

**COURSE SYLLABUS**

**FIELD EDUCATION SEMINAR 6PT5905**

Instructor: Peter Y. Lee

Email:

[plee@rts.edu](mailto:plee@rts.edu)

**COURSE DESCRIPTION:** This seminar provides opportunity for theological reflection and discussion of problems, needs, and experiences in ministry. Students are required to write papers about their field experiences and present them to the class for discussion led by the professor. This may be taken in the fall or spring semester.

**PREREQUISITE:** Field education internship requirement of 400 hours of field education must be completed before registration of this course.

**PRE-REGISTRATION NOTICE:** If you plan to take Field Seminar, please contact Dr. Peter Lee ASAP.

**ATTENDANCE:**

Because of the interactive nature of the seminar, students are **expected to attend each session.**

**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: *Outgrowing the Ingrown Church*, C. John Miller, or *From Generation to Generation: The Renewal of the Church According to Its Own Theology and Practice*, John H. Leith.

**SELF-REFLECTION SEMINAR PAPER AND PRESENTATION:**

- 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 will be read but can be accompanied by extemporaneous elaboration that enhances the content being presented.
- Students are to distribute copies of their seminar paper to the members of the class with ample time for fellow students to read the paper for discussion.
- 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.
- No papers will be distributed to anyone not in 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.*

**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. *Not to exceed two pages.*
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. *Not to exceed one page.*
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). *Not to exceed one page.*
5. **Relationships:** A frank analysis and assessment of both encouraging and problematic relationships you observed in others. *Not to exceed two pages.*
6. **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. *Not to exceed two pages.*
7. **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? *Not to exceed two pages.*
  - a. What might have been in your seminary preparation to have made this field education experience more effective?
  - b. Describe the relationship with the field education supervisor. How could this relationship have been developed into greater helpfulness?
  - c. 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.).
  - d. Comment on the effect of the seminary experience and the internship on the marriage and family life of the student.

8. **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. *Not to exceed two pages.*
  - a. What did the intern observe the Lord Himself do during this experience?
  - b. What does the student expect this observation will do for the future ministry?
9. **Future Faith Living Expectations and Implementation:** This closing portion of your presentation will be explained further in the first class meeting. Essentially your presentation should close with a "revised" theology of ministry with attention given to how you will take the lessons learned and implement a strategy of faith development first in your own life and how you intend to model, communicate and pass on that faith life into those you will minister to in the midst of. Once again, please plan to incorporate ideas gained from your readings to demonstrate a grasp of the materials read and an ability to implement fresh ideas into your theology of ministry. *Not to exceed three pages in length.*

**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.

## Course Objectives Related to MDiv Student Learning Outcomes

Course: Field Education Seminar  
 Professor: Peter Y. Lee  
 Campus: Washington, D. C.  
 Date: Dec 11, 2019

<b>MDiv* Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</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	Some articulation is reflection in the formation of a theology of ministry
<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.)	Moderate	Focus in the class is on understanding the original meaning in the application and evaluation of ministry experiences during field training/internships.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	The class has a good dose of Reformed distinctives, such as the emphasis on the Word of God, polity, the Christian life, pastoral ministry.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	One conscious goal is to see students benefit personally in their faith from their internship experiences.
<b>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.	Moderate	Several issues in class deal directly with world view, especially encouragement to understand their ministry observations on the basis of 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.)	Moderate	Differing views of issues are set forth in an objective, fair, and winsome way from fellow students who come from different ecclesiastical backgrounds.
<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	A conscious effort is placed upon instilling a pastoral approach to ministry life, the people of God, and the church.