

FLD 6613 DL FIELD STUDY 3
ASHLAND THEOLOGICAL SEMINARY
Summer 2022 **May 9 – Aug 25**
Online Course
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NOTICE:

***This course requires a one-on-one meeting with the Director of Field Education.
Students may meet in person, by computer or by phone.
Please contact the professor to set up an appointment immediately.
See Assignment in III. C. 1, below.***

Distance Learning Statement

This course utilizes an online component (Blackboard) as its major teaching medium. Access to a reliable computer and the internet through a high-speed means is required (dial-up access does not usually work satisfactorily in this course), as is familiarity with the use of Blackboard (assistance in Blackboard is provided in video format within the course). It is highly recommended that you be familiar with computer and web functions prior to starting the course since it is not advised to try to learn them while the course is in progress. On-line learning often requires more self-motivation than a regular class and is not suitable for every student. This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

I. Course Description

Field Education Courses

All students in the MACM and MDiv degree programs are required to take Field Study courses. MDiv students will take all Field Study courses (4 semesters; 4 credit hours total). MACM students will take Field Study Introduction, Field Study 2, and Field Study Capstone (3 semesters; 3 credit hours total). Students in the MACM with the Black Church Studies concentration may choose to complete a BCS Internship in place of Field Study. Students in the MDiv with Chaplaincy specialization fulfill their Field Education requirements through CPE Units and do not take Field Study. Each semester course of Field Study will require online class work along with a designated number of hours of field work in a ministry setting, which the student is responsible to arrange. Total hours of field ministry required for MDiv students is 400; total hours required for MACM students is 300. All Field Study courses are offered fall and spring semesters; Field Study 2 and 3 are also offered summer session.

FLD 6613 Field Study 3 DLS (1 hour)

Prerequisite: FLD 6612 Required for MDiv (non-Chaplaincy) students.

This course allows MDiv students to delve deeper into ministry practice. Students will continue in their Field Study with their Field Mentor as they maximize their strengths and develop their growth areas. A portion of the field hours in this class will be used to complete an advanced ministry project in the context of their Field Study. *100 hours of field ministry required.*

Further Description

This course focuses on the holistic development of the student. It encourages the integration of academic learning with the practice of ministry, while under the direct supervision of a Field Mentor. **Field Study students are to have a Field Site where they can complete the required hours of practical ministry each semester, and a Field Mentor to supervise their experience.** If you are currently serving in ministry, it is likely that you can do your Field Study where you are. If you need help locating a Field Study Site please contact the Field Ed office immediately. If you are thinking of doing your Field Study in a non-traditional (non-church) setting, please contact the Field Ed office.

II. Student Learning Outcomes

The following course formats consistently meet the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

Student Learning Outcomes for Corpus of Field Study Courses

As a result of this course, students will be able to:

1. Not assessed
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation within the student's ministry and leadership context.
3. Articulate the value of discussions and building relationships with persons of other cultures.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with the student's life and their ministry and leadership context.
5. Not assessed.
6. Exhibit effective ministry skills relevant to intended areas of service in the student's ministry and leadership context.

III. Course Requirements

A. Textbooks and Other Materials

Required:

Rath, Tom. *StrengthsFinder 2.0*. New York: Gallup Press, 2007. ISBN: 978-1-59562-015-6

[NOTE: You must buy this book NEW to get the access code for an online assessment test.]

B. Assignments/Assessment of Student Learning

Ministry requires tracking multiple responsibilities, and doing so is part of learning in this Field Study course. Additionally, as an internship-based online course, there is more work required than might be expected from a strictly academic course of the same credit value. Balancing this workload can be challenging but is a good practice for the demands of ministry. Therefore, students are responsible to complete all assignments and keep track of what they have submitted.

