

FIELD EDUCATION SEMINAR 02PT5905/01

Spring Semester 2024

January 31 – May 1, 2024

COURSE SYLLABUS

Instructor: Rev. Mike Osborne, Dean of Students & Director of Field Ed/Placement

Schedule: Wednesdays 4:00-5:00pm in the Kistemaker Seminar Room

E-mail address: mosborne@rts.edu

Phone Number: (407) 970-8847

Office Hours: By appointment

Course Purpose:

The purpose of this course is to apply what has been learned in the classroom to the daily and rugged challenges of pastoral leadership. Field Education Seminar will give students a broader understanding of issues faced in church ministry, practical tools for their first job in a ministry setting, greater self-awareness and confidence in God's calling, and interaction with peers about their Field Education experience.

Course Objectives:

During this seminar, students will process their field education experience:

- Biblically and theologically with the goal of seeking to understand how God's Word, the Westminster Standards, and personal calling intersect with the realities of ministry.
- Corporately through class interaction about the Field Education experience.*
- Personally through self-reflection and evaluation.

(Students in the Hybrid program must register for the FE Seminar like residential students. The requirements for Hybrid students are to: (1) complete the assignments listed below by the deadlines specified, (2) participate in the class live via Zoom or watch each week's Zoom recording, and (3) if unable to participate live via Zoom, respond to each recording with a comment on Canvas.)*

Course Prerequisite:

Students must complete at least 400 hours of approved field experience while they are attending RTS (previous ministry experience does not count) and at least 40 hours of mentoring by their field supervisor. Both the student's and the supervisor's evaluations must be received and approved by the Director of Field Education before students can register for the course.

Course Requirements

Assignments:

1. Read any *one* of the following books (not previously read):

- *Surviving Ministry: How to Weather the Storms of Church Leadership* by Michael Osborne
- Either *The Contemplative Pastor* or *The Pastor: A Memoir* by Eugene Peterson
- *Leading with a Limp* by Dan Allender
- *The Imperfect Pastor* by Zach Eswine
- *The Heart of a Servant Leader: Letters from Jack Miller* by C. John Miller
- *Pastors and Their Critics* by Joel Beeke and Nick Thompson

2. Write a 500-1000 word reflection paper on the book you chose to read, in which you answer ALL the following questions:

- What were the *three* most significant ideas, statements, or principles in the book for you? Why were they impactful?
- How might you implement those three significant ideas in your future ministry?
- What do you anticipate will make it challenging to implement those three significant ideas in your future ministry?
- What will be necessary for you to do in order to meet the challenges you've identified?

3. Create your résumé: It should include a concisely stated Objective, Experience, Education, Skills, and References (not to exceed two pages). Several model résumés are posted on Canvas for reference. (Note: If you are already employed by a church or ministry, you may omit this assignment.)

4. Class Attendance and Participation (*resident students only*): In order to fully benefit from this course, you must both attend all the classes (or view the Zoom recordings) and actively participate.

5. Oral Presentation: *Resident* students will make a live, oral presentation to the class on their Field Education experience. *Hybrid* students will video record their presentation and post it on Canvas. The presentation should be no more than 15 minutes long. For all students, the following information should be included:

- **Ministry Situation:** Introduce your presentation with a brief description of the church, your Field Ed supervisor, and your primary ministry assignments.
- **Ministry Assessment:** Share what you learned about gospel ministry, the pastoral office, and/or church leadership through your field experience. What were the top two or three ways your field experience impacted you?
- **Personal Assessment:** Summarize what you learned about yourself through your field experience, including an honest appraisal of your strengths, gifts, and weaknesses.
- **Challenging Personal Relationships:** Talk about a relationship with someone(s) with whom you had difficulties or conflicts during your field experience. Describe what effect it had on your ministry and yourself. What did you learn from this conflict? How will you handle similar conflicts in the future?

Course Grading:

Grading Scale: This seminar is Pass (P) or Fail (F). A grade of Fail (F) will result from unexcused absences, failure to complete the assignments, or lack of participation in class discussion.

Assignment Deadlines:

| Date | Details | |
|-------------------------|--|----------------|
| Wed., February 21, 2024 | Résumé | due by 4:00pm |
| Wed., April 17, 2024 | Hybrid Students: Video Presentation (Resident Students will be scheduled throughout the semester) | due by 11:59pm |
| Wed., May 1, 2024 | Reflection Paper | due by 11:59pm |

Course Objectives Related to MDiv* Student Learning Outcomes

Course: *Field Ed Seminar 02PT5905*

Professor: *Mike Osborne*

Campus: *Orlando*

Date: *Spring 2024*

| <u>MDiv* Student Learning Outcomes</u> <i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i> | | <u>Rubric</u> ➤ Strong ➤ Moderate ➤ Minimal ➤ None | <u>Mini-Justification</u> |
|---|---|---|--|
| Articulation (oral & written) | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Moderate | Student prepares an oral presentation on Field Ed experience and interacts on required reading. |
| Scripture | Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Minimal | Student does not engage with Scripture in the original languages but interacts with how Scripture intersects with ministry in the local church. |
| Reformed Theology | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Minimal | Student evaluates how Reformed Theology worked itself out in his field education experience. |
| Sanctification | Demonstrates a love for the Triune God that aids the student's sanctification. | Strong | Through reading, class discussion and personal reflection student will assess his growth in the Gospel. |
| Desire for Worldview | Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Strong | Student gains a deeper understanding of the mission of God as it works out in the local church. |
| Winsomely Reformed | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Moderate | Through class discussion student will evaluate various theologies of ministry, showing the value of ecumenism. |
| Pastoral Ministry | Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians. | Strong | If student preached, led worship, or participated in worship planning in his field experience, those will be evaluated. Student evaluates his shepherding skills during field experience. Emphasis will be on how to be more effective in shepherding. |