

**DIVINE WORD COLLEGE**

**FORMATION PROGRAM**  
**FOR LAY MISSION-MINISTRY**



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## **DIVINE WORD COLLEGE**

### **FORMATION PROGRAM FOR LAY MISSION-MINISTRY**

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#### **STATEMENT OF MISSION**

The Divine Word College Formation Program aims to foster within the students a lifelong commitment to serving God's people, whether that be as a religious-missionary, a religious, a diocesan priest, a lay person. The Program encourages the development of the student's intellectual capability, spiritual gifts, growth in community and ministerial skills. This occurs within a community intentionally cross-cultural and shaped by the missionary spirituality of the Society of the Divine Word (SVD).

#### **CORE BELIEFS AND VALUES OF THE FORMATION PROGRAM**

- The Trinity is the source of life and energy of Divine Word Missionaries
- The Incarnate Word is the model of total surrender to God.
- The Church is missionary by its very nature; therefore, all Christians, through their baptism, are called to witness to the Gospel.
- A commitment to mission involves a passing over from one's own culture and circumstances to proclaim the Good News and help usher in the Reign of God.
- A call to missionary life whether religious or lay is best discerned and confirmed in community, similar to communities which the individual will serve. To hear and respond to a genuine calling requires maturity--a maturity which integrates cultural, social, spiritual and intellectual identity.
- A capacity for intellectual growth and a commitment to lifelong learning and ongoing formation in the areas of physical health, emotional growth and social development in interpersonal relations, leadership and sexual knowledge are foundational for effective leadership among God's people.
- Each student participating in this program accepts responsibility for their own growth in light of the charisms of their religious communities or dioceses.

## **PROGRAM OBJECTIVES FOR LAY MISSIONARIES**

*The goal of all formation and education at Divine Word College is growth by the power of the Holy Spirit into unity with the Incarnate Word of the Father and into missionary ministry in a world-wide, multi-cultural Church. This growth is a lifelong task, a shared responsibility to be faced by both the individual and the community. In this way we become capable of carrying out the missionary task of the Church: to be witnesses of the gospel of Christ to all by our personal lives, our community living, our preaching and service so that Christian communities may be built up. (Based on SVD Constitutions, 501)*

The Lay Formation Program provides an environment in which students can learn about mission-ministry, as understood by the Society of the Divine Word. Mission-ministry is serving God's people in a mission field or in a parish setting. The program gives direction to the discerning student seeking to meet the challenges of the program in preparation for mission-ministry. The Program provides the means by which formation personnel assess a student's suitability for future mission-ministry, life and service.

The Program is developmental. Students grow in the self-awareness and personal identity essential to a healthy spiritual life and mission-ministry commitment. They demonstrate that they have adopted as their own the values underpinning the different dimensions of mission-ministry formation: the human, intellectual, spiritual, communal and ministerial.

### **Human Formation**

**Develops mature persons able to deepen their desire to live in and build local parish community and their readiness to engage in mission-ministry.**

*Our formation is total and integral: it seeks to foster human maturity, professional competence and committed faith. Growth in human maturity occurs in a progressive deepening of self-knowledge, in the unfolding of one's personal qualities and in the achievement of that inner freedom which makes responsible decisions possible. (Based on SVD Constitutions, 503)*

The Lay Formation Program encourages the student to grow in self-knowledge and self-acceptance. It promotes good physical and psychological health and formation in sexuality and chastity. It teaches the skills for interpersonal relationships essential to free, mature living as a mission-minister.

## **Spiritual Formation**

**Develops faith-filled, discerning students rooted in Jesus Christ and committed to personal and communal prayer as foundation for mission-ministry.**

*We must shape our lives according to our faith by always listening for the voice of the Holy Spirit, who speaks to us in scripture, in the life of the community and of the Church, as well as in contemporary events. Our response should be in prayer and action. As mission-ministers in the spirit of the Society of the Divine Word, our spiritual lives are inspired by St. Arnold Janssen's example, for he was a man of faith and prayer, of openness and dedication. (Based on SVD Constitutions, 508)*

The Formation Program invites students to grow in their awareness of God's presence in the world and their understanding of the mystery of the death and resurrection of Jesus. As the Incarnate Word proceeds from the communion of the Trinity in service to others, so the student learns that mission-ministry is always communal and rooted in a concrete social and historical reality. As Jesus emptied himself and "took on our human likeness," so students learn to empty themselves of their cultural predispositions and biases, even their language, in order to become one with others, to be re-formed in a new mission-ministry spirituality.