Submitting Assignments for an Online Blackboard Course:

- All assignments must be submitted using the Submit feature on each Blackboard assignment.
- If you are technologically unable to use the feature, you may submit an explanatory note on assignment submit feature, and send the assignment as an electronic file attached to an email sent to jswope@ashland.edu
- Field Mentors may attach electronic files to emails sent to jswope@ashland.edu, or send hard copies mailed or hand delivered to the Field Education Office, ATS, 910 Center St. Ashland, OH 44805.
- All assignments must be submitted on or before the **due dates** according to the *Course Schedule*.

See the *Course Schedule* for due dates.

Grading Rubrics

Grading Rubrics are available on Blackboard for all assignments. Rubrics provide a clear synopsis of the criteria by which assignments will be assessed. Students are strongly encouraged to examine the criteria in each rubric carefully in order to best fulfill all requirements.

NOTICE:

FAILURE TO COMPLETE ANY ASSIGNMENT(S) TOTALING 20% OR MORE OF THE COURSE GRADE WILL RESULT IN FAILURE FOR THE COURSE.

Brief descriptions of all assignments are below; more information is available on Blackboard. See the *Course Schedule* for due dates.

1. Meeting with the Field Education Director (mandatory but not graded)

Students are required to contact the Field Education Office to schedule a meeting with the Field Education Director. This meeting must occur within the first three weeks of class and may be (in order of preference) face to face, by Zoom or Skype, or by phone. The purpose of the meeting is to update, reconnect and look ahead. Meetings will last no longer than one half hour.

See Course Schedule for due date.

2. 100 Hours of Ministry Practice (60% of grade)

Students must complete 100 hours of service in ministry by the end of the semester. Students must arrange for a Field Site with a Field Mentor at which to complete these hours. Most often this is continued at the site of the student's previous Field Study. A main focus of the 100 hours of ministry in FLD 6613 will be to complete an *Advanced Ministry Project*. Instructions for Field Study are available on Blackboard. Questions may be discussed in the student's meeting with the Field Education Director.

The following forms are required to document your Field Study hours:

- a. **Field Study Application** (not graded, but required to receive credit for Field Study): You do not need to submit a new *Application* if you are continuing at the same Site with the same Mentor as your previous Field Study course. **If you are changing your Field Site and/or Field Mentor**, please resubmit a **new Field Study Application**. More information is available on Blackboard. *Applications* must be signed by the student's Field Mentor.
Due ASAP, no later than the 3rd week of class. See Course Schedule for due date.
- b. **Field Study Hours Log (20%)**: Students will track their hours on a *Field Study Hours Log* form and submit it at the end of each semester they are in Field Study. Follow the template and instructions provided on Blackboard. *Hours Logs* must be signed by the student's Field Mentor. Forms are available on Blackboard or at the Field Education Office.
Submit near the end of the semester; see Course Schedule for due date.
- c. **Field Mentor Meetings (Assessed on Hours Log)**: Students will meet regularly (**no less than every other week**) with their Field Mentor. **These meetings must be clearly recorded on the Hours Log!**
- d. **Student Progress Report (20%)**: Students will submit a *Progress Report* at the end of each semester they are in Field Study. Forms are available on Blackboard or at the Field Education Office.
Submit near the end of the semester; see Course Schedule for due date.
- e. **Field Mentor Evaluation (20%)**: Students must have their Field Mentor submit a *Field Mentor Evaluation* each semester they are in Field Study. Forms are available on Blackboard or at the Field Education Office.
Submit near the end of the semester; see Course Schedule for due date.

All forms needed for Field Study are available on Blackboard.

3. Online Reflection Groups (20% of grade)

Students will participate in weekly online written threaded forums in groups of 5-9 students. Forums are asynchronous (students do not have to be online at the same time) and occur through Blackboard. Forums will follow a similar pattern each week and require the student to respond to information, prompts, and questions that arise from class materials, and ministry experience. All information regarding the forums, their requirements and grading, may be found on Blackboard. Participation is tracked weekly and the instructor will provide helpful feedback throughout the course. A final grade will be based on the "Reflection Group Rubric" available on Blackboard.

