

**FIELD EDUCATION  
GUIDELINES AND AGREEMENT FORMS**

**REFORMED THEOLOGICAL SEMINARY  
CHARLOTTE, NORTH CAROLINA**

## THE FIELD EDUCATION PROGRAM AT RTS

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### I. PROGRAM OVERVIEW

#### M.Div. CURRICULUM

All M.Div. students at RTS are required to have 400 hours of Field Education during their time in seminary. Many students have had very valuable previous ministry experience before beginning their studies, nevertheless, the seminary expects students to have ministry internships under the oversight of both faculty and trained supervisors as a part of the seminary curriculum. This experiential education in the ministry context is an essential component of the seminarians personal growth and preparation for ministry. The 400 hour requirement may be met through a 9-12 month part-time internship (10-15 hours per week), a summer intensive (40 hours per week) or other possible arrangements negotiated between the student, church and Field Education Director.

#### MINISTRY INTERNSHIPS

Field education at RTS includes both parish-based and specialized ministry internships for students in the M.Div. program. Local church internships are under the direct oversight of both local church pastors/mentors and the Field Education Director. Students are responsible for initiating contact with potential field education sites and mentors according to their own denominational background and future goals for ministry. The Field Education Office must approve all internship sites and mentors. RTS guidelines for Field Education must be adhered to closely in order to meet the M.Div. degree requirement.

#### SEMINARY PARTNERSHIP WITH THE LOCAL CHURCH

Local Church and specialized ministry internships enable students to integrate classroom theory with practical hands-on experience through the pairing of experienced Christian pastors/mentors with seminary students in ministry-based education. During field education students learn about themselves and ministry praxis under the supervision of trained pastors/mentors. Supervision by parish mentors provide the platform for students to receive candid feedback on personal development, spiritual growth and ministry skills. Through this partnership with the local church, a triadic relationship of learning emerges in which student, mentor and faculty together do theological reflection on the practice of ministry.

#### DENOMINATIONAL REQUIREMENTS

Many denominations require internships and RTS desires to work within those parameters where possible to assist the student. Students are encouraged to communicate with denominational officials early in their seminary career in order to avoid unnecessary duplication or delays in meeting denominational standards.

## GOALS OF RTS FIELD EDUCATION PROGRAM

Encouraging and helping the student:

1. To integrate academic study and practice of ministry
2. To clarify the call to ministry
3. To develop a pastoral identity
4. To learn appropriate pastoral authority and boundaries
5. To articulate a theology of ministry
6. To grow in interpersonal skills
7. To enhance professional ministry skills
8. To deepen the practice of the spiritual disciplines
9. To expand the vision for Kingdom work in the world

## II. STEPS IN THE FIELD EDUCATION PROCESS

1. **FIELD EDUCATION ORIENTATION:** All new M.Div. students will receive introductory information about Field Education at the new student orientation at the beginning of each fall. Students will receive the Field Education Guidelines and have opportunity to speak personally with the Field Education Director about his or her situation and interests. Students that miss new student orientation will receive a copy of the guidelines by mail or e-mail and be expected to take initiative in contacting the Field Education Director.
2. **LOCATING A MINISTRY INTERNSHIP AND MENTOR:** The initiative for securing an appropriate ministry site is the responsibility of the student. This search should be carried out in consultation with the Field Education Director. Students should network with seminary faculty, friends, denominational contacts and others to assist them in locating a ministry site. Once a preliminary agreement has been negotiated between a church and mentor and an RTS student, the Field Education Director's final approval of the ministry site and mentor is required. Students should have a potential mentor complete a Mentor Information form.
3. **FIELD EDUCATION REGISTRATION:** At the beginning of the second year (or completion of 30 hours) the student must register for Field Education by filling out the *Field Education Registration Form* (see attached). If the student begins seminary with a church and mentor intact, he or she can immediately register for Field Education and begin accumulating hours early in the Master of Divinity program. The registration includes information on the ministry site, nature of the student's work, information about the pastor/mentor, the manner of supervision and the time frame of the internship. This registration should be turned in to the Field Education Office which begins a field education file for the student.
4. **SUPERVISOR/MENTOR TRAINING:** Approved pastors/mentors are required to listen to a training session designed by Dr. Don Fortson, former RTS/Charlotte Field

Education Director. This training session is a one-hour presentation on Mentoring Seminary Students (described in the box below). It provides an overview of field education procedures, insights on the mentoring process and instruction on supervision of ministry students.