While centered on the Eucharist, the spiritual life of the College includes many additional aspects that challenge students to grow in their personal devotion and in community. Through life in community and service to others, the student experiences the presence of God. In the mystery of their own person and that of others, in the known and the unknown, they meet God anew. The students' spiritual growth also supports their vocation and deepens their desire for mission-ministry.

## **Intellectual Formation**

**Instills a commitment to acquiring and developing the knowledge and the skills necessary to interpret and communicate the Gospel.**

*The study of philosophy, cross-cultural studies, and theology are part of the vocational preparation for mission-ministry. It serves to increase one's knowledge of human nature and society and to deepen one's growth into the mystery of Christ...The program of studies for our students should deliberately emphasize the mission dimension and the value of social, cultural and religious plurality for the proclamation of the Gospel. (Based on SVD Constitutions, 516 and 516.1)*

The Academic Program is the primary instrument to help the students grow in knowledge of the liberal arts. The Lay Formation Program works with the Academic Program in assisting them in a growing appreciation of learning by understanding its significance for effective future ministry. The student comes to understand that learning and formation are parts of an integrated process necessary for mission-ministry.

## **Cross-Cultural Community Formation**

**Enables students to be rooted in their own culture and to cross over to other cultures with respect and sensitivity, while deepening skills for building and living in community.**

*...we meet with friendliness and goodwill those among whom we announce the gospel, growing into their historical situation, customs and mentality...we make every effort to master the language of the people and become familiar with their history and culture. Following the principles of the gospel, we respect the customs and habits of the people among whom we work, avoiding every derogatory criticism and comparison. (SVD Constitutions, 120.1 and 2)*

The Formation Program invites the student to develop the skills and abilities vital for crossing over to other cultures and for ministering in a multicultural church. The Program first enables students to grow in appreciation of their own culture and to learn about and appreciate other cultures. It then enables them to develop the ability to challenge and critique their own and other cultures, even as they grow in awareness and respect for those cultures. The Program calls students to gradually deepen their commitment to actively building up the community and accepting support from others. The life of study, work, and worship within the College's cross-cultural environment provides opportunity for developing this commitment.

## **Mission-Ministry Formation**

**Allows students to develop their ministry skills and to apply their gifts and education to serving as a mission-minister.**

*In order that this vocation can develop fully, formation must be integral, rooted in one's own culture, community-forming, directed towards apostolic service and open to the needs of the world... (SVD Constitutions, 502)*

Besides the skills and knowledge requisite for mission-ministry, the Formation Program offers opportunity for applying these tools in concrete activities within a Christ-centered community. This practical service helps students see how their coursework and other activities fit in with a vocation to mission-ministry.

Careful preparation, supervision and support, reflection and evaluation characterize the service experience. Challenges inherent in working with people of differing socioeconomic or cultural groups offer significant opportunities for growth. The structure of the program helps educate students about their own areas for growth, and helps them develop critical insight and sound judgment. The process further stimulates their desire for service as they learn of the needs of the world and their own gifts in meeting those needs.

## **FORMATION PROGRAM FOR LAY MISSION-MINISTRY**

The Formation Program of Divine Word College fosters the maturity and growth of the mission-ministry students in five facets of development: human, spiritual, intellectual, cross-cultural community, and mission-ministry. The students' growth is demonstrated through observed behaviors and expressed ideas, manifestations of the students' own deepening discernment of their call which allow others to help evaluate their readiness for mission-ministry.

The student is challenged to see the Program's expectations as an invitation to freely choose, out of love and a personal relationship with Jesus Christ, a way of living that leads to dedicated mission-ministry, personal fulfillment in a community, and an ever-deepening personal spiritual life.