Weekly Rhythm for Posting:

- a) Prompt is activated **Monday before noon**.
- b) Students read prompt and make *first post* by **midnight Tuesday**.
- c) Students read others' first posts and *respond to at least three* by **midnight Thursday**.
- d) Students are free to exchange ideas as long as they choose.
- e) Students make a *final reflective post* by **midnight the following Monday**.

Further instruction and information regarding online Reflection Groups will be presented in the Orientation Seminar and is available on Blackboard.

4. Student Self-Assessment (graded through Reflection Group forums):

Students will complete a self-assessment called *StrengthsFinder 2.0* to determine their top five strengths. Begin reading your **unused** copy of the book and continue until you are told to complete the online test at the end of Part I. After completing the assessment you will be provided with feedback material from *StrengthsFinder*. Please be sure to save this material to your computer. You may find it helpful to print hard copies of the results for easy reference. Complete instructions for completing the assessment are found in *StrengthFinder 2.0*. **Note: You must use a NEW copy of StrengthFinder 2.0, because each book contains an access code to take the online test. Each access code is good for only one test.** Students are responsible to complete this assessment prior to the due date. Students will share and process the *StrengthsFinder* results in Reflection Group forums.
See the Course Schedule for due date.

5. Advanced Ministry Project (20% of grade)

Students will plan and complete a ministry project at their Field Site. Students will coordinate with their Field Mentor to determine a project which can be accomplished this semester, which meets a need at their Field Site, and fits well with their gifts, strengths, and passions in ministry. This project should be designed to allow the student to experience ministry at a higher level—either in a new area or carrying increased responsibility. Students must submit an *Advanced Ministry Project Proposal* prior to starting their project in order to receive approval, as well as an *Advanced Ministry Project Reflection* at the conclusion of their project. Forms for the *Proposal* and *Reflection* and complete instructions are available on Blackboard. **The Proposal should be turned in ASAP but no later than the 3rd week of class. The Reflection is due near the end of the semester.**
See Course Schedule for due dates for both the AMP Proposal and the AMP Reflection.

6. Hesed Project (graded through Reflection Group forums):

It is difficult to balance ministry, school, and a personal life. The *Hesed* Project is an assignment for self-care. The Hebrew word, *Hesed*, is translated “lovingkindness” in the NASB, and most often refers to God’s love for us. The assignment is to spend four (4) hours *minimum* in a non-academic, non-ministerial activity with your significant other. Significant other means spouse, child(ren), your dating partner, or extremely good friend. Do something that helps remind you of God’s love for you. Go have some fun! In your Reflection Group you will be discussing: a) what you did; b) how it affected you; and c) the benefits you see of planning such time in the future.
See the Course Schedule for due date.

7. Spiritual Mentor (optional, 5% Extra Credit)

A *Spiritual Mentor* differs from a Field Mentor. Your Field Mentor fills the role required to supervise and support you through your ministry experience in Field Study. At times that role may include mentoring you spiritually, but it is not a Field Mentor’s primary responsibility. It is strongly suggested that you find a *Spiritual Mentor* to meet with *in addition* to your Field Mentor. A *Spiritual Mentor*’s purpose is to help keep your mind, body, and spirit closely connected to Jesus Christ, to help you balance the demands of family, studies, and ministry, and to walk with you as you do it. In order to receive extra credit for having a Spiritual Mentor you must meet with them at least once per month, but you may meet more often if you both agree to do so. You may meet by phone, Skype, or in person. If you would like a list of pastors who have been trained as Spiritual Mentors, and are waiting for an Ashland Theological Seminary student to contact them to be their Spiritual Mentor, contact the Field Education Office and request our list.
To receive extra credit for meeting with your Spiritual Mentor, submit a 1-2 page reflection recording your Spiritual Mentor’s name, their contact information, the dates you met, and the benefits you received from meeting with your Spiritual Mentor this semester. Points will be awarded based on number of meetings and quality of reflection.
See Course Schedule for due date.

