Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect. (Ro.12:2)

Ashland Theological Seminary integrates theological education with Christ-centered transformation as it equips men and women for ministry in the church and the world.

2009-2010
Contact Information

Dr. Walter J. Kime, Director of Field Education

Ashland Office: (419) 289-5978

Ashland Office Hours: Mon.-Fri. 8:00 a.m.- 5:00 p.m.

Dr. Kime’s E-mail: wkime@ashland.edu

Jean Coleman, Field Study Assistant

Office Hours by Appointment

Jean Coleman’s E-mail: jcoleman@ashland.edu

PURPOSE OF FIELD STUDY
Field Study is the intentional use of ministry experience
as a transformational opportunity
aimed at personal and ministry formation.
(Based on Pyle and Seals. Experiencing Ministry Supervision, P. 142).

GOAL
Field Study is to provide opportunity for each learner
to develop personal excellence in ministry
while working alongside a trusted mentor.

CORE VALUES

“P.R.A.Y.S.”

M
E Field Ed. Application
N
T Paul’s Pattern
O Real Communion
R Action Centered Ed.
I YADA, YADA, YADA
N Sharing the Burn
G

ATS Core Values
X
C
L
E

E
C
L
E

Scripture
Community
Academic Excellence
Spiritual Formation (Servant Leadership)
What Is It All About?

President Thomas Jefferson commissioned the “Corps of Discovery” to explore the Louisiana Purchase. Lewis and Clark weren’t the first to travel west and they didn’t achieve their primary objective, but they were successful and contributed important outcomes such as mapping the territory, identifying natural resources, and building Native American relationships. Why? Because as they made the trip they processed what they learned, they reflected on what they had experienced, and they reported what they had found.

You too are on a “Journey of Discovery.” God has called you to come to Seminary to discover, to learn, to grow and to minister in the name of Jesus. As you journey from class to class, from quarter to quarter and from year to year, you will discover many new things. But like Lewis and Clark, if you don’t process what you have learned, if you don’t reflect on what you have experienced, and don’t report what you have found, many discoveries will be forgotten or lost.

At this seminary, Field Education is an integral part of seminary education. Ashland Seminary intends its graduates to be servant leaders in the ministry to which they are called in the church and in the world. Field Education presents the opportunity to integrate of classroom learning and personal experience in your ministry. Field Study challenges you to take time to intentionally reflect theologically on what you are learning and experiencing. It gives you the opportunity to document how God has transformed you, how you have grown, and how God is sending you forth.

What do you need for your Journey?

You will need:

- A site where you can do a variety of ministries
- A Field Mentor who has more experience and you respect
- A place to gather and store your Documents
- Text Books for Field Study class
- The Field Study Manual which is found on the Seminary web site (Web/Student Life/Student Resources)
- And ANGEL of course because it is a Distant Learning course.

The “Map” you will follow is found in the program developed for the class which is found in the IT 694 and 695 Syllabus, the required text books, the on line Manual, and the lectures.

The “Compass” that will guide your journey is made up of your Mentor conferences, your theological reflections, your Case Studies, and your Developmental Plans. And the record of your journey is, of course, in your documentation.
What is the Plan?

The plan is a simple one which will be explained in detail through the lectures, texts, and Manual. Simply stated, the plan is:

This Quarter – Focus on learning the Program & Finding a Field Site and Field Mentor

Next Quarter – Everyone does the Group Dynamics Developmental Plan (6 week group experience)

Quarters 3&4 – Complete 3 more Developmental Plans & Field Study Portfolio Unit

(This completes the requirements for MAPT students)

MDIV: Next Year – Complete 4 Developmental Plans & 2nd Field Study Portfolio Unit

MDIV: Senior Year – September Capstone Retreat through to the Graduation Interview

It is the desire of my heart that every student and graduate will wake up in the morning, hungry for the challenge of doing ministry. I want them to be able to look at themselves in the mirror each day and know that they are ready to minister effectively, even under pressure. I want them to be able to lay their head on the pillow each night secure that they have walked with God throughout the day. When that happens, we will have an effective program.

Seminaries today have to do more than certify that graduates are skilled, professional, and caring ministers. We must also prepare people spiritually, mentally, physically, emotionally as well as vocationally to act on and not just react to the realities of our contemporary world. Today’s education needs to be as real and intense as ministry itself. It must combine real ministry action with accurate information and intense theological reflection. This is what I believe Robert Banks calls the “fusion of truth and love” (Banks, 1999, p.75) into action.

The purpose of Field Education

is the intentional use of ministry experience as a transforming opportunity aimed at personal and ministry formation. (Based on Pyle and Seals, 1995, p. 142)

The goal of Field Education

is to provide opportunities for each student to develop personal excellence in ministry while working alongside a trusted mentor.

Theological Field Education is intended to lead to direct and effective action - “the obedience that comes from faith” (Romans 1:5 NIV). To be effective in today’s world, I believe this action must be focused, flexible and fast. For Field Education to be authentic at this level, it must do more than just touch the mind. It must be transformational. It must touch a person’s mind, heart, and will. Peter said it so simply when he called each one of us to be “shepherds” (I Peter 5:1-11).

“Care for the flock of God entrusted to you. Watch over it willingly, not grudgingly – not for what you will get out of it, but because you are eager to serve God. Don’t lord it over the people assigned to your care, but lead them by your good example (I Peter 5:2-3, NLT).

Peter is calling us to develop the mind of a shepherd as we develop the integrity and intelligence it takes to think like a shepherd. He wants us to have a shepherd’s heart as we grow in our passion for serving the people entrusted to our care as we live like a shepherd. And Peter calls us to have the will of a shepherd to take action and be accountable as we lead like a shepherd.

MIND Integrity and Intellect To think like a shepherd.
HEART    Passion and People    To *live* like a shepherd.
WILL     Actions and Accountability To *lead* like a shepherd

In Peter’s day the shepherd did not move the flock by pushing it from behind. The good shepherd led his flock from the front. He walked with them, ate with them, and slept with them – in the sunshine and in the storms. Can we do less?

So, how can you get the most out of your Field Study experience? The successful student:

- **Will be a self-directed learner.**
  Be proactive. In field Study *you* are in charge of your education and experience, so take charge, set your own agenda. This is one course where truly the more you put into it, the more you will get out of it.

- **Will seek a wide range of ministry experiences.**
  Improve what you are doing well. Stretch yourself into those areas that you don’t feel as comfortable. Volunteer to gain experiences. Get involved at the district and denominational level of ministry. Assess, experience, evaluate, reflect, change.

- **Will actively and creatively utilize the Learning Portfolio.**
  The learning portfolio is more than a place to store papers. It is a place to document and refine your learning experience. Don’t “do it” just because it is required. Make it your own tool of learning. Reflect on not only what you have learned, but how you learn and where you still need to grow. Be creative!

- **Will maintain contact with their Mentor and the Director.**
  You can do the minimum. Or you can make the most of the opportunity. How often do you have a chance to meet on a regular basis with someone you trust and respect and pick their brain about how they walk the walk and get their input on how you are doing in your ministry? Also, keep me informed – about the good and the bad and the ugly.

- **Will serve the Lord.**
  That is what it is all about. Isn’t it?

I look forward to working with you.

If you have any questions, feel free to contact me. Drop by my office any time. If the door is open, come on in.

_Walt._
Finding Education in Field Study

• **Documentation**
  • Developmental Plans

• **Reflection**
  • Theological Reflection

• **Process**
  • Meeting with your Field Mentor

• **Experience**
  • Personal/Ministry

**Remember…**

YOU ARE NOT DONE UNTILL YOU HAVE DOCUMENTED WHAT YOU HAVE DONE!

“Forgetting what is behind and straining toward what is ahead, I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.” (Philippians 3:13-14, NIV)

So, “PRESS ON!”
Theological Field Education is the intentional use of ministry experience as a transforming opportunity aimed at personal and ministry formation.

Who is involved with Field Education?

All MAPT students are required to take IT 694 Field Study. All Non-Counseling MDIV students are required to take IT 695 Field Study.

DURING THEIR FIRST YEAR AT ASHLAND SEMINARY!

 MAPT STUDENTS
First Year – Take IT 694 Field Study
- Experience small group & Lead a small group
- Minimum of 200 hours of supervised field experience

Last Year – Take IT 790 Senior Seminar

 MDIV STUDENTS
First Year – Take IT 695 Field Study
- Experience small group & Lead a small group
- Minimum of 200 hours of supervised field experience

September of Your Last Year –
Take Field Study Capstone Experience
- Document a minimum of 200 hours of supervised field experience
- Senior Portfolio
- Senior Case Study Presentation

WHAT DO I NEED TO DO?

Take IT 695 or IT 694 Field Study: The class will explain the details of the requirements. It will be offered (online) at:

Detroit – Fall Quarter
Ashland – Winter Quarter
Cleveland – Spring Quarter

- Each student will select a Field Site where they can actively participate in ministry. This often is the site where they are presently serving.
- Each student will select an on site Field Mentor that they can meet with on a regular basis.
- Both the Field Site and the Field Mentor must be approved by the Director of Field Education.
- You will experience small group during the class and be expected to lead a six week small group experience outside of class during the Quarter IT 694/695 is taken.

These details do not have to be in place before you take the class, but you should be thinking about them so they can be in place by the end of the Quarter IT 694/695 is taken.

Check the ATS Catalog for more details.

If you have any questions, feel free to contact us. We look forward to working with you.
Drop by the office anytime.

Walt Kime & Jean Coleman
IT 694 Field Study: Formation (MAPT) 2 hours

Theological Field Education is the intentional use of ministry experience as a transforming opportunity aimed at personal and ministry formation. This online course examines the purpose of experiential education, the program requirements for theological field education at this seminary and the practice of basic group dynamic skills. Field Study involves direct mentoring, theological reflection, and case studies.

IT 694 is required for MAPT students and is to be taken during the first year at Ashland Seminary. This course focuses on achieving competency, if not excellence, in the student’s area of major and their context of ministry. It encourages the integration of academic learning with the practice of ministry, while under the direct supervision of a Field Mentor. Each student will need a “field site” where they can do ministry and an onsite “Field Mentor.” The student will lead a six week small group, develop basic personal and ministry competencies, and complete a written case study based on their ministry experience. (MAPT Core; to be taken first year).

IT 695 Field Study: Formation to Capstone 4 hours

(NDiv Non-counseling students)

Theological Field Education is the intentional use of ministry experience as a transforming opportunity aimed at personal and ministry formation. This online course examines the purpose of experiential education, the program requirements for theological field education at this seminary and the practice of basic group dynamic skills. Field Study involves direct mentoring, theological reflection, and case studies. This program continues through the student’s senior year. The capstone experience begins with a Senior Retreat in September, prior to the student’s final year in seminary.

IT 695 is required for MDiv (non-counseling) students and is to be taken during the first year at Ashland Seminary, and continues through the senior year. The program focuses on achieving competency, if not excellence, in actual ministry situations. It encourages the integration of academic learning with the practice of ministry while under the direct supervision of a Field Mentor. Each student will need a “field site” where they can do ministry and an on-site “Field Mentor.” The student will lead a six week small group, develop basic personal and ministry competencies, and complete a written case study based on their ministry experience.

The MDiv student, who has successfully completed at least 80 academic credit hours and eight (8) Developmental Plans, will sign up for one of the Senior Retreats held in September. This retreat will introduce the capstone requirements which include: creating a Senior Portfolio, a comprehensive Senior Case Study, and successfully completing a Graduation Interview. (NOTE: Those planning to graduate after Fall, Winter, or Summer Quarter must plan the Senior Retreat accordingly)

(From the Ashland Theological Seminary 2009-2010 Catalog, Vol. LXVIII)
PURPOSE OF FIELD STUDY:
“To become the very best minister I can be and then grow 20% better.”

Ministry Competency Areas: Field Study is focused on presenting a simple, flexible model which will guide the student to examine their personal and ministry competencies through a variety of ministry experiences. The field education outcomes of this course will be carried out by focusing on the list of “MDIV Competencies from the Practical Theology Department,” revised in 2004. This document identifies competencies in seven areas: 1) Personal, 2) Leadership, 3) Pastoral Care, 4) Communication, 5) Evangelism/Mission, 6) Spiritual Formation/Education/ Discipleship, and 7) Worship. In order to accommodate the present scope of IT 695, a list of competencies for Group Dynamics has been added, making a total of eight areas to be addressed. An option for “Other Ministry Areas” also exists to accommodate special interests and needs.

