



## GRADUATE PROGRAM IN PASTORAL MINISTRIES

Course Number CATE 221

Course Name OCIA: The Catechumenate Process

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**Term:** Spring 2026

**Credits:** 4

**Course Day & Times:** Tuesdays, March 31 - June 9, 6-9pm California Time (excluding May 26)

**Location:** Online via Zoom

### **Instructor Information**

**Name:** Deacon Kevin Staszko

**Contact:** [kstaszko@scu.edu](mailto:kstaszko@scu.edu) + (916) 538-7611

**Office Hours:** by appointment

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### **Course Description**

**This course will study the Order of Christian Initiation of Adults and appropriate catechesis for this Rite. The course will include study of the lectionary, the symbolic actions and the prayer texts which are fundamental to the Rite and catechesis for the Rite. An elective course; formerly PLIT 262; 4 units.**

Enrollment in CATE 221 offers a unique opportunity to focus your time and attention on the "model for all catechesis" (GDC, 59), the OCIA. The course begins with a study of the ritual text, establishing a solid foundational understanding of the liturgical and theological structure of the catechumenate process. Having mastered the rites, the curriculum moves to practical application, where you will work alongside a pastoral team to experience the power of communal discernment. Together, you will collaborate to design and create transformative faith formation sessions and liturgical prayers that can be implemented across the entire lifespan—from adapted processes for children and youth to the spiritual accompaniment of families and adults. Whether you are refining an existing program or building one from the ground up, this course provides the essential "training in the whole Christian life" (Ad Gentes, 14) required to foster authentic conversion and sacramental readiness in those you serve.

## Mission and Goals of the Graduate Program in Pastoral Ministries

The Graduate Program in Pastoral Ministries, rooted in the Jesuit tradition, provides theological and pastoral formation for a variety of ministries. Students are inspired to serve effectively in their diverse ministry settings as they deepen their call of service to the Church and the wider world.

Engaging the church's mission of lifelong ministerial formation, the program seeks to instill commitments to justice and to human flourishing in friendship with God and companionship with one another in service of all creation. The program cultivates this charism through a critical and sympathetic engagement with the Catholic theological tradition in dialogue with a constantly changing world.

### GPPM Program Learning Goals (PLGs)

By completing a Master of Arts Degree in Pastoral Ministries, students will demonstrate:

1. **Theological Foundation:** Knowledge of the broad intellectual foundation for ministry in the areas of scripture, systematic and contextual theology, and spirituality; and incorporate theological reflection to enrich their ministerial practices across varying contexts. Foundational areas are Fundamental Theology, Christology, Ecclesiology, Hebrew Bible, New Testament, Theological Ethics, and Sacraments and Liturgy.
2. **Pastoral Proficiency:** Familiarity with ministerial practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment.
3. **Servant Leadership:** A commitment to identify injustices and developing skills to work individually and in collaboration with other ministers in accompanying those in need and in service to the poor, the marginalized, and the alienated, both within and outside the Church.
4. **Diversity Fluency:** Awareness of and critical engagement with how one's own culture influences ministry, and then be able to engage in ministries that build the community of Christ and are sensitive to and respectful of all cultures and traditions, and individuals who vary by race, ethnicity, gender, sexual orientation, and dynamics of wealth, poverty, and power.

### Required Resources (Textbooks and Course Readings)

- Macalintal, Diana. *Your Parish is the Curriculum*. Liturgical Press. Collegeville, MN, 2018. ISBN 978-0-8146-4465-2
- O'Malley, Timothy P., *Diving Blessing: Liturgical Formation in the RCIA*. Liturgical Press. Collegeville, MN, 2019. ISBN 978-0-8146-6361-5
- *Order of Christian Initiation for Adults (Bilingual Ritual Edition)*. Catholic Book Publishing. New Jersey, 2025. ISBN 978-1958237748
- United States Conference of Catholic Bishops (USCCB). *Summary of the Directory for Catechesis*. Ascension Press, 2021. ISBN 1601376820

- United States Conference of Catholic Bishops (USCCB) Our Hearts Were Burning Within Us, 1999.  
<https://www.usccb.org/beliefs-and-teachings/how-we-teach/catechesis/adult-faith-formation/our-hearts>
- Wagner, Nick. The Way of Faith: A Field Guide for the RCIA. 23rd Publications, Waterford, CN, 2023. (Bayard) ISBN 978-1-58595-710-1
- Wedell, Sherry A. Forming Intentional Disciples. OSV, Huntington, IN, 2012. - ISBN 978-1681922072

Supplemental reading materials for this course will be available on Camino. To access course materials and participate in on-line activities, please be sure to review Camino. Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Students must use their SCU username and password to access Camino.

