA 702	Canon Law I	3
	(Elective required for MA)	(3)		(Elective required for MA)	(3)
(MA 701)	(MA Research Seminar)	(1)	(MA 702)	(MA Directed Research I)	(1)
	<b>Total Credit Hours</b>	<b>14 (18 MA)</b>		<b>Total Credit Hours</b>	<b>14 (18 MA)</b>
<b>Fourth Year</b>			<b>Fourth Year</b>		
HS 801	History of the Catholic Church in the United States.	3	LS 802	Sacraments of Healing: Theology and Practice	3
LS 801	Liturgical Chant	1	LS 812	Rites II Practicum: Eucharist	1
PA 801	Canon Law II	3	PA 802	Pastoral Care of Marriage and Family	3
PA 811	Pastoral Counseling and Care	3	PA 812	Parish Administration, Leadership, and Professional Ethics	3
LS 811	Homiletics III: The Sunday Homily	2	LS 822	Homiletics IV: Homilies for Rites, Seasons, and Special Occasions	2
	(Elective required for MA)	(3)		(Elective required for MA)	(3)
(MA 801)	(MA Directed Research II)	(1)	(MA 802)	(MA Research Project)	(1)
			(PA 822)	(Matrimonial and Procedural Law - STB)	(2-STB)
	<b>Total Credit Hours</b>	<b>12 (16 MA)</b>		<b>Total Credit Hours</b>	<b>12 (16-MA) (14-STB)</b>
				MDiv/MA/STB Exams Spring Semester 113 total credits for MDiv 40 credits for MA 92 credits (184 ECTS) for STB	

## MASTER OF ARTS IN THEOLOGY DEGREE

The Master of Arts in Theology (MA) is a first-level graduate degree, which may be taken for personal enrichment, as preparation for teaching, or as preparation for further studies. It has two primary goals: first, to provide a core, graduate-level competency in theological studies; second, to allow for a concentration in biblical studies, dogmatic theology, moral theology, or pastoral theology and evangelization. Seminarians preparing for the priesthood at the Josephinum, and therefore working towards a Master of Divinity degree may pursue the MA concurrently.

### Goals for the Master of Arts in Theology

The Josephinum seeks to achieve the following goals for the Master of Arts in Theology degree, using the associated objectives to assess how effectively the outcomes have been achieved.

#### Goal #1

Students will obtain a first-level graduate education in theology that can be used as preparation for teaching or as preparation for further advanced graduate studies.

#### Objectives

- 1a. Students will demonstrate knowledge of key theological terms, as well as detailed knowledge in one of four specialized areas of study: biblical studies, dogmatic theology, moral theology, or pastoral theology and evangelization.
- 1b. Students will demonstrate analytical and/or exegetical skill on a general level and on a level specific to one of four specialized areas of study: biblical studies, dogmatic theology, moral theology, or pastoral theology and evangelization.
- 1c. Students will demonstrate knowledge of sound doctrine and knowledge of sources for sound theological reflection (including Scripture and ecclesial texts) dealing with general theological topics as well as issues pertaining to one of four specialized areas of study: biblical studies, dogmatic theology, moral theology, or pastoral theology and evangelization.
- 1d. Students will demonstrate the ability to provide reasoned and coherent responses to specialized questions in one of four areas of study: biblical studies, dogmatic theology, moral theology, or pastoral theology and evangelization.
- 1e. Students will evidence a sound understanding of the complexities of general theological issues as well as issues related to one of four specialized areas of study: biblical studies, dogmatic theology, moral theology, or pastoral theology and evangelization.

#### Goal #2

Students will demonstrate the ability to conduct graduate-level theological research and writing.

#### Objectives

- 2a. Students will explore in some depth the *status quaestionis* of a theological question of some difficulty and complexity, and based upon this exploration will articulate and validate a clear thesis statement.

- 2b. Students will demonstrate the use of primary sources in their research and writing, as well as apt secondary sources.
- 2c. Students will demonstrate the exercise of critical judgment and insight in analyzing and synthesizing ideas, exhibiting a solid grasp of theological issues.
- 2d. Students will exhibit the ability to present the research according to the literary standards appropriate to a master's thesis, including writing style and writing mechanics.

### Declaration of Intent and Enrollment as a Degree Candidate

Ordinarily, seminarians need to declare their intent to pursue the MA in the spring semester of the first year of their MDiv studies, so that the subsequent three years of studies may be planned accordingly. When a seminarian expresses his intent to pursue the MA, he must receive written permission to do so from his sponsoring bishop, or the bishop's delegate, on a form provided by the academic dean.

Typically, seminarians formally enroll as candidates in the MA degree program before the end of the first semester of the third year of their MDiv studies, after completion of language requirements.

### Prerequisites

- All MA candidates must have earned a bachelor's degree (ordinarily with a GPA of at least 3.0) from an institution accredited by an agency recognized by the Council for Higher Education Accreditation or holding membership in the Association of Universities and Colleges in Canada, or the educational equivalent.
- Fifteen semester hours of philosophical studies, with three hours each in metaphysics and philosophy of God, and nine hours from among the following: philosophy of human nature, epistemology, cosmology, ethics, and/or courses in the history of philosophy. The grade point average for these courses must be 3.0 or better. These courses may be taken at either the graduate or undergraduate level.
- Six hours of courses in Scripture, three of which must treat some portion of the Old Testament, and three some portion of the New Testament.

The above course requirements must be met before a seminarian is admitted to the MA program.

### Language Requirements

A reading knowledge of Latin is required of candidates in dogmatic theology, moral theology, or pastoral theology and evangelization. Additionally, candidates in dogmatic theology, moral theology, or pastoral theology and evangelization are strongly recommended to develop reading competence in one of the major modern languages, such as French, German, Italian or Spanish, in addition to English. Seminarians in biblical studies must be able to read one biblical language, either Greek or

Hebrew, and it is strongly recommended that they develop reading competence in one of the major modern languages, such as French, German, Italian, or Spanish.

Language requirements are fulfilled by taking six credit hours of the language at an accredited institution in which the seminarian receives at least a “C.” These courses are offered in both the College of Liberal Arts and the School of Theology. As skills courses, language courses do not count as concentration courses required for the MA.

Alternatively, proficiency in required languages can also be demonstrated by an examination in which the candidate shows his ability to read and understand representative texts with the aid of a dictionary. The candidate must attain at least a “C” on the exam. The exam will be administered by a professor assigned by the academic dean. For the Latin exam, the proficiency will be demonstrated by translating into English a passage from *Lumen Gentium* (or a similar document). Greek proficiency will be demonstrated by the translation into English of a passage from the *Gospel of John*; for Hebrew from the *Book of Genesis*.

The seminarian must complete his language courses or demonstrate proficiency before being advanced to candidacy in the MA program, no later than the first semester of the third year of MDiv studies.

### Semester Credit Requirements

The MA in Theology requires 40 semester credits, concentration examinations, and a research component. The 40 credits include 18 credits of core courses, 18 credits in the chosen area of concentration, and 4 credits of research.

### Common Core Courses

All MA candidates must earn at least 18 credit hours through six, three-hour courses in:

- Introduction to Scripture
- Fundamental Theology
- Trinity or Christology
- Ecclesiology or Theology of Grace
- Fundamental Moral Theology I and Fundamental Moral Theology II

Seminarians meet the above MA core requirements by following their normal program of studies in the MDiv degree program, which includes the above classes.

### Concentration Courses

In addition to the MA core courses, the MA candidate must take 18 additional credits in a chosen area of concentration.

Candidates who write a 45-page research paper must take the full 18 credits in their concentration beyond the common core courses. Candidates who write a 75-page thesis are granted three credits for the thesis, therefore they must take only 15 credits of additional coursework in their concentration.

- **Biblical Studies:** Elective courses taken in this area of concentration are designated BI at the 900-level.

- **Dogmatic Theology:** Elective courses taken in this area of concentration are designated DO at the 900-level.
- **Moral Theology:** Elective courses taken in this area of concentration are designated CL at the 900-level.
- **Pastoral Theology and Evangelization:** Elective courses taken in this area of concentration are designated PA at the 900-level.

The course component for the MA, including core and concentration courses, must be completed with an average grade of “B”, with no grades earned below a “C.”

### Written Concentration Examinations

Seminarians will demonstrate the accomplishment of the learning objectives for their MA core courses through their MDiv competency exams and will not be tested separately on this material for the MA degree. Seminarians pursuing the MA must obtain an average grade of “3.0” on their MDiv competency examinations with no part of the exams scored below a “2.0.”

Seminarians will demonstrate the accomplishment of the learning objectives for their MA concentration courses through a two-hour written exam specific to these courses and based on the learning objectives documented on the syllabus of each course. This written examination usually is administered in March or April of the final semester of the fourth year of studies.

The seminarian must complete the MA competency examination with an average grade of “3.0” or better, with no component scored lower than a “2.0.” Retakes usually are not permitted.

### Research

The goal of the research component is to have candidates demonstrate competence in theological research in the area of concentration. They do so by writing a theological work in which they will demonstrate the ability to conduct graduate-level theological research and writing.

As previously noted, this component of research and writing may be in one of two forms: a research paper of approximately 45 pages for which no credit hours are earned; or, a thesis of approximately 75 pages for which three credit hours in the area of concentration are earned.

In both forms, such projects will have a research director (or first reader), and a second reader. The academic dean will officially appoint both readers. The research director must be a member of the full-time faculty of the Josephinum. If no full-time faculty member possesses the appropriate expertise in the area of the research project, an outside second reader may be appointed. The research project often will be the development of a paper written for a previous course, or it may be a new topic. In the former case, the professor of the course ordinarily will serve as director.

Both readers grade the paper; the average grade must be at least a “3.0” for the candidate to complete the degree. Upon receiving a passing grade, the final version of the paper must be submitted to the academic dean in a form ready for binding.

In order to facilitate the successful completion of the research requirement for the Master of Arts in Theology Degree, seminarians pursuing the MA are required to enroll in the following

courses, each for one credit hour:

- MA 701 MA Research Seminar
- MA 702 MA Directed Research I
- MA 801 MA Directed Research II
- MA 802 MA Research Project

For further descriptions of the above courses see “Course Descriptions for the School of Theology.”

## Grading

A candidate must obtain a grade point average of “B” (3.0) or better for each degree requirement including: (1) the course work as a whole, (2) the thesis or research paper, (3) the written concentration examinations. Each of the three components is worth one-third of the final grade.

Seminarians who have attained the following cumulative grade point averages will graduate from the MA degree program with honors:

Summa Cum Laude	3.90
Magna Cum Laude	3.70
Cum Laude	3.50

## Process and Documentation Cycle for Obtaining the Master of Arts in Theology

A description of the process for pursuing the MA degree, including the documentation that must be on file in the registrar’s office, follows.

### Declaration of Intent

1. The seminarian declares his intent to pursue a Master of Arts (MA) in Theology in the spring semester of his first year of studies during registration for the fall semester of his second year of studies.
  - a. If a seminarian wishes to declare his intent to pursue the MA in Theology he completes the *Master of Arts in Theology Degree Statement of Intent* form during his scheduled registration appointment with the academic dean of the School of Theology (hereafter referred to as the dean). This form must be signed by the seminarian’s sponsoring bishop or bishop’s delegate.
  - b. During the registration meeting, the dean will inform the seminarian of the requirements necessary to pursue the MA. The dean may consult with the seminarian’s formation advisor about the seminarian’s desire to pursue the MA.
  - c. After all signatures are obtained on the statement of intent form, the dean gives the form to the registrar.
  - d. The registrar creates a new tab in the seminarian’s academic file behind which is placed documentation pertaining to the MA degree. The registrar then adds the statement of intent form to the seminarian’s academic file behind the newly created tab, where it is to be officially stored.
  - e. Throughout the next two years the dean works with the seminarian to ensure that he is meeting the requirements for pursuing the MA.
  - f. After a seminarian declares his intent to pursue the MA, the dean uses the *Master of Arts in Theology Degree Record of Course*

*Requirements Fulfilled* form to record grades for the courses the seminarian will need in order to complete the MA.

## Research Project Proposal and Direction

2. The seminarian submits his MA research project proposal in the fall semester of his third year of studies, upon completion of the MA Research Seminar.
  - a. By the time the MA Research Seminar concludes, the seminarian, in consultation with the dean, should identify a director for the research project.
  - b. The seminarian must print the *Master of Arts in Theology Degree Research Project Proposal* form from the Josephinum SharePoint page, complete all information, and bring the form to his registration appointment with the dean for the spring semester.
  - c. The dean gives the research project proposal to the research director who signs the form and returns it to the dean.
  - d. The dean reviews the proposal, signs it, and gives it to the registrar for the seminarian’s academic file.
  - e. The dean will not appoint a second reader for the research project until after a complete draft is submitted to the director.
  - f. The seminarian will enroll in MA Directed Research I, MA Directed Research II and MA Research Project during the third and fourth years of study.
  - g. The seminarian is to be in frequent contact with his research director (as specified by the descriptions of MA Directed Research I and II) as he works on the research project during the third and fourth year of studies; failure to do so may result in the director refusing to direct the project, at which point the seminarian will no longer be permitted to pursue the MA.

## Enrollment as a Degree Candidate

3. The seminarian formally enrolls as a candidate for the MA in the fall semester of his third year of studies during registration for the spring of his third year of studies.
  - a. To become a candidate for the MA, the seminarian must have completed the prerequisite language requirements and the MA Research Seminar.
  - b. If a seminarian wishes to become a candidate for the MA, he must complete the *Master of Arts in Theology Degree Statement of Candidacy* form during his scheduled registration appointment with the dean.
  - c. The dean reviews with the seminarian the remaining requirements that he must fulfill for the MA. The dean may consult with the seminarian’s formation advisor about the seminarian’s desire to be advanced to candidacy for the MA.
  - d. Both the seminarian and the dean sign the statement of candidacy form. The dean gives the form to the registrar for the seminarian’s official file.
  - e. The dean informs the seminarian that he has been accepted as a candidate.

### Draft and Final Versions of Research Project

4. Complete drafts of research projects, including bibliography, are due at the end of the fall semester of the fourth year; final versions are due in late March.
  - a. The seminarian is to submit via email a complete draft of his research project, including a bibliography, to the research director and the academic dean, no later than 4:30 p.m. on the last day of the fall semester (the last day of final exams) of the fourth year of studies. The dean will forward the draft to a second reader and the director of library services. Failure to submit a complete draft of the research project by the deadline will result in the seminarian being withdrawn as a candidate for the MA degree. In extraordinary circumstances, a seminarian may submit to the dean a written petition for an extension. The extension can be granted only by a vote of the theology faculty.
  - b. The research director and second reader read the paper and return it to the seminarian for necessary revisions by the beginning of the spring semester. Should the seminarian receive conflicting feedback from the director and second reader, the seminarian should inform his director, who has the responsibility of negotiating any differences. The director of the library will read the draft for proper formatting and return the draft to the seminarian by the beginning of the spring semester. The research project must be formatted according to the guidelines specified in the *Pontifical College Josephinum Formatting Guidelines for Master's Research Projects*.
  - c. The process of revision must be completed and the final version of the paper must be submitted and emailed to the director, second reader, dean, and librarian by the end of March (exact date to be set annually by the dean). A completed *Master of Arts in Theology Degree Research Project Submission* form (found on the Josephinum SharePoint page) must be completed and submitted to the dean. This form needs to be signed by the research director to certify that the director is satisfied with the finished project.
  - d. The dean signs the research project submission form to acknowledge receipt of the completed research project.
  - e. The director and second reader must complete their reading of the research project no later than two weeks after it is received.
  - f. The grades assigned by the research director and second reader are recorded on the research project scoring rubrics provided by the dean. The research director and second reader sign these rubrics and submit them to the dean. The dean records the grades on the *Master of Arts in Theology Degree Research Project Evaluation* form and submits it to the registrar, who signs it and places it in the seminarian's academic file.
  - g. After the research project has been graded by the director and second reader, and after any final editorial revisions are made as required by the director, second reader, or director of library services, the seminarian submits a MS Word file of his project to the dean and to the director of library services.

- h. The director of library services will archive the research project in the library.

### Written Concentration Examination

5. The following are the final steps in the MA process.
  - a. The written concentration exam is administered in the spring semester of the fourth year of studies (date to be scheduled by the dean). Grades for the MA written concentration exam are recorded on the exam rubrics and submitted to the dean by the graders. The dean records the grade on the *Master of Arts in Theology Degree Concentration Exam Grade Sheet* and the *Composite Grades for the Master of Arts in Theology Degree* form.
  - b. The dean determines the composite grade for the MA in Theology degree using the *Composite Grades for the Master of Arts in Theology Degree* form and the *Master of Arts in Theology Degree Record of Course Requirements Fulfilled* form. He then signs these forms and gives them to the registrar.
  - c. The registrar signs the *Composite Grades for the Master of Arts in Theology Degree* form and places it, along with the record of course requirements fulfilled, in the seminarian's academic file.
  - d. The registrar determines what honors, if any, will be granted.

### Duration of the Program

If a candidate for the MA degree cannot complete all requirements for the degree within the four years allotted for the MDiv program, the candidate must submit to the dean a written petition for an extension. The extension may be granted (by a vote of the theology faculty) for what is judged to be a good reason. A one-credit hour continuous enrollment must be maintained for all semesters between completion of course work and completion of all other degree requirements. All MA degree requirements must be fulfilled within two years after completion of coursework.

## BACHELOR OF SACRED THEOLOGY

The Josephinum, in affiliation with the Pontifical University of Saint Thomas Aquinas (Angelicum) in Rome, Italy, offers a Bachelor of Sacred Theology (STB) degree. Since this degree is awarded by the Angelicum, it is an entry-level pontifical degree; candidates awarded this degree may then pursue higher pontifical degrees.

### Requirements for the Bachelor of Sacred Theology Program

Admission requirements for the STB program are a Bachelor's degree or its equivalent from an accredited college and courses that include those philosophical and theological fields outlined in the *Program of Priestly Formation* (6th ed.), namely, 30 credit hours of philosophy that include logic, ancient, medieval, modern, and contemporary philosophy, the philosophy of human nature, epistemology, metaphysics, ethics, and the philosophy of God; and 12 credits in undergraduate theology that include a survey of the *Catechism of the Catholic Church*. A reading knowledge of Latin and Greek is also required.

The following prerequisites are part of the STB Degree: Latin 6 credits (12 ECTS); Greek 6 credits (12 ECTS).

Language requirements are fulfilled by taking six credit hours of the language at an accredited institution in which the seminarian receives at least a “C.” These courses are offered in both the College of Liberal Arts and the School of Theology.

Alternatively, proficiency in required languages can also be demonstrated by an examination in which the candidate shows his ability to read and understand representative texts with the aid of a dictionary. The candidate must attain at least a “C” on the exam. The exam will be administered by a professor assigned by the academic dean. For the Latin exam, the proficiency will be demonstrated by translating into English a passage from *Lumen Gentium* (or a similar document). Greek proficiency will be demonstrated by the translation into English of a passage from the *Gospel of John*.

MDiv Oral Competency Examinations in scripture, dogma, morals, and liturgy and sacraments (30 minutes each), will fulfill the oral exam requirement for the STB.

### Process and Documentation Cycle for Obtaining the Bachelor of Sacred Theology

What follows is a description of the process for pursuing the Bachelor of Sacred Theology (STB) degree, including the documentation that must be on file in the registrar’s office.

#### Declaration of Intent

1. The seminarian declares his intent to pursue the STB in the spring semester of his first year of studies during registration for the fall semester of the second year of studies.
  - a. If a seminarian wishes to declare his intent to pursue the STB, he completes the *Bachelor of Sacred Theology Statement of Intent* form during his scheduled registration appointment with the academic dean of the School of Theology (hereafter referred to as the dean). This form must be signed by the seminarian’s sponsoring bishop or bishop’s delegate.
  - b. During the registration meeting, the dean will inform the seminarian of the requirements necessary to pursue the STB. The dean may consult with the seminarian’s formation advisor about the seminarian’s desire to pursue the STB.
  - c. After all signatures are obtained on the statement of intent form, the dean gives the form to the registrar.
  - d. The registrar creates a new tab in the seminarian’s academic file behind which is placed documentation pertaining to the STB degree. The registrar then adds the statement of intent form to the seminarian’s academic file behind the newly created tab where it is to be officially stored.
  - e. Throughout the next two years the dean works with the seminarian to ensure he is meeting the requirements for pursuing the STB.

#### Enrollment as a Degree Candidate

2. The seminarian formally enrolls as a candidate for the STB in the fall semester of his third year of studies, during registration for the spring semester of his third year of studies.

- a. To become a candidate for the STB, the seminarian must have completed the prerequisite language requirements (Latin and Greek).
- b. If a seminarian wishes to become a candidate for the STB, he must complete the *Bachelor of Sacred Theology (STB) Statement of Candidacy* form during his scheduled registration appointment with the dean.
- c. The dean reviews with the seminarian the remaining requirements that he must fulfill for the STB. The dean may consult with the seminarian’s formation advisor about the seminarian’s desire to be advanced to candidacy for the STB.
- d. Both the seminarian and the dean sign the statement of candidacy form. The dean gives the form to the registrar for the seminarian’s academic file.
- e. The dean informs the seminarian that he has been accepted as a candidate.

### STB Exams and Other Arrangements

3. STB Comprehensive Oral Examination Requirement and Other Final Arrangements
  - a. The seminarian’s oral MDiv Competency Examination scores will be used as the STB oral examination requirement.
  - b. The dean determines the composite grade for the STB degree using the *Bachelor of Sacred Theology (STB) Composite Grade Sheet*. He then signs this sheet and submits it to the registrar.
  - c. The registrar signs the *Bachelor of Sacred Theology (STB) Composite Grade Sheet*, and places it in the seminarian’s academic file.
  - d. The dean scans hard copies of documents into a packet of information to be emailed to the Angelicum. The following documents are included in the packet:
    - i. An introductory letter from the dean
    - ii. Copies of seminarians’ transcripts indicating that the prerequisites for the STB have been fulfilled
    - iii. Original Josephinum School of Theology transcripts to date
    - iv. Proof that the graduation fee has been paid to the Angelicum (this may be obtained from the treasurer).
  - e. The electronic packet is emailed by the dean to the Angelicum.
  - f. Once the semester is finished, the dean’s office sends to the Angelicum, via email, finalized transcripts and individual record reports for each STB candidate as well as a general record report for all of the STB candidates.

## CURRICULUM PLAN FOR THE BACHELOR OF SACRED THEOLOGY

FALL SEMESTER			SPRING SEMESTER		
<b>First Year</b>			<b>First Year</b>		
BI 501	Introduction to Scripture	3 (6 ECTS)	BI 502	Wisdom Literature	3 (6 ECTS)
CL 501	Spiritual Theology	3 (6 ECTS)	BI 512	Pentateuch	3 (6 ECTS)
DO 501	Fundamental Theology	3 (6 ECTS)	CL 502	Fundamental Moral Theology I	3 (6 ECTS)
HS 501	Church History I (Research Paper)	3 (6 ECTS)	DO 502	Trinity (Research Paper)	3 (6 ECTS)
LS 501	Introduction to Liturgy	3 (6 ECTS)	HS 502	Church History II	3 (6 ECTS)
RM 501	Research Methods	1 (2 ECTS)			
	<b>Total Credit Hours</b>	<b>16 (32 ECTS)</b>		<b>Total Credit Hours</b>	<b>15 (30 ECTS)</b>
<b>Second Year</b>			<b>Second Year</b>		
BI 601	Prophets	3 (6 ECTS)	BI 602	Synoptic Gospels and Acts (Research Paper)	3 (6 ECTS)
CL 601	Fundamental Moral Theology II (Research Paper)	3 (6 ECTS)	BI 612	Pauline Corpus	3 (6 ECTS)
DO 601	Theology of Grace	3 (6 ECTS)	CL 602	Catholic Social Teaching	3 (6 ECTS)
HS 601	Church History III	3 (6 ECTS)	DO 602	Christology	3 (6 ECTS)
LS 601	Sacramental Principles, Baptism, and Confirmation	3 (6 ECTS)	LS 602	Eucharist	3 (6 ECTS)
	<b>Total Credit Hours</b>	<b>15 (30 ECTS)</b>		<b>Total Credit Hours</b>	<b>15 (30 ECTS)</b>
<b>Third Year</b>			<b>Third Year</b>		
BI 701	Johannine Corpus	3 (6 ECTS)	CL 702	Bioethics	3 (6 ECTS)
CL 701	Sexual Morality	3 (6 ECTS)	DO 702	Ecclesiology	3 (6 ECTS)
DO 701	Holy Orders	3 (6 ECTS)	LS 702	Liturgical Music	2 (4 ECTS)
LS 701	Matrimony	3 (6 ECTS)	PA 702	Canon Law I	3 (6 ECTS)
	<b>Total Credit Hours</b>	<b>12 (24 ECTS)</b>		<b>Total Credit Hours</b>	<b>11 (22 ECTS)</b>
<b>Fourth Year</b>			<b>Fourth Year</b>		
HS 801	History of the Catholic Church in the United States	3 (6 ECTS)	PA 822	Matrimonial and Procedural Law	
PA 801	Canon Law II	3 (6 ECTS)			
	<b>Total Credit Hours</b>	<b>6 (12 ECTS)</b>		<b>Total Credit Hours</b>	<b>2 (4 ECTS)</b>

Including the prerequisite language courses, **the total number of credit hours required for the STB Degree is 92 (184 ECTS = European Credit Transfer and Accumulation System).**

## HISPANIC MINISTRY FIELD EDUCATION CERTIFICATE

This certificate prepares both non-Hispanic and Hispanic seminarians in the School of Theology for ministry to the growing population of Hispanic Catholics in the United States. It emphasizes learning through practice of the different elements involved in ministry to this population. In order to enroll in the Hispanic Ministry Field Education Certificate program, the seminarian must first receive permission from his sponsoring diocese.

### Prerequisites

Two semesters (6 credits) of elementary Spanish

- Fulfilled at the Josephinum or by transfer credits or placement tests.
- 1st or 2nd year Theology

*Specification: Theologians who have not taken any Spanish courses may take Spanish 141 and 142 at the Josephinum to fulfill this requirement. Those who have had some Spanish may take the Spanish I and II placement tests. Six elementary Spanish credits earned with a grade of "C" or higher at another college or university will be accepted as transfer credits.*

One semester (3 credits) of intermediate Spanish

- Fulfilled at the Josephinum or by transfer credits, a placement test, or by a Hispanic program abroad.
- 2nd or 3rd year Theology

*Specification: Theologians who have six credits in elementary Spanish may take one semester of Spanish 241 at the Josephinum, take the Spanish III placement test, or study abroad in a Hispanic country to fulfill this requirement. Three intermediate Spanish credits earned with a grade of "C" or higher at another college or university will be accepted as transfer credits.*

### Requirements

One Semester of Advanced Pastoral Spanish (3 credits)

- This course must be taken at the Josephinum, unless a course with very similar content has been taken elsewhere. Acceptance of such a course will be on a case-specific basis. Native Spanish speakers who are also conversant in English may be exempt from this course, as decided by the instructor.
- 2nd or 3rd year (fall semester) Theology

*Specification: Theologians with credits in Elementary Spanish I and II and Intermediate Spanish or who have passed Spanish I-III placement tests are eligible to take this course, which will be taught mostly in Spanish. The course consists of grammar-review, on-the-spot translation from Spanish to English and English to Spanish, composition, and oral presentations.*

One Summer Immersion at a U.S. Hispanic Parish or in a Hispanic Country

- Summer after 2nd or 3rd year Theology

*Specification: The director of vocations or bishop of each diocese will decide and arrange where the seminarians will be placed for immersion*

*experiences, which may be in the United States or in a Hispanic country. There are ample opportunities for immersion in Hispanic parishes or parish communities in the United States, including opportunities in the Columbus diocese. The Josephinum will assist in the choice of an immersion program, if requested.*

One Year of Apostolic Field Work

- Performed in a Hispanic parish or parish community

*Specification: There are many opportunities for apostolic work in the Hispanic communities of the Diocese of Columbus.*

Hispanic Ministry I (2 credits)

- Sacraments and popular religiosity
- Fall semester, 3rd year or fall semester, 4th year Theology

*Specification: This course will be conducted by a bilingual priest in weekly two-hour practicum classes. Students will learn to celebrate Hispanic baptisms, quinceañeras, and weddings, and perform funeral rites outside of Mass. They will also write and deliver homilies in Spanish once per week.*

Hispanic Ministry II (2 credits)

- Sacraments, confessions, family and prison ministry
- Spring semester, 3rd year or spring semester, 4th year Theology

*Specification: This course will be conducted by a bilingual priest in weekly two-hour practicum classes. Students will practice celebrating Mass, administering the sacraments, and hearing confessions from Hispanic parishioners who volunteer their time to simulate real-life situations. They will also write and deliver homilies in Spanish once per week.*

Diaconal Assignment

- 4th year Theology or summer prior to 4th year Theology

*Specification: Deacons will be assigned to a bilingual parish, in order to learn how to minister to the cross-cultural needs of such a community. Insofar as it is possible, an effort will be made to encourage participants to engage in catechesis or preach in the Spanish language at least once per month.*

# The Josephinum Diaconate Institute

## INTRODUCTION

### Identity, Mission and History

The Josephinum Diaconate Institute of the Pontifical College Josephinum offers educational programs through distance learning, in both English and Spanish, to diaconal aspirants, candidates, and permanent deacons serving or preparing to serve the people of God through ministry in the Church.

The Institute was inaugurated by the Josephinum in 2007, in further fidelity to its own mission of providing formation and education for men aspiring to the priesthood.

### Customizable Programs for Dioceses

The Institute offers a wide range of coursework which can be arranged into a curriculum specifically designed to meet the needs of each (arch)diocesan partner. Included in the catalog are courses specifically designed for the inquiry/aspirancy needs of formation programs to prepare aspirants for entry into a candidacy program.