Developmental Plans: A Developmental Plan Form has been developed for each of the eight areas of competencies. This form guides the student and their Field Mentor through identifying, developing, documenting, and evaluating a field experience, worth about fifty hours of field experience in a specific area of ministry. This will be done as the student is carrying out ministry in actual ministry settings. IT 694 students will complete four Developmental Plans for a total of 200 hours of field experience. IT 695 students will complete four Developmental Plans during the first year and four more the following year. This work will be mentored and evaluated by the student’s Field Mentor.

The Flow of IT 694/First Year of IT 695

The Quarter of Class, the student will:
- Watch videos on Angel, completing the online quizzes.
- Complete reading assignments.
- Establish a field site and select a Field Mentor. This is critical in the success of carrying out the field experience.
- Participate in other activities on Angel, as notified.

The Quarter Following Class, the student will:
- Organize and lead a series of six small group sessions outside of class
- Complete the Group Dynamics Developmental Plan and the required Field Mentor supervision
- Complete reading assignments.
- Participate in other activities on Angel, as notified.

Group Dynamics: As a part of the class assignments each student will work through the “Group Dynamics” Developmental Plan as they lead a six week small group experience outside of class. This is to be accomplished during the ten weeks of the quarter following the one in which the course is taken. (Ex. Students taking Field Study in Fall Quarter will complete the small group by end of the Winter Quarter.)
During The Following two (2) Quarters, the student will:

- Complete three (3) additional Developmental Plans (see below)
- After completing a total of four (4) Developmental Plans, the student will complete the Field Education Portfolio Unity (see below).
- Participate in other activities on Angel, as notified.

Three Additional Developmental Plans: The submission date for all four (4) Developmental Plans will be the first day of the quarter, one year after the student started field study. (Ex. Students taking Field Study in Fall of 2009 have until the first day of class for the Fall 2010 quarter.)

- MDIV students may choose any three of the remaining Developmental categories, in consultation with their mentor.
- MAPT students are to choose three categories related to their areas of concentration, in consultation with their mentor.
- Students will receive a grade of “IP” for a calendar year so that they have time to complete the Developmental Plans. A grade will be determined at this time, based on work submitted. At the discretion of the Field Study Director, a grade of “I”, or even “F” may be given, based on the work submitted to Field Study.

Field Education Portfolio Unit: Upon completion of the four Developmental Plans, the student will turn in a copy of their Field Education Portfolio Unit, keeping a copy for their student portfolio. This Unit will consist of the following elements:

- Field Mentor’s Assessment: The Field mentor will have evaluated specific personal and ministry skills associated with each Developmental Plan. The Mentor’s Assessment will be an opportunity for the Field Mentor to assess the student’s overall attitude toward mentoring and ministry, the student’s strengths and needs for further development, and the student in the areas of the 4 C’s. The student will have the opportunity to submit a short reflective response to the Mentor’s Evaluation.

- Evaluation of Your Mentor: The Field Mentor is approved to serve the student for one year. Therefore, the student is asked to evaluate the effectiveness of mentor’s impact on their life and their development. This provides the student with an opportunity to reflect on their experience and make adjustments as needed. It also provides the Seminary with information for the evaluation of the mentoring part of our program.

- Evaluation of the Field Education Program: This evaluation gives the student an ongoing opportunity to respond to their field experience and gives the Seminary information to assess our program and make adjustments in a timely manner.

- Reflection on the 4 “C”s: This is an opportunity for the student to reflect and respond to their growth in relationship to the 4 C’s. The student is asked to respond to questions concerning their progress in Character, Core Identity, and Calling, as well as to submit a Case Study from their field experience, to document progress in Competency.
**Case Study Format:** For the purposes of these courses, we are using the “NAME” structure found in Kinast’s text: *Making Faith-Sense*, and strengthening the process with the information and questions found in Hillman’s text: *Ministry Greenhouse*. The students will select one incident from their field experience during the current year and write a Case Study about it using the following format.

<table>
<thead>
<tr>
<th>NAME</th>
<th>TASK</th>
<th>PURPOSE</th>
<th>CASE #1</th>
<th>CASE #2</th>
<th>CASE #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narration</td>
<td>Background Description Emotions</td>
<td>Who, What, When, Where &amp; Where are You? ID one issue/question</td>
<td>1 page</td>
<td>1 page</td>
<td>1 page</td>
</tr>
<tr>
<td>Analysis</td>
<td>Biblical Message</td>
<td>Case #1-ID Story &amp; Apply Case #2-ID Passage &amp; Apply Case #3-Exegesis</td>
<td>1 page</td>
<td>1 page</td>
<td>3 pages</td>
</tr>
<tr>
<td></td>
<td>Christian Heritage</td>
<td>Theological Historical Denominational Ethical</td>
<td>1 page</td>
<td>2 pages</td>
<td>1 page</td>
</tr>
<tr>
<td></td>
<td>Culture &amp; Experience</td>
<td>Local assumptions, social/political realities Spiritual Formation Ministry practices</td>
<td>2 pages</td>
<td>1 page</td>
<td>1 page</td>
</tr>
<tr>
<td>Meaning</td>
<td>Summation of Analysis</td>
<td>Significance of issue to people/church/beliefs Theological reflection</td>
<td>1 page</td>
<td>1 page</td>
<td>1 page</td>
</tr>
<tr>
<td>Enactment</td>
<td>Application</td>
<td>What needs to be done? What remains unsettled? What have you learned?</td>
<td>1 page</td>
<td>1 page</td>
<td>1 page</td>
</tr>
<tr>
<td>Total Pages</td>
<td></td>
<td></td>
<td>5-7</td>
<td>5-7</td>
<td>5-8</td>
</tr>
<tr>
<td>Evaluation By:</td>
<td></td>
<td></td>
<td>Field Mentor</td>
<td>Peer Group</td>
<td>Graduation Interview</td>
</tr>
</tbody>
</table>

**Field Study Case Study Format:** The syllabus for a course on Case Studies at Wheaton College states the following:

*Why a case study?* The purpose of working through case studies in this course is to enable you to develop skills in four major areas:

- The ability to think through and discern what the actual issues are (critical reasoning & analysis)
- The ability to avoid major mistakes which can set a ministry back for years to come (developing biblical/theological sensitivity and wisdom)
- The ability to work together with a group and arrive at a group decision as to how to deal with a real life problem (community and team relationships and learning in the theologizing process)
The ability to learn and change your thinking as a result of discussion with others who see things differently from you (learning to learn)”

(From:  http://www.wheaton.edu/Moreau/courses/532/CaseStudy.htm 7/17/08)

Calculation of Grade

MAPT
The MAPT student’s grade for Field Study will be “IP” (In Process) for a calendar year. At that time, the grade will be changed to a letter grade using the ATS “Calculation of Grade” based on the work turned in by the first day of the quarter, one year after the student started Field Study. The MAPT grade will be based on the following scale:

<table>
<thead>
<tr>
<th>IT 694 Field Study</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance of Field Study Introduction</td>
<td>05%</td>
</tr>
<tr>
<td>Online Lectures and Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Reading &amp; Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Participation in Online Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>4 Developmental Plans</td>
<td>40% (10% for each plan)</td>
</tr>
<tr>
<td>Field Study Portfolio Unit</td>
<td>10%</td>
</tr>
</tbody>
</table>

MDIV
The MDiv student’s grade for the class will be “IP” (In Process) until the student successfully completes the Graduation Interview. At that time, the grade will be changed to a letter grade using the ATS “Calculation of Grad” and based on the following scale:

<table>
<thead>
<tr>
<th>IT 695 Field Study</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance of Field Study Introduction</td>
<td>05%</td>
</tr>
<tr>
<td>Online Lectures and Quizzes</td>
<td>05%</td>
</tr>
<tr>
<td>Readings &amp; Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>8 Developmental Plans</td>
<td>40% (5% for each plan)</td>
</tr>
<tr>
<td>Participation in Online Discussion</td>
<td>05%</td>
</tr>
<tr>
<td>2 Field Study Portfolio Units</td>
<td>10% (5% for each unit)</td>
</tr>
<tr>
<td>Attending Capstone Retreat</td>
<td>05%</td>
</tr>
<tr>
<td>Meeting with PoE Mentor</td>
<td>05%</td>
</tr>
<tr>
<td>Senior Portfolio</td>
<td>05%</td>
</tr>
<tr>
<td>Senior Case Study</td>
<td>05%</td>
</tr>
<tr>
<td>Graduation Interview</td>
<td>05%</td>
</tr>
</tbody>
</table>

The MDiv student’s progress will be reviewed annually on the first day of the quarter, one year after the student started Field Study. A grade of “I” (Incomplete) will be given if the student’s work is not up to date.

Completion of IT 694/695:

- MAPT students will have finished their Field Education work at the end of one year and later take the IT 790 Senior Seminar class. The grade for IT 694 will be based on work submitted through the first day of the quarter, one year after the student started Field Study. If alternate arrangements need to be made, (i.e. extension to complete the four developmental plans), it is the responsibility of the student to contact the Field Study Director.
• **MDIV** students will have finished Phase I of Field Study at the end of one year. Phase I consists of completion of the online work on Angel, four (4) developmental plans, and the Field Study Portfolio Unit.

MDiv students will automatically continue on to Phase II of Field Study, completing the four (4) additional Developmental Plans and a second Field Study Portfolio. The student will submit one copy, either electronically or in print form to the Field Study office, *as it is completed.*

  o The year the MDIV student takes the MDIV Cohort classes, their Case Study will be the same one used with their Cohort Group for the Pastoral Care/Pastoral Counseling classes. The Case Study they submit for the Field Education Portfolio Unit must include an evaluation of this process.

  o If a student does not take the cohort classes, they must form a small peer group to process their Case Study. The Case Study they submit must include an evaluation of this process. (It would be helpful if this small group included persons from PM 514-Pastoral Care class).

After completion of 80 class hours, the MDiv student will register for the next Capstone retreat, scheduled in September. *Prior to* attendance of this retreat, each MDiv student will have completed a total of eight (8) Developmental Plans and two (2) Field Study Portfolios. If a student has not yet completed this work, it is the student’s responsibility to contact the Field Study office to make other arrangements.

---

**Required Textbooks:**


- *A basic text for doing field study with lots of practical suggestions and helps, this book clearly lays out the balance needed between “Theological Equipping” and “Ministry How-To” (p.3) in an easy to read format. The material found in the Appendices is indispensable to a successful experience of field study.*


- *A more detailed text for doing Field Study with practical suggestions and helps. Useful for both student and Field Mentor.*

• This book provides a simple process and gives examples of doing in-depth theological reflection. It is to be used as the model for case studies for this class and the related MDIV field related requirements. The process may be useful in teaching those we serve to reflect on the events of their lives.


• At the end of this book is the curriculum for the student’s small group experience which follows the content of the text. The text presents group dynamics in a way that enriches the group experience and should be read in conjunction with leading the group. The six tensions addressed in this text also speaks to the pressures faced daily in ministry.

**Recommended:** Excellent and relevant books, but not required for class.


• A good resource book for group dynamics and ministry in general.


• A good guide to the process for doing case studies in small groups.


• A collection of writings by field educators; often referenced in class lectures.


• A guide to mentoring; recommended for both students and mentors.
FIELD STUDY – DEVELOPMENTAL PLAN
1- GROUP DYNAMICS – PLANNING PAGE
Targeted Ministry & Personal Development in a Specific Ministry Context
50 Field Hours

“To become the very best minister I can be and then grow 20% better.”