TO: All students registered for Field Education Internship  
FROM: Dr. Rod Culbertson  
RE: **Message for your Mentor**

The seminary requests that each of your mentors view/listen to a one-hour presentation on Mentoring Students that Don Fortson has recorded on the Virtual website. This is very important and required by accreditation. A new number of tips are covered on how to be effective mentors for seminary students based on Don's own experience and reading over a number of years. Please forward this message including link below and ask your Mentor to listen to this material in the next month. Your mentor can use the Mentor Information page below to indicate to me that this requirement for your Field Education internship has been met.

[https://oldwww.rts.edu/Site/RTSNearYou/Charlotte/Resource\\_files/Mentor%20Seminar%20-%20Dr%20Don%20Fortson.mp3](https://oldwww.rts.edu/Site/RTSNearYou/Charlotte/Resource_files/Mentor%20Seminar%20-%20Dr%20Don%20Fortson.mp3)

Or you can go to [www.rts.edu](http://www.rts.edu), click "Charlotte" under Campuses, click "Students," click "Learn More" under Field Education, click "Mentor Training."

5. **LEARNING COVENANT:** In order to register for and begin the internship, students must submit a learning covenant outlining his/her objectives for the internship. Learning covenants will include the necessary integration of intellectual development, ministry skill objectives, personal growth and spiritual maturity. See the *Internship Learning Covenant Worksheet*.
6. **SUPERVISORY CONFERENCES:** A student will meet with the pastor/mentor in supervisory sessions for not less than 12 contact hours during the internship. Students will come prepared each session with reports on their ministry projects and questions that have arisen from the ministry context. Students will keep a record of these conferences in *Reflection Notes* which will be turned in with evaluations at the conclusion of the internship. Mentors are expected to give candid feedback to students in areas of progress and further growth both personally and professionally.

NOTE: A list of topics and questions for discussion between the mentor and the student are provided below, at the end of these guidelines. Please feel free to use these guided discussion questions, but do not feel obligated to use them during your supervisory conferences with the student.

7. **EVALUATIONS:** At the conclusion of the internship, evaluation forms will be completed by the student and mentor (see attached). Each student fills out the STUDENT REPORT which reviews the internship in the light of the original learning covenant; the report also evaluates the mentor and ministry site which gives the seminary feedback on the value of this site for future students. Mentors are asked to write a brief EVALUATION OF THE STUDENT (SLO: STUDENT LEARNING OBJECTIVES) to be returned to the Field Education Office. Students are responsible to see that these reports are turned in to the Field Education Office.

8. **PT535 FIELD EDUCATION SEMINAR:** After students have finished the 400 hour internship requirement they are ready to take the Field Education Seminar. The Seminar is a time for peer review with classmates as well as interaction with a seminar professor. Each student writes a *Field Education Paper* (see attached guidelines) that candidly reviews his/her experience during the internship. The paper is shared in strict confidence in the seminar allowing complete freedom of dialog with peers and the professor. Attendance at all sessions of the Field Education Seminar is required. Students register for the seminar at regular registration for all classes. Grading for the seminar is pass/fail.