C. Calculation of Grade and Connection of Learning Outcomes

<i>Graded Assignment</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
Field Study Hours Log	6	20%
Student Progress Report	6	20%
Field Mentor Evaluation	6	20%

Reflection Groups	2, 3, 4	20%
Advanced Ministry Project	4, 6	20%
Meetings with Spiritual Mentor	2	(5% extra credit)

NOTICE:
FAILURE TO COMPLETE ANY ASSIGNMENT(S) TOTALING 20% OR MORE
OF THE COURSE GRADE WILL RESULT IN FAILURE FOR THE COURSE.

IV. Course Schedule

This schedule is a tentative schedule; changes may need to be made during the semester. Students are responsible to check Blackboard regularly for updates. Every effort will be made to communicate changes to the students in a timely and responsible manner.

Week	Activities & Assignments	Assignment Due Dates
1 May 9-13	Complete online forums as per Weekly Rhythm Review materials under "Course Resources:" Field Study Foundations, Field Study Information, Online Learning Success, Reflection Groups and Spiritual Mentors (as needed) Read <i>Introduction to FLD 6613</i> Material View "FLD 6613 Introduction" Video Re-establish or continue working on your Field Study Submit new FS Application if needed (no later than 5/27) Meet with the Field Education Director (by 5/27) Set up Spiritual Mentor meetings (extra credit)	RG Forum Icebreaker Meet with Field Education Director by 5/27
2 May 16-20	Complete online forums as per Weekly Rhythm Continue working on your Field Study Read <i>StrengthsFinder Self-Assessment</i> Material View "StrengthsFinder Self-Assessment" Video Complete StrengthsFinder 2.0 Assessment by 5/23	RG Forum on Field Site Needs Meet with Field Education Director by 5/27
3 May 23-27	Complete online forums as per Weekly Rhythm Continue working on your Field Study Read <i>Advanced Ministry Project</i> Materials View "Advanced Ministry Project" Video Begin planning your Advanced Ministry Project (AMP) Meeting with Field Ed Director is due Submit new FS Application (if needed)	RG Forum on StrengthsFinder Field Ed Dir Mtg – 5/27 FS Application (if needed) – 5/27
4 May 30- Jun 3	Complete online forums as per Weekly Rhythm Continue working on your Field Study Read <i>Hesed Project</i> Material View "Hesed Project" Video Complete planning your AMP	RG Forum on Matching Strengths with Needs
5 Jun 6-10	Complete online forums as per Weekly Rhythm Continue working on your Field Study & AMP Submit your AMP Proposal	RG Forum on Capturing Vision AMP Proposal – 6/10
6 Jun 13-17	Complete online forums as per Weekly Rhythm Continue working on your Field Study & AMP Complete <i>Hesed Project</i> (by 8/1)	RG Forum on Casting Vision
7 Jun 20-24	Complete online forums as per Weekly Rhythm Continue working on your Field Study & AMP Complete <i>Hesed Project</i>	RG Forum on Collecting a Team
8 Jun 27- Jul 1	Complete online forums as per Weekly Rhythm Continue working on your Field Study & AMP Complete <i>Hesed Project</i>	RG Forum on Clarifying the Goal
9 Jul 4-8	Complete online forums as per Weekly Rhythm Continue working on your Field Study & AMP Complete <i>Hesed Project</i>	RG Forum on Empowering the Team