### Fully Accredited and in Compliance with the Guidelines of USCCB's *National Directory*

The Institute's distance learning program is fully accredited by The Association of Theological Schools and the Higher Learning Commission. Courses fulfill the continuing education and formation requirements of permanent deacons, in accord with the USCCB's *National Directory for the Formation, Ministry, and the Life of Permanent Deacons in the United States, 2nd ed.*

### Theological and Practical Courses Taught by Qualified Faculty

Courses are taught in fall, spring, and summer 12-week trimesters by highly-qualified permanent deacons, priests, and laity with terminal academic credentials (licentiates/doctorates) and years of pastoral experience. Designed to accentuate both the theoretical and practical dimensions of theology, courses typically include reading assignments, reflection papers, synchronous office hours, and online forums utilizing state-of-the-art technology.

### Course Offerings in English and Spanish

The Institute offers the pre-ordination curriculum in Spanish, taught by Spanish-speaking faculty. This unique offering allows students from mixed-language cohorts to study the same coursework, each in their preferred language. Courses in the catalog offered in Spanish have catalog numbers ending in "S."

### Certificate in Diaconal Studies

The Institute offers a certificate in Diaconal Studies for all students who fulfill their diocesan curriculum, including at least 24 credit hours of coursework completed at the Institute. To be eligible for a certificate, students must be enrolled with the Institute through a partner diocese as part of a pre-ordination formation curriculum.

### Master of Arts in Pastoral Studies (MAPS) Degree

Applicants for the MAPS degree program possess an undergraduate degree and are expected to fulfill all requirements for the awarding of a master's level degree: 36 academic credits taken at the master's level and fulfillment of a pre-approved faculty-directed two-semester pastoral ministry project. For details, see the JDI website: <https://diaconate.pcj.edu/academics/master-of-arts-in-pastoral-studies/>.

### Goals and Objectives for MAPS

#### Goal # 1

Articulate and apply principles of Biblical interpretation in the Church especially in demonstration of how Scripture witnesses to God's saving plan beginning in the Old Testament and culminating with Jesus Christ, the Church as the People of God, and its sacramental life.

#### Objectives:

- 1a. Explain God's Words and Deeds witnessing to an economy of salvation that unites the Biblical narrative
- 1b. Interpret the Bible mindful of living tradition, content and unity of Scripture and the analogy of faith
- 1c. Explain the life and ministry of the Church as the culmination of the Biblical story

#### Goal #2

Articulate and apply principles of Catholic theology and Magisterial teaching concerning divine revelation, liturgy and sacraments, ecclesiology, the Triune nature of God, and the person and natures of Jesus Christ.

#### Objectives:

- 2a. Describe the sacramental economy and especially the Pascal mystery as connected to fulfilling God's plan, animating the Church as Bride of Christ, illustrating sacraments as holy, necessary and efficacious
- 2b. Explain the Church as the mystical Body of Christ animated by the Holy Spirit
- 2c. Explain God in his Triune nature with an eternal Son who by the hypostatic union is true God and true man.
- 2d. Relating the personal nature of Christ to other areas of theology such as Biblical interpretation, ecclesiology and sacramental theology

#### Goal #3

Articulate and apply principles of Catholic morality as rooted both in God's relation to the created order and humankind in his image as creation's stewards.

Objectives:

- 3a. Describe the foundation and connection of the moral law, rooted in God's relation to the created order, as the good to be done and evil to be avoided with its implications for humankind's relation to God, to himself and to creation
- 3b. Compare and contrast the nature and relationship of the natural law, the old and new covenantal laws, and positive (human) law
- 3c. Elaborating Christian moral life as sacramental life in Christ.

Goal # 4

Faithfully and effectively integrate principles learned in MAPS coursework to minister in culturally and spiritually diverse contexts (ecclesial or otherwise)

Objectives:

- 4a. Design a pastoral response to local conditions and circumstances, applying theological and Magisterial principles to ground, interpret, and guide the response
- 4b. Exemplify the principles, processes, and models for the development of a justice consciousness in the community served.
- 4c. Design and implement a pastoral response that is sensitive to the complex and various cultural and spiritual needs of particular communities (e.g. demographic/racial/ethnic/interfaith)
- 4d. Incorporate self-care for all those involved in the pastoral response.

### **Lifelong Ongoing Professional Formation**

The Institute's courses are designed to satisfy the continuing education objectives required of permanent deacons, in accord with the *National Directory for the Formation, Ministry, and the Life of Permanent Deacons in the United States., 2nd ed.* Deacons and their spouses may enroll in any course offered by the Institute.

### **Attendance Policy**

Description of the Institute's Instructional Model: Students with the Institute attend classes online. Courses consist of asynchronous (i.e. pre-recorded) lectures, reading, assignments, and a one-hour synchronous (live) office hour with the instructor and fellow students each week. In addition, students have mandatory weekly assignments to assess learning. These assignments may include papers, quizzes, tests, and/or forum postings.

1. Mandatory Sessions: Students are required to attend office hours during weeks 1, 5, and 11. Excused absences must be cleared with the instructor. Unexcused absences will be reported to the student's formation director. Students are expected to be on-time for these sessions. Those who are substantially late/tardy will be treated as an absence.
2. Students are expected to submit assignments by the posted due-dates. Late assignments are subject to reduction in grade. Students who are consistently late with

assignments will be reported to the student's formation director. Missed assignments may only be made up with permission of the instructor and are subject to possible grade reduction.

3. Students who are not satisfactorily fulfilling the requirements of the course will be reported to their formation director. In consultation with the formation director, the student may be asked to withdraw or repeat the course.

## **SAMPLE OF ON-LINE COURSE OFFERINGS**

The Josephinum Diaconate Institute offers a five-year pre-ordination curriculum that aligns with the *National Directory for the Formation, Ministry, and Life of Permanent Deacons in the United States of America, 2nd ed.* This curriculum can be tailored to the specific needs of our partner dioceses. The courses listed below reflect a sample of courses in this curriculum:

### **ASPIRANCY AND FOUNDATIONAL COURSES**

- Introduction to Sacred Scripture
- Introduction to Catholicism
- The Call, Mission, and Spirituality of the Permanent Deacon
- Philosophy for Understanding Theology
- The Spiritual Life: The Practice of Discernment in Prayer

### **SCRIPTURE**

- The Pentateuch and Historical Books: An Introduction to the Old Testament
- The Prophets
- The Synoptics and the Acts of the Apostles: An Introduction to the New Testament
- Johannine Literature: The Gospel, Letters, and the Book of Revelation
- Pauline Literature and the Letter to the Hebrews
- Wisdom Literature and the Psalms

### **PHILOSOPHY / DOGMATIC THEOLOGY**

- Fundamental Theology
- The Church: A Study in Ecclesiology
- Christology
- Sacramental Theology

### **MORAL THEOLOGY**

- Foundations of Catholic Moral Theology
- The Social Teaching of the Catholic Church
- Catholic Medical Morality and Ministry

### **PASTORAL THEOLOGY**

- Introduction to Pastoral Theology
- Canon Law
- Introduction to Grief Counseling and Ministry

## CHURCH HISTORY

- Church History
- Second Vatican Council: History, Vision, and Documents
- Patristics: An Introduction to the Church Fathers
- History of the Church in the United States

## HOMILETICS

- Introduction to Homiletics and Exegesis
- Intermediate Homiletics: Preaching the Lectionary
- Advanced Homiletics: Preaching the Rites and Difficult Homilies

## ADDITIONAL INFORMATION

### **For more information, please contact:**

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# Admissions

## APPLICATION PROCEDURES

Application for admission to the Pontifical College Josephinum's formation programs is made after the individual obtains written sponsorship from his diocese or religious community. Applicants must conform to the requirements and policies of the Josephinum admissions process, and to the *Program of Priestly Formation, 6th Edition*.

These include, but are not limited to:

- Completing the current Josephinum application form for the appropriate stage of formation, and payment of the \$125 non-refundable application fee
- Verifying high school graduation or equivalent, undergraduate college or post-graduate coursework to-date, undergraduate college degree or Theological course work to-date
  - Equivalent includes completion of a home education in accordance with the requirements of the applicant's state of residence or a General Education Development score that grants a Certificate of High School Equivalency or similarly titled credential
  - High school graduation, undergraduate, or post-graduate degrees, or coursework to-date must be verified with an official transcript issued by the degree-granting school and/or institution showing the graduation date or dates of study *and* sent directly from the school and/or institution to the Pontifical College Josephinum, Admissions Office. Original or photocopied transcripts provided by the student are not acceptable; certified transcripts must be received directly from the school and/or institution in their sealed envelope. If a transcript is not available, an original letter from the school registrar certifying graduation must be sent directly to the Josephinum's Admissions Office
  - Official ACT or SAT test results (excepting applicants with a BA degree)

The Ability to Benefit (ATB) is not offered by the Pontifical College Josephinum.

Seminarians may receive credit from other accredited colleges, universities, and seminaries. Credits are accepted only for academic courses comparable to those required by the Josephinum as determined by the appropriate academic dean (College of Liberal Arts or School of Theology). No credit will be given for courses in which the candidate has earned a grade lower than a "C." Seminarians also may present records from United States military experience to earn possible transfer credits.

The applicant must arrange for the following requested letters, certified documents, and reports directly from the issuer to be sent to the Admissions Office:

- A written, thorough autobiography addressing the four dimensions of formation (3-5 pages)

- Human (including aspects of family and home life, relationships with siblings and others, dating, personal growth experiences, sports, scouting, group or club memberships, leadership roles, areas of growth or struggle)
- Spiritual (relating your prayer life, personal devotions and practices, spiritual nourishment activities, any spiritual direction, Adoration and Confession, areas of growth or struggle)
- Intellectual (intellectual interests and pursuits, honors or awards, areas of growth or struggle)
- Pastoral (how applicant puts his faith into action, e.g. prayer groups, working with the poor or needy, parish involvement, youth or young adult faith groups, working with seniors and/or elder care, areas of growth or struggle).
- Canonical suitability form (completed with director of vocations)
- Declaration of Freedom form
- Permission to Release form
- Chronological Log form
- Letters of recommendation
  - For an applicant coming from high school, submit one recommendation letter from a teacher
  - For an applicant coming from post-secondary school, submit one recommendation letter from a professor or instructor
  - For an applicant transferring from another seminary, submit a recommendation letter from the seminary Rector
  - For all applicants, submit a recommendation letter from a current pastor.
- Sponsorship letter from one's diocese or religious order/congregation
- Results of a thorough and complete physical examination, with an up-to-date listing of completed immunizations, and vaccination records. "Medical exam should include HIV and drug testing along with screening that verifies biological maleness." (*PPF* 6th Ed.)
- Results of a thorough psychological examination and profile (specific requirements are available through the Josephinum Counseling Center)
- Recent photograph (head shot) of candidate
- Results of a thorough criminal background check (including FBI check)
- Certified copies of Certificates of Baptism and Confirmation issued within the past six months. May be obtained from the "home parish" or parish of Baptism where sacramental records are kept and updated; they will issue and mail certified copies with the necessary raised parochial seal

- Certified birth certificate issued from local, county, or state Department of Health or similar government office. (Photocopies are not accepted.)
- Notarized copy of passport or driver's license
- Copy of honorable military discharge or retirement.

The admissions committee will review each completed application in coordination with the appropriate academic dean. The rector/president will inform the applicant of acceptance or non-acceptance.

Normally, only those candidates who meet the academic requirements for acceptance will be considered by the admissions committee for admission in the fall semester of that year.

Application for admission as a seminarian into the College of Liberal Arts or the School of Theology at the Josephinum is made to:

**Admissions Office**  
**Pontifical College Josephinum**  
**7625 North High Street**  
**Columbus, Ohio 43235-1498**

Applicants for whom English is a second language are required to take the TOEFL examination. The results of this examination should be sent to the registrar's office when applying to enter the College of Liberal Arts or School of Theology. Those who score a minimum 79 on the TOEFL iBT (Internet-based test) will be eligible for admission into the College of Liberal Arts or School of Theology.

The TOEFL examination is administered in many locations throughout the United States and abroad. For information concerning test dates and locations, contact Educational Testing Services (ETS) at <https://www.ets.org/toefl>

## **SEMINARIANS WHO ARE FOREIGN NATIONALS**

All seminarians who are foreign nationals must acquire Form I-20, Certificate of Eligibility for Non-immigrant (F-1) Student Status - For Academic and Language Students. The registrar, who also serves as the Primary Designated School Official (PDSO) for immigration services, may issue a Form I-20 to an applicant only after the applicant has been accepted by the Josephinum for full-time attendance, in order to assist him in securing a visa and entering into the United States. The following must be provided to the registrar at the earliest possible date:

- Copy of personal data page from current passport
- Current email address
- Current phone number
- Home address
- Address to which official documents may be sent

## **ADMISSION TO THE SCHOOL OF THEOLOGY FROM THE COLLEGE OF LIBERAL ARTS OR THE PRE-THEOLOGY PROGRAM**

Upon a positive recommendation from the formation committee, a Josephinum College or Pre-Theology graduate may request admission to the School of Theology by completing the following steps:

- Updating his autobiography.
- Crafting a letter to the rector/president requesting formal admission into the Master of Divinity program.
- Completing the first five pages of a new seminary application.
- Obtaining a sponsorship letter from his diocese or religious order/congregation.
- Submitting a new psychological evaluation, if the one on file is more than two years old, or if requested.
- Submitting to an updated background check (consent forms via the Admissions Office).

## **NON-DISCRIMINATION POLICY**

The Josephinum welcomes qualified seminary candidates of any race, color, nationality, and ethnic origin to all the rights, privileges, responsibilities, programs, and activities of the seminary.

# Tuition and Financial Aid

## TUITION, ROOM AND BOARD, AND FEES

The Pontifical College Josephinum reserves the right to make any changes in tuition, room and board, fees, and financial arrangements. Tuition and room and board costs are set annually by the Board of Trustees.

Payment for each semester is due at the beginning of each semester and is one-half of the amount due for the year. A penalty of 1% is assessed each month (12% per annum) on any unpaid balance at the end of the semester.

Unless otherwise specified, all fees are due and payable at the beginning of the year. A delinquency fee of \$1 is assessed for each week of non-payment.

Incidental expenses for books and supplies will vary from seminarian to seminarian. It is recommended that \$550 be budgeted each year for books.

*[Tuition, Room and Board, and Fees for the Academic Year 2025-2026 is shown at right.]*

## WITHDRAWAL AND RETURN OF TITLE IV FUNDS (R2T4) POLICY

PROCESSING OF FEDERAL FINANCIAL AID (TITLE IV) FOR STUDENTS THAT OFFICIALLY AND UNOFFICIALLY WITHDRAW FROM THE JOSEPHINUM

### How a Withdrawal Affects Financial Aid

Federal Student Aid (FSA), also known as Title IV funding, is awarded under the assumption that a student will complete course(s) for the entire semester and/or payment period for which the funds were awarded. When a student ceases attendance, officially and/or unofficially, in a course, regardless of the reason, the student may no longer be eligible for the full amount of Title IV funds originally awarded.

The return of funds to the federal government is based on the premise that financial aid is earned in proportion to the length of time during which the student attended. A pro-rated schedule determines the amount of federal aid a student has earned while attending. For example, a student who withdraws in the second week of the semester has earned less financial aid than a student who withdraws in the fifth week

Once the 60% point in the semester/payment period is reached, a student is considered to have earned all of the financial aid originally awarded and will not be required to return any funds.

Financial aid that is processed for a student who never begins attendance in any class will be canceled.

If a recipient of Title IV funds stops attending the Josephinum after beginning attendance, the amount of Title IV assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned to the federal program(s).

### PONTIFICAL COLLEGE JOSEPHINUM TUITION, ROOM AND BOARD, AND FEES FOR THE ACADEMIC YEAR 2025-2026

	Annual 2025-2026
COLLEGE	
Tuition	\$28,495
Room	6,737
Board	6,737
Technology Fee	932
<b>Total</b>	<b><u>\$42,901</u></b>
UPT TUITION	\$31,517
PRE-THEOLOGY, THEOLOGY	
Tuition	\$34,537
Room	6,737
Board	6,737
Technology Fee	932
<b>Total</b>	<b><u>\$48,943</u></b>
THEOLOGY COMMUTER STUDENTS	
Full-Time	\$36,183
Part-Time:	
Credit Hour	\$1,130
Audit Hour	\$792
Application Fee	\$125
Retreat Fee	\$567
Cassock Fee (if needed)	\$423
Student Activity Fee	\$111
MA/STB Fee (if pursuing)	\$1,126
Master of Arts in Pastoral Studies (MAPS) Courses	
Credit Hour	\$395

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

### **Earned Versus Unearned Title IV Funding**

If a student officially or unofficially withdraws, ceases attendance, or is administratively withdrawn from the Josephinum, federal regulations require the Josephinum to calculate the amount of Federal Title IV funds earned during the term from which the student withdrew.

The percent earned is equal to the number of calendar days completed up to the withdrawal (officially or unofficially) date divided by the total number of calendar days in the semester/payment period. Breaks of 5 days or longer are not included in the count of total days in the payment period.

$$\text{Earned Percent} = \frac{\text{Number of Days Completed}}{\text{Total Days in Payment Period}}$$

$$\text{Unearned Percent} = 100\% \div \text{Earned Percent}$$

As a result of a withdrawal, students who received federal funds will be required to repay unearned aid. The repayment calculation is performed utilizing the federal government's repayment worksheet see following link for access to the federal worksheet:

<http://ifap.ed.gov/sites/default/files/attachments/2019-07/CreditHourWorksheets2017.pdf>.

### **Post-Withdrawal Disbursements**

When the total amount of the Title IV assistance earned as of the withdrawal date is more than the amount that was disbursed to the student, the difference between the two amounts will be treated as a post-withdrawal disbursement.

### **Post-Withdrawal Disbursement of Federal Grant Funds**

The Josephinum will automatically credit the student's account with a late disbursement of Pell Grant and FSEOG funds for current institutional charges (tuition, fees, room and board). Excess funds will be refunded to the student. The post-withdrawal disbursement will be made within 45 days of the date the institution determined the student withdrew.

### **Post-Withdrawal Disbursement of Federal Loan Funds**

If a post-withdrawal disbursement includes federal loan funds, the Josephinum must obtain the student's, (or parent's if a PLUS loan) permission before it can be disbursed. The borrower will be notified within 30 days of the date of determination of withdrawal of the opportunity to accept all or a part of the post-withdrawal disbursement. The student or parent has 14 days from the date of notification to respond. The Josephinum will disburse the loan funds within 180 days of the date of determination of the student's withdrawal date. Loan funds will be applied towards the outstanding semester charges on the student's account and may pay up to

the amount of the allowable charges. Any remainder will be paid directly to the student or parent.

### **Determination of Withdrawal Date**

The return of Title IV funds process begins when the student officially and/or unofficially withdraws from or stops attending courses. This date is confirmed by the seminary formation faculty that tracks seminary attendance status closely. When a seminarian withdraws, voluntarily or involuntarily, from courses, he does so with close coordination with the formation faculty. All students live at the seminary and have weekly meetings with their formation advisors so this date will be closely monitored. The withdrawal date used in the return calculation of a student's federal financial aid is the date the student began the official withdrawal process and/or the date of the student's notification that they wish to withdraw. If a student stops attending classes without notifying the Josephinum, the withdrawal date will be the midpoint of the semester or the last date of academic activity as documented by the student's instructor.

As all seminarians/students cannot stop attending classes without an immediate notification from the seminary formation faculty, the "F" grade procedure is not necessary to determine if a student stopped attending class and may be properly classified as a "W."

### **Courses Not Started**

Instructors are required to report each term whether or not a student begins/does not begin attendance in a course. If a student does not begin attendance in a course, that course must be taken out of consideration for Title IV funds. The Title IV funds will be recalculated excluding that course. Depending on the remaining hours of registration, students may have their aid partially or fully reduced. Students may also be subject to Title IV return calculations resulting in a reduction or cancellation of Title IV aid.

Students who do not plan to attend or participate in a course should drop the class prior to the start of the term (or, at the very least, within the 100% refund period) to avoid Title IV aid recalculation.

### **Order of Return to Federal Aid Programs**

In accordance with federal regulations, unearned aid will be returned to the federal programs within 45 days of the student's withdrawal in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Direct Parent Loan for Undergraduate Students (PLUS)
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Iraq and Afghanistan Service Grant

## REPAYMENT OF TITLE IV FUNDS

The amount of unearned aid that must be returned by the Josephinum is a percentage of the institutional charges for the term. Once the dollar amount of the school portion of the return is determined, it is compared to the total amount of all unearned aid. If the school portion is less than the total unearned aid, then the Josephinum must return the amount of the school portion. If the calculated school portion **exceeds** the total unearned aid, then the Josephinum must return the amount of the total unearned aid. The Josephinum will perform a Return of Title IX funds (R2T4) calculation at the soonest available date once the student has withdrawn. Any refunds or disbursements will be provided within 14 days from the R2T4 calculation.

The student and the school are both responsible for returning unearned federal financial aid to the federal government. If a student withdraws there is a possibility that he will owe funds back to the Department of Education or state agencies that provided grants or loans. The Josephinum will return funds on the student's behalf to the appropriate federal programs and subsequently will bill the student for any balances owed back to the Josephinum as a result of the R2T4. An email reflecting the adjustment(s) to the student's Title IV funds and the remaining student account balance will be sent to the student. The student is responsible for any outstanding balance resulting from a R2T4 calculation. Students are encouraged to contact the Financial Aid office to make arrangements for any outstanding and/or past due balance owed to the Josephinum. Amounts of less than \$50.00 owed to the Department of Education are not required to be returned by the student.

### Additional Loan Information to Consider When Withdrawing

If the student is not enrolled at least half-time for more than six months, their loans will go into repayment. More specifically, the student's six month grace period begins the day their enrollment status drops below half-time. The student must complete Student Loan Exit Counseling at [studentaid.gov/exit-counseling](http://studentaid.gov/exit-counseling) and contact their servicer to make payment arrangements. Loans must be repaid by the loan borrower (student/parent) as outlined in the terms of the borrower's promissory note. The student should contact the server if they have questions regarding their grace period or repayment status.

### Consequences of Non-Repayment

Students who owe the US Department of Education for an overpayment (unearned due to not attending for more than 60% of the payment period) of Title IV funds are not eligible for any additional federal financial aid until the overpayment is paid in full

or payment arrangements are made with the US Department of Education.

Students who owe the institution because of the return of Title IV funds calculation will not be eligible to register for subsequent semesters or receive academic transcripts until the balance is paid in full.

### How a Withdrawal Affects Future Financial Aid Eligibility

Refer to the Financial Aid Office Satisfactory Academic Progress Policy (see next page) to determine how a withdrawal impacts aid eligibility.

### Pontifical College Josephinum's Tuition Refund Policy

Application and other fees are not refundable.

Refunds of tuition, room, and board for full semester courses are made upon the following basis:

On or before the first day of class	100% refund
Week 1 by the end of the last class on Friday of that week	80% refund
Week 2 by the end of the last class on Friday of that week	70% refund
Week 3 by the end of the last class on Friday of that week	60% refund
Week 4 by the end of the last class on Friday of that week	50% refund
Week 5 by the end of the last class on Friday of that week	40% refund
Week 6 by the end of the last class on Friday of that week	30% refund
After the end of week 6	No refund

### Adjusting Institutional Grants and Scholarships, Awarded Directly Through Student Financial Aid

Calculation will be based on the refund period for full term courses, at the time the student goes to zero credit hours. The amount to be returned will be rounded down if the calculation does not result in a whole dollar amount.

### Return of Title IV Funds

The Josephinum will return funds to the appropriate programs as soon as administratively possible, but not later than 45 days from the day the student withdraws from classes.

## FINANCIAL AID PROGRAM AND ELIGIBILITY

Realistic financial planning is an essential element of any educational experience. Due to the rising cost of education, it has become increasingly difficult for many seminarians to provide the funds necessary for higher education.

With this in mind, the primary purpose of the Financial Aid Program is to assist qualified seminarians with limited financial resources to attend the Josephinum. Thus, the Josephinum offers a wide variety of scholarships, grants, loans, and work opportunities to seminarians. Federal funds are, by statute, awarded solely on the basis of financial needs as determined by a federally approved needs analysis system. These funds are available to as many qualified seminarians as funding will allow.

### SATISFACTORY ACADEMIC PROGRESS POLICY

The Josephinum is required by federal law to establish, publish and apply reasonable standards for measuring satisfactory standards of academic progress (SAP). These standards ensure successful completion of course work leading to the timely receipt of a degree. All financial aid recipients are required to meet SAP standards toward completion of certificate or degree requirements in order to be eligible for Title IV, state and institutional need-based financial aid programs. If a student who is receiving financial aid does not meet the standards as set forth in this policy, they will be ineligible for financial aid in future terms but may appeal.

The categories of students subject to the SAP policy include:

- Undergraduate students
- Graduate students

Financial aid programs subject to the SAP policy include:

- Federal Title IV programs
- State of Ohio grants and/or scholarships
- Institutional need-based grants and scholarships
- Institutional grants/scholarships programs that specifically require the student meet academic standards

The Josephinum is required to monitor student aid recipients' academic progress based upon the qualitative and quantitative standards outlined below. It is the recipient's responsibility to ensure they are meeting these SAP requirements to maintain financial aid eligibility.

Standard	Time Line for Student Evaluation
Cumulative grade point average (GPA)	Annually, conclusion of spring term
Completion rate percentage	Annually, conclusion of spring term
Maximum time frame for completion of degree requirements (MTF)	Conclusion of every term

**Note:** Required cumulative GPA (qualitative) and required completion rate percentage (quantitative) are evaluated for SAP annually at the conclusion of the spring term. Maximum time frame (MTF) for completion of degree requirements is monitored each term as students may reach the maximum number of hours or the maximum number of terms allowed at any point in the academic year. Students who are approaching program maximums are sent a notice when they are within 24 hours or one term of reaching their program maximums.

### Qualitative Measurements

To be eligible for Title IV, state, or institutional need-based financial aid, each individual category of student must meet the minimum cumulative GPA requirements as outlined below.

**Note:** The minimum GPA requirement for students in the professional college represent the cumulative GPA requirements for retention by the college.

Category of Student	Minimum GPA requirement
First Year Undergraduate (by end of <i>first</i> academic year)*	2.00*
Undergraduate (by end of <i>second</i> academic year and beyond)	2.00
Graduate	2.00

\*First Year Undergraduates who do not meet the 2.00 minimum GPA requirement at the end of the first academic year will be deemed not eligible for financial aid. Students who do not meet the GPA requirement may appeal for aid and, if approved, will need to meet the progress standards established in the approved appeal.

### Quantitative Measurements

To be eligible for Title IV, state, or institutional need-based financial aid, each individual category of student must meet the established quantitative measures, completion rate and maximum time frame that are reviewed for all students receiving federal, state, or institutional need-based financial aid.

All undergraduate and graduate students are expected to complete at least 67 percent of the credit hours attempted to keep pace toward completing their degree. This is reviewed annually. Credit hours attempted include all graded courses, transferred courses, testing credits, pass/fail grades, and repeats.

All students are expected to complete their degree programs within an established maximum time frame as outlined below. A student becomes ineligible for Title IV at the point that he can no longer mathematically complete the program in the maximum time allotted. This is reviewed at the end of every semester.

Category of Student	Maximum Time Frame Allowed	Measure
Undergraduates	150% of required hours to complete degree	All credit hours attempted including graded, transferred, pass/fail, repeated courses and testing credits
Graduates (Masters)	150% of required hours to complete degree	All credit hours attempted including graded, transferred, pass/fail, repeated courses and testing credits

## Definition of Hours Attempted and Completed

### Hours counted as attempted include:

- All credit hours for which the student enrolls at the Josephinum and receives any of the following grades or marks: A, B, C, D (including + and -), F, P
  - A mark or marks of W, WP, WF (denoting a class or classes dropped or total withdrawal from the school after the withdrawal date of that semester)
  - A mark or marks of I (denoting a class or classes having incomplete coursework)

### Hours not counted as attempted include:

- Courses designated as audit AU (no credit or grade assigned)

### Hours counted as successfully completed include:

- All credit hours for which there is a passing letter grade or mark as reflected in the student's official transcript as certified by the school's Registrar including A, B, C, D (including + and -), P
- All credits accepted by credit-by-exam and by transfer from another institution

### Hours not counted as successfully completed (deficiencies) include:

- All credit hours for which there is no grade/notation indicating that the course work has been successfully completed including marks of F, W, WF, and WP

## Maximum Time Frame: Definition of Hours Attempted

### Hours counted as attempted include:

- All credit hours for which the student enrolls at the Josephinum and receives any of the following grades or marks: A, B, C, D (including + and -), and/or F
- A mark or marks of W, WP, WF (denoting a class or

classes dropped or total withdrawal from the school after the withdrawal date for that semester)

- A mark or marks of I (denoting a class or classes having incomplete coursework)
- All credit by exam and hours accepted for transfer from another institution.

## Advanced Placement or Credit by Examination Credit

Many undergraduate students initially enroll at the Josephinum and receive Advanced Placement (AP) or Credit by Examination credit. Under certain circumstances, this may cause students to exceed the maximum number of hours allowed in their respective academic programs prior to graduation. In this situation, an appeal may be required to reevaluate Satisfactory Academic Progress (SAP).

## Transfer Credits

Transfer credits that are accepted are counted for attempted and completed. The grades are not counted toward GPA or satisfactory academic progress.