Each facet of the Program consists of a rationale, means of implementation, outcomes, and the means used to assess those outcomes.

### **Facet One: Human Formation**

Human Formation requires an integration of knowledge and acceptance of self, physical and psychological health, sexuality and chastity, and interpersonal relationships. Each contributes to the development of the others. This integration moves the individual to healthy holistic human development.

#### **Knowledge and Acceptance of Self**

Self-awareness and acceptance of self are essential components in mature students' ability to respond freely to their call to be a mission-minister.

Every year, each student is assigned to a formation group. This group is led by a Formation Director who accompanies the student for the year. This assignment is based on class, age and personal formation needs. Formation Groups meet each week in order to present information regarding religious life, mission, and issues of personal and vocational growth. The formation group also offers an environment in which members of the group interact in such a way as to deepen their understanding of each others' values and perspectives. The group is a lived experience of community, a place to enjoy and learn from each other, share personal journeys, discuss and solve problems, and develop skills essential to religious community life and mission-ministry.

To facilitate the students' increasing self-awareness, their Formation Director helps them set reasonable and measurable personal goals at the beginning of each academic year, including the steps they will take to achieve the goals. The goals can be modified as needed during the year. This process encourages students to undertake greater responsibility for their own growth. Individual interviews once a semester with each student's Formation Director involve discussions of progress made in the context of the five facets of the Formation Program.

The result of this process will be that the students can write increasingly insightful self-evaluations which are shared with their Formation Director, and members of their formation group. In this evaluation, students demonstrate an increasing awareness of their interpersonal and emotional life, sexual development, accomplishments and leadership. They note areas that may still need maturing or growth. The Formation Director writes a comprehensive behavioral evaluation at the end of each academic year based on the five facets of the Religious Formation Program. Students have an opportunity to review this evaluation with their Formation Director to add information or provide greater insight. This process assists students to grow in awareness of and commitment to their vocational call.

Evaluations by students, their peers and Formation Director provide the basis for assessment in this category. The Formation Director reviews goals that students set for themselves and how they achieved them, looks for evidence of greater insight into oneself and considers their ability to speak clearly to issues involved in their vocational choice for mission-ministry.

### **Physical Health**

Mission-ministry can present significant physical challenges. It is thus important that students are aware of the need not only to take care of their own physical health but also to develop the physical stamina necessary for work as a mission-minister.

In order to encourage habits that promote good physical health and how to live a healthy lifestyle, the College provides balanced meals, and recreational facilities with a swimming pool, weight room, gym, tennis courts, and outdoor sports fields. Intramural activities are also offered. Students are expected to avail themselves of these facilities and activities according to their own interests and abilities. The Program also provides a regular series of formation topics related to a healthy lifestyle.

The student demonstrates a commitment to a healthy lifestyle by a choice for regular exercise, maintenance of an appropriate weight, healthy eating habits, and regular medical and dental care.

### **Psychological and Emotional Health**

Mission-ministry is dedicated to service characterized by a commitment to cross-cultural living. To live among people whose cultures and belief systems are often different from their own, mission-ministers must possess strong emotional health and skills for maintaining it. The healthy student is stable, handles conflict satisfactorily, moves past disappointments and defeats, is able to tolerate differences of opinion, and copes successfully with the normal tensions resulting from community and service as a mission-minister.

The Formation Program provides a regular series of formational topics on healthy emotional development and offers opportunities to meet with a Spiritual Director, Formation Director and/or professional Counselor. There are also opportunities for the student to work with others in a range of leadership positions that can at times be demanding and stressful. With the guidance of members of the Formation Team and other supervisors, the student learns how to cope with the emotional demands required in leadership.

In the Formation Program, this development is measured through the Formation Director's direct observation of the student's emotional stability and ability to exercise leadership in working with others.