**NOTE: Priority for Field Education Seminar registration will be given to students graduating in the current academic year. Remaining spots will be given to students on a first come, first serve basis. If you are not graduating in the current academic year but think your situation warrants an exception to this policy, please contact the Registrar.**

Responsibility of the Student for **Final** Field Education Approval. *(This is the Bottom Line!)*

1. Field Ed Internship Registration	Due at time of IQ Web Registration
2. Mentor Information Form –	Due at time of IQ Web Registration
3. Mentor Training Verification -	Due at time of IQ Web Registration
4. Internship Learning Covenant	Due at time of IQ Web Registration
5. Field Education Seminar and Paper –	Complete asap after 400 hours
6. Field Ed Student Evaluation Form –	Due during the Field Education Seminar
7. Field Education Mentor Form	Due during the Field Education Seminar
8. Field Education Professor Form	Due during the Field Education Seminar

### III. SPECIFIC OBJECTIVES FOR INTERNSHIPS

#### A. PERSONAL/SPIRITUAL GROWTH

The field education program is a wholistic approach to ministry preparation and will intentionally include attention to the processes of spiritual maturity and growth in Christian character in all areas of life. The following issues should be addressed by the student and mentor:

##### 1. Character

Having a heart for God

- Having a clear vision of God's will for one's life
- Having a heart for people
- Demonstrating integrity in every area of life

**2. Leadership**

- Leading like Jesus
- Leading people skillfully

**3. Family**

- Spiritual leadership in the home
- Having an open and loving relationship with one's spouse
- Having a good relationship with one's children

**4. Kingdom Building**

- Participating fully in the life of the local church
- Having a passion for evangelism
- Having compassion for the poor

**B. KNOWLEDGE AND SKILLS FOR MINISTRY**

**1. Managing Ministry**

- Local church organization/structures
- Leadership styles(s)
- Recruitment/training of volunteers
- Time management
- Goal setting
- Mission and vision of the local church
- Church staff member
- Delegating ministry tasks
- Conflict management
- Initiating change

**2. Serving Through Pastoral Care**

- Hospital and home visitation
- Nursing homes
- Pastoral counseling
- Referrals and community resources
- Funeral/Memorial services
- Ministry to elderly
- Lay training in care-giving

**3. Planning Programs**

- New member class

- Leadership/Officer training
- Discipleship
- Evangelism training and outreach events
- World missions education and short-term missions
- Ministry to youth and young children
- Adult education
- Choir and music ministry

**4. Understanding Process and Procedures**

- Sermon preparation and delivery
- Teaching all age groups
- Weddings
- Baptisms, including preparation for baptism
- Lord's Supper
- Leading in Worship
- Mid-week services
- Denominational polity
- Moderating meetings
- Local church finances
- Stewardship and building programs
- Minister's job description
- Annual evaluation of pastor

**5. Reflection on Personal Issues**

- Devotional life and spiritual retreats
- Personal finances
- Leisure time
- Vacation
- Continuing education
- Minister's library
- Friendship

**6. Reaching out to the Community**

- Determining community needs
- Service projects
- Motivating others for outreach
- Networking
- Crossing racial/cultural barriers
- Social ethics

#### **IV. FIELD EDUCATION MENTORS**

##### QUALIFICATIONS FOR A PASTOR/MENTOR

1. The mentor has demonstrated Christian maturity and competence in ministry, possessing the necessary knowledge and practical abilities to do contemporary Christian ministry.
2. The mentor is actively engaged in full-time parish ministry/specialized ministry and has at least three years of experience as a pastor or full-time Christian ministry.
3. The mentor must have theological training (usually a seminary degree) or its equivalent.
4. A mentor has the necessary supervisor skills to direct and evaluate a student.

##### PASTOR/MENTOR RESPONSIBILITIES

1. Listen to the Supervision Training Seminar located at the site below:  
[http://www.rts.edu/site/rtsnearyou/charlotte/resource\\_files/field%20education.aspx](http://www.rts.edu/site/rtsnearyou/charlotte/resource_files/field%20education.aspx).
2. Meet with student in supervisory sessions for review of the student's progress in ministry practice. (12 contact hour minimum)
3. Provide ministry project opportunities for the student in the parish setting.
4. Complete a final evaluation on the student.

##### APPROVAL PROCESS FOR PASTOR/MENTOR

1. A mentor is nominated by the student.
2. The student secures a Mentor Information form for the potential supervisor. The student returns this information form to the Director of Field Education.
3. The Director of Field Education, after reviewing the Mentor Information form, notifies the student and mentor if approval is granted.