Student’s Name: ___________________________ Date: ___________________________

Mentor’s Name: ___________________________ Mentor’s Phone/email: ___________________________

Ministry Site: ____________________________________________________________

Development Area: GROUP DYNAMICS Development Focus: (Check one)
___ leading a group ___ developing group ministry ___ training group leaders
___ group dynamics in boards and committees ___ developing support groups
___ small group Bible studies ___ building team ministries ___ curriculum for small groups
___ Other: ______________________________________________________________

Development Description:

Rational for choosing this area of development:

Desired top two outcomes for student’s learning:

• Kind of Learning as focus of project (Place #1 & #2 on highest priorities):
  ___ Knowledge; ___ Understanding; ___ Skills; ___ Attitude; ___ Values

   GOAL     STRATEGY     MEASUREMENT

1. __________________________________________________________________________

2. __________________________________________________________________________

Balanced Life (Description of your plan): Initials - BL Partner: ______________

Mentor’s Signature: ___________________________ Student’s Signature: ___________________________
## EVALUATION PAGE
Developmental Plan: Group Dynamics

Student’s Name: ___________________________  Date: ______________________

### TIME LOG

<table>
<thead>
<tr>
<th>Planning Time</th>
<th>Preparation Time</th>
<th>Participation Time</th>
<th>Total Hours</th>
<th>Balance Life</th>
</tr>
</thead>
</table>

### Dates of actual Mentor Conferences:

1. **#1: Before Project _____**
   - [Date]

2. **#2: During Project _____**
   - [Date]

3. **#3: After Project _____**
   - [Date]

### Mentor’s Evaluation:

1. Evaluation of Execution

2. Areas of Strength

3. Suggestions for further development

4. Other comments

### Student’s Self-Evaluation:
(See questions from Hillman 2008, p.103)

1. What do the theological sources of your faith say about your experience?

2. What is your experience teaching you about God, yourself, your theology, your assumptions, and your ministry to others?

Mentor’s Signature: _______________  Student’s Signature: _______________  BL-Initials: _____
FIELD STUDY – DEVELOPMENTAL PLAN

2-PERSONAL PLANNING PAGE
Targeted Ministry & Personal Development in a Specific Ministry Context
50 Field Hours

“To become the very best minister I can be and then grow 20% better.”

Student’s Name: ___________________________  Date: ___________________________

Mentor’s Name: ___________________________  Mentor’s Phone/email: ___________________________

Ministry Site: ___________________________

Development Area:  PERSONAL  Development Focus: (Check one)
___ self-awareness & reflection  ___ spiritual formation & vitality  ___ life long learning
___ self-care  ___ spiritual gift development  ___ healthy family life
___ healthy collegial life  ___ commitment to & involvement in Christian community
___ cultural relevance in ministry  ___ development & implementation of a philosophy of ministry
___ Other: ___________________________

Development Description:

Rational for choosing this area of development:

Desired top two outcomes for student’s learning:
• Kind of Learning as focus of project (Place #1 & #2 on highest priorities):
  ___ Knowledge;  ___ Understanding;  ___ Skills;  ___ Attitude;  ___ Values

1. 

2. 

GOAL  STRATEGY  MEASURMENT

Mentor’s Signature: ___________________________  Student’s Signature: ___________________________
Student’s Name: ______________________________ Date: ____________________

TIME LOG

Planning Time: Preparation Time: Participation Time: Total Hours:

Dates of actual Mentor Conferences:

#1: Before Project ________ #2: During Project ________ #3: After Project ________

Mentor’s Evaluation:
1. Evaluation of Execution

2. Areas of Strength

3. Suggestions for further development

4. Other comments

Student’s Self-Evaluation: (Questions from Hillman 2008, p.103)

1. What do the theological sources of your faith say about your experience?

2. What is your experience teaching you about God, yourself, your theology, your assumptions, and your ministry to others?

Mentor’s Signature: ______________________________ Student’s Signature: ____________________
FIELD STUDY – DEVELOPMENTAL PLAN

3- LEADERSHIP SKILLS – PLANNING PAGE

Targeted Ministry & Personal Development in a Specific Ministry Context
50 Field Hours
“To become the very best minister I can be and then grow 20% better.”

Student’s Name: ____________________________ Date: ____________________________

Mentor’s Name: ____________________________ Mentor’s Phone/email: ____________________________

Ministry Site: ____________________________

<table>
<thead>
<tr>
<th>Development Area:</th>
<th>LEADERSHIP SKILLS</th>
<th>Development Focus: (Check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>church administration</td>
<td>conflict management</td>
<td>problem solving</td>
</tr>
<tr>
<td>understanding church culture</td>
<td>time management</td>
<td>being resourceful</td>
</tr>
<tr>
<td>delegation and empowerment</td>
<td>continued life-long learning</td>
<td>strategic planning</td>
</tr>
<tr>
<td>development and implementation of a philosophy of ministry</td>
<td>evaluation of ministry</td>
<td></td>
</tr>
<tr>
<td>multi-personnel staff issues</td>
<td>multi-personnel staff issues</td>
<td>develop group ministry</td>
</tr>
<tr>
<td>leadership multiplication</td>
<td>spiritual gift development</td>
<td>team building</td>
</tr>
<tr>
<td>Other: ____________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Development Description:

Rational for choosing this area of development:

Desired top two outcomes for student’s learning:
- Kind of Learning as focus of project (Place #1 & #2 on highest priorities):
  __ Knowledge; __Understanding; __Skills; __Attitude; __Values

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGY</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.

Mentor’s Signature: ____________________________ Student’s Signature: ____________________________
EVALUATION PAGE
Leadership

Student’s Name: ___________________________________ Date: __________________________

TIME LOG

Planning Time:  Preparation Time:  Participation Time:  Total Hours:

Dates of actual Mentor Conferences:

#1: Before Project _______  #2: During Project _______  #3: After Project _______
[Date]  [Date]  [Date]

Mentor’s Evaluation:
1. Evaluation of Execution

2. Areas of Strength

3. Suggestions for further development

4. Other comments

Student’s Self-Evaluation: (Questions from Hillman 2008, p.103)
1. What do the theological sources of your faith say about your experience?

2. What is your experience teaching you about God, yourself, your theology, your assumptions, and your ministry to others?

Mentor’s Signature: __________________________  Student’s Signature: __________________________
FIELD STUDY – DEVELOPMENTAL PLAN
4- PASTORAL CARE – PLANNING PAGE
Targeted Ministry & Personal Development in a Specific Ministry Context
50 Field Hours

“To become the very best minister I can be and then grow 20% better.”

Student’s Name: ___________________________ Date: ___________________________

Mentor’s Name: ___________________________ Mentor’s Phone/email: ___________________________

Ministry Site: ___________________________

Development Area: PASTORAL CARE Development Focus: (Check one)
___ hospital Calls  ___ death calls  ___ crisis calls  ___ prayer
___ administration of ordinances/sacraments  ___ congregational ministry to wider community
___ Other: ___________________________________________________________

Development Description:

Rational for choosing this area of development:

Desired top two outcomes for student’s learning:

- Kind of Learning as focus of project (Place #1 & #2 on highest priorities):
  ___ Knowledge; ___Understanding; ___Skills; ___Attitude; ___Values

  **GOAL**    **STRATEGY**    **MEASUREMENT**

1. 

2. 

Mentor’s Signature: ___________________________ Student’s Signature: ___________________________
Student’s Name: ___________________________ Date: __________________________

TIME LOG

Planning Time: __________________________ Preparation Time: __________________________ Participation Time: __________________________ Total Hours: __________________________

Dates of actual Mentor Conferences:

#1: Before Project [Date] #2: During Project [Date] #3: After Project [Date]

Mentor’s Evaluation:

1. Evaluation of Execution

2. Areas of Strength

3. Suggestions for further development

4. Other comments

Student’s Self-Evaluation: (Questions from Hillman 2008, p.103)

1. What do the theological sources of your faith say about your experience?

2. What is your experience teaching you about God, yourself, your theology, your assumptions, and your ministry to others?

Mentor’s Signature: ___________________________ Student’s Signature: ___________________________
FIELD STUDY – DEVELOPMENTAL PLAN
5- COMMUNICATION- PLANNING PAGE
Targeted Ministry & Personal Development in a Specific Ministry Context
50 Field Hours

“To become the very best minister I can be and then grow 20% better.”

Student’s Name: ________________________________ Date: __________________________

Mentor’s Name: ________________________________ Mentor’s Phone/email: __________________________

Ministry Site: ________________________________

Development Area: COMMUNICATION
___ teaching skills ___ writing skills ___ interpersonal skills ___ social skills
___ listening skills ___ conflict resolution skills ___ preaching skills ___ exegetical skills
___ hermeneutical skills ___ media and technological skills
___ Other: ________________________________________________

Development Description:

Rational for choosing this area of development:

Desired top two outcomes for student’s learning:

- Kind of Learning as focus of project (Place #1 & #2 on highest priorities):
  ___ Knowledge; ___Understanding; ___Skills; ___Attitude; ___Values

  GOAL \hspace{2cm} STRATEGY \hspace{2cm} MEASUREMENT

1. \hspace{2cm} \hspace{2cm} \hspace{2cm}

2. \hspace{2cm} \hspace{2cm} \hspace{2cm}

Mentor’s Signature: ________________________________ Student’s Signature: __________________________
EVALUATION PAGE
Communication

Student’s Name: ___________________________  Date: ______________________

TIME LOG

Planning Time:  Preparation Time:  Participation Time:  Total Hours:

Dates of actual Mentor Conferences:

#1: Before Project ________  #2: During Project ________  #3: After Project ________
[Date]  [Date]  [Date]

Mentor’s Evaluation:
1. Evaluation of Execution

2. Areas of Strength

3. Suggestions for further development

4. Other comments

Student’s Self-Evaluation: (Questions from Hillman 2008, p.103)
1. What do the theological sources of your faith say about your experience?

2. What is your experience teaching you about God, yourself, your theology, your assumptions, and your ministry to others?

Mentor’s Signature: ___________________________  Student’s Signature: ___________________________
FIELD STUDY – DEVELOPMENTAL PLAN
6- EVANGELISM/MISSION – PLANNING PAGE
Targeted Ministry & Personal Development in a Specific Ministry Context
50 Field Hours
“To become the very best minister I can be and then grow 20% better.”

Student’s Name: _______________________________ Date: _______________________________

Mentor’s Name: _______________________________ Mentor’s Phone/email: ____________________

Ministry Site: ______________________________________________________

Development Area: EVANGELISM/MISSION Development Focus: (Check one)
___ evangelism  ___ missions  ___ evangelistic and missional church paradigm
___ engagement with the world outside the Church  ___ understanding a variety of worldviews
___ ability to communicate faith in multicultural context  ___ cooperative kingdom ministries
___ skills for cross-cultural experiences
___ Other: _______________________________________________________________________

Development Description:

Rational for choosing this area of development:

Desired top two outcomes for student’s learning:

• Kind of Learning as focus of project (Place #1 & #2 on highest priorities):
  ___ Knowledge; ___Understanding; ___Skills; ___Attitude; ___Values

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGY</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mentor’s Signature: _______________________________ Student’s Signature: ____________________
EVALUATION PAGE  
Evangelism/Mission

Student’s Name: ________________________________  Date: __________________________

TIME LOG

<table>
<thead>
<tr>
<th>Planning Time:</th>
<th>Preparation Time:</th>
<th>Participation Time:</th>
<th>Total Hours:</th>
</tr>
</thead>
</table>

Dates of actual Mentor Conferences:

#1: Before Project ________  #2: During Project ________  #3: After Project ________  
[Date]  [Date]  [Date]

Mentor’s Evaluation:

1. Evaluation of Execution

2. Areas of Strength

3. Suggestions for further development

4. Other comments

Student’s Self-Evaluation: (Questions from Hillman 2008, p.103)

1. What do the theological sources of your faith say about your experience?

2. What is your experience teaching you about God, yourself, your theology, your assumptions, and your ministry to others?

Mentor’s Signature: ____________________________  Student’s Signature: ____________________________
FIELD STUDY – DEVELOPMENTAL PLAN
7- SPIRITUAL FORMATION/EDUCATION/DISCIPLESHIP – PLANNING PAGE
Targeted Ministry & Personal Development in a Specific Ministry Context
50 Field Hours
“To become the very best minister I can be and then grow 20 % better.”

