

## Field Education 475

### **2009 - 2010 Syllabus for all FE 475 sections**

#### Purpose

The Mission of the Field Education Department at MTSO is to prepare effective leaders for ministry through the integration of theology, spirituality and community. Field Education is designed to integrate academic learning with practical work in fields of ministry. The course combines academic resources with theological and pastoral reflection on events occurring in the field setting. Field Education is not designed to be conducted exactly like other academic courses; it includes creating a covenant with those in the field setting, site visits, discussion about events on site as well as reflective group work and writing.

#### Format

At the beginning of each class time, the group will worship, update each other about what is happening in life and ministry (approximately 30 minutes), followed by discussion of texts and relevant topics listed below (approximately 50 minutes), and end with case studies, integrating theology and the practice of ministry.

#### **Required Texts**

\**A Failure of Nerve*. Edwin Friedman. Seabury Books. 2007.  
(See note under Suggested Reading.)

*Never Call Them Jerks*. Arthur Paul Boers. Alban Institute. 1999.

*Questions and Answers about Clergy Misconduct*. Elisabeth A. Horst. Order of St. Benedict. 2000.

Appendix D – *Discerning Your Congregation's Future*. Roy Oswald and Robert Friedrich, Jr.

Keirse inventory (if you have not taken it in the last 2 years or do not remember your results)

Almond Springs case studies: online –  
[http://www.christianleaders.org/Almond\\_Springs/index.htm](http://www.christianleaders.org/Almond_Springs/index.htm)

***Handouts below are found online in the Field Education page –  
<https://academics.mtso.edu>, FE tab, username: methesco\<your first initial and last name>, password: your email password***

## Suggested Reading

*\*How Your Church Family Works.* Peter Steinke. Alban Institute.

(Some of you have read *A Failure of Nerve* by Friedman and associates while enrolled in CL100. If you have not read *How Your Church Family Works*, please read this book instead.)

*Emerging Churches: Creating Christian Community in Postmodern Cultures.* Eddie Gibbs and Ryan K. Bolger. Baker Academic.

*Claiming New Life: Process-Church for the Future.* Lisa Withrow. Chalice Press.

## Requirements for students in FE 475

### Class work

1. Keirse Bates inventory if you have not completed it in the past (you may wish to do this before the first class meets)
2. 2 case studies per semester as outlined on Sharepoint
3. Journal due each class period (credit for journal turned in) – 1 - 5 pages at your discretion based on learning events in your setting
4. Familiarity with Almond Springs online assignments
5. Theological Reflection Project: choose an issue in your setting and write an extended case study, with emphasis on the theological reflection pertinent to the situation. Follow the case study outline, but spend 4-5 pages on theological reflection in detail. 6-8 pages.
6. Final paper: discuss what has been most helpful to you over the year in FE class, what has changed your practice of ministry and what may yet change it. Describe the challenges you face as you enter this profession. Name the gift each member of class has given you during the year (including the instructor). Tell how you will continue to develop support systems outside of seminary. 6-8 pages. There will be no extensions for this paper.
7. Knowledge of readings assigned for discussion in class.
8. Attendance at **all** classes.

### Site work

#### A. Church as primary setting – the work for which students are responsible

1. Learning-Serving Covenant as described in your student packet. These are due the week after fall break. **TURN THE COVENANT IN TO YOUR FIELD EDUCATION CLASS INSTRUCTOR**, who will then turn all covenants into the FE Office after signing them. 4-10 pages. The Covenant is not graded *per se*, but shows the seriousness with which the student addresses learning goals and placement programs/relationships. This document also provides an understanding of workload and expectations for the student and the church so that each party is clear about boundaries in the setting. The Covenant development will factor into written recommendations to judicatories for credentialing in ministry and *narrative* evaluations for this course.