#### **V. FIELD EDUCATION RECORDS**

The following pages include paperwork to be completed by the students and mentors. Students are responsible to insure that all these material are returned to the Field Education Office on time.



**You must register for the Field Education Internship (PT534) at the beginning of the semester. In addition to registration you must complete the form below to be turned in to Dr. Culbertson.**

**FIELD EDUCATION INTERNSHIP REGISTRATION**

PERSONAL DATA

Student Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

Phone Number \_\_\_\_\_ E-mail \_\_\_\_\_

HOME CHURCH

Church where you hold membership \_\_\_\_\_

How long have you been a member of this congregation? \_\_\_\_\_

Are you under care of the session of this church? \_\_\_\_\_

Mailing Address \_\_\_\_\_

Pastor's Name \_\_\_\_\_ Phone \_\_\_\_\_

PRESBYTERY

Are you under care of a Presbytery? \_\_\_\_\_ Date came under care \_\_\_\_\_

Name of Presbytery \_\_\_\_\_

CHURCH/MINISTRY SITE AND MENTOR FOR INTERNSHIP

Church/Ministry Site \_\_\_\_\_

Mailing Address \_\_\_\_\_

Mentor's Name \_\_\_\_\_ Phone \_\_\_\_\_

Why do you desire to have a pastoral internship at this church? \_\_\_\_\_

\_\_\_\_\_

Describe your future plans for professional ministry \_\_\_\_\_

\_\_\_\_\_

Student Name: \_\_\_\_\_

REFORMED THEOLOGICAL SEMINARY  
**MENTOR INFORMATION**

Name: \_\_\_\_\_

Church/Ministry: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Telephone: \_\_\_\_\_

**PRESENT CHRISTIAN MINISTRY:** (List your title, length of time in this position and describe your ministry responsibilities.)

\_\_\_\_\_  
\_\_\_\_\_

**OTHER MINISTRY EXPERIENCES:**

\_\_\_\_\_  
\_\_\_\_\_

**EDUCATIONAL BACKGROUND:** (Please list college, seminary degrees, and other educational experiences that have contributed to your ministry)

\_\_\_\_\_  
\_\_\_\_\_

**SUPERVISORY EXPERIENCE** (Comment on your training and/or experience in supervision of ministry students)

\_\_\_\_\_  
\_\_\_\_\_

**I HAVE LISTENED TO THE MENTOR TRAINING SEMINAR (available at the link below):**    YES \_\_\_\_\_ NO \_\_\_\_\_

Click on: [http://www.rts.edu/site/rtsnearyou/charlotte/resource\\_files/field%20education.aspx](http://www.rts.edu/site/rtsnearyou/charlotte/resource_files/field%20education.aspx)  
Or you can go to [www.rts.edu](http://www.rts.edu), click Campuses Near You, click Charlotte, click Field Education, Click Mentor Training.

## **INTERNSHIP LEARNING COVENANT WORKSHEET**

Address all the issues below; two pages should be sufficient. Review with your mentor.

### **I. OUTLINE OF THE MINISTRY**

- A. Describe your responsibilities and/or activities
- B. What will be the time frame for the internship
- C. Will this be a paid position or volunteer work

### **II. SUPERVISORY SESSIONS**

- A. When will you meet with your mentor during this internship?
- B. How will the mentor give supervision and offer feedback on your ministry development?

### **III. RESOURCES**

- A. Identify persons and materials that will serve as resources for this internship.
- B. What books, articles do you hope to read as part of the internship?

### **IV. LEARNING OBJECTIVES**

- A. State what practical knowledge you expect to gain.
- B. Describe the ministry skills you would like to develop.
- C. Discuss the kinds of personal/spiritual growth you hope will occur.

**REFORMED THEOLOGICAL SEMINARY**

**STUDENT/MENTOR SUPERVISION  
REFLECTION NOTES**

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Student \_\_\_\_\_

Mentor \_\_\_\_\_

Today's Topics \_\_\_\_\_

Date \_\_\_\_\_

Learning from today's meeting:

Questions for further inquiry:

## Field Education Student Self-Evaluation Form

The student should evaluate himself according to the intended student learning outcomes below. The student should evaluate according to the set rubric. In addition, we would like the student to comment on his growth in each area during his seminary time.