Student’s Name: ________________________________ Date: ________________________________
Mentor’s Name: ________________________________ Mentor’s Phone: __________________________
Ministry Site: ____________________________________________________________

Development Area: SPIRITUAL FORMATION/EDUCATION/DISCIPLESHIP Development Focus: (Check one)
___ lead people toward spiritual maturity ___ understand church culture
___ greater awareness of diversity in the body of Christ ___ skills for cross-cultural experiences
___ self-awareness and reflection ___ spiritual formation and vitality
___ spiritual gift development ___ life-long learning ___ healthy family life ___ self-care
___ commitment to and involvement in Christian community
___ Other: ______________________________________________________________________

Development Description:

Rational for choosing this area of development:

Desired top two outcomes for student’s learning:
• Kind of Learning as focus of project (Place #1 & #2 on highest priorities):
  ___ Knowledge; ___Understanding; ___Skills; ___Attitude; ___Values

  GOAL           STRATEGY           MEASUREMENT

1. ___

2. ___

Mentor’s Signature: ________________________________ Student’s Signature: ________________________________
EVALUATION PAGE
Spiritual Formation/Education/Discipleship

Student’s Name: ___________________________  Date: ___________________________

TIME LOG
Planning Time:          Preparation Time:          Participation Time:          Total Hours:

Dates of actual Mentor Conferences:

#1: Before Project [Date]  #2: During Project [Date]  #3: After Project [Date]

Mentor’s Evaluation:
1. Evaluation of Execution

2. Areas of Strength

3. Suggestions for further development

4. Other comments

Student’s Self-Evaluation: (Questions from Hillman 2008, p.103)
1. What do the theological sources of your faith say about your experience?

2. What is your experience teaching you about God, yourself, your theology, your assumptions, and your ministry to others?

Mentor’s Signature: ___________________________  Student’s Signature: ___________________________
FIELD STUDY – DEVELOPMENTAL PLAN
8- WORSHIP LEADING – PLANNING PAGE
Targeted Ministry & Personal Development in a Specific Ministry Context
50 Field Hours

“To become the very best minister I can be and then grow 20% better.”

Student’s Name: _______________________________ Date: __________________________

Mentor’s Name: _______________________________ Mentor’s Phone/email: __________________________

Ministry Site: ______________________________________

Development Area: WORSHIP LEADING Development Focus: (Check one)
___ creating culturally relevant worship experiences ___ design meaningful worship
___ ordinances/sacraments ___ public prayer ___ modeling authentic worship
___ media and technology use in worship ___ commitment to & involvement in Christian community
___ Other: __________________________________________

Development Description:

Rational for choosing this area of development:

Desired top two outcomes for student’s learning:
• Kind of Learning as focus of project (Place #1 & #2 on highest priorities):
  ___ Knowledge; ___Understanding; ___Skills; ___Attitude; ___Values

   GOAL          STRATEGY          MEASUREMENT

1. ___________________________________________

2. ___________________________________________

Mentor’s Signature: _____________________________ Student’s Signature: ___________________________
EVALUATION PAGE
Worship Leading

Student’s Name: _______________________________  Date: __________________________

TIME LOG

Planning Time:  Preparation Time:  Participation Time:  Total Hours:

Dates of actual Mentor Conferences:

#1: Before Project [Date]  #2: During Project [Date]  #3: After Project [Date]

Mentor’s Evaluation:
1. Evaluation of Execution

2. Areas of Strength

3. Suggestions for further development

4. Other comments

Student’s Self-Evaluation: (Questions from Hillman 2008, p.103)

1. What do the theological sources of your faith say about your experience?

2. What is your experience teaching you about God, yourself, your theology, your assumptions, and your ministry to others?

Mentor’s Signature: ___________________  Student’s Signature: ___________________
“To become the very best minister I can be and then grow 20% better.”

Student’s Name: _______________________________ Date: _______________________________

Mentor’s Name: _______________________________ Mentor’s Phone/email: _______________________________

Ministry Site: _______________________________________________________

Development Area: OTHER MINISTRY AREA: _______________________________________________________

Describe Project Focus:

Development Description:

Rational for choosing this area of development:

Desired top two outcomes for student’s learning:

- Kind of Learning as focus of project (Place #1 & #2 on highest priorities):
  - __ Knowledge; __Understanding; __Skills; __Attitude; __Values

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGY</th>
<th>MEASURMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mentor’s Signature: _______________________________ Student’s Signature: _______________________________
EVALUATION PAGE

Other

Student’s Name: ___________________________ Date: ___________________________

TIME LOG

Planning Time: Preparation Time: Participation Time: Total Hours:

Dates of actual Mentor Conferences:

#1: Before Project __________ #2: During Project _________ #3: After Project _________

Mentor’s Evaluation:

1. Evaluation of Execution

2. Areas of Strength

3. Suggestions for further development

4. Other comments

Student’s Self-Evaluation: (Questions from Hillman 2008, p.103)

1. What do the theological sources of your faith say about your experience?

2. What is your experience teaching you about God, yourself, your theology, your assumptions, and your ministry to others?

Mentor’s Signature: ___________________________ Student’s Signature: ___________________________
NOTICE: All students are required to attend one “Introduction to Field Study,” a face to face meeting for the course. If you cannot attend and you wish to take this course contact the Dr. Kime immediately.

I. COURSE DESCRIPTION
Theological Field Education is the intentional use of ministry experience as a transforming opportunity aimed at personal and ministry formation. This course will examine the purpose of experiential education, the program requirements for theological field education at this seminary and the practice of basic group dynamic skills. Field Study involves direct mentoring, theological reflection, and case studies.

IT 694 is a 2 hour course, required for MAPT students and is to be taken during the first year at Ashland Seminary. This program focuses on achieving competency, if not excellence, in the student’s area of major and their context of ministry. It encourages the integration of academic learning with the practice of ministry, while under the direct supervision of a Field Mentor. Students will need a field site where they can do ministry and an on-site Field Mentor.

IT 695 is a 4 hour course, required for MDIV (non-clinical counseling) students and is to be taken during the first year at Ashland Seminary and continues through the senior year. This program focuses on achieving competency, if not excellence, in actual ministry situations. It encourages the integration of academic learning with the practice of ministry while under the direct supervision of a Field Mentor. Student will need a field site where they can do ministry and an on-site Field Mentor.

When MDIV students have successfully completed at least 80 academic credit hours and eight Developmental Plans, they are to sign up for one of the Capstone weekend Retreats held in September. This retreat will introduce the capstone requirements which include: creating a Senior Portfolio and a comprehensive Senior Case Study, and successfully completing a Graduation Interview. (NOTE: Those planning to graduate after Fall, Winter, or Summer Quarter must plan the Senior Retreat accordingly.)

II. RELATIONSHIP TO CURRICULUM MODEL
The Field Study program is designed around the four “C’s” of our Curriculum Model. As a result of the field study experience, the successful student will reflect on and share their growth in each of the four “Cs” areas.

Core Identity: rooted in Christ, as the source from which life & ministry flow.

Character: that reflects maturity in Christ.

Calling: that is foundational for servant leadership in the church community and world.

Competency: in the disciplines and skills relevant to Christian ministry.
III. STUDENT LEARNING OUTCOMES: For both the MA and MDIV Student

As a result of this program, the successful students will be able to:

1. Apply the principles of field study found in the texts, *Ministry Greenhouse* and *Preparing for Ministry*, through on-line responses and through the Development Plans.

2. Lead six meetings of a small group and assess their personal relational skills and the tensions in ministry; presented in, *Walking the Small Group Tightrope*. Evaluate the group experience and their findings with their Field Mentor and include a written summary in the Development Plan.

3. Assess their ministry competencies with their Field Mentor before, during, and after implementing each Development Plan and include a written evaluation with each Development Plan.

4. Demonstrate their ability to engage in theological reflection as explained in the texts and defined in *Making Faith-Sense*, through their on-line responses, Mentor conferences, and written case study.

5. Illustrate their personal transformation during the time they have been in Field Study, through their Field Study Portfolio Unit(s) and their summative experience.

IV. TEACHING STRATEGIES FOR STUDENT LEARNING

This is a distant learning class in which the student will engage the program and other students using the Angel Learning system. It will include a combination of on-line lectures, threaded discussions, small group discussions, reading for the assigned textbooks, and work needed to complete field projects carried out under the supervision of a Field Mentor.

Field study is primarily an integrative process, encouraging students to incorporate what they learn in the classroom into their lives and ministries. This course focuses more on sharing a process of learning than giving new content information. We believe and practice that the primary learning comes from the efforts of pro-active students.

Learning occurs as the student, under the direction and encouragement of a Field Mentor, experiences life and ministry, assesses and reflects upon their experiences and makes a commitment toward new behaviors. As one of our text says, “Experience without feedback and reflection is not education” (Hillman 2008, p.92).

V. COURSE REQUIREMENTS

A. Textbooks

   Required

   
   [*A good introduction and overview of the process involved in Field Study with specific helps which apply to our Developmental Plans.*]

   
   [*A more detailed text for doing Field Study with practical suggestions and helps. Useful for both the student and the Field Mentor.*]

   
   [*A key book which will provide the model for in depth theological reflection and case studies.*]

[While dealing with key issues in Group Dynamics, this text also challenges the student to consider tensions within ministry. It may be used lead the small group experience.]

**Recommended** [Excellent and relevant books but not required for class]


[A good resource book for Group Dynamics and ministry in general]


[A collection of writings by field educators, and often referenced in our lectures.]


[This is used as a guide to the process for doing case studies in small groups]


[A guide to mentoring recommended for students and mentors]

**B. Attendance**

According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade or withdraw from the class; this is at the discretion of the professor. For this course, attendance requirements include on-line time, mentor conferences, and designated field experiences. Attendance will be measured by attention to logging onto the Angel Learning System and completing the discussions and assignments.

**C. Assignments/Assessment of Student Learning**

**Field Education Principles**  Apply

1. Apply the principles of field study found in the text, *Ministry Greenhouse*, through their on line responses and Development Plans.

**Relational Skills**  Lead

2. Lead six small group meetings based on the “Leader’s Guide” found in the back of the text, *Walking the Small Group Tightrope*, and evaluate the experience with their Field Mentor and submit a written summary in the Development Plan.

**Ministry Competencies**  Assess

3. Assess their ministry competencies with their Field Mentor before, during, and after implementing each Development Plan and include a written evaluation in each Development Plan.

**Theological Reflection**  Demonstrate

4. Demonstrate their ability to engage in theological reflection as explained in the text, *Making Faith-Sense*, through their on line responses and through the case study written for their Portfolio Unit.

**Transformation**  Illustrate

5. In their Portfolio Unit, illustrate their personal transformation based on evaluations from both their field and academic Mentors and comments made by people in their ministry
D. Calculation of Grade

The MAPT Student’s grade for Field Study will be “IP” (In Process) for a calendar year. At that time the grade will be changed to a letter grade using the ATS “Calculation of Grade” based on the work turned in by the first day of the quarter in which the student started Field Study. The MAPT grade will be based on the following scale:

<table>
<thead>
<tr>
<th>IT 694 Field Study</th>
<th>%Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Study Introduction</td>
<td>05%</td>
</tr>
<tr>
<td>Lectures &amp; Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Reading &amp; Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>On-Line Responses</td>
<td>10%</td>
</tr>
<tr>
<td>4 Development Plan</td>
<td>40%</td>
</tr>
<tr>
<td>Field Study Portfolio Unit</td>
<td>10%</td>
</tr>
</tbody>
</table>

The MDIV Student’s grade for the class will be “IP” (In Process) until the student successfully completes the Graduation Interview. At that time the grade will be changed to a letter grade using the ATS “Calculation of Grade” and based on the following scale:

<table>
<thead>
<tr>
<th>IT 695 Field Study</th>
<th>%Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Study Introduction</td>
<td>05%</td>
</tr>
<tr>
<td>Lectures and Quizzes</td>
<td>05%</td>
</tr>
<tr>
<td>Reading &amp; Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>8 Development Plans</td>
<td>40%</td>
</tr>
<tr>
<td>On-Line Responses</td>
<td>05%</td>
</tr>
<tr>
<td>2 Field Study Portfolio Unit</td>
<td>10%</td>
</tr>
<tr>
<td>Capstone Retreat</td>
<td>05%</td>
</tr>
<tr>
<td>POE Mentor</td>
<td>05%</td>
</tr>
<tr>
<td>Senior Portfolio</td>
<td>05%</td>
</tr>
<tr>
<td>Senior Case Study</td>
<td>05%</td>
</tr>
<tr>
<td>Graduation Interview</td>
<td>05%</td>
</tr>
</tbody>
</table>

The MDIV Student’s grade will be reviewed annually by the first day of the quarter the student started Field Study, and a grade of “I” will be given if the student’s work is not up to date.