### **Sexuality and Chastity**

God created humankind as sexual beings in order to participate in the continuity of creation. The sexual energy present in each individual is at its richest when it is expressed in appropriate witness to bring about ever more fully the Kingdom of God. The call to mission-ministry necessitates a mature response to live a healthy, chaste lifestyle consistent with Catholic teachings, whether single or married. The response to this call is to find mature love in relation to others and in particular to the people one serves and to find sexual expression in positive activity. The Formation Program requires that students come to a deeper understanding of their sexuality and appropriate ways to live it as a mission-minister.

The Formation Program utilizes a number of means for developing growth and understanding of sexuality. Academic courses in Human Sexuality and Christian Ethics are offered on an annual basis. Regular assembly presentations address topics in human sexuality. Each formation group studies issues on human sexuality appropriate to the group's formation level, starting with topics on basic biology and moving on to topics such as sexual orientation, boundaries, addiction, and male/female relationships. College policies clearly define appropriate sexual conduct and use of electronic and publication media. The student participates in activities with a broad spectrum of individuals both within and outside of the College.

The Academic Program, formation group discussions and College-wide presentations and forums facilitate the development of sensitivity and respect.

Students may speak confidentially about sexual issues with the College Counselor and/or their Spiritual Director. Positive experiences and challenges in lived relationship with others come from social activities and living in a close community. Outlets for sexual energy can be found through sports, study, work, community service and prayer. There are also important opportunities for students to come to appreciate themselves and reflect on the life they have committed themselves to through times of solitude and retreat.

Students who have a healthy, chaste sexual identity will demonstrate this through their ability to maintain appropriate boundaries with friends and those with whom they minister and interact. They will have accurate knowledge about human biology regarding their sexuality. They will begin to speak about their sexual history with their Formation Director, Counselor and Spiritual Director.

The Formation Director notes students' ability to speak about their sexuality and observes their ability to maintain healthy boundaries.

## **Interpersonal Relationships**

In order to be an effective minister in working with others, in leadership, in positive contributions to community living, a mission-minister requires good interpersonal skills. Opportunities to learn and practice interpersonal skills are present in formation groups, working through issues related to community living and the various recreational opportunities offered at the College.

A student demonstrates these growing abilities by active participation in the life of the College community through the exercise of leadership, responsible fulfillment of assigned duties, volunteering, and social interaction with both peers and staff. The successful development of interpersonal skills is verified through the Formation Director and peer evaluations, and through the sensitivity and insight the student shows in their own self-evaluation and evaluation of others.

## **Facet Two: Spiritual Formation**

A core foundation for mission-ministry is a strong personal and communal relationship with Jesus Christ. Divine Word Missionaries emphasize the importance of a solid life of prayer to support them in carrying out their work of spreading the Gospel. Jesus Christ modeled this in His own life through frequently going to a quiet place to commune with the Father. The core areas of development for the mission-ministry student are strong faith development, personal prayer, participation in communal prayer and vocation development.

### **Faith Development**

Faith in God and its expression are personal to the individual and his/her relationship to the Creator. Genuine faith can be seen in one's active response to God's Word and in a life based on Christian values. A deep faith in Jesus Christ and His Church as a community of faith is foundational for dedicating oneself to a life of mission-ministry.

To assist students in their faith development, the Formation Program offers liturgical formation, content topics related to faith, annual retreats, and days of recollection. There are ample spiritual reading resources in the College library and reading room. Opportunities exist for the student to participate in student-initiated prayer groups and sharing. A key component for faith development is the student's participation in regular spiritual direction. Priests are available for personal Reconciliation, with a communal Reconciliation service offered each semester.

The faith life necessary for mission-ministers is best demonstrated through their self-evaluation, and the articulation of their faith as demonstrated in the community faith life and liturgical involvement. Students also express their faith and spiritual journey in formation group Bible sharing and by showing that they place their faith on a level of importance equal to or greater than other aspects of their total development.

## **Personal Prayer**

Within the context of faith, a personal relationship with the Lord is best developed in prayer. The student exhibits the importance of setting aside time for private prayer, meditation and Scripture.

To facilitate personal prayer, the College provides the main chapel and small private chapels with particular devotional and ethnic themes for places of solitude, quiet times in the evening in the residence-quarters, and tranquility weekends where College activities are curtailed, allowing additional time for prayer or spiritual reading. Further prayer resources are available through the library and in the various chapels on campus.