(This form should be turned into the Field Education administrator and will be placed in the student's Field Education file.)

Student:

Campus: CHARLOTTE

Date:

<b>MDiv* Student Learning Outcomes</b> <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.</i>		<b>As expected of a graduating senior:</b>			<b>Additional Comment</b>
		<b>Exceeds</b>	<b>Meets</b>	<b>Does not Meet</b>	
<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.				
<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.)				
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.				
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.				
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.				
<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.)				
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.				
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.				
<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.				
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.				

### Field Education Mentor Evaluation Form

The mentor should evaluate the student according to the intended student learning outcomes below. The student should be evaluated and measured according the set rubric, based on mentor’s total experience with the student. Any additional comments can be documented as well.

(This form should be turned into the Field Education administrator and will be placed in the student’s Field Education file.)

Student Being Evaluated:

Mentor:

Campus: CHARLOTTE

Date:

<b>MDiv* Student Learning Outcomes</b>		<b>Rubric</b>				<b>Additional Comments</b>
<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.</i>		<b>Exceeds</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>N/A</b> <small>Due to mentor’s lack of info/ observation</small>	
<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.					
<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.)					
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.					
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<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.					
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.					
<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.					
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.					

### Field Education Professor Evaluation Form

The professor should evaluate the student according to the intended student learning outcomes below. The student should be evaluated and measured according to the set rubric based on professor's total experience with the student, not just this class.

Any additional comments can be documented as well.

(This form will be placed in the student's Field Education file.)

Student Being Evaluated:

Professor:

Campus: CHARLOTTE

Date:

<b>MDiv* Student Learning Outcomes</b>		<b>Rubric</b>				<b><u>Additional Comments</u></b>
<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.</i>		<b>Exceeds</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>N/A</b> <small>Due to prof's lack of info/ Observation</small>	
<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.					
<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.)					
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.					
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<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.					
<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.)					
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.					
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<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.					

## **PT535 FIELD EDUCATION SEMINAR**

The seminar is normally taken during the senior year because it provides opportunity for reflection on and evaluation of the required 400 hours of Field Education experience. Each student is required to submit a paper to be presented orally in a session of the seminar. Each student will have one seminar-hour for the presentation. The paper is to reflect discussion about the internship in the areas indicated below. The paper should be read and should usually be accompanied by extemporaneous elaboration that enhances the content being presented. This presentation should be done in thirty minutes. The remaining time of the one-hour seminar will afford seminar members and opportunity to respond to the presenter by addressing questions to the presenter or adding helpful observations. The nature of the assignment often calls for allusions to people and situations that may be readily identified. Therefore, no papers will be distributed to anyone not in the seminar. In addition, the presenter should collect his papers at the end of the seminar. The destroying of the papers will ensure confidentiality for the author. Visitors, including prospective students may not attend the seminar. *Warning Regarding Strict Confidentiality: Anyone who discusses or circulates seminar papers, his or someone else's, outside the circle of those registered for the course will not receive credit for the seminar and may be subject to disciplinary action.*

### **SCHEDULE**

In the first session of the seminar each term a schedule will be established for presentation of the papers. These may be distributed personally, placed in campus mailboxes or transmitted electronically (preferable). Students are expected to read the papers prior to attendance at the seminars.

### **ATTENDANCE**

Because of the interactive nature of the seminar, students are expected to attend each session. The requirements for class attendance spelled out in the seminary catalogue apply to this seminar, which is required for graduation but for which no credit hours are granted.

### **RECOMMENDED TEXT**

Although no texts are required for this course, a relevant book in the Reformed tradition is mentioned for helpful reading and future reference: *From Generation to Generation: The Renewal of the Church According to Its Own Theology and Practice*, John H. Leith.