VI. COURSE SCHEDULE (there will be assignments, threaded discussions, and other required work posted on Angel during the time you are involved with Field Study.)

Field Study – Part I (MAPT/MDIV: Calendar year when the Field Study class is taken) 
*(All Field Study papers and reports should be filed through Angel.)*

**Quarter #1** (The quarter Field Study is taken)  
**PURPOSE:** Understanding what Field Study is about.

<table>
<thead>
<tr>
<th>Lectures &amp; Quizes on Angel</th>
<th>Reading the Texts</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1. The Best You             | Greenhouse - Chapters 1&2 | • Picture Posted  
|                             |                   | • 4C – Bio. Posted |
| 2. Partnerships in Ministry | Greenhouse – Chapter 3 & Appendix B Ministry - Chaps.14 | • Report on Hessed |
| 3. The Core of Field Study  | Greenhouse - Ch. 4& Appendix D Ministry - Ch. 15 | • 2 page reflection paper on how you see Field Study will help fulfill your goals in your Learning Covenant from IT 500 |
| 4. The Heart of Field Study | Ministry - Ch. 3 All of Making Faith-Sense | • Report on a 3 hour Personal Prayer Retreat |
| 5. Finishing Strong         | Greenhouse – 5, Epilogue, & Appendix C | • Turn in: Planning Page of the Group Dynamics Developmental Plan |
Quarter #2 (the quarter after the course is taken) **Purpose:** Complete a Developmental Plan

<table>
<thead>
<tr>
<th>Field Work</th>
<th>Reading the Texts</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Dynamics Develop. Plan: (A 6 weeks a Small Group project)</td>
<td>Tightrope</td>
<td>• Turn in: Evaluation Page of the Group Dynamics Developmental Plan</td>
</tr>
</tbody>
</table>

Quarter #3 The quarter after the group is done) **Purpose:** Assess, plan, and evaluate competencies

<table>
<thead>
<tr>
<th>Field Work</th>
<th>Reading the Texts</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work on 3 Developmental Plans</td>
<td>Preparing: Chaps. 1-10</td>
<td>• Turn in Planning page to start</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Turn in Evaluation page to end</td>
</tr>
</tbody>
</table>

Quarter #4 (The last quarter of Part 1) **Purpose:** Refine competencies and Reflect on year

<table>
<thead>
<tr>
<th>Field Work</th>
<th>Reading the Texts</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish 3 Developmental Plans</td>
<td>Preparing: Chaps. 11-17</td>
<td>• A total of 4 Developmental Plans (Planning &amp; Evaluation pages) turned in</td>
</tr>
<tr>
<td>Complete Field Study Portfolio Unit</td>
<td></td>
<td>• Field Study Portfolio Unit turned in</td>
</tr>
</tbody>
</table>

Field Study – Part II (MDIV: After Part I until Senior Year) **Purpose:** Assess, plan, and evaluate competencies

<table>
<thead>
<tr>
<th>Field Work</th>
<th>Reading the Texts</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work on 4 Developmental Plans</td>
<td></td>
<td>• Review “Seven-step Process for Case Study” on Angel</td>
</tr>
<tr>
<td>Complete 2nd Field Study Portfolio Unit</td>
<td></td>
<td>• Turn in Planning page to start</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Turn in Evaluation page to end</td>
</tr>
</tbody>
</table>

Field Study – Part III (MDIV: After 8 Developmental Plans & 80 course hours of credits- Senior year) **Purpose:** A final reflective assessment of the student’s training and education

<table>
<thead>
<tr>
<th>Field Work</th>
<th>Reading the Texts</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend: September Capstone Retreat Meet with Mentor</td>
<td></td>
<td>• Prepare for Graduation Interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Senior Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Senior Case Study</td>
</tr>
</tbody>
</table>

VIII. SEMINARY GUIDELINES

A. Ambassadors for Christ
As a part of the Ashland Theological Seminary and as Christian leaders in the communities we serve we are Ambassadors of Christ and thus hold ourselves to the highest Biblical standards of morality. Each person involved in the process of Field Education is expected to conduct his or her lives, publicly and privately, in a manner that will honor God. A person’s conduct should reflect the expectations of their denomination and meet the principles presented in the Seminary’s “Standards of Conduct.”

B. ATS Academic Integrity Policy
Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

C. Harassment–Free Work Environment
It is the policy of Ashland Theological Seminary that no member of this academic community may sexually harass another. Unwelcome sexual or sex-based behavior or harassing behavior directed at or
around a person because of his or her ethnicity, disability or age could create a hostile work environment, represents a failure in ethical behavior, and is not to be tolerated.

If you receive unwelcome behavior or sexual attention, you are encouraged (but not required) to tell the person that his or her behavior is unwelcome. Regardless of whether or not you spoke to the person, if that person does not stop, report the matter to the Director of Field Education, Director of Family Life Services, the Director of Student Life, the Academic Dean, the Seminary President, or any member of the Seminary Faculty.

D. Writing Assistance
If you need assistance with writing projects for your coursework, contact the ATS Writing Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic writing. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Writing Center can be reached at 419-289-5162 or by e-mail (atswc@ashland.edu).

E. Students with Disabilities
For students who have specific physical, psychiatric or learning disabilities and require accommodations, please let the professor know early in the quarter (preferably the first week) so that your learning needs can be appropriately met. In order to receive accommodations, documentation concerning your disability must be on file with Classroom Support Services, 105 Amstutz Hall, Ashland University, 419-289-5953. Please contact them with any questions you may have.

F. Confidentiality
The Seminary respects the confidential nature of the work of ministry. When sensitive matters do arise in the ministry setting, the mentor conferences, or group meetings, they should be handled in a confidential way that honors the individuals involved. If sensitive information is shared in classroom or during student discussions – intentionally or inadvertently- such information is to be treated with the highest standards of confidentiality by everyone involved.

G. ATS Grading Scale
The faculty has agreed to use the following parameters to ensure consistent grading policies. We are aware that this is a high standard to attain. **At ATS, learning and not grade point average should be the goal.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-97</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td>1.7</td>
</tr>
</tbody>
</table>

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.

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.

Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D+</td>
<td>71-73</td>
<td>1.3</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>1.0</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td>0.7</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>0.0</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

IX. SELECTED BIBLIOGRAPHY

Field Study Bibliography:

Ministry Related Bibliography:
X. REQUIRED FOR THE FIELD STUDY PORTFOLIO UNIT

The Field Study Portfolio Unit will consist of a set of evaluations of the program, a directed reflection paper on the four “C’s”, and a case study based upon the student’s experience. The forms to direct the writing of the portfolio will be published on Angel.

Format for the Four “Cs” Report
(Questions are based on The Learning Portfolio, by Zubizarreta 2004, p. 26-27)

After reviewing your Formation Covenant and your year of field experience, respond to one of the questions under each of the four Cs categories.

Core Identity: rooted in Christ, as the source from which life & ministry flow.
• What have I learned from my field experience about my relationship with Christ?
• What have I learned from my field experience that has helped me to ground my identity not in what I do but as a child of God?

Character: that reflects maturity in Christ.
• What ministry activity or emotional response most took me by surprise this past year?
• What was the most significant thing that happened to me this year that has shaped my character?

Calling: that is foundational for servant leadership in the church community and world.
• What were the highest (or lowest) emotional moments in my ministry activities during this past year?
• What ministry task did I respond to most easily during this past year?

Competency: in the disciplines and skills relevant to Christian ministry.
Practices a broad range of appropriate ministry skills – Case Study.

For the purposes of field Study, we are using the “NAME” structure found in Kinast’s text: Making Faith-Sense, and strengthening the process with the information and questions found in Hillman’s text: Ministry Greenhouse. The students will select one incident from their field experience during the current year and write a Case Study about it using the following format.

<table>
<thead>
<tr>
<th>NAME</th>
<th>TASK</th>
<th>PURPOSE</th>
<th>CASE #1 IT695</th>
<th>CASE #2 IT 696</th>
<th>CASE #3 IT 696</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narration</td>
<td>Background Description</td>
<td>Who, What, When, Where &amp; Where are You? ID one issue/question</td>
<td>1 page</td>
<td>1 page</td>
<td>1 page</td>
</tr>
<tr>
<td>Analysis</td>
<td>Biblical Message</td>
<td>Case #1-ID Story &amp; Apply Case #2-ID Passage &amp; Apply Case #3-Exegesis</td>
<td>1 page Biblical Story</td>
<td>1 page Biblical Passages</td>
<td>3 pages Biblical Exegeses</td>
</tr>
<tr>
<td>Christian Heritage</td>
<td>Theological/ Ethical Historical/Denominational</td>
<td>1 page</td>
<td>2 pages</td>
<td>1 page</td>
<td></td>
</tr>
<tr>
<td>Culture &amp; Experience</td>
<td>Ministry practices Local assumptions, social/political realities Spiritual Formation</td>
<td>2 pages</td>
<td>1 page</td>
<td>1 page</td>
<td></td>
</tr>
<tr>
<td>Meaning</td>
<td>Summation of Analysis</td>
<td>Significance of issue to: people/church/beliefs Theological reflection</td>
<td>1 page</td>
<td>1 page</td>
<td>1 page</td>
</tr>
<tr>
<td>Enactment</td>
<td>Application</td>
<td>What needs to be done? What remains unsettled? What have you learned?</td>
<td>1 page</td>
<td>1 page</td>
<td>1 page</td>
</tr>
<tr>
<td>Total Pages</td>
<td></td>
<td></td>
<td>5-7</td>
<td>5-7</td>
<td>5-8</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
<td>Field Mentor</td>
<td>Peer Group</td>
<td>Graduation Interview</td>
</tr>
</tbody>
</table>

By:
Assessment - By Field Mentor

Student: ___________________________  Date: ______________________

Mentor: ___________________________  Phone/email: ______________________

1. Give a brief description of how the mentoring of your student was carried out and, in your judgment, how invested in the process, he/she seemed to be.

2. Describe strengths and/or concerns within the specific area of study, which you have observed and shared with your student.

3. Identify qualities you see as strengths and/or concerns about your student, in the following areas (See the Field Education Manual for further details):
   - **Core Identity** rooted in Christ, as the source from which life and ministry flow.
   - **Character** that reflects maturity in Christ.
   - **Calling** That is foundational for servant leadership in the church, community, and world.

4. **Competency** in the disciplines and skills relevant to Christian ministry.

5. As you have experienced this Field Study program and worked with this student, what recommendations would you make to improve the Field Study program or the quality of the Seminary education?

Contact Information
Dr. Walter J. Kime, Ashland Theological Seminary, 910 Center St., Ashland, Ohio 44805
419-289-5978  wkime@ashland.edu
Evaluation of Field Mentor - By Student

Students Name:______________________________ Date:_________________
Mentor’s Name:______________________________ Degree: MAPT - MDIV

Evaluation of Your Field Mentor (Comments are optional)

1. How often did you have a mentor’s Conference with your field mentor?
   _____ Weekly  _____ By-weekly  _____ Monthly  _____ Other
   Comments:

2. How would you describe a typical mentoring Conference?
   _____ Friendly  _____ Adversarial  _____ Business-like  _____ Pastoral
   Comments:

3. How would you rate the value of your field mentor’s impact on your Christian walk?
   (Little) 1  2  3  4  5 (High)
   Comments:

4. How would you rate the value of your field mentor’s impact on your ministry development?
   (Little) 1  2  3  4  5 (High)
   Comments:

5. Give one example of what, when, where, and why you learned from your mentor this year.
   c)________________________________________________________________

6. List three strength of your field mentor as a mentor:
   a)________________________________________________________________
   b)________________________________________________________________
   c)________________________________________________________________

7. Would you recommend your mentor to another student? _____ Yes _____ No
   Comments:

8. Other comments:
Evaluation of the Field Study Program

Student: _______________________________ Date: ___________
Mentor: _______________________________ Degree: MAPT – MDIV

1. How would you rate the impact your field education experience has had on your ministry?
   ___Little ___ As Expected ___ Significant ___ Transforming

   Why?