## Treatment of Audits, Course Repeats, and English as a Second Language & Incomplete Courses

- Audited classes are not considered "financial aid eligible;" therefore they count neither as classes attempted nor completed.
- Course repeats:
  - o A student may receive aid when repeating a course that was previously unsuccessful regardless of the number of times the course was attempted and failed. The highest grade is counted towards GPA and SAP.
  - o Once a course has been successfully completed, a student can retake and receive financial aid for that same course if it is designated for "Repeat with Credit" because the content changes. Each grade counts toward GPA and SAP.
  - o Any ineligible courses that are retaken will be excluded when aid is calculated.
- ESL classes are "financial aid eligible" if taken in concert with a declared major. These hours are in the attempted hours count and are marked P or F.
- Incomplete grades, once completed, will be calculated at the time the final grade is awarded. This must conform to the I-grade date suspense as listed in that semester's I-grade deadline. Payments may be made during the semester that were affected because of the missing final grade.

## Second Degrees and Double Majors

Students seeking second degrees and students with double majors may reach the maximum time frame standard at an accelerated pace under this policy. Students may appeal for the allowance of additional hours to complete their program.

All degrees are similar and vary only slightly in required and elective courses. As such, academic progress rules apply across all degrees to include second degrees and double majors. All grades from courses taken at the Josephinum apply regardless if they count toward the eventual degree completion. Transfer course grades are not included in the calculation of GPA or in SAP.

### **Monitoring Eligibility: Suspension and Conditions of Reinstatement**

The cumulative GPA and completion percentage SAP standards are monitored annually. Maximum time frame is monitored at the end of each term. A notification is sent to students when they are within 24 hours of reaching the maximum number of hours allowed to complete their respective degree programs, or one term from reaching the maximum number of terms allowed.

When students reach or exceed the maximum number of hours or terms allowed, they are sent a notification and become immediately ineligible for financial assistance. Affected students who have reached or exceeded the hours or terms allowed due to academic program changes, changes in major, transfer hours accumulated from other schools or pursuit of a second degree (e.g., a second bachelor's degree) can have their status reviewed by submitting an appeal.

Upon review, students who fail to meet these requirements are sent a notification to their Pontifical College Josephinum email account of their suspended status including options for appealing or regaining eligibility. Students on suspended status are ineligible for aid.

### **Financial Aid Suspension**

Students who become ineligible for assistance can re-establish their eligibility by one of two ways:

- Attending the Josephinum at their own expense or with the help of private resources from outside the seminary until such time as they are meeting the SAP conditions (not applicable for a student who becomes ineligible due to maximum time frame)
- Successfully appealing their suspension status.

**Note:** Neither paying for classes nor sitting out periods of enrollment in and of themselves improves a student's SAP standing; therefore, neither action is sufficient to regain financial aid eligibility.

### **Appeal of Suspension**

Pontifical College Josephinum permits students to appeal the determination that they are not meeting SAP requirements. The SAP appeal must be a written letter to the Financial Aid office. The appeal must explain and document why the student failed to meet SAP and describe how the circumstances have changed that will allow them to be academically successful and meet SAP in the future. Prior to submitting an appeal, the student will need to complete a Free Application for Federal Student Aid (FAFSA) and be an admitted, active student at the Josephinum. The appeal and

necessary supporting documentation and statements must be submitted together to the Financial Aid office for signature and initial review by the deadline for the term. Exceptions to the deadline may be made based on mitigating circumstances.

Appeals with complete documentation are reviewed and an appeal decision is made. Complete appeals are reviewed after the student's grades are posted for the prior term. Students are notified of the appeal decision via their Josephinum email account.

Students who have their appeals granted are reinstated for financial aid eligibility on a probation status and given an academic plan that outlines the standards they must meet each term to maintain probation status. Only probation with an academic plan is available at the Josephinum. The probation will last one payment period unless the progress standards can only be met by more than one payment plan. Students will remain on probation status for the length of their academic plan provided they meet the conditions of their academic plan each term. If the terms of the academic plan are not met, the student will be notified they have returned to a suspended status and are ineligible for aid.

The decision of the Appeals Committee is final.

The Josephinum reviews the cumulative academic record of continuing students who are first-time applicants to determine if they are meeting the SAP requirements. If they have not met the SAP requirements they are notified and placed on suspended status.

### **Reinstatement of Eligibility**

Students are reinstated on probation status based on the terms outlined in approved appeals.

## **FINANCIAL AID PROCEDURE**

A free application for Federal Student Aid (FAFSA) must be completed for a seminarian to be considered for any of the programs listed.

The FAFSA is to be filed online at the Department of Education website, [www.fafsa.gov](http://www.fafsa.gov). After the FAFSA form is filed, processed information will be returned for review. Any corrections may be made at the [www.fafsa.gov](http://www.fafsa.gov) website or the signed Student Aid Report may be submitted to the financial aid office where corrections may be made electronically.

The director of financial aid will post awards in the Populi system for students to review and accept.

### **Financial Aid Programs**

Eligibility for specific financial aid programs considers the program (college, pre-theology, theology) in which the seminarian is enrolled.

## **GRANTS, LOANS, AND SCHOLARSHIPS**

### **Federal Pell Grant Program**

This grant is awarded only to undergraduate seminarians who have not earned a bachelor or professional degree, who have filed the FAFSA and demonstrated financial need. Currently, grant amounts range from \$639.00 to \$6,345.00. Pell Grant funds can be used only for tuition, and room and board.

### **Federal Supplemental Educational Opportunity Grant – FSEOG**

The FSEOG is awarded first to those seminarians receiving a Pell Grant, then to those seminarians with the lowest family contribution. The FSEOG can range from \$700 to \$1,400. The grant can only be used for undergraduate tuition, and room and board.

### **Federal Work-Study Program – FWS**

The FWS program provides jobs on campus for seminarians who have filed the FAFSA and demonstrated financial need. Qualified seminarians are placed in suitable positions (clerical, maintenance, kitchen, library, etc.) for at least minimum wage. Seminarians may work a maximum of 20 hours per week while school is in session. Paychecks are distributed monthly to assist with personal and living expenses. No advances are given.

### **Ohio College Opportunity Grant – OCOG**

Ohio resident undergraduates who are first-time freshman and who check the appropriate state box indicating Ohio residency on the FAFSA will be considered for this need-based grant. Applications must be completed prior to the State of Ohio's deadline of October 1.

### **Federal Direct Loan**

The Josephinum participates in the William D. Ford Federal Director Loan Program. In this program, the United States Department for Education lends money directly to seminarians and parents through the Josephinum. The amount of these low interest loans is based on financial need and academic grade level.

### **Pennsylvania Higher Education Assistance Agency – PHEAA**

Seminarians from Pennsylvania may apply to PHEAA for this state grant. Applications may be obtained directly from PHEAA's web site at [www.pheaa.com](http://www.pheaa.com).

# General Academic Policies, Procedures, and Standards

## GENERAL COURSE STANDARDS AND REQUIREMENTS

The following information is general Josephinum policy. Detailed information specific to the College of Liberal Arts, Pre-Theology Program or School of Theology is contained in those sections of this catalog.

### Academic Year and Instructional Time

The academic year is comprised of two semesters of approximately 15 weeks each. For each credit hour there ordinarily are 750 contact minutes throughout the semester.

### Assigned Work

Seminarians generally are expected to devote two hours of study for every hour they spend in class.<sup>1</sup> Professors are expected to exercise prudent judgment in assigning coursework.

### Mid-Term and Final Examinations

All required courses in the College of Liberal Arts and the School of Theology will require an exercise to assess performance before the completion of the mid-term break, such as a single mid-term (oral or written) examination, a paper, a series of quizzes, or other types of performance evaluation.

All required courses will require a graded final assignment which cannot be substituted with a series of prior quizzes given after the mid-term. This assignment may be a written or an oral exam, a paper, a classroom presentation, or some other means of performance evaluation.

All required courses must require either a written mid-term examination or a written final examination. If the format of the mid-term or the final is an oral examination, then in either case an oral examination may not be scheduled for less than 15 minutes in length for each seminarian.

A take-home exam does NOT replace a class period. Take-home exams need to be returned to the professor by the last day of class before a break and should not be assigned on the last day of class before a break. The amount of time to write the take-home exam should not exceed the time allotted for one class session (1 hour and 15 minutes for a midterm exam; 2 hours for a final exam).

All 3-credit core courses in the School of Theology are required to meet during the final week of the semester, designated as final exam week.

The 2-hour final exam period may be used to administer written exams, oral exams, for the purposes of student presentations, or for the purpose of covering course material, but in order to meet the requirements of a 15-week semester, the scheduled meeting time during the final exam week must be utilized. Elective courses will not have exam sessions scheduled during finals week.

If an oral exam is given during finals week, it must be scheduled on the day where the two-hour exam period appears on the final exam schedule and it must be administered between the beginning of the first exam period and the end of the last exam period on that day. If an oral exam is given as a mid-term or any other time during the semester except for finals week, it must replace not more or less than one class session, and any additional time needed for the oral exams must be scheduled during the same week during the regular hours assigned for classes.

For the College of Liberal Arts, all instructors/proctors must meet their classes for the final exam period scheduled by the registrar. If an in-class final exam is not given then all instructors must meet their classes for the entire exam period scheduled by the registrar.

Oral exams must be given during the regular hours assigned for classes. Oral exams during finals week must be given during the final exam slot assigned by the registrar. If additional time is required, oral exams must be given during the time-period within the schedule for final exams [i.e. on days when exams are being given within the confines of the daily final exam schedule]. For oral exams as mid-terms, instructors must use one class session during mid-term week. If additional time is required, oral exams must be given during the daily regular hours assigned for classes.

### Written Assignments

Paper assignments for the College of Liberal Arts should be a reasonable length of 8-10 pages. Research papers for Writing II and senior seminars may be a longer length of approximately 12-20 pages.

### Reading Assignments

Reading assignments for class sessions should be of a length that can be accomplished within the time frame described previously in the section on "Assigned Work."<sup>2</sup>

<sup>1</sup> This is the general standard of the accrediting bodies of the Josephinum and the Ohio Department of Education.

<sup>2</sup> The following guidelines may offer further assistance, particularly in philosophy and theology courses, and are offered for faculty members' consideration (course readings vary widely in complexity and difficulty, and faculty must use their professional judgment in assigning readings): The reading for class sessions should not exceed on average the equivalent of forty (40) pages of actual reading per week for three (3) credit courses and a proportional number for one and a half (1½) credit courses in both houses. Thus many more pages can be assigned if the actual texts to be read within these pages do not exceed this total. If there are no papers assigned in a course, an additional ten (10) such pages of reading can be assigned on average per week.

## Academic Integrity

The Josephinum expects its entire community to exhibit the highest standard of academic integrity. This behavior includes honesty in the reference and use of scholarship, direct and personal expression in the production of papers and other assignments, and genuine preparation and performance in examinations.

The fair use and reference of scholarship is essential for participating in academic discourse. Violations of academic integrity occur when a seminarian cheats on an examination, project, report, or written assignment. It includes plagiarism, which occurs when a seminarian uses another writer's words, information, or ideas without giving credit to the source of that material. In effect, the seminarian creates a false impression that these words or ideas are his original work. Any seminarian who is uncertain about plagiarism and standard methods of giving credit to sources of material should consult the most recent edition of *The Chicago Manual of Style/A Manual for Writers* by Kate L. Turabian. Special cases or questions by a seminarian may be handled in consultation with the teaching faculty member. By this means, seminarians may avoid misrepresentation or plagiarism.

A related violation of academic integrity would occur if a seminarian fabricates research material, providing notes and bibliography entries for books or articles that do not exist or that the seminarian has not consulted.

In the production of written assignments and papers, the Josephinum requires that seminarians compose the material submitted for evaluation. Although an individual instructor or professor may or may not allow the use of digital tools, a seminarian's final written product must be an original and personal act of expression.

In tests or examinations, seminarians must abide by the terms set by the particular instructor or professor. A true measure of academic performance depends upon open and honest participation. In addition to the terms of a particular test, the Josephinum assumes that no seminarians will gain unfair advantage or use illicit resources on the occasion of the examination.

Any failure to meet these expectations may result in academic penalty. For example, a discovered instance of plagiarism or other academic dishonesty may lead to failure on a particular assignment or failure for an entire course. In such cases, the course instructor or professor will determine whether academic integrity has been breached, establish the penalty, and communicate the penalty to the respective academic dean. The academic dean will notify the respective vice rector and the rector/president.

A seminarian who believes that he has been accused unjustly of a violation of academic integrity may follow the procedure outlined under Academic Due Process.

## Credit Load

All courses are taught on a semester basis; credits are earned in terms of semester hours. Units of credit are given for courses in which the seminarian's achievement is graded. Seminarians may also take elective courses on a Pass/Fail basis and thus would earn either a P (Pass) or an F (Fail).

The normal academic load seminarians are permitted to take during a semester is 12 to 18 credit hours. A seminarian who wishes to carry a greater number of credit hours in a semester must obtain permission from the appropriate academic dean, who may consult with the seminarian's formation advisor. Such permission is usually granted if the seminarian's cumulative GPA is 3.0 or better.

## Adding a Course

A seminarian may add a course to his schedule only during the first full week of each semester. To do so, seminarians must obtain the approval of the appropriate academic dean.

## Dropping a Course

A seminarian may drop a course during the first three weeks of the semester. Courses may not be dropped after the third full week of classes. Dropping a course during the first three weeks removes all record of the course from the seminarian's transcript. Any seminarian withdrawing from a course after the initial three weeks ordinarily receives a failure in that course. Such a failure is computed into the seminarian's GPA.

After the three week period, and before the end of the semester, if a seminarian believes that he must withdraw from a course and should not receive a failing grade, he should first consult with his formation advisor and then submit a written petition to the appropriate academic dean, stating the special circumstances that warrant a withdrawal from the course without penalty. The academic dean will seek the recommendation of the professor before granting or denying the petition.

## Auditing a Course

A seminarian may register to audit a course through the registrar's office, with the written approval of the instructor and the appropriate academic dean.

A seminarian who audits a course is not required to complete assignments, write papers, or take exams. Ordinarily he must attend all classes. The seminarian does not receive course credit, and no grade is given for the course; the transcripts will indicate the audit. Audited courses are not counted toward fulfillment of graduation requirements.

For a given course, a seminarian may not change from credit to audit or from audit to credit status after the first week of the semester. A seminarian who has previously enrolled as an auditor may take the course for credit during any succeeding semester, with the permission of the appropriate academic dean who may consult with the seminarian's formation advisor. If a previously audited course is subsequently taken for credit, the earned grade will be entered on the transcript for that semester. The original audit (AUD) notation on the transcript will be expunged at that time.

## Repetition of a Course

A seminarian may repeat any course. A seminarian must repeat any required course in which he receives a failing grade. When a course is repeated, the previous grade will be followed by the letter "R" (repeat) on the transcript (e.g. F/R); only the most recent grade will be counted as credit earned toward graduation requirements and in the calculation of the cumulative GPA.

## Taking a Course as Pass/Fail

Other than some required practica courses, the pass/fail option is limited to electives. This option enables a seminarian to venture beyond the field of personal specialization without affecting his GPA. This option is allowed for only one course per semester. The permission of the professor of the course and the approval of the appropriate academic dean is required in each instance. These permissions must be obtained during the first three weeks of the semester.

Pass/Fail grades refer only to the final grade in the course, which will be entered as P (Pass) or F (Fail) on a seminarian's transcript, but will not be counted in his cumulative GPA. Normal course work, assignments and examinations are given to any seminarian taking a course on a Pass/Fail basis. Academic performance for Pass/Fail enrollees will be evaluated by the same standard used for the seminarians taking the course for a grade.

## Class Attendance

Attendance at class meetings at the scheduled times is mandatory. Seminarians are required to attend all class sessions unless excused. Instructors should inform the respective academic dean of any unexcused absences. The academic dean will notify the respective dean of men as well as the seminarian's formation advisor. Any unexcused absences may result in a corresponding reduction of the seminarian's final grade for the course, in accord with any applicable policies and procedures outlined in the course syllabus. Excessive unexcused absences may result in failure of the course. Since unexcused absences entail a shortcoming in the stewardship of the significant tuition expenditures committed by the sponsoring diocese and made possible by the sacrifices of the people in the sponsoring diocese, unexcused absences are a matter to be recorded and addressed by the individual seminarian's formation advisor and will be referenced in the annual formation report.

Seminarians are expected to arrive on time for all class sessions. If a seminarian is late, he may be refused admission to the class, according to the wishes of the instructor.

A seminarian who is absent, without an official excuse, from a final examination is given a zero for the examination. This zero will be calculated into the seminarian's final grade for the course. If the seminarian's absence from a final examination is excused, the seminarian is given a grade of "I" (incomplete). The seminarian will be permitted to take the examination at a time specified by the instructor. Any "I" must be removed before the end of the fourth week of the subsequent semester or it automatically becomes an "F".

The registrar provides all instructors with an official class list. No seminarian who has not registered for credit or for an audit is to attend a class without permission from the instructor of the course. Instructors are to inform the registrar of any discrepancies between the course roster and the seminarians in attendance.

## Excused Absences

In order for an absence to be officially excused, seminarians must follow the principles and procedures contained in the seminarian *Rule of Life*.

## Requesting the Postponement of Assignments

Seminarians who seek to postpone the due date of an assignment are required to request permission from their professor via email, copying the respective academic dean.

## GRADING SCALE AND ACADEMIC STANDING

### Report of Grades

The registrar prepares a formal report of the seminarian's academic achievement at the end of each term. This report is mailed to the seminarian's director of vocations and his bishop or religious superior, and is reviewed by the academic dean, the seminarian's formation advisor and the president/rector.

### Grading Policy

The final grade a seminarian receives for the semester represents the instructor's considered judgment of the seminarian's mastery of the course material. Normally, this grade will be determined by the combined results of course work, which may include recitations, oral reports, quizzes, examinations and other assignments.

### Incomplete (I) Grades

An incomplete (I) grade can be assigned only when an illness, death in the family, or other unusual and unforeseeable circumstance not encountered by other seminarians, prevents completion of the course requirements by the end of the semester. Incomplete grades usually are given only due to extenuating, unavoidable, or uncontrollable circumstances. Incomplete grades may be granted by a professor in consultation with the appropriate academic dean.

Any seminarian receiving an incomplete in any course has four weeks into the next semester to complete the work and remove the incomplete. After four weeks, he receives an "F" in the course, which is computed into his GPA.

### Academic Due Process

Seminarians with serious academic complaints may seek to address these complaints formally according to the following academic due process. An appeal of an assigned course grade should always be based on evidence of unfair academic evaluation; simple disagreement with an instructor's grading policies does not constitute cause for appeal. Seminarians having reason to appeal an assigned course grade may do so according to the following procedures. Seminarians with other serious academic complaints may seek to formally address these complaints according to these same procedures.

The procedures are as follows: the seminarian consults with the faculty member involved. If the matter is not resolved, the seminarian consults the appropriate academic dean, who then will consult with the faculty member involved. If the dean is the instructor involved, this consultation will take place with the appropriate vice rector. If the matter is not satisfactorily resolved thereby, the seminarian may request (in writing) a hearing before an ad hoc committee of three persons: the academic dean (or the vice rector if it is the grade from the dean which is being appealed), a full-time

faculty member appointed by the dean (or vice rector), and a full-time faculty member chosen by the seminarian. The dean (or the vice rector if the complaint involves the academic dean) serves as chair. The instructor involved does not serve on this committee.

The seminarian's written request must be made within the first four weeks of the semester following the assignment of the disputed grade or the semester in which the complaint was raised. The request should include appropriate documentation of the complaint. The ad hoc committee will meet within two weeks of the academic dean's (vice rector's) inability to resolve the disagreement.

Both the seminarian and the faculty member involved have the right to appear personally before the committee to present their views. After evaluating the evidence and possibly discussing the situation with other members of the class or members of the involved department, the committee shall, by majority vote, recommend a solution. Notice of the committee's recommendation shall be sent in writing to the faculty member, the seminarian, and in the case of a disputed grade, the registrar, within two days.

If a grade is disputed, the recommendation to the seminarian may be that the grade is judged fair, or to the faculty member that a different grade is judged appropriate. Final authority for changing a grade rests with the faculty member. If the committee recommends such a change, the faculty member must notify the registrar in writing, within one week, of his/her compliance or non-compliance with the recommendation.

If the seminarian remains dissatisfied with the result of a disputed grade, he may request that the registrar insert in his file a letter describing the process and its outcome.

### Grade Point Average

The seminarian's grade point average is determined by dividing

the total number of points earned by the total number of classes attempted. Pass/Fail courses are not included in the GPA. Grades for transitional courses are not included in the GPA. The maximum grade point average attainable is 4.0.

### Dean's List

At the end of each semester, the names of those seminarians who are carrying a full load in an academic program, and who have achieved a grade point average for that semester of 3.5 or better and have no grade lower than a "C," are posted on the Dean's List.

### Academic Standing and Academic Probation

Seminarians are to maintain the proper academic standing required by the Pontifical College Josephinum. A seminarian's academic standing is measured by his grade point average.

The minimum GPA necessary to avoid academic probation is 2.0. The academic deans will place a seminarian on academic probation if the seminarian's GPA in any one semester, or his cumulative GPA, falls below 2.0. The academic dean will notify the seminarian, the seminarian's formation advisor, and the respective vice rector regarding the academic probation.

In the College of Liberal Arts, if a seminarian is on academic probation for two consecutive semesters, at the midterm break of the following (third) semester the college faculty will vote to forward a recommendation to the rector/president that the seminarian not return to the seminary for the next semester, unless he can improve his academic performance enough to remove himself from academic probation. The academic dean will write the seminarian a letter notifying him of his probationary status and of this policy.

In the School of Theology, if a seminarian is on academic probation for two consecutive semesters, then the seminarian normally will not be allowed to return to the seminary.

COLLEGE OF LIBERAL ARTS GRADING SYSTEM			
Grade	Meaning	Percentage	Grade Points
A	Excellent	93-100%	4.00
A-		90-92%	3.67
B+		87-89%	3.33
B	Good	83-86%	3.00
B-		80-82%	2.67
C+		77-79%	2.33
C	Fair	73-76%	2.00
C-		70-72%	1.67
D+		67-69%	1.33
D	Passing	60-66%	1.00
F	Failing	Less than 60%	0.00
I	Incomplete	Course requirements incomplete at the end of the semester	
AU	Audit	Non-credit formal course; seminarian took no examination, received no grade	
P	Pass	Pass/Fail course, not included in GPA calculations	
W/F	Withdrew Failing	Withdrew from course after the last day to drop a course	
W/P	Withdrew Passing	Withdrew from course after the last day to drop a course due to special circumstances	

SCHOOL OF THEOLOGY GRADING SYSTEM			
Grade	Meaning	Percentage	Grade Points
A	Excellent	93-100%	4.00
B+		89-92%	3.50
B	Good	85-88%	3.00
C+		81-84%	2.50
C	Fair	77-80%	2.00
D	Passing	70-76%	1.00
F	Failing	Below 70	0.00
I	Incomplete	Course requirements incomplete at the end of the semester	
AU	Audit	Non-credit formal course; seminarian took no examination, received no grade	
P	Pass	Pass/Fail course, not included in GPA calculations	
W/F	Withdrew Failing	Withdrew from course after the last day to drop a course	
W/P	Withdrew Passing	Withdrew from course after the last day to drop a course due to special circumstances	

## TRANSFER CREDIT ELIGIBILITY

Only courses taken at a nationally or regionally accredited institution will be considered for transfer credit. These credits will be evaluated by the appropriate academic dean's office, and potentially accepted, insofar as a final grade of at least a "C-" (or its equivalent) for the College of Liberal Arts or a "C" for the School of Theology was earned, and the course is recognized by the relevant academic dean as comparable in rigor and content to those offered at the Josephinum. This grade must be verified by an official transcript which will be housed in the registrar's office.

The College of Liberal Arts will accept credit for online university coursework when a seminarian who is already enrolled at the Josephinum has gained prior approval of the academic dean and vice rector (who may consult with seminarian's vocation director), and has properly enrolled in and completed the course at an accredited institution, in consultation with his advisor.

The Josephinum makes distinctions regarding transfer credits depending upon the nature of the course in question and its relationship to priestly ministry. The purpose here is to expedite the seminarian's progression through the academic program by not requiring him to take extraneous courses and, simultaneously, to provide him with the distinctive education that is necessary for his discernment and vocation.

## COLLEGE OF LIBERAL ARTS TRANSFER CREDIT

### Non-Transferable Courses

In the College of Liberal Arts two courses are non-transferable due to their distinctive nature for the Josephinum's curriculum: Thomistic Seminar (PHIL 496) and Humanities Seminar (HUMN 485). All other transfer credit coursework will be granted based solely on evaluation by the College academic dean.

### Advanced Placement Credit (AP Credit)

The Josephinum recognizes Advanced Placement (AP) credits for seminarians entering the College of Liberal Arts directly from high school. Successful completion of an AP course must be demonstrated by the official results of a corresponding AP examination. A score of at least 4 on the AP exam is required in order for academic credit to be awarded. The results of AP examinations should be forwarded to the registrar's office as part of the admissions process.

## SCHOOL OF THEOLOGY TRANSFER CREDIT

In the School of Theology, in accordance with accreditation standards, two-thirds of the credits required for the Master of Divinity degree or the Master of Arts in Theology degree may be granted on the basis of transfer credits.

Due to the Josephinum's mission to train priests for the Roman Catholic priesthood, the School of Theology establishes two distinct tiers for accepting transfer credits. One tier is for credits that come from accredited Roman Catholic seminaries and the other is for courses that come from other accredited institutions.

Credits from accredited Roman Catholic seminaries will

be accepted insofar as a seminarian earns a final grade of at least a "C" (or its equivalent) and provided that the content of these courses is compatible with the requirements of the Josephinum.

Credits from other accredited institutions will be accepted insofar as a seminarian earns a final grade of at least a "C," and provided that the content of these courses is compatible with the requirements of the Josephinum and Roman Catholic doctrine, as determined by the academic dean of the School of Theology.

## DISSEMINATION OF INFORMATION

### Protection of Information Policy

The Josephinum has the responsibility of supervising access to information about its seminarians. Certain information about individual seminarians is fundamental to the education process and must be recorded. This information is used only for clearly defined purposes, is safeguarded to avoid violations of personal privacy, and is properly disposed of when justification for its retention no longer exists.

In this regard, the Josephinum is committed to protecting to the maximum extent possible the right of privacy of all individuals about whom it maintains records. Access to and release of such records is restricted to the seminarian concerned, to others with the seminarian's written consent, to officials within the school, to a court of competent jurisdiction, and otherwise pursuant to legal requirements.

The Josephinum complies with the provisions of the Student Right to Know Act and Campus Security Act, and amendments thereto.

### Privacy and Release of Student Education Records (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, sets forth requirements designed to protect the privacy of student educational records. The law governs access to records maintained by educational institutions and the release of information from those records. A notice is given to newly enrolled students at the start of each fall semester to explain the rights of students with respect to records maintained by the Josephinum. It also outlines the Josephinum's procedures that ensure compliance with the requirements of the Act (<https://studentprivacy.ed.gov/ferpa>).

#### 1. Right to Inspect and Review

Students are granted the right to inspect and review all of their education records, except the following:

- a. Financial records of parents.
- b. Confidential letters and statements of recommendation placed in education records prior to January 1, 1975.
- c. Confidential letters and statements of recommendations for admission, employment, or honorary recognition placed in education records after January 1, 1975, for which students have waived their right of access.

## 2. Waiver of Rights of Access

Students may waive their right of access to confidential letters and statements of recommendation. Even if the student signs a waiver, upon request, the names of all persons making confidential recommendations will be made available. Employees or agents of the Josephinum may not require a student to waive his or her right of access for receipt of school benefits or services.

## 3. Procedures for Inspection and Review

- a. Requests to review records must be made separately, in writing, to each office maintaining records. That office has 45 days to respond to requests to review and inspect. However, arrangements will be made as expeditiously as possible.
- b. Information contained in education records will be explained fully and interpreted to students by Josephinum personnel assigned to, and designated by, the appropriate office.
- c. Students have the right to review only their own records. When a record contains information about more than one student, disclosure cannot include information regarding the other student(s).

## 4. Right to Challenge Information in Records

- a. Students have a right to challenge the content of their education records if they consider the information contained therein to be inaccurate, misleading, or inappropriate.
- b. This process includes an opportunity for amendment of the records or insertion of written explanations by the student into such records.
- c. The right to challenge grades does not apply under the Act unless the grade assigned was inaccurately recorded, under which condition the record will be corrected.

## 5. Procedures for Hearing to Challenge Records

- a. Students challenging information in their records must submit, in writing, a request for a hearing to the appropriate office maintaining the record, listing the specific information in question and the reasons for the challenge.
- b. Hearings will be conducted by a Josephinum official who does not have a direct interest in the outcome of the hearing.
- c. Students shall be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge (as referenced in number 4).
- d. The hearing officer will render a decision, in writing, noting the reason and summarizing all evidence presented within a reasonable period of time after the challenge is filed.
- e. Should the hearing be in favor of the student, the record shall be amended accordingly. Should the request be denied, an appeal may be made, submitted in writing, to the Josephinum registrar within 10 days of the student's notification of the decision of the hearing officer. The appeal shall be heard by an Appeals Board of three disinterested senior officials of the institution and a decision rendered, in writing, within a reasonable period of time.
- f. Should the appeal be in favor of the student, the record shall be amended accordingly. Should the request be denied, the student may choose to place a statement with the record

commenting on the accuracy of the information in the record and/or setting forth any basis for inaccuracy. When disclosed to an authorized party, the record will always include the student's statement and notice of the Board's decision, for as long as the student's record is maintained by the Josephinum.

## 6. Consent for Release Required

Consent must be obtained from students for the release of information from education records, specifying what is to be released, the reasons for release, and to whom, with a copy of the record sent to the student if he or she desires.