### **THE MATTERS TO BE COVERED IN THE PAPER**

This is a reflective paper, rather than a research paper. Materials from the student's journal and general notes may be used. In writing the seminar paper, the student should include the following:

1. An outline of the student's education background, present church affiliation and status — candidate, licentiate, ordained. Any significant employment history and the history of the



- student's church ministry opportunities prior to the field education internship. One page or less.
2. Curriculum Vitae: data commonly included on a resume - ministry experience on which the report is based: dates, titles(s), responsibilities, accomplishments. About ½ page.
  3. Theology of Ministry: a statement of the values, attitudes and goals of the student brought to the ministry experience. The student should make explicit what was understood as ministry in terms of service to Christ and His people, in the church, in homes and in the world. Was the student aware of this theology in the practice of ministry? About 1 and ½ pages.
  4. Ministry Situation: a comprehensive, compassionate and truthful description of the setting and the people ministered to during the internship. Pseudonyms may be used as needed so as to maintain some measure of anonymity. However, candor is helpful in this section (as in others that follow). About 2 pages.
  5. Strengths and weaknesses: The student needs to be candid in self-evaluation. Strengths should not be looked on as boasts, nor weaknesses as self-deprecation. The confidential nature of the seminar should encourage honesty. About 3 pages.
  6. Relationship: A frank analysis of difficult relationships and conflict resolution. About 2 pages.
  7. Other Relationships: A frank analysis and assessment of problems or strained relationships you observed *in others*. About 1 (or ½) page.
  8. Seminary Preparation: How did your seminary experience, prior to and/or concurrent with the internship, prepare you, facilitate or enhance your service and/or hinder the preparation for this field education experience? One page (or less).
  9. What might have been in your seminary preparation to have made this field education experience more effective. One page or less.
  10. Describe the relationship with the field education supervisor. How could this relationship have been developed into greater helpfulness?
  11. Learning: a summary of the fundamental lessons you learned about the Lord and ministry, about yourself and about others during the field education experience. How does this accord with the student's theology of ministry? Indicate some of the "unexpected" happenings, answers to prayer and "impossible" situations. About 2 pages.
  12. What did the intern observe the Lord Himself do during this experience? What does the student expect this observation will do for the future ministry?

13. Comment on the effect of the seminary experience and the field education internship on the student's walk with the Lord (devotional use of the Bible, prayer life, witnessing, etc.).
14. Comment on the effect of the seminary experience and the internship on the marriage and family life of the student.
15. Comment on the matter of maintaining proper relaxation and physical exercise.

**GRADING CRITERIA**

The catalog calls for a PASS or FAIL grade. This is not an arbitrary grade. It is based on faithful attendance at the weekly seminar, participation in the discussions, observance of *Strict Confidentiality* and satisfactory completion of assigned work.

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**Reformed Theological Seminary/Charlotte**



**Field Education**

**Topics Which Might Be Covered in the Mentor/Student Meetings**

NOTE: These questions are designed to create a forum of discussion between the mentor and the Field Education student. Occasionally, the questions might be awkward. The mentor and the student will need to use their discretion on the pursuit of answers for awkward questions.

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**Meeting One: Preaching**

What is your procedure for sermon preparation? When during the week do you study? What steps do you take to prepare the sermon? What is your time table (schedule through the week)? Do you use the languages – why or why not? What role do commentaries play in your study? What commentaries do you like or dislike? Do you use a full manuscript, bullet points or memorization? What about sermon notes in the bulletin or technology (power point)? How do you use illustrations, stories, application in the sermon? How long are your sermons normally? Are you committed to expository or redemptive-historical (only) sermons? What about topical sermons or seasonal emphases? Do you review your sermons afterward at any time? For what purpose? Do you get feedback from your leaders or your people on your sermons? What do you think is the strength of your sermons? Weakness or area of improvement? How do you go about building a ministerial library? What is the relationship of the internet to sermon and teaching preparation?