Students who see the importance of personal prayer in their lives will set aside regular times in their daily schedule where they can meet the Lord in reflection or Sacred Scripture. They use the various chapels, opportunities for prayer times and spiritual readings provided by the College.

The Formation Director assesses the students' personal prayer by asking about their satisfaction with the nature and quality of their prayer life.

## **Communal Prayer**

The community comes together to worship God and to pray as mutual support and expression of the spirituality of the Society of the Divine Word. Students learn to go beyond their individual expressions of prayer and enter into the prayer of the community.

As a community, the College comes together for daily Eucharist, Sunday Vespers, services offered during Holy Week or special occasions, and formation group Bible Sharing. There are opportunities for communal prayer with small prayer groups outside of formal community prayer and the weekly Holy Hour. The College encourages particular cultural expressions of liturgy by setting aside a day each week for Masses to be celebrated in English and other languages.

Students who have come to internalize the importance of the Eucharist in the daily life of the Church and community are present on a daily basis. They also actively participate in the life of the faith community by attendance at Vespers, shared formation group prayer, and special religious events such as during Holy Week.

The communal prayer outcome is measured through the student's faithful attendance and active participation at daily Eucharist, Sunday Vespers, and other designated communal and formation group prayer times.

## **Vocation Development**

Divine Word College provides an environment for development. Students' serious efforts to discern, clarify and deepen their call to mission-ministry are an essential component of their spiritual development. This discernment takes place through the processes of faith development, personal prayer and reflection, and active participation in communal prayer.

The Program schedules regular presentations by SVD missionaries and special sessions within Formation Groups to help the student understand the nature of mission-ministry. In spiritual direction, students discuss and refine their discernment within a confidential setting. The College Counselor has various psychological instruments to assist students to further understand themselves and their abilities. Various College celebrations such as Mission Sunday provide additional context for understanding mission.

Students who take seriously these core dimensions of faith development and fully participate in them give evidence of a serious effort to clarify and respond to their vocational call. Other evidence is the student's ability to articulate to the Formation Director the important questions in his/her discernment. A student's presence at College sponsored activities demonstrates and supports one's genuine commitment.

### **Facet Three: Intellectual Formation**

As future leaders in the Church, students must come to recognize that education and intellectual development is an essential tool for becoming a knowledgeable leader and communicator in the Church. A strong academic foundation plays an essential role in one's total development, especially through reading as a way to continue to gain knowledge about self and to more deeply appreciate and understand the world within which we live. As future ministers, students will find themselves engaging in dialogue with others of differing perspectives, which will require strong intellectual skills. Key components for such dialogue are an attitude towards learning and a commitment to becoming an educated person and a lifelong learner.

#### **Attitude to Learning**

One preparing for mission-ministry shows an intellectual curiosity and a positive attitude toward learning. This attitude is crucial to complete a rigorous course of studies.

The Formation Program provides interviews and formation groups as both places and resources for further positive intellectual development. Formation group discussions include topics such as techniques for effective study, which will help students thrive in their academic work. Divine Word College also provides cultural events, reading materials, and access to electronic media.

Successful students work to acquire a solid education that will serve them as a foundation for the rest of their lives and develop a dedication to continuing intellectual growth. With such an attitude they will read outside of academic requirements and make use of educational media available to them. This attitude is expressed in curiosity about the world. The regular reading of newspapers, scholarly magazines and journals is evidence of a student's growing intellectual curiosity and sophistication.

Students' attitudes toward intellectual development are demonstrated in their cumulative grade point average and its maintenance and improvement. The Formation Director and the Dean of

Students receive a copy of the semester grade reports and have access to a student's daily progress through on-line grade reports.

### **Commitment to Learning**

A successful student completes the Formation Program with a strong commitment to intellectual development needed for lifelong learning. To help facilitate a commitment to intellectual growth and lifelong learning, the College provides an excellent library, a reading room with a large number of magazines and newspapers, various cultural events, and access to the worldwide web. The Formation Director assists the student in both establishing personal academic goals for intellectual development and also in evaluating progress toward those goals.