2. To what degree has your academic course work this year impacted your thinking and practice of ministry?
   ___Little ___ As Expected ___ Significant ___ Transforming

   Why?

To what degree has your study in courses from the Practical Theology Department this year impacted your thinking and practice of ministry?
   ___Little ___ As Expected ___ Significant ___ Transforming

   Why?

3. How has your work in developing the Field Education Unit helped you assess:
   • Your walk with Christ ___Little ___ As Expected ___ Significant ___ Transforming
   • Your personal integrity ___Little ___ As Expected ___ Significant ___ Transforming
   • Your work in ministry ___Little ___ As Expected ___ Significant ___ Transforming
   • Your competency in service ___Little ___ As Expected ___ Significant ___ Transforming

4. Please rate the usefulness of the three textbooks for field education:
   (Circle One: #1 = little use; #6 = most useful)
   Hillman’s Text: Ministry Greenhouse 1 2 3 4 5 6
   Kinast’s Text: Making Faith-Sense 1 2 3 4 5 6
   Donahue’s Text: Walking the Small Group Tightrope 1 2 3 4 5 6

5. What have you learned this year about yourself as a learner

6. What difference has your learning made in your life and ministry?

7. What evidence do you have of your personal and ministry formation this year?
FREQUENTLY ASKED QUESTIONS (FAQ)

WHAT IS THE PROFILES OF MINISTRY?
(Reprinted with permission)

Assessing Your Personal and Professional Gifts for Ministry

The Association of Theological Schools (ATS), involved since 1918 in the improvement of graduate theological education in the United States and Canada, has a deep interest in developing materials to help individuals understand their progress as they prepare to meet the expectations of church ministry.

Principal among the materials developed by the Association has been the Readiness for Ministry Program, tested with twenty years of extensive use and currently offered in a revised and shorter form. Now titled Profiles of Ministry these materials are soundly grounded in empirical research and assess persons on thirty characteristics judged most important for the beginning minister by laity and clergy throughout the churches of North America.

What benefit will you receive from this program? It will provide a systematic overview of your personal and professional gifts for ministry. Like a mirror, it will reflect a profile of strengths on which ministry can be built, and it will highlight other areas in which you will plan to do additional work.

Students have found it useful in matching their interests and gifts with specific types of ministry. It can also be helpful in the selection of courses and field education placements.

The Instruments

How does the program work? Two instruments have been carefully developed to provide a portrait of your strengths and areas for growth: a Casebook and a structured Interview. The Casebook is both efficient and highly reliable. It is efficient because there is a host of information gathered in a relatively short period of time; reliable because individual scores are printed after ten or twelve responses have been given for a particular characteristic. The structured Interview, on the other hand, is both personal and open-ended. It is personal because someone associated with ministry will meet with you to read the interview script. It is particularly helpful for students to have an opportunity to talk freely about ministry as they begin their formal preparation.

Casebook. The Casebook presents case descriptions from actual situations in ministry. Following each description, you are asked to indicate your likely response to the situation, the objective or purpose you would have in mind, and the rationale or underlying theory supporting your approach. The variety of responses from which to choose was developed from the responses of hundreds of students, young clergy, and seminary professors across North America. The possible choices presented, then, as well as the cases themselves, reflect the real world.
Interview.
Complementing the Casebook is a structured Interview. A person selected by your program director will read a series of questions. The direction, structure, and length of the answers are left up to you. The interview will be tape recorded so that a trained coder can listen and interpret your answers.

The Profile
A printed profile will be prepared from your responses to these two instruments. The profile focuses on two major areas of ministry: Personal Characteristics of the minister and Perceptions of Ministry. Within the first area, traits are measured that focus on one’s personal commitment of faith, responsiveness to people, balance of responsibilities to family and ministry, and absence of negative personality characteristics. The second area, Perceptions of Ministry, examines the strength of an ecclesial ministry, a conversionist stance toward church participation, involvement in social justice, the role of the minister with the church, and the level of commitment toward building the community of faith.

The profile focuses, then on you and your style of ministry and on the kind of ministry you perceive as most important in the church. Both are central and challenging concerns to growth in your vocation.

Time
The Casebook will take approximately two to two-and-a-half hours to complete and the structured Interview, roughly thirty minutes. The interpretation of your profile will require you to prepare by reading the Interpretative Manual and between forty-five minutes and an hour for the significant dialogue and guidance that is available through the process.

Interpretation
What will be involved in the interpretation process? This varies with individual settings. You will receive both your individual profile and an Interpretative Manual. The manual has been prepared to lead you through a step-by-step process to understand the ministerial characteristics assessed and their implications for ministry. Most institutions provide an additional opportunity to discuss your profile with an individual counselor or in a small-group setting.

In Summary
Students need ways to test both the expectations of their vocation as well as their readiness for it. Profiles of Ministry is designed to help meet these needs with care in its research design and help for those who will interpret the profile with you. Significant contributions of the churches across North America, including clergy and lay persons, have given the assessment program its firm base in reality. We trust that you, too, will find the program helpful.
**How do You Choose a Ministry Setting and Field Mentor?**
(Based on Pyle & Seals, Chapter2, pp.19-32)

**Qualities of a good Ministry Site**
A good ministry setting can be a place of voluntary service or a compensated call. Ideally it would be within the denomination you plan to be credentialed or ordained with. Other factors you should consider are:
- Consider your Call
- Opportunity to develop leadership
- Opportunity to relate to others
- Opportunity to integrate ministry and learning
- Opportunity to observe

**Qualities of a Good Field Mentor**
Model (Trust & Respect)
Available (has time to meet with you)
Skilled
Experiential
Team Player
Open and Vulnerable

**Finding a Ministry Site and Field Mentor**
“Listed below are four basic suggestions regarding how you can take the initiative to find what you need.

**Ask!**
Talk to other persons who can provide perceptions and information.

**Interview!**
If you are considering a particular setting or supervisor, go and interview them.
Take the initiative.

**Plan!**
- List the competencies you need to develop
- Begin to compile a list of potential places and kinds of ministry you want to experience.
- Recognize that you have choices in this matter that will have potential long-term effects on your ministry.
- Do not leave choosing a ministry place and a supervisor to the last minute.

**Observe!**
Visit the ministry settings
Attend worship services
Experience firsthand the kind of ministry you are interested in
See how the potential Mentor related to the staff and volunteers” (pp. 30-31)
How Often Should I Meet with My Mentor?

Mentor conferences are to be a block of time alone with your mentor when the focus of the meeting is on your development as a person and a minister. It does not refer to chance meeting in the hall when the mentor asks, “How’s it going?”

The class material gives some guidelines to how often you could meet, but they are stated as “minimum” meetings. That means it should be no less than…. The expectation is that you will meet more often.

A good norm would be one hour a week, but that is to be negotiated with your mentor. For example, some find it more effective to meet for two hours, every other week. If you are focusing on writing your Developmental Plans, you may want to meet more often. You may be having an academically busy quarter, and decide to meet less often, and then make up for it during the summer.

As you plan your field work, you will need to anticipate such things as vacation time (both yours and your mentor’s), continuing education events, denominational responsibilities, and busy times in the church calendar.

You will want to discuss questions such as: Will you meet just during the ten weeks of a quarter, or will you meet during the break times? Will you meet just during the academic school year, or are you going to utilize the summers? Are there times when your Developmental Plan will demand a more concentrated effort (like leading a short term mission trip)?

Recommendation

I believe it is important to begin well. You are starting a new relationship with the person who is your mentor. Even if you have known each other for a while, and have worked together before, you are now beginning a new kind of relationship. The first few meetings will establish norms and expectations that will last throughout the experience.

Aiming at the minimum number of meetings with your Mentor, just will not make it. You will never really establish a sound new relationship. The norm may well develop that these meetings are not too important, or that not much is expected to happen. Remember, you aren’t just “jumping through hoops.” You are establishing a new relationship.

I recommend that you and your mentor agree to meet together bi-weekly for at least the first ten weeks. This will give you time to share the class information with him or her, develop a relationship and some norms, give the mentor a chance to get to know your experience level, your strengths and your weaknesses. Be sure to take time during these first ten meetings to:

- Share the information from the class. This is training and orientation for your mentor so they understand our vision, goals, and expectations. The better you train them, the better your experience will be.
• **Share your textbooks with them.** Again, this is part of the mentor’s training. It may open conversations about what both of you hope will happen during your time together. It could be used as a good source for periodical evaluation of your time together.

• **Share what you are learning in your classes.** This is a good place to share the ideas that you find exciting and the ones you find threatening. Discussing such concepts will also help both of you to get to know and trust each other.

• **Share with each other your personal and ministry concerns.** This is not to be “therapy” for either of you, but do take time to share as you are comfortable. You may want to agree on what would be acceptable to share during these times together.

• **Pray with and for each other.** Save time to pray at each meeting. Make it a norm.

### WHAT HAPPENS DURING A MENTOR CONFERENCE?

One writer in the field has defined the mentor conference as “The heart of Field Education.” (Pyle and Seals, p. 86) Your mentor is giving you a gift – a gift of time, energy, and wisdom. You should never waste her or his time by going unprepared. Be on time, have your “homework” done, and be prayed up. Praying regularly for your mentor and their ministry is a good thing to do.

“You will need to assume a proactive role in the (mentoring) relationship.” (Pyle and Seals, p. 87) You should go with a clear idea of what you want to deal with during the time together. It is most helpful to provide the mentor with written material a few days before the meeting so they may have time to study and pray over the issues. This might be a verbatim, a case study, videotape or recording, or a list of questions.

You and your mentor should agree on a regular time and place for your meetings. The church office is not always the best place to meet for a variety of reasons. Then, you both should consider it as a divine appointment and do all that you can to keep it. Your mentor has the right to give you assignments and tasks to do, and once you have agreed to the work, you are do it in a timely manner. It is a matter of your integrity. It is building trust and honesty in the relationship.

These meetings are to be focused on your personal and ministry growth and formation. It is a time to address issues like:

- Professional skills – How can I do it?
- Personal identity – Who am I?
- Vocational identity – Is this for me?
- Theological reflection – Where is God in all this?” (Pyle an Seals, p. 96)

Paul Stevens suggests that most conferences develop their own routine, but that four elements are usually present in a healthy process: Reconnecting, Developing an Agenda, Dealing with the Agenda, Closure. (Pyle and Seals, p. 96-97) I suggest the acronym **CARE**:
• **Connect**
I learned along time ago that the first issue everyone deals with when they go to a meeting is identity. The size of the group does not matter – 2 or 2,000. The first issue people must deal with is “Who am I in this group?” “Do I still fit in here?” “What are we really here for?”

This is usually a simple matter of “small talk”. “Hi, how are you: “How is the family?” “How is school going?” Small talk - but essential, and normally things are fine and we can proceed with the business at hand. But if a real concern surfaces, it is best to deal with it at this point. Otherwise, it will come up later, often in an inappropriate way, or as a silent “partner” to the entire meeting.

• **Agree**
Next you and your mentor should agree on an agenda. It may be a formal approval of a written agenda, or an informal checking on what needs to be accomplished during the time. This is a chance for both of you to bring up recent concerns and events. It is good to consider if the work can be done in the time allowed.

• **Reflect**
The bulk of the meeting would normally deal with the business at hand. Identifying, analyzing, reflecting, and resolving those concerns you agree to deal with.

• **End**
End well. Summarizes what has been said. Clarify future expectations. Encourage one another. Pray with and for one another. And leave. Few things will kill enthusiasm for getting together as fast as constant, prolonged, never ending good-bys.

What might be covered in mentor conferences? Of course there will be reports on how the work is going and problems that are arising. But there also needs to be time for theological reflection on the issues being discussed – especially as you begin to identify re-occurring themes. Remember, the focus of these meetings is not about the job, but the learner – their personal and ministry formation.