**Meeting Two: Pastoral Ministry**

How much time each week do you do personal pastoral ministry in the church? Outside of the church? What do you do to minister to the needs of the people in your congregation? Is there any training for members to do “member care” by the members for these needs? What training do we use, if any? Are the elders or deacons involved in shepherding or pastoral ministry? Do you ever take anyone else on a pastoral visit with you? What types of emergencies do you face in the ministry? Please tell me some stories! How do you handle emergencies, especially if you are behind on your sermon preparation or have other duties you must take care of? How do you handle conflicting emergencies, if they occur? What is your most difficult pastoral ministry task? Most delightful?

### **Meeting Three: Member Visitation**

Do you do home visits? Visits in the market place? Business lunches or breakfasts? When would you schedule these visits? Do you call ahead, use email or a secretary? Do you ever do spontaneous get togethers? Do you ever make visits unannounced? Does the church have a budget for business lunches? Do you treat the other person and yourself on the church budget? What kinds of topics would you discuss on a personal visit with a member? Do your elders want you to visit the church members? Do you ever find or encounter resistance? What are some awkward moments you have had with home visits or business lunches? Do you think that your members want the pastor to visit them? Why or why not? How often would you use a sport or hobby to engage a conversation with a member? Does this work? How does the concept of “hanging out” work in your ministry?

### **Meeting Four: Hospital Visits**

In general, how do you pastor the elderly? When do you make hospital visits – when needed or on a weekly basis (on a given day of the week)? What does an “ordinary” hospital visit look like? Do you always read Scripture when you visit and how do you choose your Scripture passage to read? Do you always volunteer or ask to pray with the patient or the family when you are in the patient’s hospital room? Have you ever had problems or issues with reading to or praying with a patient? If so, please explain. How long do you stay during a hospital visit? How do you begin a conversation with the patient? Do you have any tips for making hospital visits? What do you do if the patient is asleep or out of the room for tests, etc.? How do you relate to the hospital personnel? What do you do when the nurse or physician enters the patient’s room? Do you leave anything behind after you have made the visit? How is a hospital visit different from a visit at a nursing home? Do you ever visit people in the hospital who are not part of your church and if so, what is the rationale for doing so?

### **Meeting Five: Leading Worship**

How does our church encourage people to prepare for worship on the Lords’ Day? What is the pastor’s role in leading a worship service? What role do the elders play in the worship service, if any? Why or why not? When do you put together the order of worship? Are you committed to a particular liturgy for a corporate worship service? Why or why not? What is your view of the regulative principle of worship? Do you select the music/hymns or allow someone else to do so? Why or why not? What is your view of choirs in worship and/or worship teams, etc.? How closely do you work with your choir director or worship leader? How do you view the different styles of worship going on in the American church today? Would you ever allow a person to give a personal testimony in a morning worship service? How do you compare Sunday morning corporate worship with a Sunday evening worship meeting?

## **Meeting Six: Leading and Working with Leadership**

How is the personal and devotional life of a church leader developed? What are the habits, disciplines or practices of a pastoral leader who is trying to follow after the Lord? What is our church structure or government (polity)? How does our church select or elect its officers? How would you describe your leadership style? Who dictates the vision of the church and how is the vision of the church explained and carried out? Do we have an articulated mission or vision statement? How is it evaluated? How do you approach making changes in the church? Is there any formal officer training? If so, can you explain how you train them? What do you emphasize in officer training? Why do you focus on what you do in the training of officers? What are the practical expectations of officers, i.e. what do they do besides attend the meetings, hold discussions and vote on issues? What does a session or diaconal meeting look like? How does your relationship vary with each officer? How do they relate to each other, especially when there is potential conflict? How do the elders and deacons relate to each other and function together? What do you do to build officer or leadership team unity? Do you hold officer retreats and if so, what happens on such a retreat? What is the role of officers'/leaders' wives in the life of the church? Do you spend specific time with your leaders (discipleship or relationship building) and if so, what are your priorities for discussion? Do you have a goal or agenda for such individual meetings? How do you develop new or rising leadership? How do you encourage a tired leader to take a sabbatical or to retire? What do you think about rotating sessions? What are the challenges to moderating the session meeting? How do you lead a stewardship drive, a building program or a property purchase?