The instructor retains the right to make changes, additions, or deletions to the syllabus, course outline, and schedule throughout the course. Any changes will be communicated through in-class announcements, Camino notifications and/or email.

## Course Work

**Informed and Engaged Class Participation:** Attendance is expected at all classes. Thoughtful and reflective participation is expected. Students must come to class prepared with insights and questions from each week's reading. Each student will prepare and lead prayer for one sessions.

**Pastoral Teams:** Students will be organized into pastoral teams that will gather once per week outside of the Tuesday meeting for at least an hour. Small group work will be building toward a final group project. Students will take turns as note-takers at small group sessions. The note-taker will turn in a 1-2 page summary of the group discussion each week.

**Weekly Reflection Paper:** a 1-2 page reflection on your takeaways from the reading assignment will be due each week.

**Final Project, Presentation & Reflection Paper:** Each pastoral team will collaborate on a final project that will focus on designing innovative and creative sessions for the OCIA process for adults and on adapting the process for use with sacramental preparation, faith formation, youth ministry, and family ministry.

**Student Interviews:** 2-3 one on one interviews will be scheduled with the instructor as check in points to assess understanding, learning and growth.

**Written work** will be evaluated on quality of content, organization, clarity of expression, grammatical correctness, and appropriate citations from each week's reading.

## Grading

- 1/3 attendance, informed/engaged participation, weekly insight/question, prayer session
- 1/3 weekly reflection papers on reading and student interviews
- 1/3 final paper/project/presentation, pastoral team collaboration/contributions

## Grading Criteria

Letter grades are assigned based on overall percentage, as follows:

<b>A</b>	94-100%	4.0	<b>C+</b>	77-79%	2.3
<b>A-</b>	90-93%	3.7	<b>C</b>	74-76%	2.0
<b>B+</b>	87-89%	3.3	<b>C-</b>	70-73%	1.7
<b>B</b>	84-86%	3.0	<b>D+</b>	67-69%	1.3
<b>B-</b>	80-83%	2.7	<b>D</b>	63-66%	1.0

Your grades will be visible in Camino. All assignments are expected to be submitted on their due dates. Unless we have made special arrangements beforehand, late assignments will be docked 5% for each day past the due date that they are submitted.

## Professional Conduct Expectations

### Attendance & Punctuality

Students are expected to attend all class sessions. Specific attendance requirements are set by the faculty member in the course syllabus and are binding. Whether or not the assignments were announced during an absence, students are accountable for all course assignments.

### Participation

- **Informed and Engaged Class Participation:** Attendance is expected at all classes. Thoughtful and reflective participation is expected. Students must come to class prepared with insights and questions from each week's reading. Each student will prepare and lead prayer for one class session.
- **Pastoral Teams:** Students will be organized into pastoral teams that will gather once per week outside of the Tuesday meeting for at least an hour. Small group work will be building toward a final group project. Students will take turns as note-takers at small group sessions. The note-taker will turn in a 1-2 page summary of the group discussion each week.
- **Student Interviews:** 2-3 one on one interviews will be scheduled with the instructor as check in points to assess understanding, learning and growth.

### Communication

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor.

## Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

*I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.*

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#).

## Policies, Resources & Accommodations

### **Discrimination, Harassment, and Sexual Misconduct (Title IX)**

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a confidential resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

### **Accommodations for Pregnant and Parenting Students**

Santa Clara University is committed to creating and maintaining a non-discriminatory learning environment for all students, including students who are pregnant or parenting. Absences due to

medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the [Office of Accessible Education](#) (OAE) or from the [Office of Equal Opportunity and Title IX](#). This [resource page](#) from the Title IX Office provides information regarding support for students and employees who are pregnant or parenting.

### **Office of Accessible Education**

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education [oea@scu.edu](mailto:oea@scu.edu), <https://www.scu.edu/oea> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology.

Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations. Students should continue to reach out to OAE ([oea@scu.edu](mailto:oea@scu.edu)) regarding access barriers related to this course or content.

### **Academic Freedom**

The University is dedicated to an uncompromising standard of academic excellence and a commitment to [academic freedom](#), freedom of inquiry, and freedom of expression in the search for truth. We are here to engage a set of ideas and research findings that often have long and complicated histories. Scholars may disagree on the topics we will be discussing. Assignment of and references to sources (readings, films, websites, etc.) are not an endorsement of the opinions or content contained in those materials. Students are expected and required to become familiar with the literature relevant to the topic of this course regardless of whether the professor, the University, or the students find this content agreeable. You are invited to introduce additional challenges in a serious and open-minded manner.