## 7. Release Without Consent

- a. The requirement for consent does not apply to the following:
  - i. Requests from faculty and staff of the Josephinum who have a legitimate education interest on a "need to know" basis, including student employees or agents of the institution, if necessary to conduct official business, as authorized by the Josephinum registrar. Legitimate educational interest includes performing a task related to the regular duties of the employee or agent, the student's education, the discipline of a student, a service or benefit for the student, or maintaining safety and security of the campus.
  - ii. Requests in compliance with a lawful subpoena or judicial order.
  - iii. Requests in connection with a student's application for or receipt of financial aid.
  - iv. Requests by state authorities and agencies specifically exempted from the prior consent requirements by the Act, such as organizations conducting studies on behalf of the Josephinum, if such studies do not permit the personal identification of students to any persons other than to representatives of such organizations and if the personal identification data is destroyed when no longer needed.
  - v. Information submitted to accrediting organizations.
  - vi. Requests by parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1954.
  - vii. In the case of emergencies, the Josephinum may release information from education records to appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of a student or other persons.
  - viii. To authorized federal officials who have need to audit and evaluate federally-supported programs.
  - ix. The results of any disciplinary proceeding conducted by the Josephinum against an alleged perpetrator of a crime of violence to the alleged victim of that crime.
  - x. Requests for "directory information" (see number 8).

b. The Josephinum reserves the right to verify the accuracy of any information contained in what purports to be an official Josephinum document (e.g. a transcript or diploma) or is provided to a third party. In addition, degrees (any honors, majors, minors and specializations) are considered public information since they are conferred in a public ceremony.

## 8. Directory Information

a. The Josephinum, in accordance with the Act, has designated the following student information as public (directory) information:

- i. Name
- ii. Address (local)
- iii. Program of study, class level
- iv. Enrollment status (e.g. acceptance, full-time, part-time, withdrawn, undergraduate, graduate)
- v. Major program of study
- vi. Dates of attendance
- vii. Degree(s) and awards received
- viii. Previous educational agencies or institutions attended
- ix. Diocese of sponsorship or religious community
- x. Deceased status
- xi. Record hold(s)

b. Students have the right to have this directory information withheld from the public if they so desire. A student who wishes directory information to be withheld must notify the registrar in writing.

c. The Josephinum receives many inquiries for “directory information” from a variety of sources, including friends, parents, relatives, prospective employers, other institutions of higher education, honor societies, licensing agencies, government agencies, and the news media. Each student is advised to carefully consider the consequences of a decision to withhold “directory information.” The Josephinum, in all good faith, will not release directory information requested to be withheld, and any requests from persons or organizations outside the Josephinum will be refused unless the student provides written consent for the release.

## 9. Complaints, Concerns or Suggestions

Any student who has reason to believe that the Josephinum is not complying with the Act or this policy should inform the registrar in writing. The registrar shall promptly review all such allegations.

## Transcript Requests

The registrar page of the Josephinum website [www.pjc.edu/registrar](http://www.pjc.edu/registrar) has a link for transcript requests to an online service called Parchment for **former seminarians**. The [registrar page](#) also has a link for **current seminarians** requesting a transcript to a form to complete and submit to the registrar.

## Record Retention

The permanent record on each seminarian, kept perpetually at the seminary, contains the following documents:

- Final formation advisor’s evaluation, self-evaluation and rector/president’s cover letter
- Original admissions application
- Admissions autobiography
- Declaration of Freedom
- Official sacramental records
- Letter of acceptance
- Background check
- VIRTUS information
- Any legal documents, for example, annulments
- Reason for withdrawal
- If the seminarian is moving from College or Pre-Theology to Theology, the original application to the College or Pre-Theology Program is kept, as is the abbreviated application to the School of Theology
- Any records pertaining to ministries conferred.

# Seminarian Services

## ENGLISH-AS-A-SECOND-LANGUAGE SERVICES (ESLS)

**All non-native speakers of English are required to take the official Test of English as a Foreign Language (TOEFL) within six months of their application date. Seminarians with scores older than six months will be required to retake the exam.**

### Full-Time Study in the College of Liberal Arts and the School of Theology

After seminarians have achieved a TOEFL iBT score of 79, they may enroll in a full-time college/theology schedule. ESL support is available to all non-native speakers.

### ESL Seminarians and the Master of Divinity Program

The Master of Divinity (MDiv) degree is academically demanding. ESL seminarians must develop cross-cultural awareness and graduate-level English language skills in order to succeed in this advanced theological degree program.

For the ESL seminarian, the standard for entry into the MDiv program, assuming that Pre-Theology Program standards have already been met, is the following composite TOEFL score:

- 79 on the TOEFL iBT (Internet-based test)

ESL seminarians should not take MDiv courses without having first attained this score.

The TOEFL examination is administered in many locations throughout the United States and abroad. For information concerning test dates and locations, contact Educational Testing Services (ETS) at <https://www.ets.org/toefl>

## LEARNING SERVICES

Learning Services aid seminarians who are experiencing academic difficulty by identifying the areas of difficulty and providing assistance. Such services include assistance with study skills, writing, and time management.

The Josephinum provides reasonable accommodations to seminarians with diagnosed and documented learning disabilities. Any need for reasonable accommodations should be brought to the attention of the appropriate academic dean. In order to provide the most appropriate reasonable accommodations, the Josephinum may require diagnostic testing, with the agreement of the sending diocese.

Students with a documented learning disability who wish to request reasonable academic accommodations should first contact the appropriate academic dean to request these accommodations, and then meet with any instructors in whose courses they are requesting accommodations. Accommodation arrangements should be made during the first two weeks of the semester; accommodations are not retroactive. Students must contact the academic dean during the first two weeks of every semester in which accommodations are requested.

Should a seminarian with a diagnosed learning disability need specialized assistance, this assistance will be provided by a specialist whose services will be billed to the seminarian's sending diocese.

## HEALTH SERVICES

The Health Center is staffed on weekdays by a registered nurse who also serves as the coordinator of health services. Health care provided includes assessment, nurse-directed interventions, medical referrals, and immunizations. More extensive medical care is scheduled through the school nurse. Several excellent health care facilities are available in the Columbus area.

An annual health fair focuses on preventive wellness education, including blood pressure, blood sugar, and cholesterol screening.

All seminarians are required to have health insurance. Seminarians who do not have coverage through their diocese or parents are required to purchase the school's health insurance plan.

## COUNSELING SERVICES

The Josephinum has a licensed professional counselor who serves as the director of psychological evaluation and counseling services. The counselor provides confidential help to seminarians, both individually and in groups, on a broad range of personal issues.

Seminarians are encouraged to use these services, both to resolve personal and emotional issues that may arise and to pursue that wholeness of their humanity to which Christ calls them.

# Information about the Josephinum

## ACCREDITATION

The Pontifical College Josephinum's most recent Certificate of Authorization from the Ohio Board of Regents is available for view upon request in the Registrar's Office.

The Pontifical College Josephinum is accredited by the Higher Learning Commission ([www.hlcommission.org](http://www.hlcommission.org)), an institutional accreditation agency recognized by the U.S. Department of Education, and the Commission on Accrediting of the Association of Theological Schools of the United States and Canada (10 Summit Park Drive, Pittsburgh, PA 15275, phone 412-788-6505, fax 412-788-6510, [www.ats.edu](http://www.ats.edu)). The Josephinum was first accredited by the Higher Learning Commission in 1976 and by ATS in 1970.

### Association of Theological Schools

The Josephinum is accredited by the Association of Theological Schools (ATS) and will undergo its next comprehensive accreditation review in the fall of 2028.

### Higher Learning Commission

The Josephinum is accredited by the Higher Learning Commission (HLC), and will undergo its next comprehensive accreditation review in 2027 – 2028.

### Degrees

The Josephinum is authorized to award Bachelor of Arts, Bachelor of Philosophy, Bachelor of Sacred Theology (in affiliation with the Pontifical University of Saint Thomas Aquinas (Angelicum) in Rome, Italy), Master of Arts, and Master of Divinity degrees through either the College of Liberal Arts or the School of Theology, respectively. It offers pastoral certificates and a Master of Arts in Pastoral Studies through the Josephinum Diaconate Institute.

## MEMBERSHIPS

The Association of Theological Schools in the United States and Canada  
10 Summit Park Drive  
Pittsburgh, PA 15275-1103  
[www.ats.edu](http://www.ats.edu)

Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1411  
[www.hlcommission.org](http://www.hlcommission.org)

Ohio Association of Collegiate Registrars and Admissions Officers  
[www.ohioaacrao.org](http://www.ohioaacrao.org)

American Theological Library Association  
200 S. Wacker Drive, Suite 3100  
Chicago, IL 60606-5877  
[www.atla.com](http://www.atla.com)

Catholic Library Association  
8550 United Plaza Blvd., Suite 1001  
Baton Rouge, LA 70809  
[www.cathla.org](http://www.cathla.org)

## INFORMATION FOR VETERANS

### Veterans' Affairs Status

The Josephinum is approved to enroll veterans under the Veterans' Readjustment Assistance Act, 1952, P.L. 500; authorized under federal laws to enroll non-immigrant alien seminarians; and designated the sponsor of an Exchange-Visitor Program in accordance with the Mutual Educational and Cultural Exchange Act of 1961.

The Josephinum complies with the Veterans' Benefits and Transition Act of 2018. Seminarians will be permitted to attend courses during any period after submitting a Certificate of Eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which the payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the COE.

No penalties will be imposed, including late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. A student will not be prevented from attending courses while the school is awaiting payment for an approved VA request.

### Veterans' Benefits

Many benefits are available to veterans, children of deceased veterans, and those disabled in military service. In addition to the benefits directly offered by the Veterans Administration, other benefits are available through various service organizations, such as the American Legion, Veterans of Foreign Wars, and the Catholic War Veterans, and directly through the branches of the Armed Services.

Any possible claim of benefits resulting from the current or past military service of the seminarian or a member of the family should be investigated. This program is supervised by the registrar.

Please submit a current status of benefits found on the VA website <https://benefits.va.gov/benefits/>. An account must be created to use this site.

## HISTORY OF THE JOSEPHINUM

The Josephinum owes its existence to the vision of a zealous German immigrant priest, Monsignor Joseph Jessing (1836-1899), and to the generosity of many Catholics throughout the United States who helped him carry out his dream of preparing priests to serve Catholic immigrant parishes in America.

John Joseph Jessing was born in the city of Muenster, in Westphalia, Germany, on November 17, 1836. His father died when he was only four years old, plunging the family into poverty. At age 14, Jessing left school and started working as a lithographer to support his mother and younger brother.

He later joined the Prussian army, distinguishing himself as a soldier and earning five medals for bravery.

When his mother died in 1867, Jessing left Westphalia and sailed for America, with the intention of becoming a priest and of serving the Church in the United States. In Germany, Jessing's age and lack of formal education prevented him from studying for the priesthood; in America, he would be free to respond to that vocation.

Soon after arriving in Baltimore, Maryland, he set out for Cincinnati, Ohio, where there was a strong German-speaking community. He entered Mount Saint Mary's Seminary in Cincinnati and, after three years of study, was ordained on July 16, 1870. He was made pastor of Sacred Heart Church, a German immigrant parish in Pomeroy, Ohio, a small mining town on the Ohio River.

Father Jessing found that a number of orphaned boys in his parish had no one to care for them. Realizing that an orphanage was needed Fr. Jessing, undaunted by lack of funds, found a way to raise the money necessary to build an orphanage. Relying on his fellow German immigrants for support, he began a German-language newspaper, *The Ohio*, in 1873; Father Jessing was the sole journalist and publisher. Circulation increased rapidly, and the name soon changed to the *Ohio Waisenfreund* (Ohio Orphan's Friend). He used the newspaper as a fund raising organ but also to provide much needed religious instruction for his German-speaking readers. Jessing's paper met with great success and soon became one of the most widely read German language publications in the United States.

Dedicated in May 1875, Saint Joseph Orphanage provided a home and education to orphan boys from the surrounding area. In 1877, Father Jessing moved the orphanage to Columbus, Ohio, to a campus at 18th and Main Streets. As the boys grew older, four of them expressed the desire to study for the priesthood. Remembering the burdens and obstacles he encountered on his journey to the priesthood, Father Jessing wanted to give boys who were without financial means a way to answer their calling. In the July 4, 1888, issue of the *Ohio Waisenfreund*, he announced that he would educate two additional boys for the priesthood, if he could find suitable candidates. Twenty-three boys from 11 states responded and asked to be received. Not knowing how he would provide for so many, Father Jessing nevertheless accepted them all, and thus, on September 1, 1888, began the College Josephinum, named in honor of his patron, Saint Joseph.

Four years later, to ensure that his seminary would serve the whole nation, Father Jessing asked Pope Leo XIII to accept the ownership of the seminary as a pontifical institution. The request was granted on December 12, 1892. Thus, the Josephinum came directly under the authority of the Holy See and became the Pontifical College Josephinum.

On June 5, 1894, the College was incorporated under the laws of the State of Ohio; and on June 14, 1894, it was chartered as a degree-issuing institution.

In recognition of Father Jessing's dedication to the Church, Pope Leo XIII made him a Domestic Prelate with the title of

Monsignor in 1896. Monsignor Jessing died on November 2, 1899, a champion of the poor, dedicated to higher education, the priesthood and service to God.

For the first few decades of its existence, the Josephinum focused its efforts on educating priests to work among German-speaking Catholics throughout the United States. After World War I, that focus shifted to preparing priests for missionary areas of the country and for dioceses lacking their own seminaries.

From its original campus on East Main Street in downtown Columbus, the Josephinum was relocated in 1931 to its present site on the banks of Olentangy River, north of Worthington. Nestled in 75 acres of woods, the Josephinum was eventually comprised of four main buildings devoted to educational and administrative purposes and two auxiliary buildings that contribute to the service of the college.

The main building of the new complex was dedicated in 1931 to house administrative offices, faculty living quarters, dining rooms, an auditorium, guest rooms, and Saint Turibius Chapel. The south wing of the main building originally housed the major seminary (seminarians spent six years in theology and philosophy studies). In the north wing, the minor seminarians lived and studied during high school and the first two years of college.

In the 1950s, largely for reasons of accreditation, the organization of the seminary was changed from the 6 year/6 year arrangement (minor seminary/major seminary) to a 4 year/4 year/4 year (high school/college/theology) arrangement. A separate college building was erected for those middle four years; it was dedicated in June 1958. It stands to the west of the theology seminarians' residence and houses living quarters for college seminarians, the college chapel of Saint Pius X, and classrooms.

The recreation building was also dedicated in June 1958; it is to the north of the college building and features a variety of indoor recreation facilities as well as the Monsignor Leonard J. Fick Auditorium.

The building on the east side of campus near the front entrance of the seminary was built in 1938. This building served as the library of the Josephinum until 1982, when the facility became known as the A.T. Wehrle Memorial Library. At that time, it was relocated in the old minor seminary (north) wing, now known as the Pope Saint John Paul II Center for Priestly Formation. Today, along with the Wehrle Library, the building also houses faculty offices and classrooms for the School of Theology.

The old library building was renovated in 1997 and became the Monsignor Joseph Jessing Center – the site of two adjoining conference rooms and a small meeting room, providing much-needed space for activities including academic and theological symposia, lectures, and conferences.

Since 1970, special emphasis has been placed on preparing priests to work among Hispanic Americans. In recent years, the Josephinum has received a number of candidates from Asia, Africa, and Eastern Europe to be educated for service in their native lands.

Since 1899, when six of the original 23 seminarians were ordained, hundreds of priests have received their theological education at the Josephinum. In addition, the Josephinum is proud to count among its alumni thousands of Catholic lay persons who have studied in its high school, college, or theological programs.

## CAMPUS FACILITIES

The Josephinum's landmark campus, crowned by its majestic 200 foot tower, is located in a 75-acre setting on the east bank of the Olentangy River.

The **Administration Building** complex houses administrative and faculty offices, priest faculty living quarters, seminarian and faculty dining rooms, an auditorium, guest rooms, and the beautiful Saint Turibius Chapel, where the combined communities of the College and Theologate celebrate liturgy on Sundays and major feasts.

The south wing of the main building complex is the Theology seminarians' residence. It houses living quarters for Pre-Theology and Theology seminarians, Saint Joseph Chapel, seminarian lounges, recreation facilities, and the seminarian pub. Each seminarian has a private room furnished with basic furniture and Wi-Fi. Computer stations are available for seminarian use on a local network with Internet access.

The **College Building** houses living quarters for College seminarians, the Saint Pius X Chapel, classrooms, the computer center, health center, and recreation facilities.

The **Recreation Building** features a variety of indoor sports facilities, including a swimming pool, weight room, basketball courts, and bowling alley. The Monsignor Leonard J. Fick Auditorium, with a seating capacity of 534, forms part of the same structure.

For outdoor recreation, there are several tennis courts, handball courts, and athletic fields for softball, baseball, soccer, and football. Paths for hiking along the Olentangy River and through the woods are found at the west end of campus. The mile-long drive on the property provides a safe place for walking or running. Facilities for racquetball, golf, roller-skating, and ice-skating are available in the vicinity. Three ski areas are located within an hour's drive of the campus.

An active intramural sports program includes football, softball, and basketball. The Josephinum basketball team plays in tournaments, at home and away, with other seminary teams from a five-state area. The Josephinum hosts a basketball tournament in which other seminaries participate. Other activities, such as movie

nights, pub socials, canoe trips, and picnics are often organized by seminarian government or other campus committees.

The **Pope Saint John Paul II Center for Priestly Formation** houses faculty offices, seminar rooms, classrooms for the School of Theology, the Writing Center, and the A.T. Wehrle Memorial Library.

The **A.T. Wehrle Memorial Library** is located in a spacious and inviting facility, overseen by professional and support staff, and provides the Josephinum community with services and resources to advance the human, intellectual, pastoral, and spiritual dimensions of formation.

The extensive collection includes print holdings in the humanities with an emphasis in theology and philosophy. The fields of biblical studies, patrology, theology, liturgy, Church history, and philosophy are emphasized while the areas of canon law, spirituality, pastoral ministry, and the arts are strongly represented. The library benefits from its membership in Ohio Private Academic Libraries (OPAL), a consortium of 28 libraries, and OhioLINK, a statewide consortium of Ohio university and college libraries, and the State Library of Ohio. The holdings from these academic institutions are easily reserved for delivery and checkout to members of the Josephinum community.

The library provides access to a core collection of subscription databases for the study of philosophy and theology including Atla Religion Database with AtlaSerials, The Philosopher's Index with full text, and selected modules of JSTOR. Through OPAL and OhioLINK memberships, the Josephinum community also has access to an array of specialized subject databases and an extensive collection of electronic journals and eBooks. All electronic resources are accessible on and off campus with authentication.

The library is home to the Monsignor Anthony A. Kleinschmidt and Monsignor Gerald Durst Special Collections that includes rare books, incunabula, institutional publications and special collections.

The **Monsignor Joseph Jessing Center** is located on the east side of the campus, and is a state-of-the-art facility reflective of the tradition and spirit of the Josephinum. It houses two adjoining conference rooms and a small meeting room, providing space for supportive activities, including academic and theological symposiums, lectures, and conferences.

# Important Academic Dates 2025-2026

## PONTIFICAL COLLEGE JOSEPHINUM (PCJ) FALL SEMESTER 2025

### AUGUST

Joint Faculty Meeting 8:30 am	Monday, August 18
New Seminarian Orientation	Tuesday, August 19 - Saturday, August 23
Classes Begin	Monday, August 25

### SEPTEMBER

No Classes, Labor Day	Monday, September 1
Last Day to Add a Course	Tuesday, September 2
Last Day to Drop a Course without a "W" Grade	Monday, September 8
Last Day for Seminararians to turn in "I" Grade Work	Monday, September 29
Lecture: Shroud Encounter by Mr. Russ Breault	Monday, September 29

### OCTOBER

Last Day for Faculty to Enter "I" Grades	Monday, October 6
Midterm Exams	Monday, October 13 - Friday, October 17
No Classes; CPTT1-2 Retreat; Fall Break	Monday, October 20 - Friday, October 24
Midterm Grades Due in Populi	Monday, October 27

### NOVEMBER

Registration for Spring 2026 Courses	Monday, November 17 - Friday, November 21
Thanksgiving Break; Seminararians return by 8:00 pm on Sunday, November 30	Wednesday, November 26 - Sunday, November 30

### DECEMBER

No Classes. Solemnity of the Immaculate Conception	Monday, December 8
Course Evaluations Open in Populi	Monday, December 8
Last Day of Classes	Friday, December 12
Final Exams	Monday, December 15 - Friday, December 19
T4 Draft of MA Research Projects Due by 4:30 pm	Friday, December 19
Christmas Break begins after last commitment on Friday, December 19. Seminararians return by 8:00 pm on Sunday, January 11.	Saturday, December 20 - Sunday, January 11
Course Evaluations Close in Populi	Saturday, December 20
Grades Due in Populi	Monday, December 29

## PCJ SPRING SEMESTER 2026

### JANUARY

Classes Begin	Monday, January 12
Joint Faculty Meeting 1:00 pm	Thursday, January 15
Last Day to Add a Course	Monday, January 19
No Classes, March for Life	Thursday, January 22 - Saturday, January 24
Last Day to Drop a Course Without a "W" Grade	Monday, January 26
MDiv Competency Exams (Dogma)	Monday, January 26 - Friday, January 30

### FEBRUARY

Last Day for Seminarians to Turn in "I" Grade Work	Monday, February 2
MDiv Competency Exams (Liturgy & Sacraments)	Monday, February 2 - Friday, February 6
MDiv Competency Exams (Moral Theology)	Monday, February 9 - Friday, February 13
Last Day for Faculty to Enter "I" Grades	Monday, February 9
MDiv Competency Exams (Scripture)	Monday, February 16 - Friday, February 20

### MARCH

Midterm Exams	Monday, March 2 - Friday, March 6
Midterm Break; Seminarians free to depart after last commitment on Friday, March 6.. Seminarians return by 8:00 pm on Wednesday, March 11.	Saturday, March 7 - Wednesday, March 11
Midterm Grades Due in Populi	Monday, March 16
Dr. Mary Healy - Pio Cardinal Laghi Chair Lecture	Tuesday, March 17
No Classes; Solemnity of Saint Joseph	Thursday, March 19
MA Concentration Exams 3:00 - 5:00 pm	Friday, March 20
T4 Final Version of MA Research Project Due by 4:30 pm	Friday, March 27
Easter Break; Seminarians free to depart after last commitment on Friday, March 27. Seminarians return by 8:00 pm on Sunday, April 12	Saturday, March 28 - Sunday, April 12

### APRIL

Registration for Fall 2026 Courses	Monday, April 20 - Friday, April 24
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### MAY

Course Evaluations Open in Populi	Monday, May 4
Kleinz Society Meeting	Wednesday, May 6
Last Day of Classes	Friday, May 8
Final Exams	Monday, May 11 - Friday, May 15
Graduating Senior Grades Due in Populi	Wednesday, May 13
Graduation	Saturday, May 16
Course Evaluations Close in Populi	Saturday, May 16
Final Grades Due in Populi for Non-Graduates	Monday, May 25

JOSEPHINUM DIACONATE INSTITUTE (JDI)  
FALL, SPRING, & SUMMER 2025 - 2026

**FALL 2025**

Registration Opens	Monday, August 11
Classes Begin	Monday, September 8
Last Day to Add/Drop a Course	Friday, September 26
Holiday Break	Monday, November 24 - Friday, November 28
Classes End	Friday, December 5
Final Exams/Papers	Monday, December 8 - Friday, December 12

**SPRING 2026**

Classes Begin	Monday, January 12
Last Day to Add/Drop a Course	Friday, January 30
Holiday Break	Monday, March 30 - Friday, April 3
Classes End	Friday, April 10
Final Exams/Papers	Monday, April 13 - Friday, April 17

**SUMMER 2026**

Classes Begin	Monday, May 4
Last Day to Add/Drop a Course	Friday, May 22
Classes End	Friday, July 24

# Course Offerings for the College of Liberal Arts

## **PROP 110 /UTHE 100 Priesthood Seminar**

3 hours

This seminar on priestly spirituality and character examines the true love a priest should have for the Eucharist and the desire to enter a strong relationship with God. Topics include the priest as an “alter Christus” and the call to witness Christ to the flock entrusted to him as their shepherd. This seminar presents the priest as minister of the sacraments, proclaimer of the word, teacher of the faith, and steward of the Church. Finally, it considers the aim of the priest in building up the local Church within the context of the wider Church and in inspiring his people to respond to their own call to holiness.

## **PROP 120/HIST 151 Catholic Culture and Tradition**

3 hours

This two-part seminar explores the rich traditions and practices of the Catholic Church's more than 2000 years of history. With a particular emphasis on the Liturgical Calendar, it informs beginning seminarians about the prayers, activities, rituals, sacramentals, and customs of the Catholic faith. It also instructs on the topics of the hierarchy of the Church, religious arts, and devotional traditions. This seminar includes field trips to religious sites, to monasteries, and to museums of art throughout the year.

## APOSTOLIC WORKS

### **AW 200 (Apostolic Works I) and AW 201 (Apostolic Works II)**

1 hour

In the first year of the discipleship stage the focus of the apostolic assignment is that of ‘ministry of presence’ in which the candidate learns the skill of simply being present to members of the faithful, without necessarily assuming responsibility at this stage. Typical assignments are for service outreach experiences.

### **AW 300 (Apostolic Works III) and AW 301 (Apostolic Works IV)**

1 hour

In the middle years of the discipleship stage the focus of the apostolic assignment is that of service outreach to the poor and marginalized, in which the candidate learns the skills required to minister to the person in need, and begins to take on responsibility under supervision. Typical assignments are at nursing homes, food pantries and middle schools.

### **AW 400 (Apostolic Works V) and AW 401 (Apostolic Works VI)**

1 hour

In the latter years of the discipleship stage, and early years of the configuration stage, the focus of the

apostolic assignment is that of gaining a specialized skill in a particular pastoral area, while assuming a higher level of responsibility without close supervision. Typical assignments are assisting in an OCIA program at a local university, teaching in a local high school, or assisting a local parish with communion calls.

## ASTRONOMY

### **ASTR 111 Introduction to Astronomy**

3 hours

The scientific methods of natural science through an overview of various principles of astronomy are introduced. Topics include the solar system with particular focus on the sun and the earth, star and planet formation, star life cycles, galaxies, the Big Bang Theory, and universe expansion.

## BIOLOGY

### **BIOL 120 Introduction to Biology**

3 hours

The scientific methods of natural science are introduced through an overview of various principles of biology. Topics include cell structure, cell life cycle and division, DNA, evolution, genetics, diversity of life and organisms with a particular focus on the human being.

## CHEMISTRY

### **CHEM 120 Introduction to Chemistry**

3 hours

The scientific methods of natural science are introduced through a conceptual overview of various principles of chemistry. Topics include atomic theory, phases of matter, gas, laws, chemical bonding, chemical reactions, acids and bases, and solutions.

## ENGLISH

### **ENGL 143 Writing I**

3 hours

Personal, informative, persuasive and analytical writing are introduced. The emphasis is on developing a writing process and on writing papers that have a clear thesis, relevant content, well-defined organization, clarity, style, and correct usage of grammar and mechanics.

### **ENGL 145 Writing II**

3 hours

Research paper writing is the primary focus. Instruction and practice in research and documentation is undertaken with a focus on use of the library and resources available.

### **ENGL 255 Ancient Literature**

3 hours

Seminarians are introduced to influential literature of the Western culture. This course is the foundation of the study of humanities. Seminarians will read a variety of works from both Greek and Roman authors. The course is conducted as a seminar and each seminarian is expected to participate in all discussions of the texts that are read.

### **ENGL 256 Theban Cycle**

3 hours

Seminarians will read all or portions of various Greek works and, if time permits, Roman and later works that revolve around aspects of the Theban cycle. Possible works to be included are: Aeschylus' *Seven Against Thebes*, Sophocles' *Antigone*, *Oedipus Rex*, and *Oedipus at Colonus*, Euripides' *Antigone*, *Oedipus*, and *The Phoenician Women*, and Seneca's *Oedipus*. The seminarians will read the selected texts closely to be prepared for class discussion. All readings are in English.

### **ENGL 285 Russian Literature**

3 hours

Important works by the major authors of 19th century Russian literature, the Golden Age, are explored. These works are examined from literary, historical, and cultural perspectives.

### **ENGL 323 Dystopian Themes in Literature**

3 hours

A survey of 19th and 20th century dystopian literature. The course addresses the historical forces that fostered dystopian literature, as well as common themes prevalent in the literature, e.g., the individual vs. the collective, the individual vs. the institution, the elevation of technology at the expense of the individual, and the challenge of restoring human dignity in a dystopian world.

**ENGL 376****Trojan War in Greek Literature***3 hours*

Seminarians will read all or portions of various Greek works that are set in or discuss the Trojan War. Possible works to be included are: Homer's *Iliad* and *Odyssey*, Aeschylus' *Oresteia*, Sophocles' *Ajax* and *Philoctetes*, Euripides' *The Trojan Women*, *Adromache*, *Hecuba*, *Iphigenia in Tauris*, *Electra*, *Helen*, *Orestes*, *Iphigenia in Aulis*, Herodotus' *Histories*, Thucydides' *Peloponnesian War*, etc. The seminarians will read the selected texts closely to be prepared for class discussion. All readings are in English.

**ENGL 380****Medieval & Renaissance Literature***3 hours*

A survey of the Medieval and Renaissance literature of Western Europe is covered with a focus on the influential texts of the time period from places such as Great Britain, France, Italy and Spain.

**ENGL 383****Shakespeare***3 hours*

Significant plays from the histories, comedies, tragedies, problem plays and romances are studied. Emphasis is given on close readings of texts, as well as their cultural contexts.