Evidence for this growing commitment can be measured through a student's participation in extra-curricular programs such as the Philosophy Club and attendance at special cultural events. This commitment is measured in students' dedication to personal study and genuine interest in improving the quality of their learning. The Formation Director asks the student about intellectual activities and notes participation in extra educational activities.

## **Facet Four: Cross-Cultural Community Formation**

In the spirit of the Society of the Divine Word, students dedicate themselves to the goal of the proclamation of God's Word to all peoples. To achieve this goal, a mission-minister is ready to "pass over" to other cultures and live and work in communities comprising members of many cultural backgrounds. An important facet of the Formation Program, therefore, is preparation for cross-cultural living. This facet involves respect, participation, skills, and the appreciation and ability to analyze one's own culture.

### **Development of Respect**

To successfully interact with other members in cross-cultural community and mission, and work in cultures beyond one's own, a student must respect and appreciate cultural differences.

The College offers opportunities for the student to develop cultural respect. The Formation Program provides a student with the opportunity to live with students from cultures other than one's own. Cultural dinners, cultural music, ethnic magazines, and art from different areas of the world offer a multitude of perspectives.

A student has the opportunity to participate in Mission Sunday, Lunar New Year, and other cultural celebrations. To offer students an opportunity to develop on-going relationships with families in the local area, the College sponsors the Friends Across Nations Club.

Issues related to understanding and respect are discussed openly in the Dean's Forum and formation groups.

The student demonstrates respect by reaching out to and having close friendships with individuals outside of one's own cultural background. Such reaching out happens by engaging in

activities such as sharing meals in the dining room, sports activities, mixing in social events, walks and conversations. The Formation Director considers the student's attendance and genuine participation in cultural events and celebrations.

Students are expected to develop a genuine respect for women in their various roles in society and the Church. This involves showing respect to women in authority roles and in maintaining relationships with them that are appropriate for someone entering mission-ministry. This respect is developed by the fact that the College employs women in authority roles as staff members, teachers, spiritual directors and administrators.

### **Community Participation**

In addition to cultural celebrations, the College sponsors ministries of service to people beyond the immediate College community with the elderly, homeless, physically and mentally disabled, ethnic parish events, and youth. Students are assigned to different ministries during their time at Divine Word College. The formation group charters aim to bring students together in various activities. Recreational facilities such as the Pour House, student lounge, and sports areas are designed to bring students together for greater interaction.

Students who come to appreciate other cultures will demonstrate this appreciation through positive interaction with others from different cultures in leadership positions. They interact in the classroom, dining room, chapel and sport events. They learn about other cultures through reading and other media. They are required to learn a language other than their own and gain the cultural understanding that goes with that language. The Formation Director observes that a student takes the initiative to reach out to members of other cultures by inviting them to join in social activities.

### **Skills for Cross-Cultural Living**

A student learns skills for cross-cultural living and service in such courses as World Art, World Music, Humanities Survey and other academic settings. A student learns to sing in different languages through liturgy preparation and by preparing for cultural events in which all students participate. Weekly ministries, language classes, and community service teach further skills.

As students complete their formational experience at Divine Word College, they build skills in living and working cross-culturally, including leadership skills for working with individuals from different cultural backgrounds.

### **Critical Appreciation of One's Own Culture**

Students become more aware of their own culture and its assumptions when exposed to a different culture or set of values. They come to a greater awareness and appreciation of the gifts of their culture yet must be able to critique aspects of their culture.

Students come to a greater awareness of their own culture through making presentations, preparing foods, sharing in their formation group and attending language Masses. Cross-cultural

courses present students with intellectual tools for reflection on their own culture and other cultures. The library has a significant collection of books in different languages about various countries and their cultures. The College educates on immigrant experiences and adaptation to new cultures. The Formation Program is structured so that students will be able to discuss and write about the values explicit and implicit in their own culture.