Pyle and Seals list 32 issues that may be a legitimate part of the mentor conferences. This is not meant to be an exhaustive list, but will give you an idea of the breadth and depth of the subject areas. (Pyle and Seals, pp.134-137)

1. Personal integrity  
2. Personal faith commitment  
3. Personal spiritual discipline  
4. Trustworthiness  
5. Honest and openness in relationships  
6. Flexibility  
7. Ability to relate with warmth and interest  
8. Sensitivity to the gifts of others  
9. Self-discipline  
10. Criticism  
11. Listening  
12. Decision-making skills  
13. Stress
14. Conflict
15. Anger
16. Self-awareness
17. Self-concept
18. Encouragement
19. Collegiality
20. Sensitivity to diversity
21. Personal care
22. Sense of humor
23. Authority
24. Sexuality
25. Leadership skills
26. Organizational skills
27. Caring skills
28. Worship leading skills
29. Teaching skills
30. Integration of theory and practice
31. Communication skills
32. Understanding of structures

Stevens concludes his chapter on “The Supervisory Conference” as follows:

The supervisory conference is a vital component of the supervisory experience. You and your supervisor must consider it important enough to faithfully schedule it into your weekly activities. Your openness to learning; your ability to relate effectively your ministry experiences, both oral and written form; the relationship developed with your supervisor in these conferences; and the skills of your supervisor in providing supervision are all integral elements in positive supervisory experiences. (Pyle and Seals, p.98)

**HOW DOES DENOMINATIONAL INVOLVEMENT RELATE TO FIELD STUDY?**

Part of the operating philosophy of this seminary is that, “Learners are encouraged to deepen their understanding of and involvement in their own denominational tradition.” (Philosophy of Theological Education– Seminary Catalog) While this is important in every phase of seminary education, it is a crucial part of field education. This is the time for a student to do four things.

1. **Explore and Examine**
   
   Some come to seminary with questions about what body they will be affiliated with and commissioned/ordained by. Most ordaining bodies have a lengthy process to accept and ordain people to ministry. Hopefully this question will be resolved early in the student’s seminary experience.

   Students are expected to examine their denominational background as a part of church history, and their denominational theology in the theology courses. In field education, they should make every effort to become acquainted with the operations of the denomination at the local, district, and national levels. If the ordaining body requires courses such as church polity and history, and they are not offered at Ashland Seminary,
the student needs to speak with the Academic Dean to consider how to fulfill these
denominational requirements.

2. **Know and Be Known**
Seeking to be ordained by a church body is an important process. It is much like courting
is to marriage. It is a time for the larger body to get to know you, and for you to get to
know them. Both you and the denomination or church will be making a deeply important
decision, and this is the time to be sure it is a good match.

It is also important to “network” with people in the organization. As a student at Ashland
Seminary, I appreciated the rich mixture of denominations. It was a great learning
opportunity. After I graduated, I noticed that those who went to their denominational
seminaries already had a network of friends across the nation and around the world. At
Ashland, we must be intentional in building those relationships with our future co-
workers.

3. **Stand and Serve**
Find out early where your group stands and what standards they will be expecting you
to fulfill. This is your first official service to the denomination – to know what is
expected and fulfill these obligations.

Some grow to resent what they see as “hoop jumping” through the process. But
remember, the committee and denomination has a sacred duty to test those who seek
ordination and leadership. Besides, it is one more way for them to get to know you, and
you to get to know them.

4. **Represent and Represented**
Get to know their character and passion, and let them see your integrity
and heart. Get involved. Serve on committees. Volunteer to help out. Be
proactive. Discover what they fight about. Learn where they disagree and see
how they resolve their issues. When you are approved, you will be taking on their
“name”, so to speak, and they have agreed to stand behind your service. Do they
represent what you stand for? Can you represent what they stand for?

How do you accomplish all of this? It takes time. Some of it will happen as you go
through the process of ordination. Some of it will not. You must be proactive. Show
interest in what they are doing. Attend regional meetings. Serve on committees of
interest to you. Attend a national meetings or events, if you can. And don’t just attend
the meetings, talk to people about what happened and why.

Be creative. I remember a student from a small denomination. He contacted
pastors from his denomination that lived in his area and promised to pray for
them. He prayed every week for each one as a part of his personal devotional time. And
he called each one at least once a quarter to check up on them and pray with them. What
impressed me was his attitude. He didn’t do this for political reasons, but out of real
concern for their ministry and spiritual well being. Get involved!

**WHAT IS A CROSS CULTURAL EXPERIENCE?**

The purpose of cross-cultural experiences for field education is to equip the student for serving
Christ in the multicultural society and world in which we live. A cross-cultural experience can
be defined as “work among peoples of a different culture, either within their own nation or abroad.” (Johnstone, P. *Operation World.* Zondervan publishing House, 1993. p.652)

In today’s context, the different culture may be on the other side of the world or in your own back yard. It may mean interacting with people groups different from your own, or it may mean working with people just like you – who live in a sub-culture different from yours.

Cross-cultural experience is an act of doing what God is doing. After all, we already know what God is working toward. “After this I looked, and behold, a great multitude which no one could number, from every nation, from all tribes and people and tongues, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands, and crying out with a loud voice, ‘Salvation belongs to our God who sits upon the throne, and the Lamb.’” (Revelation 7:9-10)

Normally cross-cultural experiences include events such as short-term mission trips, immersion tour, and volunteer work within another cultural group. It is difficult to put a set number of hours as a requirement for a legitimate experience. An intense weekend experience has a totally different impact on a person’s life than serving the same number of hours spread out over a period of months.

Examples of possible experience:

**Cross-Culture Experiences**  
Inner-city Ministries  
Church Short term Mission  
Appalachian Ministries  
Canadian/Mexican Ministries  
Overseas Ministries

**Sub-Culture Experiences**  
Hospitals or Police Ministries  
Military Ministries  
Homeless Shelters & Kitchens  
Salvation Army Ministries  
Serving in Ethnic Churches

**Alternative Choices:** Great Commission Week when offered for credit. Mission and Evangelism Courses such as MS 616, MS 613, MS 611, any MS elective.) Urban or oversees trips planned by the Seminary.

**Requirement of IT 695 Field Study Formation:**
It is a requirement of this course that at least one of the four Development Plans include a Cross Cultural element. With the Development Description in the Developmental Plan form there is a place to check “Yes” or “No” for including a Cross Cultural element. If “Yes,” then the “Description” should include a short statement of how it will be Cross Cultural. For Example:

- “At least fifty percent of my small group will intentionally be individuals from a culture different than my own.”
- *Or:* “The Worship team I am leading will visit four worship services from traditions different than our church and reflect on the differences we experience.”
- *Or:* “I will be working every Tuesday in the local soup kitchen, and will keep a journal of my experiences and insights.”
- *Or:* “I will be taking a short term mission trip this July with our denominational group. I will be meeting with Rev. Smith for two hours, once a week during the trip to process my experiences.”
- *Or:* “I will be taking the MS 616- Mission Anthropology and Communication course.
- *Or:* “I am going to volunteer to help with this year’s “Great Commission Week” and attend all the lectures.
WHAT IS THEOLOGICAL REFLECTION?

- George Hillman writes, “Experience without feedback and reflection is not education.” (Hillman 2008, p.92.)
- Robert Kinast tells us that theological reflection is “a step-by-step process to help you figure out where God is and what God is up to in your life, and to respond appropriately.” (Kinast 1999, p. ix)
- It “is the search for meaning when done in the light of faith.” (Pyle and Seals, p. 110)
- The most common model used for theological reflection is the “action-reflection” model developed by James and Evelyn Whitehead. The steps are:
  
  | Action:       | A ministry action taken which just did not seem right |
  | Reflection:   | Using the full resources of the Christian faith. |
  | Insight:      | What insights are gained from the reflection? |
  | Decision:     | What actions do I need to take? |
  | Action:       | What needs to be done in this situation or how will I handled a similar situation the next time? |

THE GOD HUNT


“What is a God Hunt? It’s any time when God works in or touches our daily world and we recognize it to be Him.” (p.8)

Jeremiah 29:13,14 invites us to play the (God Hunt) game, “and you will seek Me and find Me, when you search for me with all your heart. I will be found by you. (NKJ) (p.10)

“My actions reveal my theology. If I am going to be a person of integrity, I must be willing to look intentionally at my theology, as revealed by my actions, and examine what I believe.” (Pyle & Seals, p.112)

WHAT IS MAKING FAITH-SENSE – NAME

(Based on: *Making Faith-Sense*, by Robert Kinast, Robert)

“The heart of making faith-sense is to determine the spiritual meaning of the event you are reflecting on.” (Kinast 1999, p. 33)

“Making faith-sense means fitting one’s life into the pattern of faith values beliefs, and ideals that have been handed on from previous generations. However, ‘fitting in’ does not mean slavish conformity to the past or rationalizing your actions artificially. It means creating a personal, practical way of living, consistent with a faith view of life. This is not always easy” (Kinast 1999, p.3).
1. **Narration**
   “A factual narration is an account of events without any personal interpretation, i.e.: without saying what you think the events mean or why people acted as they did.”
   (Kinast 1999, p.22)

2. **Analyzing** [Kinast 1999: Analyze, p.28; Affirm, p.47; Adoption, p.60]
   “This is actually an extension of your factual description, except that now you examine the facts themselves to gain a clearer and more accurate understanding of them.” (Kinast 1999, p. 28).

3. **Meaning** [Conversion, p 74]
   “Occasionally you may have an experience which neither affirms what you already believe nor challenges you to adapt it, but seems to call for a really new understanding or practice of your faith. …The emphasis in experiences like this is not ‘yes but’… but more like ‘whereas now.’ The clearest example of this in the New Testament is the Sermon on the Mount. The formula Jesus uses there (Mat. 5:21-48) is: ‘You have heard it said… but I say to you.’” (Kinast 1999, pp. 60-61).

4. **Enactment** [Enacting, p.86]
   “In fact, you have not made faith-sense until you have turned your reflection into action. This is not just a requirement of the method presented in this book; it is an essential part of what it means to be a Christian. Christianity is first of all a way of life, not a philosophical or theoretical system of ideas. It should make sense intellectually, of course, but the purpose of making faith-sense is to live faith-fully. Nowhere in the New Testament is this connection stated more bluntly or unmistakably than in the letter to James (1:22) ‘Be doers of the word and not hearers only.’” (Kinast 1999, p. 75).
THINGS TO PONDER

In every field experience there are those times when one is brought to a place where they must stop and “ponder” things such as: What is happening?, Where is God in all of this?, or Where do I go from here? These pondering moments may surely be at the beginning, and will certainly show up during the course of doing ministry. Here are a few things for such a time.

WHAT HAS GOD CALLED ME TO DO?

“Don’t cherish exaggerated ideas of yourself or your importance. But try to have a sane estimate of your capabilities by the light of faith that God has given you all.”
(Romans 12:3, Philips)

List your top three Spiritual Gifts:
1. 
2. 
3. 

List the three or four ministry activities which you enjoy most and feel most effective in (i.e., Leadership, Teaching, Evangelism, Administration, Missions, etc.). List them in descending order.
1. 
2. 
3. 
4. 

In view of the above, and considering input from trusted others, describe what you believe God has called you to do.

What kind of team do you need to be more effective?

(Based on: George, Carl and Logan, Robert. How to Lead and Manage the Local Church. Fuller Evangelistic Association, 1988. p. 17)
SEVEN POINTS IN LIFE

Local Christian Business Person: Jim Hess; October 12, 2007
- There are no coincidences in life.
- Stay connected to God at all costs.
- Christian Community is good; but Christian Accountability is better.
- God always works in you before He works through you.
- Surrender is better than Control.
- Jesus will never be all you need, until Jesus is all you have.
- The intersection where Reflection and Action meet is where we grow.

