

# FIELD EDUCATION SEMINAR 02PT5905/01

**Spring Semester 2026**

**January 28 – April 29, 2026**

## **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

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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 broad 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 course, 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 gospel ministry.
- Corporately through class interaction about the Field Education experience.\*
- Personally through self-reflection and evaluation.

*(\* Students in the Hybrid program must take Field Education Seminar like residential students even though the class meets on campus. 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 12 hours of mentoring by their mentor. Both the student's and the mentor's evaluations must be received and approved by the Director of Field Education before students can be added to the course.

## **Course Requirements**

### **Assignments:**

- 1. Create your résumé:** It should include 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.)
- 2. Class Attendance and Participation:** In order to fully benefit from this course, you must attend all the classes in person or via Zoom (or view the Zoom recordings) and actively participate. Absences must be excused by the professor ahead of time.
- 3. Reflective Paper:** Each student is required to submit a paper seven to ten pages in length, typed and double-spaced. There are no formatting requirements for the paper. Bullet points may be used where deemed appropriate. This is a reflective paper, not a research paper.

The following information should be included in the paper:

- **Student's Background:** Give a brief (1/2 page) review of your educational background, present denominational affiliation, employment history, and ministry opportunities prior to the field experience. Include future ministry aspirations.
- **Field Ministry Situation:** Briefly (1/2 page) describe your Field Ed ministry setting, your supervisor, and your primary ministry assignments.
- **Personal Assessment: This is the longest portion of the paper.** Summarize what you learned about yourself through your field experience, including an honest appraisal of your strengths, gifts, and weaknesses. Include how your story (including positive and negative aspects of your past) impacted your ministry effectiveness for good or for ill. Give an honest appraisal of your emotional health and readiness for full-time gospel ministry.
- **Challenging Personal Relationships:** Describe one or more relationships that brought strain or conflict into your field experience. Share what effect it had on your ministry and yourself. What did you learn from the situation? How will you handle similar conflicts in the future?
- **Ministry Lessons Learned:** Describe what you learned about gospel ministry, the pastoral office, and/or church leadership through your field experience. Did you grow spiritually? Did you grow in love for others and competency with your ministry skills?

- **Field Education Assessment:** How effectively did your field experience contribute to your preparation for ministry? How well did your field supervisor mentor you? How could the Director of Field Education have been more helpful?
- **A one-sentence statement to this effect:** "I completed 400 or more hours of ministry in the field and received 12 or more hours of mentoring from my mentor."

**4. Oral Presentation:** A randomly selected number of students will give an oral presentation of the substance of their reflective paper to the class during a session of the seminar. After the presentation, questions and observations from the class will be entertained. Those students not selected to give their oral presentation will video record their presentation of the substance of their reflective paper and post it on Canvas. In every case the presentation should be no more than 20 minutes long. Students may read selections from their reflective paper and elaborate on the content as they wish. The nature of this assignment necessarily means that students will refer or allude to people, places, and churches. *Therefore, what is shared in the class must stay in the class.* Students should strive not to name specific people.

**5. Recommended (but not required) Reading:** One or more of the following books will enhance your preparation for future ministry.

- *15 Things Seminary Couldn't Teach Me*, ed. by Collin Hansen & Jeff Robinson
- *Dangerous Calling: Confronting the Unique Challenges of Pastoral Ministry* by Paul David Tripp
- *Leading with a Limp* by Dan Allender
- *Pastors and Their Critics* by Joel Beeke and Nick Thompson
- *Surviving Ministry: How to Weather the Storms of Church Leadership* by Michael Osborne
- *The Contemplative Pastor* by Eugene Peterson
- *The Heart of a Servant Leader: Letters from Jack Miller* by C. John Miller
- *The Imperfect Pastor* by Zach Eswine

## 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., Feb 11, 2026	Résumé	due by 4:00pm
Wed., Apr 1, 2026	Reflective Paper	due by 11:59pm
Wed., Apr 22, 2026	Video Presentation for students not selected to present orally	due by 11:59pm

### Course Objectives Related to MDiv\* Student Learning Outcomes

Course: *Field Ed Seminar 02PT5905*

Professor: *Mike Osborne*

Campus: *Orlando*

Date: Spring 2026

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><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></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	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.
<b>Scripture</b>	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.
<b>Reformed Theology</b>	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.
<b>Sanctification</b>	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.
<b>Desire for Worldview</b>	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.
<b>Winsomely Reformed</b>	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.
<b>Pastoral Ministry</b>	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.
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