10 Jul 11-15	Complete online forums as per Weekly Rhythm Continue working on your Field Study & AMP Complete <i>Hesed</i> Project	RG Forum on Maximizing Resources
11 Jul 18-22	Complete online forums as per Weekly Rhythm Continue working on your Field Study & AMP Complete <i>Hesed</i> Project	RG Forum on Following Through
12 Jul 25-29	Complete online forums as per Weekly Rhythm Continue working on your Field Study Complete your Advanced Ministry Project Your <i>Hesed</i> Project is due 8/1 Complete <i>Advanced Ministry Project Reflection</i> (due 8/5) Send your Field Mentor the Evaluation to complete (due 8/10)	RG Forum on Evaluating Success in Ministry
13 Aug 1-5	Complete online forums as per Weekly Rhythm Continue working on your Field Study Submit <i>Advanced Ministry Project Reflection</i> Gather and complete all Field Study documents	RG Forum on Your <i>Hesed</i> Project AMP Reflection – Due 8/5
14 Aug 8-12	Complete online forums as per Weekly Rhythm Submit all documentation for Field Study: Hours Log, Student Progress Report & Field Mentor Evaluation. Spiritual Mentor Reflection (extra credit)	RG Forum on Your AMP Experience Submit All Documents – 8/10
15 Aug 15-19	Complete online forums as per Weekly Rhythm (no Final Reflection required)	RG Forum on Recapping the Semester

The following is a list of Assignments in the order of Due Date:

Assignment	Due Date
Reflection Group Online Forums	See <i>Weekly Rhythm</i> on Blackboard
StrengthsFinder 2.0 Assessment	Reflection Group Monday 5/23
Meeting with Field Education Director	ASAP; no later than 5/27
Field Study Application (only if needed)	ASAP; no later than 5/27
Advanced Ministry Project Proposal	ASAP; no later than Friday 6/10
<i>Hesed</i> Project	Reflection Group Monday 8/1
Advanced Ministry Project Reflection	Friday 8/5
Field Study Hours Log	Wednesday 8/10
Student Progress Report	Wednesday 8/10
Field Mentor Evaluation	Wednesday 8/10
Spiritual Mentor Reflection (extra credit)	Wednesday 8/10

V. Recommendations for Lifelong Learning

Like a tree, to stop growing is to begin dying. Students can look forward to lives spent strengthening their Core Identity in Christ, building their Christ-like Character, focusing their Calling, and honing their Competencies. And nowhere does this happen more fully, more truly, than in the trenches and crossfire of real-life ministry. It is the goal of this course to help the student begin to form patterns of experiencing, reflecting, and sharing their life and service which will help them continue to learn and grow as followers of Christ and leaders of His people.

VI. Selected Bibliography or References

Banks, Robert J. *Reenvisioning theological education: exploring a missional alternative to current models*. W.B. Eerdmans Pub. 1999.

Donahue, Bill. *Walking the Small group tightrope: meeting the challenges every group faces*. Zondervan, 2003.

- Hillman, George M., Jr. Editor. *Preparing for Ministry: A Practical Guide to Theological Field Education*. Kregel, 2008.
- Kolb, David A. *Experiential learning: experience as the source of learning and development*. Prentice-Hall, Inc. 1984. Macchia, Stephen A. *Becoming a healthy team*, Baker Books, 2005
- Martin, Glen and Toler, Stan. *Survival skills: leading your church in a changing world*. Beacon Hill Press, 2002.
- Stanley, Paul D. and Clinton, J. Robert. *Connecting: the mentoring relationships you need to succeed in life*. Navpress, 1992.
- Whitehead, James and Evelyn E. *Method in ministry: theological reflection and Christian ministry*. Harper & Row, Publishers, 1980.

Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

B. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	

D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

C. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

D. Attendance Reporting:

Students are required to participate in a course related activity in the first and third weeks of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

E. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

F. Writing and Communication Center (WCC)

The Writing and Communication Center (WCC) can help you brainstorm, draft, and revise your writing and communication assignments in your graduate classes. All graduate consultants have a graduate degree and extensive experience with writing center theory and practice and can advise you online or in person. The aim of our service is to support and

mentor students as they explore ways to improve their graduate-level academic writing and communication skills. All consultations are confidential.

- Receive one-on-one feedback from an WCC graduate consultant on any project that involves communication— essays, speeches, group presentations, lab reports, poster presentations, video productions, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment. Then, within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom upon request.
- To schedule an asynchronous appointment, go to www.ashland.mywconline.com (you will need to create an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at writingcenter@ashland.edu.

Visit our graduate services webpage for more information -

<https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>