## **Meeting Seven: Evangelism in the Church**

What is your philosophy of evangelism? How does our church approach evangelism? How do you view personal evangelism related to (1) the life of the pastor? (2) the individual believer/church member? (3) the church as a whole? What is our church doing to tell others about Christ and to reach out to others in our community? Do we have evangelism training and/or a program in our church? Why did we choose this approach? What else have you considered? What is our plan for church growth and/or reaching the lost in our community? What methods of evangelism do you think are most biblical? What methods of evangelism have you seen by other churches which you like? Dislike? Do we ever do big outreach events? Why or why not? Does our church use any particular literature as a gospel presentation? Why did we choose it? How do you feel about altar calls or opportunities for people to verbally or visually express faith in Christ? Do we have a method of follow up if a person is converted to Christ? What is our missions emphasis and philosophy? How do we support missionaries and on what basis do we give them financial support?

## **Meeting Eight: Counseling**

How do you handle conflict management in the church? What is your most frequent counseling situation? What is the role of pre-marital counseling when you do weddings? How do you do pre-marital counseling – what is required for meetings and reading by the couple? How many meetings do you have with the couple? What topics do you discuss? Do you or does the church have any policies on who you would marry? What type of marriage counseling do you do? How do you counsel in regard to depression, worry, fear, stress etc.? What are your views on the different perspectives on counseling – nouthetic, CCEF, integrative, therapeutic, role of Christian psychology, family systems, etc.? What do

you think of the use of drugs for people's needs? How much Biblical knowledge and theology do you use in your counseling sessions?

### **Meeting Nine: Christian Education in the Church**

Who creates the budget of the church and how is it overseen? What do we do when income is low? What is the relationship of the pastor and the leaders to the treasurer? How do you recruit volunteers to do the work of ministry and teaching in the church? How are these volunteers selected, assessed and trained? What are your biggest challenges? What is our philosophy of children's ministry? What is our philosophy of youth ministry? Adult ministry? Why? What is your view of mid-week worship services, dinners, family nights or children's ministry? Why? What is the role of the Women in the Church ministry, if any? Who are the hired staff in our church and what is your relationship to them? What are our membership classes like and what do they cover? What problems do you face in membership classes? Do people give their testimonies in membership classes?

### **Meeting Ten: Special Services: Baptisms, Communion, Weddings and Funerals**

Walk through any of the above special services with me. What are the challenges to each? Which do you enjoy the most and why? Least enjoy and why? Stories?

### **Meeting Eleven: Personal Life of the Pastor**

What is your devotional life like? How does it relate to sermon and teaching preparation? Do you take personal or prayer retreats? What do those look like? What do your day(s) or time off look like? How do you spend your leisure time? What do you do about vacations? How do you pay for them? How do you spend time with your wife and/or children? Is it true that ministers don't have many close or real friends? How about the minister's wife? Do you set goals for yourself, your family and/or the church? In a context of a ministry which involves a lot of self-accountability, how do you manage your time? Are you accountable in any way to the elders/leadership? Do you have a job description? Can it be changed? Do you have an annual review with the leadership? How does that work? Do you have any plans for continuing education – seminars, Doctor of Ministry degree or Ph.D. program? How would you finance it? How do you make it financially on a pastor's salary? What type of sacrifices have you had to make? How much do you delegate in ministry and how do you go about it? Do you have any thoughts about child raising, particularly as a minister?

### **Meeting Twelve: Local Ministry:**

What is your relationship to and role in the presbytery (or association, consistory, or diocese)? What are the positives and negatives to being involved in your denominational association? What about other ministerial associations? Do you have any fraternal ministry relationships (meetings with fellow Reformed or evangelical ministers in the area)? What relationships do you or does the church have with local organizations (police, fire department, rotary club, etc.)? What relationships does the church have with various community resources in the area (for mercy and ministry)? How does the church reach out to the Community? How do we determine community needs? How do we discover or decide about local service projects? How do you motivate people in the church for local outreach? What networking do you do as pastor? How does our church crossing racial/cultural barriers? Where does our church stand on getting involved in social issues?