**ENGL 386****Studies in Literature***3 hours*

Various special topics in literature and language, e.g. linguistics, creative writing, non-Western literature, children's literature, or studies of single writers, periods, genres or themes are investigated.

**ENGL 388****Catholic Themes in Literature***3 hours*

Various special topics in Catholic literature, or studies of themes, genres, or writers, e.g., Augustine, Dante, John Henry Newman, Graham Greene, Flannery O'Connor, Gerard Manley Hopkins and Evelyn Waugh are explored.

**ENGL 390****Modern Literature***3 hours*

The third course in the sequence which surveys Western literature, covers the period from the Enlightenment to the present day. The authors are drawn from the literatures of various countries. Genres may include plays, poetry, short stories, novellas, and novels.

**ENGL 391****Homeric Themes in Literature***3 hours*

Homeric characters and themes remain a rich source for contemporary authors. This course explores the way in which storytellers of our own period use, recycle and change the Homeric literature in the production of the contemporary novel.

**ENGL 445****Classical Mythology***3 hours*

Classical mythology looks at the ancient Greek legends and how they were used to educate and entertain. These legends became foundations for new stories told by the Greeks, the Romans, and their heirs of Western Culture to this day. Encompasses both a wide range of legends and religious sensibilities of pre-Christian Greeks.

**FINE ARTS AND MUSIC****FIAR 273****Josephinum Choir***1 hour*

The Choir consists of 15 to 30 men (drawn from the whole seminary community) who sing in the main chapel for Sunday Mass and special celebrations. The Choir maintains a century of choral leadership at the Josephinum to uphold a higher musical purpose in liturgy – the glorification of God, sanctification of the faithful, and bringing the treasury of sacred music from the Catholic tradition to weekly worship.

**FIAR 275****Voice/Liturgical Singing***1 hour*

The course concentrates on beginning vocal production, pitch-matching skills and basic music reading skills. Hymn books, psalm settings and musical settings of the Mass provide the repertoire.

**FIAR 279****Music Theory I***3 hours*

The course begins with musical notation and moves into pitch, rhythm and harmony. Ear-training and sight singing are emphasized. Basic keyboard skills are encouraged.

**FIAR 371****Music History and Appreciation***3 hours*

The history of Western music from the Medieval period to the 21st Century is explored. There is an emphasis on critical listening (recordings and live performances). Multi-media lectures, interactive discussions, and field trips are incorporated into the class. Concert attendance is required at least four times per semester.

**FIAR 375****Sacred Architecture in the Life of the Church***3 hours*

The origins and growth of Catholic architecture through the ages, the language and expression of sacred architecture and the complexities of Catholic artistic expression and understanding in the modern world is explored. Included is a look at ancient and modern philosophies of beauty, architectural treatises, Church writings, and modern criticism.

**FIAR 379****Sacred Music: History, Theory and Appreciation***3 hours*

The history of sacred music in the Western world

from the Middle Ages to the present, with emphasis on the evolution and development of the sacred music genre and the understanding of the modal and tonal systems, is surveyed. Theoretical concepts are explored within the context of each historical period. Some attention is given to papal and other ecclesiastical documents pertaining to sacred music.

**GEOLOGY****GEOL 120****Introduction to Geology***3 hours*

The scientific methods of natural science are introduced through a conceptual overview of various principles of geology. Topics include evolution of the earth's structure, plate tectonics, volcanic action and formation of the oceans and continents.

**GREEK****GREK 141****Koine Greek I***3 hours*

This course is an introduction to Koine Greek, placing emphasis on grammar and vocabulary. Example sentences and passages are drawn from the Septuagint and the New Testament.

**GREK 142****Koine Greek II***3 hours*

This course is a continuation of Koine Greek I, in which seminarians complete their study of grammar and develop a broader vocabulary, enabling them to read the Bible in Greek.

**GREK 241****The Greek Gospels***3 hours*

This course is devoted to reading from the Gospels in Greek.

**GREK 348****Acts of the Apostles and Epistles***3 hours*

Selections from the Acts of the Apostles and Letters are covered.

**GREK 371/HIST 371****Ancient Greece and Rome***3 hours*

See HIST 371.

**HISTORY****HIST 151/PROP 120****Catholic Culture and Tradition***3 hours*

See PROP 120 for the course description.

**HIST 191****Western Civilization I***3 hours*

The history of the West from prehistory through the classical ages of Greece and Rome is examined and closes with the end of the Middle Ages (ca. AD 1450).

**HIST 192****Western Civilization II***3 hours*

Beginning with the Renaissance and the Reformation, the cultural development of the West up to and including the second half of the 20th century is presented.

**HIST 296****American Foreign Policy 1900 to Present***3 hours*

America at war, American efforts to shape peace, the Cold War, and the presidents who shaped foreign policy are investigated concluding with the implications of the "war on terrorism."

**HIST 325****U.S. History***3 hours*

Beginning with a brief introduction to the humanities and continuing with a study of human migration to North America, this course continues with an examination of European migration and settlement of the Northern and Southern Hemisphere. Seminars then explore the history of the United States from its Colonial Era into the 19th century.

**HIST 352****History and Development of the Christian Calendar***3 hours*

The cultural and scientific roots of the calendar through its ancient origins, Christian development and modern role as the arbiter of time across the globe, are traced.

**HIST 360****Middle Eastern History***3 hours*

The post-biblical history of the Middle East beginning with the rise of Islam, and the conversion of the Arabic populations of the Arabian Peninsula, East North Africa, the Mesopotamian basin, and the Levant, including Turkey, is examined. The empires of the Islamic Middle East are also covered and the interaction of Islam and Western Christianity is discussed.

**HIST 371/GREK 371****Ancient Greece and Rome***3 hours*

This course surveys the history of the Greco-Roman world, covering Greek history from the Minoans and Mycenaeans to the Hellenic kingdoms arising after Alexander the Great, and Roman history from the legendary founding of Rome to the reign of Constantine.

**HIST 373****Introduction to Eastern Christianity***3 hours*

An introduction to the Eastern Churches, both Catholic and those not in communion with Rome, is given. The course will conclude with a study of the structures and governance of the Eastern Churches, with particular attention to the Code of Canons of the Eastern Churches and the state of the Eastern Churches (Catholic and Orthodox) in the United States and Canada.

**HIST 383****Revolutionary Russia***3 hours*

The origins of Bolshevism within the Russian intellectual traditions of the 19th century and the assessment of the leadership of Lenin, Trotsky and Stalin in effecting the revolutions of 1917, as well as the subsequent development and decline of the Soviet state in the 20th century, are investigated.

**HIST 384****The Origins and Consequences of War***3 hours*

The origins and historical ramifications of significant wars of antiquity and the modern world are studied. In addition to discussions of military theory in historical and philosophical readings, the ethical parameters of conflict are emphasized and the concepts of military necessity, just war and just peace are analyzed.

**HIST 385****Europe in the Post World War Period***3 hours*

Developments in the European economic and political systems in the post war period are studied. The condition of Europe at the end of the war and the developments in European politics and society in the post war period are examined.

**HIST 386****Modern Europe***3 hours*

Europe from 1789 to the present is studied including the French Revolution; Congress of Vienna; 1848 Revolutions; national unifications of Italy and Germany; the rise and fall of dictators; the rise, spread, and collapse of communism; the two World Wars; the Cold War; scientific and technological developments; colonialism; and imperialism.

**HIST 390****Culture and Learning in the House of Wisdom, ad 750-1258***3 hours*

The history of the Abbasid Caliphate and its impact on the development of science, technology, culture, art and government within the medieval Middle Eastern context is surveyed. The focus is on the Golden Age of Islamic culture and the impact of this period on the West.

**HIST 391****The Carolingian World***3 hours*

The era of Charlemagne in what has become known as the Carolingian Renaissance is explored. The statecraft, education, literature, art, and commerce of this era and how they contributed to it are examined.

**HIST 395/Spanish 395****Cultural History of Spain and Latin America***3 hours*

Introduction to the cultural history of Spain and Spanish America from the voyages of Columbus in 1492 to modern day, this course focuses on the rise and fall of the Spanish Empire, the interactions that existed between Europe and Spanish America during the period of colonization, and the subsequent period of revolution and independence. In English with Spanish texts available for those who wish to read them.

**HIST 398****The Gothic Enterprise***3 hours*

Students are introduced to the period of history known today as Gothic. The course addresses the political and ecclesiastic circumstances in which the first Gothic cathedrals were built, how they were built and by whom, and the influences of the structures on the areas in which they were erected. The spirituality of the visual culture of the 11th-15th centuries, as well as the influences that monastic practices had on the presentation of the divine in pictorial format, will also be discussed. The goal of the course is to teach students to "read" Gothic cathedrals and to understand the historical and cultural milieu that gave rise to them.

**HIST 399****The Long Sixteenth Century***3 hours*

This course is an interdisciplinary examination of the sixteenth century in Europe. It covers the period AD 1485 to 1610 (i.e., the 'Long' sixteenth century). The course presents a chronological survey of historical developments as well as a series of studies focused on particular works of art, architecture, and literature from across the Western European nations.

**HIST 402****Lives of the Saints***3 hours*

The tradition of saints' lives within the Catholic Church is introduced. It spans the Christian era, selecting for study examples of 'published' saints' lives that have shaped the culture, the politics, and the spirit of the Church. Through this study, the seminarian will come to appreciate the complexity of saints' lives as products of their context and will learn to recognize the meaningfulness of the 'communion of saints'. Ancient, medieval, and modern texts will also testify to the historical development of canonization and the role of the Church hierarchy in acknowledging persons of heroic virtue.

**HIST 451**  
**Christians in Antiquity**  
3 hours

The cultural and social milieu in which Christianity grew from a persecuted minority to the sole sanctioned religion of the Roman empire is explored. This course seeks to place Christianity in its historical context to understand the religious sensibilities of the ancient Mediterranean, and explore the formation of Christian identity in a non-Christian world.

**HIST 486**  
**Historical Methodology and Research**  
3 hours

The method used in the gathering and evaluation of historical information as well as the principles used in presenting and interpreting historical data are presented. A major research paper of about twenty pages is required. The research is organized around a theme chosen by the instructor.

## HUMANITIES

**HUMN 485**  
**Humanities Seminar**  
3 hours

The humanities seminar is structured around an author, period, or theme chosen by the instructor as a topic of mature research and analysis. Students will choose a subject within the scope of the course and present a research paper of approximately 15 pages. In this final-year seminar, students will be expected to demonstrate a knowledge of their chosen topic that includes an appreciation for existing scholarship and an insight into the human qualities of their subject.

## ITALIAN

**ITAL 141**  
**Italian I**  
3 hours

An introductory course emphasizing four basic skills: aural comprehension, speaking, reading, and writing. Consideration of the cultural and historic background of the areas where the language is spoken will be covered. Readings designed to introduce seminarians to Italian culture are included. The aim is to prepare seminarians to speak and comprehend Italian with some facility, and to read various kinds of texts. Emphasis is on class participation and active use of the language.

## LATIN

**LATN 141**  
**Elementary Latin I**  
3 hours

Seminarians are introduced to the basics of Latin pronunciation, grammar and vocabulary.

**LATN 142**  
**Elementary Latin II**  
3 hours

Seminarians continue their study of Latin grammar, engaging with more complex syntax and expanding vocabulary.

**LATN 241**  
**Intermediate Latin III**  
3 hours

The third semester completes the seminarian's introduction to Latin grammar. Some time will be dedicated to developing reading skills in extended prose.

**LATN 343**  
**Latin Prose and Poetry Readings**  
3 hours

Seminarians are introduced to reading both poetry and prose, highlighting the different strategies for each genre. One-half of the term is devoted to poetry and the other to prose, with grammatical review to assist the seminarian in building skills in reading Latin. Authors explored include Virgil, Martial, Catullus, Ovid, Caesar, Livy, Petronius and Cicero.

**LATN 344**  
**Readings from the Gospel of Mark and St. Augustine**  
3 hours

Students are introduced to a reading from the New Testament Vulgate, the Gospel of Mark, and to a later work, the *Confessions* (c. 400), one of the works of the church father, St. Augustine. The Gospel of Mark will be covered during the first half of the semester, and the *Confessions* the second half.

**LATN 350**  
**Latin Authors**  
3 hours

The aim of the course is to increase reading proficiency and vocabulary as well as to acquaint the seminarian with a particular Roman author drawn from history, ancient biography, epistles, philosophy or epic poetry.

## MATHEMATICS

**MATH 251**  
**Math for Liberal Arts**  
3 hours

This survey course intends to increase appreciation of the field of mathematics and its role in daily life by covering a variety of relevant topics that include basic finance and basic statistics.

## PHILOSOPHY

**PHIL 113**  
**Faith and Reason**  
3 hours

In light of Pope Saint John Paul II's 1998 encyclical *Fides et Ratio* both the crucial differentiations and the harmonious relationships that exist between truth as considered by natural reason and truth as known through supernatural revelation are explored.

**PHIL 114**  
**Ancient Philosophy**  
3 hours

The foundations of the development of Western Philosophy as the "love of wisdom" from the Pre-Socratics to the Neo-Platonists are surveyed.

Seminarians are introduced to the thematic areas of natural philosophy, metaphysics, ethics and political philosophy. Special concentration is given to the preeminent contributions of the thought of Plato and Aristotle.

**PHIL 115**  
**Logic**  
3 hours

This is an introductory course in the art of right reasoning through the study of Aristotelian logic which will define basic logical concepts and provide methods to analyze the validity of arguments. Themes in symbolic logic may also be introduced.

**PHIL 118**  
**Platonic Dialogues**  
3 hours

Concentration is given to reading select dialogues of Plato to illuminate major themes and developments in Platonic thought. The vital contributions of Plato to the perennial philosophical tradition are emphasized.

**PHIL 120**  
**Aristotelian Studies**  
3 hours

A systematic and comprehensive overview of the thought of the Stagirite by examining select works while illuminating the coherence of Peripatetic philosophy is provided. Aristotle's essential contributions to the perennial philosophical tradition, particularly to the thought of Saint Thomas Aquinas, are both emphasized and analyzed.

**PHIL 208**  
**Hellenistic Philosophy**  
3 hours

An in-depth examination of the major philosophical systems of late classical antiquity, which were prominent during the advent of Christianity (including Epicureanism, Stoicism and Scepticism) is given. Specifically investigated are the manners in which these three influential philosophical approaches offer essentially divergent, yet complementary, perspectives on both the nature of the universe and the human being.

**PHIL 211**  
**Medieval Philosophy**  
3 hours

The history of medieval philosophy from Saint Augustine to late medieval nominalism is surveyed. The relationship between faith and reason is emphasized. Account is taken of Christian, Jewish, and Islamic thought, and the way in which the perennial philosophical tradition passed from the ancient pagan world to the medieval Christian world is considered. Special attention is paid to Saint Thomas Aquinas and his synthesis of tradition.

**PHIL 215**  
**Philosophical Anthropology & Epistemology**  
3 hours

Philosophical issues regarding human identity with topics such as the human soul, its relationship to the body, free will, the nature, extent and acquisition of human knowledge, etc. are discussed. The social and spiritual nature of human beings and the nature of human reason is also covered.

**PHIL 221**  
**Philosophy of the Medieval Arabic World**  
3 hours

Seminarians become acquainted with the basic philosophical issues of some of the major thinkers of the Arabic world during the medieval period (i.e., al-Farabi, Avicenna, al-Ghazali, and Averroes). Such matters as the role of Aristotle in this context, the nature of philosophy and its relationship to theology, and the nature of the human intellect are addressed.

**PHIL 230**  
**Duns Scotus**  
3 hours

This overview of the philosophy of medieval Franciscan thinker Bl. John Duns Scotus, covers topics such as Scotus' theory of common natures, theory of knowledge, argument for God's existence, human language's application to God, matter and form of natural substances, the freedom of the will, and ethics. Some attention may be given to the intellectual historical context of the period between Aquinas' death and Scotus' death (1274-1308).

**PHIL 309**  
**Ethics**  
3 hours

Concepts such as virtue, human action, the common good and the relationship between conscience and free will are examined. The natural law ethics of Saint Thomas as well as other thinkers who were influential in the development of ethical theory are also examined.

**PHIL 310**  
**Modern Philosophy**  
3 hours

Seminarians are introduced to modern philosophy beginning with Descartes and ending with Kant. Included is an examination of (i) rationalism (Descartes, Spinoza and Leibniz), (ii) empiricism (Hobbes, Locke, Berkeley, and Hume) and (iii) Kantian Critical Philosophy. How the modern epistemological emphasis impacts contemporary world views is discussed.

**PHIL 311**  
**Philosophy of Nature**  
3 hours

This course is a philosophical study of the natural world. Core concepts such as nature, substance, form, matter, causality, motion, and soul are explained. Cosmological questions are addressed. Additionally, the foundations and key concepts of the modern sciences are addressed, along with their strengths and limitations. This course serves as a pro-paedeutic to metaphysics and philosophy of God.

**PHIL 313**  
**Contemporary Philosophy**  
3 hours

Seminarians are introduced to contemporary philosophy beginning with Hegel, continuing through 19th century philosophy and into 20th century continental philosophy and Anglo-American philosophy. Thinkers such as Kierkegaard, Nietzsche, Heidegger and Wittgenstein are considered.

**PHIL 315**  
**Natural Law Theory**  
3 hours

The historical development and the attendant philosophical implications of natural law theory from the period of the ancient Greeks to that of contemporary society are investigated. Systematically explored are the various transformations of the concept of natural law throughout the ancient philosophic traditions, during the times of medieval Christendom and in secular modernity.

**PHIL 316**  
**Political Philosophy**  
3 hours

Man's nature as a communal being is examined. Key philosophical issues involved in political and social philosophy are discussed. Concepts such as freedom, justice, the nature of the state and the idea of the common good, as well as the relationship between the individual and the state and the person and community, are addressed. Issues such as the social nature of human beings and the nature of the state are explored.

**PHIL 317**  
**Kant**  
3 hours

Dedicated study of Kant's transcendental idealism is given. In addition to reading main sections of the *Critique of Pure Reason*, seminarians study selections from Kant's writings on topics such as ethics, politics, history, aesthetics, and religion in order to answer the famous questions posed by this Enlightenment thinker: What can I know? What ought I to do? What may I hope?

**PHIL 320**  
**Philosophy of Education**  
3 hours

A philosophical investigation is made of the principles, goals, and methodologies of influential education theories by a systematic survey of the thought of classical modern philosophers. The anthropological, ethical, political, and epistemological dimensions of these pedagogical perspectives are examined.

**PHIL 325**  
**Philosophy of Science**  
3 hours

A historical overview to the central philosophical issues, that underlie scientific thought, particularly in regard to the presumptions, methodologies and conclusions of the natural and social sciences, is offered. The various contributions of the sciences are analyzed and evaluated in light of the inherent epistemological and metaphysical implications for the scientific method.

**PHIL 336**  
**Stoicism and Spinoza**  
3 hours

A comparison and contrast of Stoicism and Spinoza, concerning the issues of nature and the divine, substance, reason and knowledge, passion, virtue, necessity and choice, natural law and death are investigated. Of particular analysis is the blending and transformation of traditions in Spinoza.

**PHIL 338**  
**Pragmatism**  
3 hours

Seminarians study and learn the basic doctrines of American Pragmatism. Issues such as the nature and distinctive features of pragmatism, its understanding of truth and the nature of inquiry, and the relationship between religious belief and pragmatic philosophy are explored.

**PHIL 386**  
**Phenomenology**  
3 hours

Study is dedicated to the phenomenology begun by Edmund Husserl in Germany in 1900. A treatment is also given of existential phenomenology associated with Martin Heidegger and realistic phenomenology represented by such figures as Scheler and Edith Stein.

**PHIL 387**  
**Renaissance Thought**  
3 hours

The thoughts of some of the major thinkers of this era are explored including the key issues and influential ideas of their work. Focus is on the areas of metaphysics, philosophical anthropology, political philosophy, and ethics.

**PHIL 388**  
**Aesthetics**  
3 hours

This course is a philosophical investigation of the nature of beauty. Seminarians are introduced to a variety of perennial themes in this field including criteria for evaluating beauty, the role of beauty in the human experience and the effects of cultural context upon this. Focus is on an analysis of essential texts of foundational thinkers ranging from Plato to Heidegger.

**PHIL 390**  
**Pope Saint John Paul II – Philosophy of Person and Community**  
3 hours

Seminarians are given a philosophical reflection aimed at understanding the human person in the order of love, based on the teaching of Pope Saint John Paul II. The structure of the person, which also disposes him to the gift of self and the life in community (communion of persons) is analyzed. The main sources for this course are Wojtyla's *Person and Act* and *Love and Responsibility*.

**PHIL 391**  
**Philosophy of Language**  
3 hours

Contemporary themes in philosophy of language such as sense and reference, theories of meaning (semantics), pragmatics and the nature of speech acts, ordinary language philosophy, language as expression and the poetic use of language (metaphor) are considered. Key thinkers such as Russell, Wittgenstein, Austin and Taylor are considered. This takes place in dialogue with earlier notions of language and with contemporary developments in linguistics.

**PHIL 401**  
**Metaphysics**  
3 hours

The nature of metaphysical inquiry (the study of being as being), the fundamental principles of reality (act/potency and existence/essence) and the transcendental properties of being (unity, truth, goodness and beauty) are examined.

**PHIL 402**  
**The Philosophy of Edith Stein**  
3 hours

Seminarians are introduced to the philosophy of St. Edith Stein, a thinker of striking breadth and originality. The course will consider her beginnings as a phenomenologist under Edmund Husserl, her work as an educator and Catholic public figure in 1920s Germany, her investigations into Thomistic metaphysics, and her philosophical forays into spiritual theology with her writings on Teresa of Avila and John of the Cross. The phenomenological and Neo-Thomistic context of her work will also be considered.

**PHIL 403**  
**Rousseau**  
3 hours

A study of the major works of the 18th century thinker Jean-Jacques Rousseau. Consideration is given to themes such as Rousseau's critique of modernity from within modernity, his calling into question of some of modernity's goals and aspirations, and human dis-integration within the self and disconnection from nature and other human beings.

**PHIL 404**  
**Medieval Proofs of God's Existence**  
3 hours

A variety of medieval proofs for God's existence, considering both their historical context and their contemporary relevance, will be investigated. Arguments covered will include Aquinas' proofs especially, but also those of such figures as Moses Maimonides, Bonaventure, and Francisco Suarez, as well as kalam type arguments. The relationship between modern science and certain of the proofs will also be considered, particularly Aquinas' proof for an unmoved mover.

**PHIL 411**  
**Philosophy of God**  
3 hours

This course treats issues concerning the existence and attributes of God as understood by human reason alone. The natural theology of Saint Thomas

Aquinas is emphasized, along with that of other major thinkers such as Saint Augustine and Saint Anselm. Modern and contemporary developments, in light of their impact upon the Catholic intellectual tradition, are examined. Problems such as theodicy and atheism are studied.

**PHIL 412**  
**Existentialism**  
3 hours

Seminarians study and learn the basic tenets of the existentialist philosophical movement and its immediate predecessors. Focus is on the existentialists' descriptions of the nature of the human condition and their suggested responses to that condition. To achieve this goal, the course explores the work of a number of thinkers who are representative of this tradition.

**PHIL 413**  
**Modern Atheism and the Christian Response**  
3 hours

Modern opposition to religion and the Christian response to it, as described in the works of such opponents as Ludwig Feuerbach, Karl Marx, Friedrich Nietzsche, and Sigmund Freud, are studied. The response to this opposition in the works of thinkers such as Soren Kierkegaard, Jacques Maritain, and Gabriel Marcel concludes the course.

**PHIL 414**  
**The Problem of Evil**  
3 hours

How various major thinkers in the history of philosophy have sought to deal with the problem of evil from within the contexts of their individual systems and the effect this has on their understanding of metaphysics, human nature, and ethics is addressed. The thought of Saint Thomas Aquinas is given particular attention.

**PHIL 417**  
**Philosophy of Religion**  
3 hours

This course offers a philosophical reflection on such topics as the relationship between faith and reason, religious language and symbolism, the nature of religious belief, the question of evil in relation to God, divine intervention in human affairs (including miracles), the nature of religious (and especially mystical) experience, and religious pluralism. Both traditional and contemporary approaches to these themes are considered.

**PHIL 424**  
**Introduction to Bioethics**  
3 hours

An overview of the interdisciplinary field of bioethics is given. Topics include the origins and history of bioethics, models of bioethics and their underlying principles, including Catholic perspectives, and the application of bioethics to various areas.

**PHIL 451**  
**Neoplatonic Philosophy**  
3 hours

This course presents a critical examination of Neoplatonic philosophy as exemplified by select writings of Plotinus and other philosophers in the

neoplatonic traditions. Specifically investigated are major themes and historical developments in Platonic thought as related to its mutual interactions with contemporary Peripatetic and Stoic philosophy. Neoplatonism's vital contributions to the perennial philosophical tradition are emphasized and analyzed.

**PHIL 491**  
**Aquinas on Moral Psychology**  
3 hours

This course is an investigation of Aquinas' doctrine on the will and the passions. Attention will also be paid to how these are shaped for good or ill in acquiring virtues or vices. Some consideration will be given to human cognitive powers—the intellect and the external and internal senses—insofar as these condition the acts of the will and the passions.

**PHIL 496**  
**Thomistic Seminar**  
3 hours

Facets of the philosophy of Saint Thomas Aquinas and its various developments down to the present are considered. The seminar is organized around a theme or themes chosen by the professor, and may focus on aspects of the thought of Saint Thomas in dialogue with his contemporaries, the commentary tradition, 20th century Neo-Thomism or the contemporary "retrieval" of Aquinas.

## PHYSICS

**PHYS 110**  
**Introduction to Physics**  
3 hours

The scientific methods of natural science are introduced through a conceptual overview of various principles of physics. Topics include selections from mechanics, thermodynamics, light and optics, waves and sound, electricity and magnetism, relativity and quantum mechanics.

## PSYCHOLOGY

**PSYC 120**  
**Introduction to Clinical and Interpersonal Psychology**  
3 hours

An overview of the major disorders in abnormal psychology, consistent with the current diagnostic classification system, is presented. Additional pertinent topics within the fields of clinical psychology and interpersonal relations that are relevant to priestly ministry within the current cultural context are covered.

## SPANISH AND SPANISH LITERATURE

**SPAN 141**  
**Elementary Spanish I**  
3 hours

Seminarians are introduced to elementary Spanish grammar and vocabulary in the context of oral and written communication. This requires the translation of Spanish texts for beginners.

**SPAN 142**  
**Elementary Spanish II**  
3 hours

The seminarian's grasp of Spanish grammar and vocabulary in the context of oral and written communication is further developed and the translation of more advanced texts is required. Increased emphasis is placed on oral communication through the performance of oral presentations.

**SPAN 241**  
**Intermediate Spanish III**  
3 hours

The seminarian's understanding of Spanish grammar and vocabulary in the context of oral and written communication is developed and the translation of intermediate Spanish texts is required. Increased emphasis is placed on oral communication through the use of oral presentations.

**SPAN 383**  
**Survey of Spanish-American Literature**  
3 hours

Seminarians receive an overview of Spanish-American literature from the colonial period through the 21st century.

**SPAN 387**  
**Survey of Spanish Peninsular Literature**  
3 hours

Seminarians receive an overview of Spanish Peninsular literature from the 11th through the 21st centuries. Taught in English with texts available in both English and Spanish.

**SPAN 395/HIST 395**  
**Cultural History of Spain and Latin America**  
3 hours

See HIST 395 for description.

**SPAN 401**  
**Church and State in Modern Spain**  
3 hours

Seminarians are introduced to the role of Catholicism in Spanish society from the fall of the Spanish Empire in 1898 to today. Topics covered include the relationship of the Catholic Church to the monarchy of the early 20th century, anticlericalism and the Spanish Republic, the Spanish Civil War, the Church's role in the formation of Francisco Franco's dictatorship, Josemaría Escrivá and Opus Dei, Vatican II in Spain, and the Church as part of the modern social-democratic constitutional monarchy.

**HM 467**  
**Advanced Pastoral Spanish**  
3 hours

Any student who has 9 Spanish language credits, has successfully completed the three Spanish placement tests, or is otherwise prepared to take a course that is taught entirely in Spanish and is focused on Hispanic Ministry, with advanced grammar and idiom review, translation, composition, and presentations and discussions in Spanish may take this course. Hispanic seminarians who need to refresh or perfect their grammar and learn to translate both ways may also take this course.

**SPAN 480**  
**Church and Society in Hispanic Literature**  
3 hours

Literary works and authors that describe the role of the Catholic Church in Hispanic society are studied. Taught in English with texts available in English and Spanish.

**SPAN 483**  
**The Pilgrimage to Santiago de Compostela**  
3 hours

This course surveys the history of the pilgrimage to Santiago de Compostela from its beginnings in the early Middle Ages to modern day, focusing on literary and artistic works produced on and about the pilgrimage. Students will read historical and ecclesiastic documents, poetry and short stories, as well as pilgrim diaries. All readings will be in English, with some provided in Spanish translation.

**SPAN 484**  
**Cervantes and His Time**  
3 hours

Seminarians study the time, life, and works of Miguel de Cervantes Saavedra. *Don Quijote*, the *Exemplary Novels*, and his *Entremeses* are read. Taught in English with texts available in English and Spanish.

**SPAN 493**  
**Mysticism in Spanish Literature**  
3 hours

Selected works by the most important Spanish mystics, preceded by an overview of mysticism in general and the history of Spain in the 16th century are studied. Seminarians become familiar with the general concept of mysticism, the historical background of some of the greatest Spanish mystics and their works. Taught in English with texts available in Spanish and English.

## SPEECH

**SPCH 148**  
**Principles of Effective Speaking**  
3 hours

An introduction to the basic principles, theories and concepts of public speaking is given. Seminarians thereafter present a series of in-class public-speaking assignments.

