

In some cases, English as a Second Language (ESL), Spanish, communications skills, and studies in literature may form an essential part of the program.

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237. Candidates for pre-theology should follow a careful and thorough admissions process equivalent to the entrance procedure for the theologate. This process should include specific recommendations concerning the candidates' program, its length and content.

238. A pre-theology program that does not offer courses in philosophy and/or undergraduate theology should be linked to a Catholic college or university with a complete curriculum of philosophical and undergraduate theology courses.

239. Sound philosophical formation requires 24 semester credit hours.¹³⁰ A minimum of 12 semester credit hours are required in appropriate courses of undergraduate theology.

240. Programs that utilize colleges and universities for philosophy and theological studies should carefully and consistently monitor the content and quality of their students' courses.

241. The study of Latin and the biblical languages is foundational and should be given the emphasis that church teaching accords it.¹³¹ The study of Spanish will also be important for many U.S. dioceses.

C. PASTORAL FORMATION

242. Pastoral formation introduces students to the practical, pastoral life of the Church. The degree and kind of pastoral involvement should be based on the candidates' previous pastoral experience or lack thereof. If at all possible, apostolic activity should be closely matched to the students' individual situation, supplementing their knowledge and experience of the Church's life and mission.

243. The program of apostolic formation should be directed to the formation of future priests. Its focus is pastoral service in light of priestly ministry. It is different from formation at the theologate level, which presupposes a knowledge of theology for purposes of theological reflection. It should include planned programs and well-chosen experiences under qualified supervision.

244. Pastoral experiences with the poor, the disadvantaged, and the alienated can introduce students in a practical way to the Church's teaching on social justice. Supervisors and spiritual directors should point out the close connection between justice, spirituality, and the mission of the Church.

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245. The program should be directed by qualified supervisors who emphasize the specifically priestly dimension of pastoral activity.

246. Students should be aware of the practical guidelines of *The Ecumenical Directory* and their application to pastoral situations.

247. Pastoral assignments that introduce students to the multicultural situations which characterize the Church's apostolate in many parts of the country are recommended.

ADMINISTRATION, ADMISSION, AND EVALUATION

248. For administration, admission, and evaluation, see Chapters Four and Five of this document.