2. Midyear evaluations from your lay committee, your supervisor and yourself (3 evaluations total). See online forms for particular questions to be answered on the evaluation forms. These are due the first week of February on the day you have class. Give them to your FIELD EDUCATION CLASS INSTRUCTOR to review and sign; the instructor will turn in the evaluations to the FE Office. Please make an appointment with the Field Education Director, to go over the evaluation after you hand it in and **before the end of March.**

3. Final evaluations from your lay committee, your supervisor and yourself. See online forms for particular questions to be answered on the evaluation forms. These are due the last week of class on the day you have class. Give them to your FIELD EDUCATION CLASS INSTRUCTOR to sign; the instructor will turn in the evaluations to the FE Office. *No appointment needed with Field Education Director unless you wish to discuss the year's experience.*

4. Site visit preparation: Your instructor, a faculty representative or the FE Director will visit you in your setting. Please have the lay committee and the site supervisor available to meet during the designated day and time pre-arranged with your instructor, the faculty representative visiting or the Director (See site visit guidelines online). There will be a written summary of the visit submitted to you and also kept in your file in the FE office. You have access to this file when you wish to see its contents. If no site visit is conducted by the last day of term, you will be in danger of failing Field Education.

**B. Agency, community or chaplaincy setting – the work for which students are responsible**

1. Learning-Serving Covenant as described in your student packet. These are due the week after break. TURN THE COVENANT IN TO YOUR FIELD EDUCATION CLASS INSTRUCTOR, who will then turn all covenants into the FE Office after signing them. 4-10 pages. The Covenant is not graded *per se*, but shows the seriousness with which the student addresses learning goals and placement programs/relationships. This document also provides an understanding of workload and expectations for the student and the organization so that each party is clear about boundaries in the setting. The Covenant development will factor into written recommendations to judicatories for credentialing in ministry and *narrative* evaluations for this course.

2. Midyear evaluations from your lay committee (as applicable – not required for CPE), your supervisor and yourself (2-3 evaluations total). See online forms for particular questions to be answered on the evaluation forms. These are due the first week of February on the day you have class. Give them to your FIELD EDUCATION CLASS INSTRUCTOR to review and sign; the instructor will turn in the evaluations to the FE Office. Please make an appointment with the Field Education Director, to go over the evaluation after you hand it in and **before the end of March.**

3. Final evaluations from your lay committee (as applicable), your supervisor and yourself. See online forms for particular questions to be answered on the evaluation forms. These are due the last week of class on the day you have class. Give them to your FIELD EDUCATION CLASS INSTRUCTOR to sign; the instructor will turn in the evaluations to the FE Office. *No appointment needed with Field Education Director unless you wish to discuss the year's experience.*

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### **Grading**

Grades apply to class work/papers/projects only. Narrative evaluations will accommodate student's work in the Field Education setting itself due to subjectivity of supervisory and lay feedback as well as the variety of student placements. A failing grade (D or F) will be assigned nonetheless if the site work is incomplete, including site visit. Narrative evaluation is often what judicatories or employers pay attention to when they are in the process of credentialing or hiring those pursuing professional ministry. Both the grades and the written narratives are important for final evaluations and recommendations.

#### **For course work –**

A range: written and oral work is *consistently* superior, with attention to detail, clarity of thought, good flow and excellent grammar. Appropriate and mature participation necessary. The A student is an outstanding writer and speaker.

B range: written and oral work is good, with solid thinking processes, good grammar/flow and obvious quality of time spent on the assignments. Appropriate and mature participation necessary.

C range: written and oral work is adequate, though there are significant problems with clarity, argument and grammar. Appropriate and mature participation necessary.

#### **For course work and incomplete or inadequate site work –**

D range: written and oral work is inadequate, and/or inadequate work on site.

F range: written and oral work is not completed as assigned, or the work indicates that the student is not giving attention to or is incapable of completing requirements in this course. Incomplete site work or lack of site visit.

Inappropriate or lack of participation may also be a factor in a lower grade.

***There will be no extensions granted in this course.***

**Note** – Use of inclusive human language is expected both in class and in your writing. For example, do not assume that “man” refers to all of humankind and be conscious of appropriate language for multicultural diversity. Inclusive and varied metaphors for God are encouraged.