## UNDERGRADUATE THEOLOGY

**UTHE 100/ PROP 110**  
**Priesthood Seminar**  
3 hours

See PROP 110 for the course description.

**UTHE 101**  
**Salvation History and Scripture**  
3 hours

The seminarian is introduced to the whole history of salvation as identical with the history of the way and means by which the one true God – Father, Son, and Holy Spirit – reveals himself to men “and reconciles and unites with himself those who turn away from sin” (CCC 234, OT 13-14). The bible is read as the pri-

mary text and a broad overview of salvation history is presented by following the historical outline in the Old and New Testaments, with particular attention given to the historical narratives of the Old Testament, the Gospels, and Acts of the Apostles, while not necessarily excluding other books. The course will not focus on exegesis, scriptural interpretation techniques or historical critical methods.

**UTHE 102**  
**Profession of Faith**  
3 hours

The purpose of this course is to assist the seminarian to confess his baptismal faith before men as those who belong to Christ through faith and baptism. Reading the entirety of Part I of the *Catechism of the Catholic Church* as the primary text, the course will expound on the nature of faith and profession of faith in the creed.

**UTHE 104**  
**Celebration of the Christian Mystery**

3 hours In this course, the seminarian will learn to understand the “dispensation of the mystery” (CCC 1076) and the requirement of the faithful to believe, to celebrate, and to live this mystery in a vital and personal relationship with the living true God through prayer (CCC 2558). Reading the entirety of Part II of the *Catechism of the Catholic Church* as the primary text, a general knowledge of the sacramental economy and the seven sacraments of the Church will be imparted.

**UTHE 105**  
**Life in Christ: Catholic Moral Theology**  
3 hours

One's desire for the happiness of the beatific vision and to help one understand how to obtain it through right conduct that is freely chosen, with the help of God, and that fulfills the demands of charity, is discussed. Reading the entirety of Part III of the *Catechism of the Catholic Church* as the primary text, the above will be accomplished by reflecting on man's vocation to life in the Spirit and the Ten Commandments.

**UTHE 106**  
**Christian Prayer**  
3 hours

The seminarian will learn to understand the requirement of the faithful to believe, to celebrate, and to live this mystery in a vital and personal relationship with the living true God through prayer (CCC 2558). This will be accomplished by reading the entirety of Part IV of the *Catechism of the Catholic Church* as the primary text and will impart a general knowledge of Prayer in the Christian life and the Lord's Prayer.

**UTHE 498**  
**Introduction to Vatican II Documents**  
3 hours

The documents of the Second Vatican Council are introduced, with particular emphasis on the dogmatic and pastoral constitutions, as well as the decrees on priesthood and priestly formation, and the declaration on religious freedom. Other documents are introduced at the instructor's discretion. This course is both foundational and introductory.

# Course Offerings for the Josephinum Diaconate Institute

## SCRIPTURE

### **BI405EE/BI450CS**

#### **Introduction to Sacred Scriptures**

*2 hours*

Introduction to the Sacred Scriptures introduces students to the Canon of Sacred Scripture and an overview of each of the major sections of the Bible, including selected readings from Sacred Scripture. There are no prerequisites for this course; the instructor will presume that students have little to no academic knowledge of the Bible. The course will include a study of the ecclesial documents that help guide Catholic scriptural scholarship and the faithful who want to study and pray the sacred scriptures.

### **BI510CE English / BI510CS**

#### **The Pentateuch and Historical Books: Introduction to the Old Testament**

*2 hours*

This course introduces and surveys the Pentateuch, the first five books of the Old Testament (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy). Through a close reading of this foundational narrative, we will gain fresh insight into the multiple perspectives it offers on the nature of God, the destiny of humanity, and the history of salvation. By studying and applying the Documentary Hypothesis, the dominant modern theory concerning the formation of the Pentateuch, we will sharpen our ability to appreciate both the individual authorial voices that inhabit the Pentateuch as well as the theological effect of their combination.

### **BI530CE English / BI530CS Spanish**

#### **The Prophets**

*2 hours*

The contribution of the prophets of Israel to the biblical corpus and therefore to the beliefs and practices of Jews and Christians who have inherited its implications for faith is unquestioned. The course considers Amos, Hosea, Micah, Isaiah (I, II, and III), Jeremiah, Ezekiel, and Jonah.

### **BI610CE English / BI610CS Spanish**

#### **The Synoptic Gospels and Acts of the Apostles: Introduction to the New Testament**

*2 hours*

The Gospels of Mark, Matthew, and Luke are called the synoptic Gospels due to their interdependence and similarities. This course will study the Gospels of Matthew, Mark, and Luke as foundational witnesses to Jesus' life, death, and Resurrection by looking at both their independence and interdependence. The book of Acts is included and studied as the companion volume to Luke's Gospel.

### **BI630CE/BI630CS**

#### **Johannine Literature: The Gospel, Letters, and Book of Revelation**

*2 hours*

This course addresses the Gospel of John, the letters of John, and the book of Revelation. Students will learn some fundamental principles of biblical interpretation. These principles will be used to explore the Johannine texts, with special attention paid to the Gospel of John.

### **BI710CE/BI710CS**

#### **Pauline Literature and the Letter to the Hebrews**

*2 hours*

Students explore selected letters of Paul. Topics include authorship, audience, and secular and religious contexts. The study of Paul's writing style brings additional insight to the texts. Students are prepared for teaching and preaching in the parish and similar settings.

### **BI810CE/BI810CS**

#### **Wisdom Literature and the Psalms**

*2 hours*

The book of Psalms is explored as the liturgical and personal prayer book of Jews and Christians, a book that embraces the entire spectrum of human emotion and experience, speaking as much to people of today as it did to those who first composed it. The overall structure of the book, types of Psalms, aspects of Hebrew poetry, and important themes arising in the text are analyzed. This course includes a survey of the other Wisdom literature found in the canon of Sacred Scripture.

### **BI950CE**

#### **Walking in The Footsteps of Jesus and the First Deacons: A Pilgrimage to The Holy Land**

*2 hours*

The Josephinum Diaconate Institute offers a Holy Land Pilgrimage/study program. This is an 8-day directed study designed to introduce deacons and deacon candidates to the holy sites of our salvation. Through participant-directed preparation and execution of the pilgrimage/study program, students will prepare and then participate in an extensive visitation of biblical sites in Israel.

## PHILOSOPHY/DOGMATIC THEOLOGY

### **DO410CE English / DO410CS Spanish**

#### **Introduction to Catholicism**

*2 hours*

The Introduction to Catholicism course presents students with a comprehensive overview of the teachings of the Roman Catholic faith. It offers students a theological foundation and builds upon the basic tenets of the faith offered in the Catechism of the Catholic Church. The course aims to empower students for future catechetical and ministerial service.

### **DO430CE English / DO430CS**

#### **Philosophy for Understanding Theology**

*2 hours*

This course presents students with an introductory overview of the major historical figures in the discipline of philosophy and their principal ideas. The goal is to make later theological concepts more intelligible by revealing their association with the great philosophical traditions that influenced the writings of the Church Fathers, Doctors of the Church, and theologians through the ages and into the contemporary world.

### **DO520CE/DO520CS**

#### **Fundamental Theology**

*2 hours*

This course in fundamental theology will introduce students to the complex issues surrounding the interchange between faith and reason. The goal of this course is to help students to solidify their intellectual foundation and prepare them for the work of theological study.

### **DO610CE/DO610CS**

#### **The Church: A Study in Ecclesiology**

*2 hours*

Within the framework of systematic theology, ecclesiology examines the nature of the Church and its emerging challenges. This course considers both classic insights and new directions in ecclesiology, including reflections on the nature and exercise of ministry in the Church. Central to the course is a critical examination of two documents of the Second Vatican Council: The Dogmatic Constitution on the Church (Lumen Gentium) and The Pastoral Constitution on the Church in the Modern World (Gaudium et Spes).

**DO620CE/DO620CS****Christology***2 hours*

The Son of God became human while remaining divine. He suffered death on the cross to redeem humanity and rose from the dead in glory. The early Church grappled with the question of who was and who is Jesus. The early Councils proclaimed doctrine held to this day, and the Church Fathers wrote cogently about Him. The course addresses the fundamental questions about Jesus and reviews the heresies about Jesus and their resolution by the Church.

**DO630CE/DO630CS****Sacramental Theology***2 hours*

A comprehensive study of the theology and rites for administering the Sacraments. The course examines biblical foundations for each sacrament, and the way in which the Church has understood and practiced its life of prayer and sanctification throughout history using the sacraments. The primary focus of this study is on the way that the Church currently celebrates the Sacraments.

**DO650CE / DO650CS****The Eucharist***2 hours*

This course provides a comprehensive exploration of the Eucharist, considered the "source and summit of the Christian life". The course covers its biblical foundations, historical development, and theological meaning.

**DO710CE/DO710CS****The Second Vatican Council: History, Vision, and Documents***2 hours*

The Second Vatican Council (1962-1965) was the major event in the Church in the twentieth century. Sixty years since the start of the council, its meaning and impact is still being discussed and felt. We will read the four constitutions as well as select declarations and decrees, examining the contexts that gave rise to these documents including the Biblical and liturgical movements.

**DO720CE/DO720CS****Apologetics***2 hours*

This course is an introduction to Catholic apologetics equipping the student to clearly explain and charitably defend their faith, fulfilling St. Peter's mandate to: "Always be prepared to make a defense to anyone who calls you to account for the hope that is in you, yet do it with gentleness and reverence." (1 Peter 3:15)

**DO907EE/DO907CS****The Theology of Liturgy***2 hours*

This course introduces the history, theology, and praxis of the liturgy of the Catholic Church, and explores the function of the liturgy as an integral component of the Christian life and mission.

**DO910EE****The Trinity***2 hours*

This course surveys the development of Trinitarian doctrine in the Roman Catholic Church from the 1st century to the present, beginning with doctrinal precursors as found in holy Scripture, early liturgical practices, and early writings of the Church Fathers, and ending with mature Roman Catholic Trinitarian doctrine.

**HISTORICAL THEOLOGY****HS520CE English / HS520CS Spanish****Church History***2 hours*

This survey course in the history of the Church investigates theological, political, and social developments from the apostolic age through the Second Vatican Council. This range of topics in the course is organized according to the "six ages" of the Church as divided by the historian Christopher Dawson.

**HS810CE/HS810CS****Patristics: An Introduction to the Church Fathers***2 hours*

The early Church Fathers addressed fundamental questions about the Church in their writings. Included are texts on Christology, the Trinity, the sacraments, and other topics. Writings from the Eastern and Western Fathers will be read to better understand how the Church currently "breathes with both lungs" of the East and West.

**HS830CE/HS830CS****The History of the Church in the United States***2 hours*

The course is designed to cover the growth of the Church in the United States from the origins of the U.S. to the Second Vatican Council. Beginning with the earliest migrations and explorations and continuing with its colonization by the Spanish and French Empires, the course continues with a study of the growth of Catholicism in the English Colonies and the later American Republic.

**MORAL THEOLOGY****MO530CE English / MO530CS Spanish****Foundations of Catholic Moral Theology***2 hours*

An introduction to Catholic moral teaching including natural law; character, virtue, acts and object of acts; scriptural basis for moral teaching; and an introduction to Veritatis splendor and Magisterial teaching.

**MO720CE/MO720CS****The Social Teaching of the Catholic Church***2 hours*

This course introduces Catholic Social Teaching, its place within Catholic doctrine, and its response to contemporary challenges of society,

politics, and economy. It also considers Catholic Social Teaching's relation to contemporary American ideologies.

**MO820CE/MO820CS****Catholic Medical Morality and Ministry***2 hours*

This course presents fundamental Church principles relating to ethics and medical ethics. This course studies the theology of the human body, personhood, and human dignity in protecting life from beginning to end and in treating illness.

**PASTORAL THEOLOGY****PA420CE/PA420CS****The Call, Mission, and Spirituality of the Permanent Deacon***2 hours*

This course offers the students an opportunity to examine the diaconate by examining its biblical, patristic, and canonical roots, its decline and ultimate renewal by the Second Vatican Council. The emergence of contemporary theologies of the diaconate will also be explored, based on a spirituality of the diaconate which is grounded in the deacon's sacramental initiation and ordination, coupled with an approach to diaconal ministry which is at once similar yet distinct from the sacerdotal orders of the episcopate and presbyterate.

**PA510CE/PA510CS****Introduction to Pastoral Care and Counseling***2 hours*

Pastoral care is part of the daily life of the deacon and all ministers in pastoral assignments. Pastoral counseling incorporates additional theories into the process. Through this course, deacons and their colleagues in ministry will gain the knowledge and skills to be more comfortable in pastoral care situations.

**PA620CE/PA620CS****Introduction to Homiletics and Exegesis***2 hours*

This course provides students with the foundations for Catholic preaching. As a general introduction, we will examine contemporary magisterial teaching on homiletics while also affording students the opportunity to prepare homilies which will be shared among participants for feedback. Emphasis will be given to the liturgical and sacramental context within which Catholic preaching takes place. Note: Students enrolling in this course are expected to have completed coursework in the Gospels.

**PA720CE/PA720CS****Intermediate Homiletics: Preaching the Lectionary***2 hours*

This course focuses on practical dimensions of preparing homilies through a critical and prayerful reading of the Scriptures associated with the various seasons of the liturgical year, as well as using the liturgical year itself as a valuable resource in preaching. Student homilies will be recorded and viewed by the rest of the class, giving an opportunity for constructive feedback. Included will be opportunities for preaching at seasonal celebrations such as the sacred Triduum, Christmas Midnight Mass, Pentecost, and selected Sundays of Ordinary Time.

**PA730CE/PA730CS****Canon Law***2 hours*

This course has been developed specifically to address the canon law topics that most frequently arise in the ministry of deacons. This course of instruction is based on the 1983 Code of Canon Law.

**PA731CE/PA731CS****The Spiritual Life: The Practice of Discernment in Prayer***2 hours*

The course leads the student on a spiritual journey of intimacy with God that can bring healing to the minister and those who are being cared for. The journey of this course involves both the head and heart. The course focuses on the theological and Biblical background and some of the basic ways to pray and discern the spiritual life. Included are step-by-step meditations and devotional guides for prayer experiences that help to internalize and adopt the basics of spirituality.

**PA820CE/PA820CS****Introduction to Grief Counseling and Ministry***2 hours*

This course is designed to allow the participant to explore the many facets of a person who is grieving the loss of someone close to them. Completion of this course will allow the participant to identify with those who bereave and allow the participant to experience a methodology of counseling that will be healing and helpful to the bereaved.

**PA825EE / PA825ES****Advanced Homiletics: Preaching the Rites and Difficult Homilies***2 hours*

This course focuses on understanding and demonstrating homiletics within the rites of the Church, including Mass, funerals, matrimony, and baptisms. Specific focus is given to challenging pastoral situations such as may arise during a funeral, wedding, or ecumenical gathering.

**PA830CE/PA830CS****Best Practices for Pastoral Administrators and Directors***2 hours*

The course is designed to meet the needs of those appointed to act in the capacity of administrator or business manager of a parish. Participants will be introduced to a variety of administrative tasks common to the role of the parish administrator and to "good practices" for pastors, administrators, and professionals. An overview of applicable legal principles is also provided so that the participant is presented with the tools necessary to analyze administrative issues, recognize potential pitfalls, and formulate viable problem-solving options to address parish administrative issues.

**MASTER OF ARTS IN PASTORAL STUDIES: THESIS AND PRACTICUM****MP830ME****MAPS Thesis and Project Direction***2 hours*

If a student chooses a capstone master's Thesis, this course must be taken during the time that a MAPS candidate is working on their thesis. This course registration is required for each semester while the thesis is in process.

**MP850ME****MAPS Pastoral Project Practicum I: Research and Proposal***2 hours*

MP850ME and MP860ME must be taken in sequence to complete the pastoral project and practicum of the MAPS curriculum. During MP850ME, the student will research and design a pastoral project with the goal of having this project approved to be carried out in the following semester.

**MP860ME****MAPS Pastoral Project Practicum II: Implementation and Summative Paper***2 hours*

This is the concluding exercise of the MAPS degree program. The student will implement the pastoral project identified in Practicum I (MP850ME) under the supervision of a local supervisor. To complete the course, the student will write a summative reflective paper about the experience.

# Course Offerings for the School of Theology

## BIBLICAL STUDIES

### BI 501

#### Introduction to Scripture

3 hours

Addresses two questions throughout the semester: What is the Bible? How do you interpret it? Considers the Bible as “the Word of God in human words,” and studies the joint divine and human authorship of Sacred Scripture from an Incarnational perspective. Studies inspiration, canonicity and truth/inerrancy by means of the guiding Magisterial documents. Introduces specific methods and tools for studying the Biblical text, including Patristic exegesis.

#### COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will develop an approach to the inspired text which takes full account of the historical and hermeneutical questions raised therein.

Objectives: Seminarians will...

1. gain some familiarity with the fundamental issues and questions which arise from contemporary study of both Testaments.
2. develop an awareness of the historical, geographical, and cultural context within which the two Testaments have developed, including types of Biblical literature, texts, translations and tools for research; as well as all the introductory Biblical competencies to be expected of a Pontifical College Josephinum alumnus, trained for the new evangelization.

Goal 2: Seminarians will acquire a personal familiarity with the Scriptures adequate for the synthesis of a creative approach to the text and its proclamation as an effective minister of the word (reader/ teacher/ preacher) and as a priest prepared by means of seminary formation and education for the new evangelization.

Objectives: Seminarians will...

1. gain general familiarity with the basic concepts, terms, and methods employed in Biblical scholarship (cf. *100 Biblical Definitions*).
2. acquire a general understanding of Catholic teaching on inspiration, inerrancy, canonicity, hermeneutics, the primacy of the “literal sense” of the text, exegesis, and literary forms, and the actualization of Biblical meaning in the life of the Church.
3. understand the process of the canonization of the Biblical books and their status as “the Word of God in human words” (inspiration).

4. acquire overall familiarity with the Bible and read it with an eye to the distinctiveness of each literary form encountered therein and situated within its own context.
5. become acquainted with the major sources of information and methods of research on Biblical questions so that in future service it will be possible to search out answers to questions posed and to be a competent catechizer and preacher.

### BI 502

#### Wisdom Literature

3 hours

Identifies and examines Wisdom Literature of the Old Testament by situating it in the context of Wisdom ideas in the ancient world and in Jewish tradition. Also attends to Wisdom themes in non-Wisdom literature of the Bible while having exegesis, preaching, and spirituality in view. Prerequisite: BI 501 Introduction to Scripture

#### COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will understand the historical background, literary features, and theological interests of the wisdom books of the Old Testament.

Objectives: Seminarians will...

1. understand the social and political context of wisdom literature.
2. understand the distinctive theological themes and emphases of each biblical wisdom book.

Goal 2: Seminarians will read Wisdom literature critically, responsibly, and productively.

Objectives: Seminarians will...

1. understand the role the wisdom literature plays in the overall canon of Scripture and in the theological tradition.
2. understand the Catholic Church’s teaching about the Wisdom literature.
3. demonstrate exegetical competence proper to the professional (MDiv) level.

Goal 3: Seminarians will be empowered to teach, preach, and live according to the wisdom tradition of scripture.

Objectives: Seminarians will...

1. explore applications of the above skill sets within a pastoral setting.
2. demonstrate greater confidence in teaching and preaching on the biblical wisdom books.

**BI 512**  
**Pentateuch**  
*3 hours*

Introduces the content, structure, and meaning of the Torah/Pentateuch, the first five books of the Bible. Explores major themes and events presented in the text as well as their relationship to other biblical passages. Surveys the history of theories and methods used for the study of the Pentateuch. This course requires a research paper of ten to fifteen pages. Prerequisite: BI 501 Introduction to Scripture.

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will understand the historical background, literary features, and theological interests of the Pentateuch.

Objectives: Seminarians will...

1. understand the content, context and literary features of the Pentateuch
2. recognize and communicate key theological concepts and themes of the Pentateuch.

Goal 2: Seminarians will read the Pentateuch critically, responsibly, and productively.

Objectives: Seminarians will...

1. understand the role the Pentateuch plays in the overall canon of Scripture and in the theological tradition.
2. understand the Pentateuch's relationship to other biblical corpora, and the history of scholarship on the Pentateuch.
3. understand the Catholic Church's teaching about the Pentateuch.
4. demonstrate exegetical competence proper to the professional (MDiv) level.

Goal 3: Seminarians will be empowered to teach, preach, and live according to the Pentateuch.

Objectives: Seminarians will...

1. interpret and apply the Pentateuch's meaning as understood in the life of the Church.
2. interpret and apply the Pentateuch's meaning with pastoral skill and sensitivity.

Goal 4: Seminarians will write competently, with accuracy and clarity, about the Pentateuch.

Objectives: Seminarians will...

1. develop research and exegetical skills through various approaches, concluding with an extended exegetical paper.

**BI 601**  
**Prophets**  
*3 hours*

Introduces the prophetic literature of the biblical canon in its historical and theological contexts with special emphasis given to the meaning and function of prophets and the prophetic institution. The primary corpora read and examined in detail include what is traditionally known as the "Former Prophets" (Joshua, Judges, 1-2 Samuel, 1-2 Kings) and the "Latter Prophets" (i.e., Isaiah through Malachi). Prerequisite: BI 501 Introduction to Scripture

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will understand the historical background, literary features, and theological interests of the Prophetic books of the Old Testament.

Objectives: Seminarians will...

1. identify and explain the nature, structure, and key features of the Bible's prophetic corpora.
2. examine and discuss the nature, meaning, and function of the prophetic phenomena evidenced in the Bible and how particular prophets participated in and manifested these phenomena.
3. identify and begin to articulate ways in which historical, social, and theological contexts of biblical prophets and prophetic literature shape the meaning of their message.
4. recognize and communicate key theological concepts and themes of the Bible's prophetic tradition.

Goal 2: Seminarians will read Prophetic literature critically, responsibly, and productively.

Objectives: Seminarians will...

1. understand the role the prophetic literature plays in the overall canon of Scripture and in the theological tradition.
2. understand the Catholic Church's teaching about the Prophetic literature.
3. demonstrate exegetical competence proper to the professional (MDiv) level.

Goal 3: Seminarians will be empowered to teach, preach, and live according to the Prophetic tradition of scripture.

Objective: Seminarians will...

1. explore and help others explore the meaning and implications of prophets and prophetic literature in contemporary pastoral contexts.

**BI 602**  
**Synoptic Gospels and Acts**  
*3 hours*

Examines the content of the Gospels according to Matthew, Mark, and Luke as well as the Acts of the Apostles with attention given to their origins, structures, styles, purposes, and meanings. To aid the development of sound exegetical skills for preaching and spirituality, focus is given to original communities as well as analyzing key passages and themes in each corpus. This course begins by introducing the literary genre of gospel, the Synoptic Problem, and Synoptic method. Prerequisite: BI 501 Introduction to Scripture

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will understand the historical background, literary features, and theological interests of the Synoptic Gospels and Acts of the Apostles.

Objectives: Seminarians will...

1. appreciate the historical formation of the Synoptic Gospels and Acts of the Apostles (including a working hypothesis regarding the Synoptic Problem), and their testimony to Jesus of Nazareth.
2. acquire a broad knowledge of the structure, contents, literary features and theological emphases of the Synoptic Gospels and Acts of the Apostles.
3. develop an ability to work with basic exegetical tools in interpreting the Synoptic Gospels and Acts of the Apostles.

Goal 2: Seminarians will read the Synoptic Gospels and Acts of the Apostles critically, responsibly, and productively.

Objectives: Seminarians will...

1. understand the role the Synoptic Gospels and Acts of the Apostles play in the overall canon of Scripture and in the theological tradition.
2. understand the Catholic Church's teaching about the Synoptic Gospels and Acts of the Apostles.
3. demonstrate exegetical competence proper to the professional (MDiv) level.

Goal 3: Seminarians will be empowered to teach, preach, and live according to the Synoptic Gospels and Acts.

Objectives: Seminarians will...

1. explore applications of the above skill sets within a pastoral setting.

2. gain greater confidence in teaching and preaching on the Synoptic Gospels and Acts of the Apostles.

**BI 612**  
**Pauline Corpus**  
*3 hours*

Provides a general introduction to the thirteen letters of Paul, accounting for their historical contexts and developments. Gives special attention to the literary structure of the letters, the rhetorical situation that produced them, and their particular theology. Also focuses on the pastoral relevance of the letters and how one actualizes their message in our contemporary situation. Prerequisite: BI 501 Introduction to Scripture.

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will understand the historical situations and contexts, literary features, and theological interests of each particular Pauline letter.

Objectives: Seminarians will...

1. describe the historical situation that gave birth to each particular letter.
2. correlate the main ideas of the letters with their historical context and rhetorical situation.
3. identify and understand the different literary features of the letters of Paul.
4. comprehend the theological message of the letters of Paul.

Goal 2: Seminarians will read the Pauline literature critically, responsibly, and productively.

Objectives: Seminarians will...

1. understand the role Pauline literature plays in the overall canon of Scripture and in the theological tradition.
2. identify and situate the theological ideas of each letter within the broader Pauline corpus and the broader theological tradition.
3. understand the Catholic Church's teaching about the Pauline literature.
4. demonstrate exegetical competence proper to the professional (MDiv) level.

Goal 3: Seminarians will be empowered to teach, preach, and live according to the Pauline tradition of scripture.

Objectives: Seminarians will...

1. express the value of each letter for its original audience as well as the present world.

**BI 701**  
**Johannine Corpus**  
*3 hours*

Examines the Johannine writings with an emphasis on the Gospel according to John, all with a view toward exegesis, preaching, and spirituality. After treating introductory issues

of the Gospel, this course engages in detailed study of selected passages of the Gospel, to explain the literary techniques and theology of the evangelist. Ends with a general introduction to the letters of John and the book of Revelation attending to the themes therein. Prerequisite: BI 501 Introduction to Scripture.

#### COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will understand the historical background, literary features, and theological interests of the Johannine corpus.

Objectives: Seminarians will...

1. articulate the distinctive theological themes and emphases of the Johannine corpus as well as its historical origins.
2. articulate a broad knowledge of the structure, contents, and literary features of the Johannine corpus.

Goal 2: Seminarians will read Johannine literature critically, responsibly, and productively.

Objectives: Seminarians will...

1. understand the role the Johannine literature plays in the overall canon of Scripture and in the theological tradition.
2. understand the Catholic Church's teaching about the Johannine literature.
3. demonstrate exegetical competence proper to the professional (MDiv) level.

Goal 3: Seminarians will be empowered to teach, preach, and live according to the Johannine tradition of scripture.

Objectives: Seminarians will...

1. explore applications of the above skill sets within a pastoral setting.
2. demonstrate greater confidence in teaching and preaching on the Johannine corpus.

#### *Electives (Offerings change each year.)*

##### **BI 930**

##### **Psalms**

3 hours

Explores this liturgical and personal prayer book of Jews and Christians for millennia, a book that embraces the entire spectrum of human emotion and experience, speaking as much to people of today as it did to the first composers. Analyzes the overall structure of the book, types of Psalms, aspects of Hebrew poetry, and important themes. Prerequisite: BI 501 Introduction to Scripture; Recommended: BI 502 Wisdom Literature

##### **BI 940**

##### **Letter to the Hebrews**

3 hours

Undertakes a detailed exegetical study of the Letter to the Hebrews giving special attention to its literary structure and its historical and religious context, specifically, its use of the Old

Testament. Part of the course is in seminar format. Prerequisite: BI 501 Introduction to Scripture; Recommended: BI 612 Pauline Corpus

##### **BI 950**

##### **Galatians and Romans**

3 hours

Explores the person of the Apostle Paul in depth by examining his exegetical method, his theology, and his pastoral concerns. Explains introductory issues of Paul's letters to the Galatians and the Romans such as audience and epistolary circumstances. Gives an exegetical study of the complete text of both letters. Part of the course is in seminar format. Prerequisite: BI 501 Introduction to Scripture; Recommended: BI 612 Pauline Corpus

##### **BI 970**

##### **Passion Narratives**

3 hours

Studies the Passion Narratives of the four Gospels comparatively in a seminar format. Emphasizes the historical background of the events, the distinctive emphasis of the Gospel writers, and the meaning of the suffering and death of Jesus as understood by various early Christians. Investigates individual passages in their historical and literary contexts following an examination of the Passion Narratives as a whole. Prerequisites: BI 501 Introduction to Scripture, BI 602 Synoptic Gospels and Acts

##### **BI 971**

##### **Nuptial Theology: Biblical Foundations**

3 hours

Introduces seminarians to the concepts, methodology, and texts of Nuptial Theology (Biblical Foundations), as nuptiality is a core component of Christian life and of the life of an ordained priest of the Catholic Church.

##### **BI 977**

##### **Isaiah**

3 hours

Examines the Book of Isaiah. Focuses on the Septuagint version of Isaiah and its use in New Testament writings potentially involving review of Greek and discussion of text criticism. Gives special attention to Ancient Near Eastern and New Testament prophecy to better situate the prophetic endeavor in Isaiah. Prerequisites: BI 501 Introduction to Scripture, BI 601 Prophets, BI 602 Synoptic Gospels and Acts (may be taken concomitant with BI 601 and BI 602)

##### **BI 978**

##### **Biblical Hermeneutics**

3 hours

Building on elements covered in Introduction to the Scripture, this course focuses in particular on Symbolic Hermeneutics which 1) is in line with the Biblical mentality and is respectful of the truth of the text, 2) accustoms students to making connections and synthesizing their own knowledge and experiences, 3) is in dialogue with the Tradition and Magisterium of the Church, which are strongly Biblical-symbolic, and 4) is in dialogue with both traditional interpretative methods (e.g., rabbinic, patristic, allegorical, spiritual, etc.), and with the more recent ones (e.g., historical-critical, structuralist, etc.). Prerequisite BI 501 Introduction to Scripture

## CHRISTIAN LIVING

### CL 501

#### Spiritual Theology

3 hours

Introduces the discipline of spiritual theology, that is, the theological study of progress in the life of transforming intimacy with God. Includes attention to priestly spirituality and Marian piety.