## **Facet Five: Mission-Ministry Formation**

Students continue to develop awareness of their own gifts and how these may be applied to the mission of the church in the spirit of the Society of the Divine Word. In the future, students will use their gifts in service of the Christian Community through worship and the proclamation of the Good News. At the College level, students begin to become aware of what will be required of them as a future mission-minister. Growth in mission-ministry involves establishing and/or deepening ministry skills and developing awareness of what may be required of one in mission.

### **Initial Ministry Skills**

The College provides opportunities for ministry which are often cross-cultural experiences for students. These experiences are evaluated with the students' on-site supervisors and are shared in reflection with their formation group once a semester. The student completes an end of the year self-evaluation of his/her own ministry efforts both within and outside the College.

Skills for ministry are measured through the students' willingness to go beyond simply meeting their own needs to extending themselves to be of genuine service to others. They exhibit this through their willingness to volunteer for common activities as their gifts allow. They are willing to explore skills and activities they may not have tried before because they realize their development may be helpful in communal mission-ministry. Students show responsibility and commitment to do their best in carrying out community assignments. They develop confidence in completing assigned tasks and taking initiative.

### **Vocational Awareness for Ministry**

By awareness, students are able to come to a theological reflection, both oral and written, of their ministerial experiences and how they might be a lived reality of the Gospel message. Satisfaction and growth in ministry in the context of the theological reflection become important components for vocational growth. Along with the formation group and Formation Director, students take a realistic look at their faithfulness in fulfilling various ministries both within and outside the College.

The College provides opportunities for students to deepen their vocational call. There are opportunities to interact with Divine Word Missionaries who have served in other parts of the world. Students experience firsthand the celebration of Mission Sunday and the College environment that constantly speaks to mission and ministry and its centrality in the Church. Through formation groups and interviews, students also reflect on their behaviors and how they reflect their awareness of themselves as mission-ministers.

Students' self-evaluations and their reflections with their formation group and Formation Director provide a gauge of their understanding and sense of vocation. Work-study evaluations provide evidence of their faithfulness to basic community responsibilities. Participation in campus activities shows their willingness to go beyond minimum expectations.

## **EVALUATION AND ASSESSMENT \***

### **Students Evaluate the Program**

Student evaluations of the Formation Program occur at the end of the academic year during the final formation group meeting. The students in each formation group give oral evaluations to the Formation Director. Students evaluate the overall Program, their own formation group, their Formation Director, retreats, recollections, topics presented, counseling services, spiritual formation, and ministry program. Formation Directors give both oral and written summaries to the Formation Team during the school year's final meeting. The information from these evaluations is discussed and evaluated, leading to adjustments in the Program as needed.

### **Evaluation of the Students to Measure the Effectiveness of the Program**

At the end of each academic school year, Formation Directors assess how well the Formation Program has met its stated outcomes for the students. In this process, the Formation Directors use a student's evaluations, Formation Director's observations and formation group input to assess the progress of the student in the Program. Students' progress is assessed two years after their entrance into the ESL Institute, at the end of their second year in the College Program and at the completion of their program at Divine Word College. Students are assessed using a Likert-Scale to measure their progress toward competence in each facet of the Program. Formation Directors set a target score in each area. To assess the Program itself, a total score for each item and the cohort group is ascertained and studied to determine any areas where expected outcomes are not being met. This allows Formation Directors to make adjustments in the requirements or activities meant to help the students meet the outcomes. This Program assessment also helps identify other areas in the Program that may be in need of modification, increased emphasis, or further development.

### **Evaluation of Students**

Students are evaluated at the end of each academic year by self-evaluation, peer evaluations and their Formation Director. Information from this evaluation is used to help students be mature, responsible leaders and members of the Divine Word College community. They are evaluated using the five facets of the Formation Program. A copy of the evaluation will be sent to their sponsoring agency or parish.

## **SUMMARY**

The Formation Program helps Divine Word College realize its Mission to assist laymen and women grow into mission-ministry in the spirit of the Society of the Divine Word. All dimensions of the Program, particularly its developmental outcomes, assist students in discerning and deepening their vocation to mission and ministry.

\*Evaluation and Assessment are fully explained in the Assessment Tools for the Religious Formation Program. Please refer to that document for more detail.