In order for our use of case studies to be compliant with Human Subjects Research policies at MTSO, we ask that all identifying information about the organization (name, location, etc.) and individuals (name, age, gender, race, etc) be masked through the use of pseudonym and general descriptions in classroom discussions and other official field education contexts. Cases shall not be discussed in other contexts, not even pseudonymously or generally.

## **Syllabus**

### **August 25/26**

Introductions and telling our stories  
Explanation of the course, Learning/Serving Covenant and spiritual discipline  
Keirse Bates Inventory discussion (Inventory found on Sharepoint)  
Theological Reflection - why do it? What does it mean? How will we apply theological reflection and reflection on readings each class period? (Reflect on a world news item as an example.)

Due next class: Oswald handout (found on Sharepoint), designated case studies, Almond Springs (online site) – Background Episode A and B, Episode 1, journal

### **September 8/9**

Discussion - Church size and behavioral characteristics: Oswald  
Discussion – Almond Springs, Background Episode A and B, Episode 1  
Case Studies  
Due next class: Boers (chapters 1-2), Almond Springs – Episode 4, designated case studies, journal

### **September 22/23**

Discussion – Boers

Discussion – Almond Springs, Episode 4

Case Studies

Due next class: Boers (chapters 3-4), Almonds Springs – Episode 6, designated case studies, journal, LEARNING/SERVING COVENANT with all signatures

### **October 13/14**

Discussion – Boers

Discussion – Almond Springs, Episode 6

Case Studies

Learning/Serving Covenant due at end of class - give to FE Instructor with signatures

Due next class: Boers (chapters 5-6; epilogue), Almond Springs - Episode 7, designated case studies, journal

### **October 27/28**

Discussion – Boers: the relevance of this resource for a variety of ministerial settings

Discussion – Almond Springs, Episode 7

Case Studies

Due next class: Horst, journal with specific attention to the relevance of Horst to one's ministry setting, Almond Spring – Episode 9, journal

### **November 10/11**

Discussion – Horst; implications for ministry today

Discussion – Almond Springs, Episode 9

Case Studies

Due next class: Almond Springs – Episode 12, journal

### **Thanksgiving Break**

### **December 1/2**

Case Studies

Discussion – Almond Springs, Episode 12

Oral evaluation of the first semester together

Due next class (spring semester): journal, Almond Springs – Episode 14, MID-YEAR WRITTEN EVALUATIONS

**Plan ahead for February!**

### ***BREAK from class for J-term***

### **February 2/3**

Renewing connections

Case Studies

Discussion – Almond Springs, Episode 14

Mid-year evaluations due from churches/agencies and supervisors

Due next class: Friedman (Introduction; chapters 1-3), NO journal required  
(voluntary submission optional), EXTENDED CASE STUDY DUE

### **February 16/17**

Discussion – Friedman

Case studies

Extended case study due today – share brief description of theological issues  
discussed in extended case study

Due next class: Friedman (chapters 4-5), Almond Springs – Episode 15, journal

### **March 2/3**

Discussion – Friedman

Discussion – Almond Springs, Episode 15

Case studies

Due next class: Friedman (chapters 6-7), Almond Springs – Episode 17, journal

### **March 16/17**

Discussion – Friedman

Discussion – Almond Springs, Episode 17

Case studies

Due next class: Almond Springs – Episode 18, journal

### **Mid-term Recess and Holy Week**

### **April 13/14**

Discussion – Almond Springs, Episode 18

Case studies

Due next class: Friedman (chapter 8; epilogue), journal

### **April 27/28**

Discussion – Friedman

Discussion – Almond Springs, Episode 18

Case studies

Due next class: final paper (no extensions), final evaluations from churches/agencies,  
supervisors and lay committees, all signed. Turn in to FE instructor. NO journal  
required (voluntary submission optional)

### **May 11/12**

Catch up on case studies as necessary

Discuss the importance of group dynamics - what went well, what you would have changed in the group and/or curriculum

Group evaluation in class of year together: share final papers