#### Course Goals and Objectives

Goal 1: Seminarians will familiarize themselves with key concepts and the vocabulary of spiritual theology.

Objectives. Seminarians will be able to

1. provide an OCIA-level catechetical introduction to prayer, progress in the Christian life, and the fruitful reception of the sacraments.
2. explain key concepts and vocabulary including: supernatural, *sarkikos*, *physikos*, *psychikos*, *pneumatikos*, *katharsis*, *photismos*, *theosis* (deification), divine image and likeness, actual grace, sanctifying grace, charismatic gifts, prophecy, miracles, states of life, state of perfection, extraordinary phenomena, vocal prayer, mental prayer, affective prayer, acquired and infused virtues, acquired and infused contemplation, vocation, holiness, active and passive purification, "spiritualities," and the elements of "spirituality" in various vocations and at different stages of human development.
3. explain common practices and challenges in spiritual direction, differentiating between purposes and styles of direction
4. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

Goal 2: Seminarians will explore the history of clerical discipline and theories of priestly spirituality.

Objectives. Seminarians will be able to

1. discuss the history of clerical formation and discipline in their own ritual church.
2. discuss the origins of seminaries, the disciplinary reforms of Trent and Vatican II, and the Decree and Directory on the ministry and life of priests.
3. discuss current themes, pitfalls, and challenges in priestly spirituality.
4. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

Goal 3: Seminarians will explore the doctrinal basis and practices of Marian piety.

Objectives. Seminarians will be able to

1. provide an OCIA-level catechetical introduction to Mariology.

2. explain the 2024 "Norms for proceeding in the discernment of alleged supernatural phenomena" as they relate to Marian apparitions.
3. identify and explain major practices and schools of Marian piety, including feast days, icons, the rosary, the Lenten Akathist, the Little Office, and Marian consecration.
4. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

### CL 502

#### Fundamental Moral Theology I

3 hours

Introduces the context and principles of moral theology, which is the ecclesial science that undertakes "scientific reflection on the Gospel and the gift and commandment of new life, a reflection on the life which 'professes the truth in love' and on the Church's life of holiness" (VS n. 110). Topics include human beatitude, goodness, and finality; human acts and their morality; holiness, moral habitus, passions, law, and conscience, with particular attention to Scripture, the Thomistic tradition, and the renewal of moral theology urged in *Optatam totius* and *Veritatis splendor*.

#### Course Goals and Objectives

Goal 1: Seminarians will explore the nature and methods of moral theology.

Objectives. Seminarians will be able to...

1. discuss human beatitude and finality, with reference both to man's end and to his vocation in Christ.
2. identify the sources and methods of Catholic moral understanding, with attention to divine revelation, reason, the pastoral Magisterium, the role of theologians and theological schools, and to the role of priests as moral teachers and guides.

Goal 2: Seminarians will familiarize themselves with key concepts and the vocabulary of moral theology.

Objectives. Seminarians will be able to

1. explain key concepts such as finality, nature, happiness, beatitude, the different senses in which moral theology uses the word 'good', pleasure, joy, the appetites, desire, passion, moral acts, moral objects, intrinsically evil acts, ignorance (vincible and invincible), freedom, conscience, sin and sins (variety, kinds, effects, especially mortal and venial), real and apparent goods, moral good and evil, grace, holiness, acquired and infused moral habitus (virtues and vices), the Gifts of the Holy Spirit, manualist tradition, virtue theory, legalism, laxism, probabilism, *epikeia*, gradualism, principle of double effect, formal and material cooperation in evil, apparent exceptions to the Natural Law in the Old Testament

2. discuss the needed moral integration of the rational and sensitive powers, distinguishing continence from virtue, with reference to progress in virtue and goodness and the mechanism by which one grows in a habitus.
3. articulate and evaluate moral judgments based on a nuanced understanding of the concepts and principles noted above, and to express their conclusions with pastoral skill and sensitivity.
4. explain how moral theology has been articulated in different eras, especially noting the difference between the approach of St Thomas, the post-Tridentine Manuals and those leading up to Vatican Two, and the late 20-Century recovery of virtue ethics.

**CL 601**  
**Fundamental Moral Theology II**  
 3 hours

Continues the study of virtue begun in Fundamental Moral Theology by examining the moral and theological virtues in detail, including their contrary vices and sins as well as the Gifts of the Holy Spirit that relate to each virtue. Shows how the virtues reflect the order of reason that governs morality, and how an understanding of the virtues can be conducive to personal growth and pastoral ministry. Prerequisite: CL 502 Fundamental Moral Theology I

**COURSE GOALS AND OBJECTIVES**

Goal 1. Seminarians will explore the theology of the moral and theological virtues.

Objectives. Seminarians will be able to...

1. explain each of the theological and moral virtues in light of its OT and NT loci classici and the Tradition of the Church (excluding finer details treated in Spiritual Theology, Biomedical Ethics, Sexual Ethics, and Catholic Social Teaching).
2. demonstrate knowledge of sins against the various virtues, and their remedies, suitable for new priests hearing confessions (excluding finer details treated in Spiritual Theology, Biomedical Ethics, and Catholic Social Teaching).

Goal 2. Seminarians will familiarize themselves with key concepts and vocabulary relevant to the theology of the moral and theological virtues.

Objectives. Seminarians will be able to...

1. identify and explain key concepts and terms used in the theology of the virtues, including each particular moral and theological virtue, its definition, effects, corresponding Gifts of the Holy Spirit, and contrary vices.
2. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

**CL 602**  
**Catholic Social Thought and Doctrine**  
 3 hours

Introduces Catholic Social Teaching by studying magisterial documents (especially since *Rerum Novarum*), the challenges those documents sought to address, and the principles they employed. Gives attention to the historical development of the tradition, how the documents have been received, and how their reception is influenced by alternative philosophies and schools of thought. Seeks to help seminarians bring the insights of the tradition to bear in contemporary society and culture.

**COURSE GOALS AND OBJECTIVES**

Goal 1. Seminarians will explore Catholic social theory and doctrines.

Objectives. Seminarians will be able to...

1. articulate and explain authoritative Catholic teaching about social questions including: the family, the common good, religion(s), government, human law, wealth and poverty, human dignity, human rights, peace, and care for the natural world
2. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

Goal 2. Seminarians will familiarize themselves with key concepts and vocabulary relevant to Catholic social theory and doctrines.

Objectives. Seminarians will be able to...

1. identify and explain key concepts and vocabulary related to Catholic social theory and social teaching, including: the dignity of the human person, common good, family, rights, democracy, monarchy, participation, capitalism, libertarianism, socialism, liberalism, Americanism, patriotism, the Church-state relationship, integralism, government, subsidiarity, property, theft, usury, slavery, equality, restitution, just wage, just price, duties and rights of workers, employers, subjects, and rulers, freedom of conscience, commutative justice, distributive justice, just and unjust laws, obedience, honor, dignity, international order, peace, pacifism and nonviolence, just war, torture, capital punishment, stewardship of creation.
2. Identify the authors and importance of key documents in modern Catholic social teaching: *Vix pervenit*, *Mirari vos*, *Arcanum*, *Immortale Dei*, *Rerum novarum*, *Au milieu des sollicitudes*, *E supremi*, *Vehementer nos*, *Notre charge apostolique*, *Casti connubii*, *Quadragesimo anno*, *Mit brennender Sorge*, *Mater et magistra*, *Pacem in terris*, *Gaudium et spes*, *Populorum progressio*, *Laborem exercens*, *Sollicitudo rei socialis*, *Centesimus annus*, *Evangelium vitae*, *Deus caritas est*, *Caritas in veritate*, *Laudato si'*, *Fratelli tutti*.
3. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

**CL 701**  
**Sexual Morality**  
3 hours

Introduces Catholic teaching on the exercise of human sexuality and the living of chastity so that seminarians begin to develop the skills necessary to promote this teaching through their pastoral ministry. Attends to historical, theoretical, and comparative perspectives, and considers both the virtuous exercise of sexuality and the offenses against it, giving special attention to the most contested questions. Covers some significant pastoral and practical issues such as natural family planning, contraception, and training in chastity. Prerequisites: CL 502 Fundamental Moral Theology I, and CL 601 Fundamental Moral Theology II

**COURSE GOALS AND OBJECTIVES**

Goal 1. Seminarians will explore the moral theology of human sexuality.

Objectives. Seminarians will be able to...

1. explain Catholic teaching on the following topics, including their roots in divine revelation and theological reasoning: the nature and ends of matrimony, human love and sexuality, the life and virtue of chastity, mutual self-donation, spousal union, the marital act, procreation and the rearing of children, responsible parenthood and natural family planning, sexual sins outside and within marriage, marital foreplay, gender ideology, homosexuality, contraception, polygamy, remarriage after divorce.
2. describe the phenomenological presentation of this area of Catholic teaching in the work of Pope St. John Paul II (“theology of the body”).
3. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

Goal 2. Seminarians will familiarize themselves with key concepts and vocabulary relevant to Catholic social theory and doctrines.

Objectives. Seminarians will be able to...

1. identify and explain key concepts and vocabulary related to the moral theology of human sexuality, including: man, woman, marriage, marital act, consummation of marriage, union of spouses, chastity, procreation, child rearing, “remedy for concupiscence,” relations “*naturale modo*,” “theology of the body,” sacramental marriage, natural marriage, putative marriage, simulated marriage, invalid marriage irregular union, civil union, rape, adultery, sodomy, bestiality, fornication, pornography, masturbation, immodesty, impure thoughts, polygamy, bigamy.
2. Understand some strategies for chastity formation, working with youth, and overcoming vice and addiction in both adults and youth.
3. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

**CL 702**  
**Bioethics**  
3 hours

Introduces moral principles, explores topics, and examines pastoral questions of central import to bioethics. Introduces and applies the following moral principles: double effect, integrity and totality, material/formal cooperation, ordinary/extraordinary means, integrated sexuality and free and informed consent. Addresses the following topics: when human life begins and ends, abortion, reproductive technologies, in vitro fertilization, fetal testing, genetic engineering, sterilization, organ donation and transplantation, and euthanasia. Also examines the physician/patient relationship, confidentiality, and some questions concerned with the social organization of health care and its ability to deliver services. Prerequisites: CL 502 Fundamental Moral Theology I, CL 601 Fundamental Moral Theology II, and CL 701 Sexual Morality.

**COURSE GOALS AND OBJECTIVES**

Goal 1. Seminarians will explore the field of bioethics.

Objectives. Seminarians will be able to...

1. describe physiological conditions that occasion common bioethical questions, including disease, infection, injury, organ failure, death and conditions resembling death, pregnancy, childbirth, ectopic pregnancy, dependence on artificial means for preserving life, fertility, infertility, impotence, types of pregnancies, disorders of sexual development, gender dysphoria, chimeras and hybrids, body integrity identity disorder (BIID), PVS and disorders of consciousness, brain death.
2. identify moral and immoral responses to conditions such as those noted above, including medication, surgery, transfusions, other therapies, organ donation and transplants, xenotransplantation, vaccination, artificial nutrition and hydration, mechanical ventilation, CPR, defibrillation, LVAD, ECMO, NaPro (natural procreation) medical technologies, NFP, IVF, surrogate pregnancy, prenatal testing, sterilization, ‘sex change’ surgery, stem cells (embryonic, adult, induced), genetic engineering (therapeutic and enhancing), eugenics, human cloning, abortion (direct and indirect), euthanasia, body enhancements and plastic surgery (restorative and enhancing), rape protocols, the permissibility/impermissibility of sex with a contracepting spouse, the use of condoms by HIV-discordant couples, recreational drug use.
3. explain how principles of fundamental moral theology apply in questions arising from the conditions and responses mentioned above, including double effect, cooperation, and the principle of “totality and integrity”, informed consent, advance directives, conscientious objection, triage.

Goal 2. Seminarians will familiarize themselves with key concepts and vocabulary used in the field of bioethics.

1. identify and explain key concepts and vocabulary related to bioethics, including: pregnancy (intra-uterine, ectopic, tubal, intra-abdominal, molar), brain death, persistent vegetative state, cardiopulmonary arrest, hormone therapy, prosthesis, plastic surgeries, surgical excision and removal, human organ transplant, organ donation, xenotransplantation, palliative care, ordinary and extraordinary means of treatment and preserving life, pain management, terminal sedation, and natural death.
2. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

### ***Electives (Offerings change each year.)***

#### **CL/PA 903**

##### **Thomistic Response to Moral Relativism**

3 hours

Examines the reality of moral relativism in various parts of contemporary life, then studies the beginning of prima secundae of Saint Thomas Aquinas's *Summa Theologiae*. Focuses particularly on human acts, their goodness and evil, and their relation to human happiness.

#### **CL/PA 905**

##### **The Conferences of Saint John Cassian**

3 hours

Provides a close reading of the complete Conferences after introductory lectures on the life and importance of Saint John Cassian. Students take turns leading seminar discussions on the required reading.

#### **CL/DO 921**

##### **Introduction to St. John of the Cross**

3 hours

Examines the life and teachings of the 16th-century Carmelite reformer John of the Cross. The course includes a detailed study of his *Ascent of Mount Carmel*.

#### **CL/DO 950**

##### **Theology of the Body Pope Saint John Paul II**

3 hours

See DO 950 for the course description.

#### **CL/DO 953**

##### **Freedom and Truth: Pope Saint John Paul II, John Courtney Murray and Vatican II**

3 hours

See DO 953 for course description.

#### **CL/DO 981**

##### **Aquinas on Evil**

3 hours

See DO 981 for course description.

#### **CL/PA 991**

##### **Personalism and Personalistic Ethics of Pope John Paul II**

3 hours

Studies the personalistic teaching of Pope Saint John Paul II (Karol Wojtyła) and presents this teaching's essential presuppositions, principles, and contexts in the philosophical, theolog-

ical, and pastoral dimensions. Provides grounds for substantiating the norms of Christian morality in the Church's life in the modern world through insight into the acting person. Uses, as its central sources, Karol Cardinal Wojtyła's works *Person and Act* and *Love and Responsibility*.

## **DOGMA**

#### **DO 501**

##### **Fundamental Theology**

3 hours

Studies "the rational procedure of all theology" (PPF 6, n. 321) and the basis of the dialogue between God and man, examining divine revelation and man's response to it. Considers a range of topics including: theological and historical reflection on revelation, the transmission of revelation in the Church including the relation between Scripture and Tradition, the act of faith and its context in today's world, the credibility of revelation, and the relation between faith and reason. Also addressed are challenges faced by Catholic theology from modern cultural beliefs.

### **COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will explore the historical background and development of fundamental theology.

Objectives: Seminarians will be able to...

1. explain Catholic doctrine about revelation, faith, and reason.
2. describe the nature and historical development of theology as a discipline.

Goal 2: Seminarians will familiarize themselves with key vocabulary and concepts of fundamental theology.

Objectives: Seminarians will be able to...

1. explain Catholic doctrine regarding revelation and faith.
2. identify and explain key concepts and terms used in fundamental theology, such as divine revelation, the Word, faith, theophany, revelation's Christocentric nature, Scripture, inspiration, inerrancy, Tradition, Magisterium, deposit of faith, faith and reason, "God of the philosophers," rule of faith, development of dogma, preambles of faith, theological analogy, first truth, object of faith, faith's certainty, faith's cause, modernism, fideism, and rationalism.
3. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

#### **DO 502**

##### **Trinity**

3 hours

Studies the Christian doctrine of the Triune God. Covers the scriptural foundation of the Trinitarian doctrine and examines the history of creedal statements and heresies concerning that doctrine. Focuses primarily on the traditional reflections on this most fundamental of Christian dogmas drawing from the

teaching of St. Augustine and St. Thomas Aquinas. This course requires a research paper of ten to fifteen pages in length.

Goal 1: Seminarians will explore the historical background and development of the theology of the Triune God.

Objectives: Seminarians will be able to...

1. discuss the biblical foundations of Catholic doctrine concerning the nature of the Triune God.
2. describe the historical development the theology of God, One and Three, including: the contributions of the Fathers of the Church (in credal confessions and especially in St. Augustine) and systematic questions (guided especially by St. Thomas Aquinas).

Goal 2: Seminarians will familiarize themselves with key vocabulary and concepts related to the theology of the Blessed Trinity.

Objectives: Seminarians will be able to...

1. explain Catholic teaching regarding the Triune God, particularly as these are articulated in responses to heresies.
2. identify and explain key terms and topics related to the theology of the divine essence, attributes, and operation, including: analogy, divine names, unity, existence, simplicity, goodness, perfection, ubiquity, eternity, impassibility, equality, power, divine life, divine love, and divine knowledge as well as the knowledge of the Trinity, including the rationalistic approach (Richard of St. Victor), trinities in creation, and the image of God.
3. identify and explain key terms and topics related to Trinitarian theology, including: divine personhood, theology and economy, substance, relation and subsistent relation, real relation, logical relation, procession, perichoresis (circumincession), notions, innascibility, generation, paternity, filiation, spiration, procession (as a relation), divine names (including Father, Unbegotten, Principle, Son, Word, Image, Holy Spirit, Love, Gift), mode of signification, appropriation, essential and notional acts, divine missions, Filioque, adoptionism, Arianism, semi-Arianism, Sabellianism, Macedonianism, tritheism, and the historicization of God.
4. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

**DO 601**  
**Theology of Grace**  
*3 hours*

Examines the theology of creation and human origins (protology); of human nature, predestination, sin, justification, freedom, and grace; and of the life of the world to come (eschatology).

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will explore the historical background and development of protology, eschatology, and the theology of grace.

Objectives: Seminarians will be able to...

1. discuss the biblical foundations of the theology of grace, creation, and eschatology
2. describe the historical development of the theology of grace including: the contributions of the Fathers of the Church, an overview of the further history of theological development, and systematic questions guided by St. Thomas Aquinas

Goal 2: Seminarians will familiarize themselves with key vocabulary and concepts related to the theology of grace.

Objectives: Seminarians will be able to...

1. explain Catholic teaching regarding creation, human origins, human nature, predestination, sin, justification, freedom, grace, and eschatology.
2. identify and explain key terms and topics related to the theology of grace, including: supernatural, imago Dei, original integrity, original justice, the divisions of grace, original sin and its consequences, concupiscence, justification, merit, Pelagianism, semi-Pelagianism, sola gratia, limbo theory, polygenism, evolution, human death and mortality, particular and general judgments, general resurrection, purgatory, Hell, and Heaven.
3. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

**DO 602**  
**Christology**  
*3 hours*

Studies the Catholic Tradition's understanding of Jesus Christ. Covers the historical Jesus and the foundations of Christology in the New Testament, and the refinement of Christological doctrine through the subsequent life of the Church, beginning with the Early Church Fathers. Undertakes systematic reflection on selected issues in Christology and Soteriology with the guidance of St. Thomas Aquinas. Addresses the relationship between Mariology and Christology with attention given to the Church's four defined Marian dogmas.

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will explore the historical background and development of Christology, including soteriology.

Objectives: Seminarians will be able to...

1. discuss the biblical foundations of Catholic doctrine concerning the nature and saving work of Jesus Christ.
2. describe the historical development of Christology, including: the contributions of the Fathers of the Church, an overview of the further history of theological development, and systematic questions guided by St. Thomas Aquinas.
3. identify and explain turning points in the history of Christology, especially the Christological heresies and conciliar responses.

Goal 2: Seminarians will familiarize themselves with key Christological concepts and vocabulary.

Objectives: Seminarians will be able to...

1. identify and explain key Christological terms and topics including: Incarnation, Logos, *Kyrios*, Messiah, Son of Man, Son of God, "historical Jesus," hypostatic union, *communicatio idiomatum*, the formulas of Nicea, Constantinople, and Chalcedon, and the unity of the incarnate Word
2. identify and explain soteriological terms including: Paschal Mystery, redemption, satisfaction, penal substitution, propitiation, corporate sacrifice, reparation, vicarious sacrifice, atonement, expiation, and reconciliation
3. identify and explain the Mariological faith and teachings of the Church, especially with reference to the dogmas of the divine Motherhood, perpetual virginity, immaculate conception, and bodily assumption of the Blessed Virgin Mary
4. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

**DO 701**  
**Holy Orders**  
 3 hours

Studies the nature and mission of the ministerial priesthood, including the history and theology of celibacy. Also examines key authoritative texts, from Vatican II to the present, on the mission, life, and spirituality of priests. Prerequisite: DO 601 Sacramental Principles, Baptism, and Confirmation

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will explore the historical background and development of the theology of the Sacrament of Holy Orders.

Objectives: Seminarians will be able to...

1. explain the biblical foundations and institution of the Sacrament of Holy Orders.
2. describe the historical development of the theology of Holy Orders including: the contributions of the Fathers of the Church, an overview of the further history of theological development, and systematic questions guided by St. Thomas Aquinas.
3. articulate the theology reflected in the rite(s) of Ordination.

Goal 2: Seminarians will understand key vocabulary and concepts related to the Sacrament of Holy Orders.

Objectives: Seminarians will be able to...

1. explain sacramental character; priestly vocations; clerical state; degrees of orders; threefold office of priests; action *in persona Christi capitis*; apostolate; the bishop and local presbyterate; the priest's specific call to holiness; and pastoral charity.

2. Explain and apply their understanding of the above elements with pastoral skill and sensitivity.

Goal 3: Seminarians will explore the history and theology of clerical celibacy.

Objectives: Seminarians will be able to...

1. explain the practice and discipline of religious continence and clerical celibacy, from the OT to the present.
2. articulate the theology of continence and clerical celibacy.

**DO 702**  
**Ecclesiology**  
 3 hours

Offers a Biblical, doctrinal, and historical examination of the origin, nature, and mission of the Church. Presents the self-understanding of the Church in relation to the fundamental, inseparable mysteries of the Trinity and the Incarnation. Highlights the ecclesiology of Vatican II using the constitutions *Lumen gentium* and *Gaudium et spes*. Covers the relationship between ecclesiology and Mariology, as well as principles of ecumenism.

Goal 1: Seminarians will explore the historical background and development of ecclesiology.

Objectives: Seminarians will be able to...

1. discuss the biblical foundations of Catholic doctrine concerning the origin, nature (including her eschatological nature), mission, and mystery of the Church.
2. explain the historical development of ecclesiology, including the contributions of the Fathers of the Church, the further developments of the ecumenical councils, especially Vatican I and Vatican II, including the Eucharistic ecclesiology.

Goal 2: Seminarians will familiarize themselves with key vocabulary and concepts of ecclesiology.

Objectives: Seminarians will be able to...

1. discuss the Mystical Body of Christ, the Church in relation to the world (including *aggiornamento*, *ressourcement*, and the signs of the times), atheism, secularity and the lay vocation, the religious and clerical vocations, the lay apostolate, "official" apostolates, the common priesthood of the Baptized, *sensus fidei*, *sensus fidelium*, the ministerial priesthood, office and power, and the universal call to holiness.
2. elucidate the sanctifying, prophetic, and pastoral life of the Church, accounting for her teaching regarding the Apostolic Succession, Magisterium, grades of certainty, first and second objects of infallibility, Petrine office, unity and uniqueness of the Church, communion of churches, and the importance and principles of ecumenism and inter-religious dialogue, the Church as a sacrament of

salvation, full incorporation and other manners of communion or ordination.

3. explain the Second Vatican Council's decision to incorporate its discussion of the Blessed Virgin Mary into its dogmatic constitution on the Church, elaborating on such topics as the Marian nature of the Church, the Blessed Virgin's membership in the Church, her role as Mother of the Church, and her universal mediation and advocacy.
4. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

### **Electives (Offerings change each year.)**

#### **DO 920**

##### **Theology of Saint Augustine**

3 hours

Overviews the life, and works of Saint Augustine of Hippo, and focuses on his contribution to the Western Christian theological tradition.

#### **DO/CL 921**

##### **Introduction to St. John of the Cross**

3 hours

See CL/DO 921 for course description.

#### **DO/PA 935**

##### **Catholic Response to Secularism and Liberalism**

3 hours

Examines the Catholic modern responses to secularist and technocratic ideologies and practices present in contemporary Western society. Gives special attention to the American culture by showing the harmony between Catholicism and the dominant patterns of American life and thought. Relies on contemporary thinkers such as Ratzinger, Murray, De Lubac and, especially, D.L. Schindler.

#### **DO/CL 950**

##### **Theology of the Body Pope Saint John Paul II**

3 hours

Undertakes a close reading of Pope Saint John Paul II's corpus of teaching called the Theology of the Body. Aims to foster understanding of the human person as a bodily creature living in the fallen but redeemed world, especially in the context of his origin as well as natural and supernatural vocation to love and life in community (the communion of persons). Instructs on the implications of this integral anthropology for Christian ethics and sacramental life, especially for marriage and virginity chosen for the Kingdom of God.

#### **DO/CL 953**

##### **Freedom and Truth: Pope Saint John Paul II, John Courtney Murray, and Vatican II**

3 hours

Discusses the relation between freedom and truth in light of the interpretations of the Vatican II Declaration on Religious Freedom *Dignitatis Humanae*. Focuses on the thought of Pope Saint John Paul II and John Courtney Murray, SJ.

#### **DO/PA 954 Theology of Evangelization**

3 hours

Examines the Church's approach to evangelization in the post-Christian world, with special attention to Vatican II, the

papal magisterium, and theologians such as Hans Urs von Balthasar, Avery Dulles, and Tomas Halik.

#### **DO/PA 959**

##### **Documents of the Second Vatican Council**

3 hours

Examines and analyzes the sixteen documents issued by the Second Vatican Council. Uses a seminar format requiring active participation and presentations by students.

#### **DO 960**

##### **Encyclicals of Pope Saint John Paul II**

3 hours

Provides insight into the theology of Pope Saint John Paul II as presented in his encyclical letters. Discusses Trinitarian, Marian, ecclesial, anthropological, and pastoral themes and contexts. Relies predominantly, but not exclusively, on *Redemptor Hominis*, *Dives in Misericordia*, *Dominum et Vivificantem*, *Redemptoris Mater*, *Evangelium Vitae*, *Ut Unum Sint*, and *Ecclesia de Eucharistia*.

#### **DO/PA 962**

##### **Thought of Joseph Ratzinger**

3 hours

Explores the theological thought of Joseph Ratzinger from the pastoral perspective. Investigates the main themes concerning liturgy, the Eucharist, and priesthood in light of creation, anthropology, Christology, and eschatology. Considers Ratzinger's reflections on the Church in the modern world and Marian doctrine.

#### **DO/CL 981**

##### **Aquinas on Evil**

3 hours

Focuses on a close and complete reading of Saint Aquinas' *Disputed Questions on Evil* in a seminar format. The topics are: evil; sins; the causes of sin; original sin; the punishment due to original sin; human free choice; venial sin; mortal sin; the seven capital sins; and the demons. Covers equal parts dogmatic and moral theology.

#### **DO/PA 990**

##### **Theology of the Laity**

3 hours

Presents a theology of the laity with special attention given to the documents of the Second Vatican Council and post-conciliar magisterial texts. Includes an overview of the development of the theology of the laity from the Bible to contemporary reflections.

## **HISPANIC MINISTRY**

*The courses described under this section are requirements for the Hispanic Ministry Field Education Certificate. They may also be taken by any seminarians who wish to learn more about Hispanic Ministry.*

#### **HM 467**

##### **Advanced Pastoral Spanish**

3 hours

Focuses on Hispanic Ministry, with advanced grammar and idiom review, translation, composition, and presentations and discussions in Spanish. Required to have nine Spanish language credits, successfully complete the three Spanish placement tests, or be otherwise prepared to take a course that is taught

entirely in Spanish. May also be taken by Hispanic seminarians who need to refresh or perfect their grammar and learn to translate both ways.

**HM 469**  
**Hispanic Ministry I**  
*2 hours*

Conducted by a bilingual priest in weekly two-hour practicum classes. Learn to celebrate Hispanic baptisms, quinceañeras, and weddings, and perform funeral rites outside of Mass. Write and deliver homilies in Spanish once per week.

**HM 470**  
**Hispanic Ministry II**  
*2 hours*

Conducted by a bilingual priest in weekly two-hour practicum classes. Practice celebrating Mass, administering the sacraments, and hearing confessions from Hispanic parishioners who volunteer their time to simulate real-life situations. Write and deliver homilies in Spanish once per week.

## HISTORICAL STUDIES

**HS 501**  
**Church History I**  
*3 hours*

Presents an overview and exploration of the significant theological and structural developments in the Church's life and mission up to A.D. 1054. Highlights significant persons and events in the life of the Church during this period. Gives special attention to the Early Church Fathers, Ecumenical Councils, and the factors leading up to the Great Schism of 1054. This course requires a research paper of ten to fifteen pages in length.

### COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will explore the historical forces that shaped the Catholic Church from the beginning up to 1054 A.D. by studying particular places, persons, and events that manifest those wider forces.

Objectives: Seminarians will be able to...

1. explain the historic origin of the Catholic Church.
2. describe the distinct contributions of major personages in the history of the Church up to 1054 A.D. identify the dominant ideas that animated the persons and events which defined the period.
3. describe major theological controversies and the development of Christian doctrine that occurred during the first millennium.
4. demonstrate the ability to read historical sources accurately.
5. articulate the importance of historical realities for the contemporary life of the Church.
6. demonstrate factual knowledge of key terms, ideas, and figures from the course.

Goal 2: Seminarians will research a historical topic from the first millennium of Christianity.

Objectives: Seminarians will be able to...

1. write a research paper that demonstrates the articulation and support of a thesis, good use of sources, analysis and understanding, and scholarly writing style and mechanics.

**HS 502**  
**Church History II**  
*3 hours*

Surveys Church history from the East-West schism up to the brink of the Protestant Reformation. Investigates the Church's role in medieval Christian culture and politics, including the major conflicts between Church and state, the exercise of Papal imperium, the crusades, the rise of new religious orders, the threat of schism, the achievements of the universities, and the fragile synthesis of late-medieval Christendom. Explores the introduction of Christian humanism and the need for reform expressed by churchmen prior to the events of the Protestant Reformation.

### COURSE GOALS AND OBJECTIVES

Seminarians must be able to read and interpret primary historical documents, identify significant trends in historical development, and apply the historical experience of the Church to contemporary challenges.

Goal 1: Seminarians will explore the historical forces that shaped the Catholic Church from 1054 A.D. to 1517 A.D., by studying particular places, persons, and events that manifest those wider forces.

Objectives: Seminarians will be able to...

1. describe the distinct contributions of major personages in the history of the Church from 1054 A.D. to 1517 A.D.
2. identify the dominant ideas that animated the persons and events which defined the period.
3. describe major theological controversies and the development of Christian doctrine that occurred from 1054 A.D. to 1517 A.D.
4. demonstrate the ability to read historical sources accurately;
5. articulate the importance of historical realities for the contemporary life of the Church.
6. demonstrate factual knowledge of key terms, ideas, and figures from the course.

**HS 601**  
**Church History III**  
*3 hours*

Surveys Church history from the Reformation (Protestant and Catholic) to the post-Vatican II era. Traces the Church's involvement with major intellectual and political events, including the Council of Trent, the wars of religion, the scientific revolution, the Enlightenment, the French Revolution, theological liberalism and modernism, the world wars, and the Cold War. Investigates the origins of major contemporary challenges to the Church such as rationalism, materialism, and secularization.

Concludes with a study of the universal character of the Church as expressed in the documents of Vatican II.

#### COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will explore the historical forces that shaped the Catholic Church from 1517 A.D. to the post-Vatican II era by studying particular places, persons, and events that manifest those wider forces.

Objectives: Seminarians will be able to...

1. describe the distinct contributions of major personages in the history of the Church from 1517 A.D. through the post-Vatican II era.
2. identify the dominant ideas that animated the persons and events which defined the period.
3. describe major theological controversies and the development of Christian doctrine that occurred from 1517 A.D. through the post-Vatican II era.
4. demonstrate the ability to read historical sources accurately;
5. articulate the importance of historical realities for the contemporary life of the Church.
6. demonstrate factual knowledge of key terms, ideas, and figures from the course.

#### HS 801

##### History of the Catholic Church in the U.S.

3 hours

Identifies different models of public Catholicism through the history of the Catholic Church in North America, from Spanish and French colonialism through the founding and growth of the United States to the present day. While attending closely to the key historical figures and events of each period, students will study the primary political, ecclesial, and evangelical task which animated each period. This study is intended to prompt reflection on the relationship between the Catholic faith and American politics and culture, and to foster discussion about communicating that faith in the American context.

#### COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will explore the historical forces that shaped the Catholic Church in the United States by studying particular places, persons, and events that manifest those wider forces.

Objectives: Seminarians will be able to...

1. describe the distinct contributions of major personages in the history of the Catholic Church in the United States.
2. identify the dominant ideas that animated the persons and events which defined the American Catholic experience.
3. demonstrate the ability to read historical sources accurately;

4. articulate the importance of historical realities for the contemporary life of the Church in the U.S.
5. demonstrate factual knowledge of key terms, ideas, and figures from the course.

## LITURGY AND SACRAMENTS

#### LS 501

##### Introduction to Liturgy

3 hours

Introduces the Roman Catholic liturgy and its function in the life and mission of the Church. Articulates the anthropological, historical, and theological foundations of the liturgy by examining the scriptural foundations, historical development, euchological prayers, and magisterial documents of the Church. Particular attention is given to *Mediator Dei* and *Sacrosanctum Concilium*. Incorporates the fruits of liturgical scholarship.

#### COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will explore the place and role of the Sacred Liturgy in the overall economy of salvation.

Objectives: Seminarians will be able to...

1. explain the Trinitarian and Christological dimensions of the Sacred Liturgy.
2. describe the historical background and development of the Sacred Liturgy.
3. articulate the development of the theology of the Sacred Liturgy.

Goal 2: Seminarians will familiarized themselves with the principles of the Sacred Liturgy according to magisterial documents.

Objectives: Seminarians will be able to...

1. explain the role of Sacred Scripture in the Sacred Liturgy as well as the sacramentality of Sacred Scripture.
2. situate the context of liturgical reform found in *Sacrosanctum Concilium*.
3. identify and explain key terms, signs, symbols, rites of the Sacred Liturgy; as well as the concepts of culture, inculturation, and ecumenism.
4. Explain and apply their understanding of the above elements with pastoral skill and sensitivity.

#### LS 601

##### Sacramental Principles, Baptism, and Confirmation

3 hours

Introduces the general principles of sacramental theology and examines Baptism and Confirmation in detail. Gives attention to relevant doctrinal sources and developments.

#### COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will explore the place and role of the sacramental economy in the overall economy of salvation.

Objectives: Seminarians will be able to...

1. explain the Trinitarian, Christological, and Ecclesiological dimensions of the Sacraments.
2. describe the historical background and theological development of general sacramental theology.
3. articulate the classical treatment of the sacraments in general and the contemporary development of general sacramental theology.

Goal 2: Seminarians will familiarize themselves with the general concepts, elements, and key terms related to sacramental theology.

Objectives: Seminarians will be able to...

1. explain the concepts of matter and form, the causality, the efficacy, the ministers, and the recipients of the sacraments, as well as the intention necessary for a valid sacrament.
2. Identify and explain key terms and definitions related to general sacramental theology.
3. explain their understanding of the above elements with pastoral skill and sensitivity.

Goal 3: Seminarians will explore the historical background and development of the theology of the Sacraments of Baptism and Confirmation.

Objectives: Seminarians will be able to...

1. explain the biblical foundations and institution of the Sacraments of Baptism and Confirmation.
2. describe the historical development of the theology of Baptism and Confirmation including: the contributions of the Fathers of the Church, an overview of the further history of theological development, and systematic questions guided by St. Thomas Aquinas.
3. articulate the theology reflected in the rites of Baptism and Confirmation.

Goal 4: Seminarians will familiarize themselves with key vocabulary and concepts related to the Sacraments of Baptism and Confirmation.

Objectives: Seminarians will be able to...

1. explain the matter and form, necessity, effects, and requirements of the ministers and the recipients of the Sacraments of Baptism and Confirmation.
2. Identify and explain key terms and definitions related to the Sacraments of Baptism and Confirmation.
3. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

**LS 602**  
**Eucharist**  
*3 hours*

Examines in detail the sacrament of the Holy Eucharist. Gives attention to relevant doctrinal sources, controversies, and developments. This course will require a research paper of ten to fifteen pages in length. Prerequisite: DO 601 Sacramental Principles, Baptism, and Confirmation

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will explore the historical background and development of the theology of the Sacrament of the Eucharist.

Objectives: Seminarians will be able to...

1. explain the biblical foundations and institution of the Sacrament of the Eucharist.
2. describe the historical development of the theology of the Eucharist including: the contributions of the Fathers of the Church, an overview of the further history of theological development, and systematic questions guided by St. Thomas Aquinas.
3. articulate the theology reflected in the rite(s) of the Eucharistic Liturgy.

Goal 2: Seminarians will familiarize themselves with key vocabulary and concepts related to the Sacrament of the Eucharist.

Objectives: Seminarians will be able to...

1. explain the matter and form, necessity, effects, and requirements of the ministers and the recipients of the Sacrament of the Eucharist.
2. identify and explain key terms and definitions related to the Sacrament of the Eucharist.
3. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

**LS 701**  
**Matrimony**  
*3 hours*

Studies the nature and mission of marriage and examines in detail the Sacrament of Matrimony. Articulates the anthropological, historical, and theological foundations of Matrimony. Gives attention to relevant doctrinal sources and developments. Explores the spiritual and moral aspects of Matrimony. Prerequisite: DO 601 Sacramental Principles, Baptism, and Confirmation

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will explore the historical background and development of the theology of the Sacrament of Matrimony.

Objectives: Seminarians will be able to...

1. explain the biblical foundations and institution of the Sacrament of Matrimony.

2. describe the historical development of the theology of Matrimony including: the contributions of the Fathers of the Church, an overview of the further history of theological development, and systematic questions guided by St. Thomas Aquinas.
3. articulate the theology reflected in the rite(s) of Matrimony.

Goal 2: Seminarians will familiarize themselves with key vocabulary and concepts related to the Sacrament of Matrimony.

Objectives: Seminarians will be able to...

1. explain the matter and form, necessity, effects, and requirements of the ministers and the recipients of the Sacrament of Matrimony.
2. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

**LS 702**  
**Liturgical Music**  
2 hours

Studies papal and other ecclesiastical documents on sacred music. Presents a brief historical overview of liturgical music from ancient to modern times. Requires hands-on liturgical music analysis and planning. Aims to enable the future priest to guide his flock in a faithful approach to liturgical music in the parish.

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will obtain a sense of music's history and role in the Church.

Objectives: Seminarians will be able to...

1. explain the content of major papal and conciliar documents on liturgy with regard to sacred music.
2. articulate an informed judgment of liturgical music in the contemporary Church in light of history.

Goal 2: Seminarians will develop practical skill for liturgical application in a parish setting.

Objectives: Seminarians will be able to...

1. identify steps that may assist a future priest to charitably guide his flock to a faithful approach to liturgical music in the parish.
2. develop a comprehensive understanding of the expressive and formative roles of music.

**LS 711**  
**Homiletics I: Introduction to Homiletics**  
1 hour

Examines key principles of homiletics and the oral interpretation of Scripture, and assists students in developing skills needed for effective preaching.

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will explore key principles of homiletics and of the oral liturgical interpretation of Scripture.

Objectives: Seminarians will be able to...

1. explain the Church's instructions and norms regarding liturgical homilies.
2. identify and explain the qualities of an effective homily.
3. explain and practice the oral liturgical interpretation of Scripture.

Goal 2: Seminarians will improve their ability to engage in expository and motivational public speaking.

Objectives: Seminarians will be able to...

1. prepare both expository and motivational speeches.
2. deliver both expository and motivational speeches from fully-composed texts, from outlines, and from concise notes.
3. make use of printed and digital resources for developing speeches.
4. project their voices and use microphones effectively.

**LS 712**  
**Rites I Practicum: Baptism, Confirmation, Marriage, Funerals, Blessings**  
1 hour

Studies the rites and rubrics of Baptism, Confirmation, Marriage, the Order of Christian Funerals, Liturgical Blessings, and Eucharistic Exposition and Adoration and their appropriate pastoral implementation. Gives specific emphasis to the preparation and execution of the role of the deacon at Baptism and Mass. Restricted to seminarians preparing for ordination to the diaconate. Course is Pass/Fail.

**COURSE GOALS AND OBJECTIVES**

Goal 1. Seminarians will familiarize themselves with the current rites, disciplinary norms, and approved customs of their ritual Church with respect to Baptism, Confirmation, Matrimony, funerals, and blessings.

Objectives: Seminarians will...

1. prepare to celebrate the relevant rites
2. demonstrate an appropriate and docile *ars celebrandi* for these rites.
3. be able to recognize and adapt to a wide array of pastoral circumstances in celebrating Baptism, Confirmation, Matrimony, funerals, and blessings.

**LS 722**  
**Homiletics II: The Weekday Homily**  
1 hour

Develops the theory and practice of liturgical preaching, concentrating on short homilies for weekday Masses throughout the year.

## COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will examine the structure of the lectionary and the norms for the selection of Mass readings.

Objectives. Seminarians will be able to...

1. explain how the lectionary is organized.

Goal 2: find the proper or suggested readings for any given liturgical day  
Goal 2. Seminarians will practice the preparation and delivery of homilies for ordinary weekdays in contemporary American parishes

Objectives: Seminarians will...

1. prepare and deliver brief homilies (two or three minutes).
2. successfully convey one point to their hearers in a brief homily.
3. improve their brief homilies by incorporating constructive criticism and attempting different methods of preparation and delivery.

### LS 801

#### Liturgical Chant

1 hour

Designed for those intending to be ordained; assists in the effective singing of the priestly and diaconal chants of the Roman Missal. Course is Pass/Fail.

## COURSE GOALS AND OBJECTIVES

Goal: Seminarians will learn and be able to sing the chants of the Roman Missal.

Objectives: Seminarians will be able to...

1. sing the Preface Dialogue and various Preface chants.
2. sing the intonations to acclamations.
3. sing Chants of the Collect with various formulae and improvisation.
4. sing the Penitential Rite chants.
5. sing the Intercessions.
6. sing the Chants of the Lord's Prayer and Embolism (Roman Chant Version).
7. sing Opening and Closing Rites, Solemn Blessings and Dismissals.
8. sing invitatory chants to the Liturgy of the Hours.

### LS 802

#### Sacraments of Healing: Theology and Practice

3 hours

The first half of this course covers the theology of Penance and the Anointing of the Sick, with due attention to their history and liturgical forms. The second half is a practicum devoted to hearing confessions, and includes numerous confessional

scenarios and opportunities for criticism and advice by several experienced confessors. Prerequisite: DO 601 Sacramental Principles, Baptism, and Confirmation, PA 702 Canon Law I, and PA 801 Canon Law II. Restricted to transitional deacons.

## COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will explore the historical background and development of the theology of the Sacraments of Reconciliation and Anointing of the Sick.

Objectives: Seminarians will be able to...

1. explain the biblical foundations and institution of the Sacraments of Reconciliation and Anointing of the Sick.
2. describe the historical development of the theology of the Sacraments of Reconciliation and Anointing of the Sick including: the contributions of the Fathers of the Church, an overview of the further history of theological development, and systematic questions guided by St. Thomas Aquinas.
3. articulate the theology reflected in the rites of the Reconciliation and Anointing of the Sick .

Goal 2: Seminarians will familiarize themselves with key vocabulary and concepts related to the Sacraments of Reconciliation and Anointing of the Sick.

Objectives: Seminarians will be able to...

1. explain matter and form, culpability, contrition, counsel, satisfaction, sacramental seal, restitution, canonical penalties, general confessions, scrupulosity, general absolution, pastoral care of the dying, and viaticum.
2. identify and explain key terms and definitions related to the Sacraments of Reconciliation and Anointing of the Sick.
3. explain and apply their understanding of the above elements with pastoral skill and sensitivity.

Goal 3: Seminarians will familiarize themselves with the current rites, disciplinary norms, and approved customs of their ritual Church with respect to the Sacraments of Penance and Anointing.

Objectives: Seminarians will...

1. prepare to celebrate the relevant rites, including the organization and content of the liturgical books.
2. demonstrate an appropriate and docile *ars celebrandi* for the Penance and Anointing.
3. be able to recognize and adapt to a wide array of pastoral circumstances in administering the Sacraments of Penance and Anointing.

Goal 4: Seminarians will demonstrate that they possess the pastoral and intellectual competences typically needed to qualify for the faculty to hear confessions

Objectives: Seminarians will...

1. demonstrate a habitual knowledge of theology, canon law, and the human condition sufficient to guide any kind of penitent in any circumstances.
2. demonstrate a habitual possession of the pastoral traits and skills needed in the confessional: recollection, listening comprehension, empathy, memory, understanding, prompt and clear response, detachment, delicacy, and tact.

#### LS 811

##### Homiletics III: The Sunday Homily

2 hours

Develops the theology, theory, and practice of liturgical preaching, concentrating on homilies for Sundays, Holy Days of obligation, and Ash Wednesday. Places particular emphasis on effective structures, the value of illustrations, and on developing one's individual style.

#### COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will examine the theology of preaching and the liturgical theology of the homily.

Objectives. Seminarians will be able to...

1. explain the theology and purpose of a liturgical homily, as opposed to other kinds of teaching and preaching.
2. examine famous examples of preaching, with particular attention to the New Testament, the Fathers, and various modern preachers both Catholic and belonging to other communions.

Goal 2: Seminarians will practice the preparation and delivery of homilies for Sundays and major Holy Days.

Objectives: Seminarians will...

1. improve their practice homilies by incorporating constructive criticism and experimenting with different rhetorical techniques.
2. experiment with different methods of homily preparation and identify approaches that fit their style of preaching.
3. identify printed and digital resources to improve their skill as exegetes and homilists.

#### LS 812

##### Rites II Practicum: Eucharist

1 hour

Provides concrete preparation for ordination and priestly ministry through the practice and review of the celebration of the Holy Sacrifice of the Mass and sacramental rites during Mass. Restricted to transitional deacons. Course is Pass/Fail.

#### COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will familiarize themselves with the current rite, disciplinary norms, and approved customs of their ritual Church with respect to the Holy Sacrifice of the Mass

Objectives: Seminarians will...

1. prepare to celebrate the Eucharist.
2. demonstrate an appropriate and docile *ars celebrandi* for the Mass.
3. Be able to recognize and adapt to a wide array of pastoral circumstances in celebrating the sacramental rites during Mass.

#### LS 822

##### Homiletics IV: Homilies for Rites and Seasons

2 hours

Advances the lessons of previous homiletics courses in the MDiv program, concentrating on specialized homilies for weddings, funerals, and connected sets of homilies for the Easter Triduum, retreats, the seasons of Advent, Lent, and Easter.

#### COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will strengthen and refine their abilities as homilists.

Objectives: Seminarians will...

1. incorporate constructive criticism in class and, if they are already deacons, from observers in congregations.
2. demonstrate the ability to adapt their preaching to children and youth groups.

Goal 2: Seminarians will practice the preparation and delivery of homilies that are not determined by the liturgical calendar.

Objectives. Seminarians will work on preparing and preaching...

1. homilies for weddings (both within and outside of the context of the Eucharistic Liturgy).
2. homilies for funerals (including those of children, adolescents, suicides, and adults with young children).
3. homilies for Baptism and First Communion.

## PASTORAL THEOLOGY

#### PA 702

##### Canon Law

3 hours

Introduces the history, nature, development and roll of Church law. Treats Books I, II, IV (excluding Canons 1055-1165), and V of the 1983 Code. Covers basic canonical concepts and canonical actions, the interpretation of Church law, power of governance, the Christian faithful, the Church's hierarchical constitution and structures, parishes, temporal goods, sacraments (except matrimony), and acts of worship.

## COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will understand the necessity of law within the life of the Church.

Objectives: Seminarians will...

1. demonstrate an understanding of the need to retain a 'societal' understanding of the Church, alongside the paradigms of *Populus Dei* and *Mystici Corporis Christi*.
2. demonstrate an understanding the 1983 Code as a vital part of the implementation of the Second Vatican Council.
3. demonstrate an understanding of how Canon Law is intrinsic to the Church's mission, and not extrinsic to it.

Goal 2: Seminarians will understand the role of the Church's law in defining the rights and duties of the *Populus Dei*.

Objectives: Seminarians will...

1. demonstrate an understanding of the place of the laity in the mission of the Church and how the laity's vocation is supported by the rights and duties specified the Church's law.
2. demonstrate an understanding of the place of clerics in the mission of the Church, especially in facilitating the vocation of the laity, and how the clergy's vocation is supported by the rights and duties specified in the Church's law.
3. demonstrate an understanding of the place of consecrated persons in the mission of the Church, especially as a witness to Christ's faithful, and how the consecrated vocation is supported by the rights and duties specified the Church's law.
4. demonstrate an understanding of the Sacraments as a means by which the faithful participate in the Church's mission, and the essential features of the law that governs them.

Goal 3: Seminarians will understand the need for hierarchical structures within the Church as essential to her mission.

Objectives: Seminarians will...

1. demonstrate an understanding of the Supreme Authority of the Church and how its functions are exercised in the life of the Church.
2. demonstrate an understanding of the Holy See in its service to the pope and bishops.
3. demonstrate an understanding of the administrative features of the diocese and the parish.

**PA 801**  
**Canon Law II**  
3 hours

Treats Book III, canons 1055-1165 of Book IV, Book VI, and Book VII of the 1983 Code. Gives primary emphasis to the canon law

of matrimony including its legal history, marriage preparation, impediments, permissions and dispensations, requirements for consent, and canonical form. Also, treats canonical procedures, especially basic grounds of marriage nullity, plus tribunal organization and function as well as fundamentals of the annulment process and dissolution of the bond. Includes an overview of Book III on the *munus docendi*, and includes an overview of Book VI concerning penal law, especially with respect to clerics. Prerequisite: PA 702 Canon Law I

## COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will achieve an understanding of the Latin Church's legislation governing the Sacrament of Marriage, procedural law and penal law, together with an appreciation of differences in the law of the Eastern Catholic Churches.

Objectives: Seminarians will...

1. gain an understanding of the Church's teaching on marriage from its canonical perspective and its integration into the theology of marriage.
2. acquire an overview of the contentious trial in the Church's legislation and its application to matrimonial law, together with an understanding of administrative recourse.
3. acquire an overview of penal law in the Latin Church and the circumstances that led to the reforms of Pope Francis.
4. articulate an understanding of Church Law as not in opposition to pastoral care of the faithful, but an essential part of it.

Goal 2: Seminarians will gain skills in assisting future parishioners when encountering the law of the Church in various pastoral situations.

Objectives: Seminarians will be able to...

1. prepare couples to celebrate a valid and licit marriage.
2. assist parishioners when approaching the diocesan tribunal for a declaration of nullity.

**PA 802**  
**Pastoral Care of Marriage and the Family**  
3 hours

Treats the pastoral aspects of ministry with married couples and, by extension, the families that they form. Devotes time to topics such as: marriage preparation, marriage and family finances, married spirituality, family of origin issues, parenting issues, mixed marriages, divorce and blended families, troubled marriages, domestic violence, and married sexuality, including natural family planning training for clergy

## COURSE GOALS AND OBJECTIVES

Goal 1: Seminarians will grow in their understanding of marriage as the fundamental cell of society and a vocation to holiness.

Objectives: Seminarians will be able to...

1. explain the nature and purpose of marriage in the order of Creation.
2. explain marriage as a Sacrament of continual grace in which the spouses encounter Christ through each other.
3. describe the basic elements of married spirituality.

Goal 2: Seminarians will be prepared to minister more effectively to married couples and families, assisting them to form a domestic church.

Objectives: Seminarians will be able to...

1. articulate an authentic Catholic understanding of marriage and family life.
2. identify key aspects and stages of marriage preparation.
3. articulate how they might assist spouses in dealing with hardships and crises they will experience in married life.
4. understand the basics of the science and practice of natural family planning, and consider how they can promote natural family planning with married couples.
5. apply Pope St. John Paul II's insights in his *Theology of the Body* in marriage ministry.

**PA 811**  
**Pastoral Counseling and Care**  
3 hours

Focuses on basic counseling theory, process, and skill development. Presents assessment, listening, and goal setting. Covers emotional/mental disorders for assessment and professional referral. Emphasizes the practical application of pastoral care as the essential building block of pastoral counseling.

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will gain practical and functionally applicable information on how to identify and effectively intervene in the resolution of common problems parishioners bring to church leaders.

Objectives: Seminarians will be able to...

1. identify the psychosocial and psychological dynamics of pastoral care.
2. integrate spiritual themes with first line resolution of common pastoral care situations.
3. intervene effectively in pastoral care emergencies of varying magnitudes.
4. utilize practical application of supportive counseling methodology.

5. gain a working knowledge of major concepts in current psychotherapies with special emphasis on cognitive therapy as a tool for self-awareness and interpersonal problem solving.
6. identify common ethical problems inherent in pastoral care.

Goal 2: The evaluation of emotional disorder, substance abuse and other common pastoral care emergencies will be considered especially in terms of effective disposition.

Objectives: Seminarians will be able to...

1. Develop an understanding of emotional disorder as differentiated from normal human functioning.
2. Demonstrate the capacity to differentiate between ministering to the spiritual needs of parishioners and situations that require referral and professional intervention.

**PA 812**  
**Pastoral Leadership, Administration, and Professional Ethics**  
3 hours

Focuses on how to lead and administer a parish so it becomes a center for evangelization. Addresses specific issues, including: effective communication skills, management of human resources, stewardship of parish resources, creating and reviewing parish budgets, prayer and liturgy, religious education, outreach and evangelization, generational ministerial issues, planning, how to run a meeting, follow-up, evaluation, pastoring multiple and diverse parishes, and pastoring in urban and rural settings. Includes input from outside sources and explores feedback from lived experience.

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will receive a broad overview of how to lead and organize a parish that is focused on being a center for evangelization

Objectives: Seminarians will...

1. understand basic principles of leadership.
2. understand the importance of time management and priorities.
3. review parish structure and collaboration with staff and parishioners.
4. consider effective methods of communication.
5. understand good practices related to hiring, supervising, and termination of employees.
6. understand basic financial reports and how to work with a finance council.
7. consider generational ministerial issues and be prepared to work with people of different generations and perspectives in a collaborative manner.
8. develop basic skills to run an effective meeting.

9. understand the challenges of leading a parish in differing pastoral settings.
10. reflect on personal issues that could impact their pastoral leadership.
11. consider various ethical and legal considerations of being a pastor.
12. consider various aspects of business ethics as they apply to parish life.

**PA 822**

**Jurisprudence of Matrimony (Seminar required for STB Studies)**

2 hours

Examines procedural matrimonial law in depth, with particular emphasis on the reforms of Pope Francis. Also examines substantial matrimonial law in depth, by means of an examination of sentences of the Roman Rota. Prerequisites: PA 702 Canon Law I and PA 801 Canon Law II

**COURSE GOALS AND OBJECTIVES**

Goal 1: Seminarians will understand the place of the process for the declaration of nullity within the pastoral mission of the Church.

Objectives: Seminarians will...

1. demonstrate an understanding of the fundamental distinction between a civil divorce and a declaration of nullity.
2. demonstrate an understanding of the marriage nullity process as a discernment of the truth of the matter.
3. demonstrate an understanding of the various defects of consent that can render a marriage null.

Goal 2: Seminarians will understand various stages of the process of marriage nullity.

Objectives: Seminarians will be able to...

1. articulate the various stages of the ordinary process of marriage nullity at 1st, 2nd and 3rd instance.
2. articulate the roles of the various ministers of justice.
3. assist a parishioner in pursuing a declaration of nullity.

**Electives (Offerings change each year.)**

**PA/CL 903**

**Thomistic Response to Moral Relativism**

3 hours

See CL 903 for course description.

**PA/CL 905**

**The Conferences of Saint John Cassian**

3 hours

See CL 905 for course description.

**PA/DO 935**

**Catholic Response to Secularism and Liberalism**

3 hours

See DO 935 for course description.

**PA/DO 954 Theology of Evangelization**

3 hours

See DO 954 for course description.

**PA/DO 959**

**Documents of the Second Vatican Council**

3 hours

See DO 959 for course description.

**PA/DO 962**

**Thought of Joseph Ratzinger**

3 hours

See DO 962 for course description.

**PA 970**

**Josephinum Choir**

1 hour

The choral ensemble comprised of men drawn from the whole seminary community sings in the main chapel on Sundays and major celebrations. Continues more than a century of choral leadership at PCJ and upholds a higher musical purpose in liturgy – to give glory to God and bring the treasury of sacred music from the Catholic tradition to weekly worship. Participation in this ensemble is contingent on evaluation by the instructor. *Course is Pass/Fail.*

**PA/DO 990**

**Theology of the Laity**

3 hours

See DO 990 for course description.

**PA/CL 991**

**Personalism and Personalistic Ethics of Pope Saint John Paul II**

3 hours

See CL 991 for course description.

**RESEARCH ASSISTANCE COURSES**

**MA 701**

**MA Research Seminar**

1 hour

A methodological and practical seminar that provides a structure for the participants to complete the initial stages of the MA research projects. Provides “a community of learning” in which the participants share with each other the process of writing their papers. A total of six sessions which will meet approximately every two weeks for two hours. Seminar required for MA candidates. Seminar is Pass/Fail.

**MA 702**

**MA Directed Research**

1 hour

A directed independent study in which MA candidates receive guidance from their research project directors as they continue to work on their research projects. Students are expected to meet with their research directors at least once every two weeks. Course is Pass/Fail. Prerequisite: MA 701 MA Research Seminar

**MA 801**  
**MA Directed Research II**  
*1 hour*

A second directed independent study in which MA candidates receive continued guidance from their research project directors as they continue to work on their research projects. Students are expected to meet with their research directors at least once every two weeks. Course is Pass/Fail. Prerequisites: MA 701 MA Research Seminar and MA 702 MA Directed Research I

**MA 802**  
**MA Research Project**  
*1 hour*

In the final semester of studies, MA candidates conclude the work on their research projects. Students are expected to meet with their research directors at least once every two weeks until the project is submitted for grading. The grade for this independent study will be the average of the grades assigned to the project by the research director and the second reader. Prerequisites: MA 701 MA Research Seminar, MA 702 MA Directed Research I, and MA 801 MA Directed Research II

**RM 501**  
**Research Methods**  
*1 hour*

A methodological and practical seminar paired with HS 501 Church History I. Offers instruction for the participants to learn how to conduct research and write a 10-page research paper for HS 501. Participants share with each other the process of writing their papers.

**COURSE GOAL AND OBJECTIVES**

Goal 1: Students will learn the process of conducting research and writing a research paper.

Objectives: Students will...

1. develop a topic statement to be explored.
2. articulate a thesis statement regarding what will be argued.
3. craft a bibliography of pertinent literature.
4. create an outline of the research paper.
5. demonstrate the correct use the Turabian style of citation.
6. produce a 10-page research paper.



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