GUIDING PRINCIPLES OF MINISTRY

Taken from Dr. Warren Wiersbe’s book: *Making Sense of the Ministry*

The Principles of Ministry
1. The Foundation of ministry is Character.
2. The Nature of ministry is Service/Servant hood.
3. The Motive is Love.
4. The Measure of ministry is Sacrifice.
5. The Authority of ministry is Submission.
6. The Purpose of ministry is the Glory of God.
7. The Tools of ministry are Prayer and The Word of God.
8. The Privilege of ministry is Personal Growth.
9. The Power of ministry is the Holy Spirit.
10. The Model for ministry is Jesus Christ.
# A Vision for Fruitful Ministry


Vision + Values + Skills + Resources + Strategy = Ministry

<table>
<thead>
<tr>
<th>Vision + Values + Skills + Resources + Strategy =</th>
<th>Confusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision + Values + Skills + Resources + Strategy =</td>
<td>Compromise</td>
</tr>
<tr>
<td>Vision + Values + ______ + Resources + Strategy =</td>
<td>Confidence Crisis</td>
</tr>
<tr>
<td>Vision + Values + Skills + ______ + Strategy =</td>
<td>Frustration</td>
</tr>
<tr>
<td>Vision + Values + Skills + Resources + ______ =</td>
<td>False Starts</td>
</tr>
</tbody>
</table>

********************************************************************************************************************************************************************************************************

## Types of Supervised Experiences

<table>
<thead>
<tr>
<th>Type</th>
<th>Focus</th>
<th>Content</th>
<th>Process</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>Emotional Health</td>
<td>Life Experiences</td>
<td>Psychic Dynamics</td>
<td>Personal Wholeness</td>
</tr>
<tr>
<td>Staff</td>
<td>Accomplish Task</td>
<td>Ministry Setting</td>
<td>Goals, &amp; Strategies</td>
<td>Effective Ministry</td>
</tr>
<tr>
<td>Teaching</td>
<td>Know Faith &amp; Practice</td>
<td>Understand Faith</td>
<td>Faith in Today’s Life</td>
<td>Faith for life &amp; Ministry</td>
</tr>
<tr>
<td>Spiritual Director</td>
<td>Struggles of Faith</td>
<td>One’s Faith Journey</td>
<td>Spiritual Discipline</td>
<td>Spiritual Growth</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Professional Ministry</td>
<td>Ministry Experience</td>
<td>Analysis of Ministry</td>
<td>Professional Competent</td>
</tr>
<tr>
<td>Collaboration at ATS</td>
<td>Personal &amp; Ministry Formation</td>
<td>Faith Journey &amp; Ministry Experience</td>
<td>Assessment &amp; Theo. Reflection</td>
<td>Spiritually &amp; Ministry Competent</td>
</tr>
</tbody>
</table>
For Field Mentors
Welcome!

North Central State College ran an advertisement in the Sunday Mansfield News Journal on September 7, 2008. It defined mentoring this way.

Mentors:
They nurture. They teach.
They encourage you to be your best.
Perhaps even do more than you thought possible.

That is a pretty good description of what we are looking for in the Field Mentoring involved in our Field Study program. It is just that simple. It is just that difficult.

First of all, let me thank you for your willingness to serve Ashland Theological Seminary and your denomination or affiliation. We pray that you will see this as an opportunity to raise-up a “Timothy” for the sake of the Kingdom. May God continue to bless you and your ministry.

Many seminaries select specific field sites, train local field mentors and assign students to those ministries. This system works well for residential schools representing primarily a single denomination. But Ashland Seminary serves commuter students from over seventy different denominations and affiliations, and covering an area primarily from West Virginia to Michigan and from Pennsylvania to Indiana. The majority of our students are already in ministry in a variety of ways, from volunteer ministry to full time senior pastor positions. It is hard to ask these folks to leave their ministry and carry out field study in some other context.

At Ashland we have designed our field study program so that the student chooses their field site and field mentor. While this makes training the mentors more difficult, it does have some distinct advantages. One large advantage is based on the fact that ministry involves relationships as does mentoring. We encourage students to choose mentors they already know and respect. This means that in this critical area – relationships – you and your student already know each other at some level. The two of you are not total strangers trying to start a relationship, and now have the opportunity to build it at a much deeper level.

It is important that you know that the student selected you. That means they have some level of respect for you and your ministry and are choosing to “sit at your feet,” so to speak, as they shape and mold their personal and ministry formation while engaged in seminary studies. They are in effect saying to you, “Nurture me. Teach me. Encourage me to be my best, and perhaps even do more than I thought possible.”

In having the students choose you, realize that they are choosing someone that they recognize has good ministry and relational skills, as well as spiritual maturity. They see you as one with the ability and wisdom to guide another on their journey. Much of the training given to mentors is aimed at developing such skills in the individual. In choosing you the student is saying they
already recognize this gifting in the work they see you do. The seminary’s task therefore is to encourage you to utilize all the gifts God has given you for this ministry of mentoring. Our job is to explain our expectations and provide the resources you need to be effective in this ministry.

Since each one of you are in different theological and ministry contexts, it is difficult for us to always anticipate the actual needs. Thus we are depending on you to help us by letting us know when you are dealing with a problem with the student, when our expectations are not clear, and when you have a need for more resources. That is why the Field Study Manual, Field Study forms, and other Field Study information are accessible through Ashland Seminary’s web site (www.ashland.edu/seminary), and we can always be reached at 419-289-5978 or wkime@ashland.edu or FieldStudy@ashland.edu. That is why we are also working with the Ashland University to establish “Angel” accounts which will allow us to maintain a quick and easy electronic dialogue with our mentors and students.

Be sure to look over the Field Study Manual on the Seminary web site. It will give you an overview of the program and the forms that are used to track the student’s progress. There is a differences in the program depending on the degree the student is pursuing. The MA (Master of Arts in Practical Theology) is basically structured as a two academic year program. The students have fewer hours of field work required and conclude their seminary experience with a senior seminar. The MDiv (Master of Divinity) is structured as a three academic year program. The students are required to be involved in more hours of field experience and take a Senior Capstone course to finish their field education requirement, including a “Graduation Interview.”

All of this is to say that we are pleased that you have chosen to partner with us in this work of equipping a person God has called into seminary training and into the Lord’s service. We respect the experience and wisdom you bring to this task and cherish the opportunity you have of introducing the student to the people and perspectives of your denomination or affiliation. Please feel free to contact me with any questions, problems, and/or joys you experience in this endeavor.

Grace and Peace to you,

Walt Kime

Associate Professor of Field Education
Ashland Theological Seminary
What is Field Study?

The focus at Ashland theological Seminary is expressed by our logo: Learn/Change. We are an academic institution with a core value of Academic Excellence. Yet, our other three core values are: Scripture, Spiritual Formation, and Community. Thus while we pursuing academics, we are vitally interested in the transformation of the student at both the personal and the ministry level of service. This focus is reflected in our stated purpose for field study:

**Theological Field Study**

*is the intentional use of ministry experience as a transforming opportunity aimed at personal and ministry formation.*

Field study is about theological education. It involves experience and is contextual in nature, but field study is a part of field education with the emphasis on education. It is not just about, “What did you experience in ministry?” At the core, field study is about, “What did you learn in ministry?” Ministry is about giving to others. By constantly focusing on the experience and how to construct a better experience results giving out and giving more – leading to the kind of burn-out which seems so prevalent in ministers today.

Focus on what is learned, and the giving suddenly leads to receiving, growing, and deeper transforming which energizes the minister transforms the ministry. Field study is a time to stretch into new areas of ministry. It is about integrating what is being taught in class and see what is effective for the student and what is not. Field study is a time to better the student’s best and establishing the parameters for their effectiveness in ministry.

Anyone doing ministry will learn something as they serve others. By stating that field study is intentional we mean being pro-active about ministry growth. We want the student to develop the ability to assess their ministry, identify areas – both strengths and weaknesses – where they can improve their ministry. Being intentional means learning to establish goals, strategy, and measurement, and holding yourself accountable for your actions. There will always be serendipities in ministry. Being intentional becomes transformational as intended learning dovetails with the surprising discoveries as we are going.

It is the Holy Spirit’s responsibility to bring conviction and gifting necessary for transformation. Our responsibly is to position ourselves to be open to God’s transformational actions. For some this happens in solicitude and meditation, for some it happens in the intensity of deep study, and for others in the midst of the daily fray.

Matthew ends his Gospel with Jesus uttering what we call the Great Commission – “Go and make disciples….” I understand that the word for “Go.” is actually a gerund and is more accurately translated, “Going.” Therefore the statement could read, “As you are going, make disciples.” This would surely fit in with the Old Testament motif of God’s people constantly on a journey. For field study this may be paraphrased, “As you are studying, ministering, being with family and strangers, be transformed.” And the mentor, as an experienced guide on the journey, with wisdom and strength, plays a crucial role on this journey with the student.

Finally, notice that the goal of field study is aimed at personal as well as ministry formation. We are interested in the student gaining a rich mixture of ministry experiences. But, we are equally interested in the personal formation of the student in Christ. With all the pressures associated
with studying in seminary; holding down a job, caring for family, and serving in ministry, students can become overwhelmed. Students often tell us that they felt closer to God before coming to seminary than they do at the end of their studies.

This is not acceptable. Therefore an important part of the mentoring process is to stand watch over their personal formation. Help them process what they are learning in class. Keep an eye on their devotional and family life. Cover them with your prayers. Share with them what you have gleaned from your years in ministry, and share with them what has been helpful as you have faces the challenges and frustrations of ministry.

Below is a chart illustrating the different types of supervised experiences. It is a slightly rephrased revision of a chart used in a seminary in Boston. The expectations and process of field mentoring or supervision has changed over the years to meet the needs of the times. Many of us who have been in ministry for a while probably had our field experience under the more corporate model of supervision identified in the chart as “Supervisor Type” with its goal of professional competency.

### Types of Supervised Experiences

<table>
<thead>
<tr>
<th>Type</th>
<th>Focus</th>
<th>Content</th>
<th>Process</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>Emotional Health</td>
<td>Life Experiences</td>
<td>Psychic Dynamics</td>
<td>Personal Wholeness</td>
</tr>
<tr>
<td>Staff</td>
<td>Accomplish Task</td>
<td>Ministry Setting</td>
<td>Goals, &amp; Strategies</td>
<td>Effective Ministry</td>
</tr>
<tr>
<td>Teaching</td>
<td>Know Faith &amp; Practice</td>
<td>Understand Faith</td>
<td>Faith in Today’s Life</td>
<td>Faith for life &amp; Ministry</td>
</tr>
<tr>
<td>Spiritual Director</td>
<td>Struggles of Faith</td>
<td>One’s Faith Journey</td>
<td>Spiritual Discipline</td>
<td>Spiritual Growth</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Professional Ministry</td>
<td>Ministry Experience</td>
<td>Analysis of Ministry</td>
<td>Professional Competent</td>
</tr>
<tr>
<td>Collaboration at Ashland</td>
<td>Personal &amp; Ministry Formation</td>
<td>Faith Journey &amp; Ministry Experience</td>
<td>Assessment &amp; Theological Reflection</td>
<td>Spiritually &amp; Ministry Competent</td>
</tr>
</tbody>
</table>

The fact of the matter is that we who mentor our “Timothy’s” will find ourselves from time to time, engaged in each of the types of supervision described in the chart. But, our aim for the program is that most of your time mentoring your student would be in the last type – Collaboration. The mentor conferences need to focus on their ministry competences, and there should be time to focus on who they are as people and how they are growing in their spiritual life.
If you find that you are spending much of your time in one of the other types, such as counseling or teaching or as a spiritual director. Contact us. The seminary provides many kinds of counseling for students with trained and certified personal.

Developmental Plan
A major piece in field study work centers on designing and implementing Developmental Plans. Eight Developmental Plan forms are listed in this Manual under the section 04 –Developmental Plan Forms. For this course, all students are to complete the “Developmental Plan – Group Dynamics” during the quarter the course is taken. All students are then to select and complete three additional Developmental Plans during the following calendar year.

Developmental Area
Developmental Areas represent eight areas of ministry competencies developed by the Seminary’s Department of Practical Theology: Personal; Leadership Skills; Pastoral Skills; Communication; Evangelism/Mission; Spiritual Formation/Education/Discipleship; Worship Leading; and Group Dynamics. The Developmental Areas should be selected in consultation with their Field Mentor and be related to their need for growth and their area of study or concentrations. The Developmental Plan forms are found on pages 15 through 32 in this manual.

Developmental Focus
Developmental Foci are listed under each Developmental Area. These lists were also developed by the Department of Practical Theology and students are to check one focus that best represents the focal point of this specific Developmental Plan. For example, The Personal Developmental Area lists the following Developmental focus:

___ self-awareness & reflection  ___ spiritual formation & vitality  ___ life long learning
___ self-care  ___ spiritual gift development  ___ healthy family life
___ healthy collegial life  ___ commitment to & involvement in Christian community
___ cultural relevance in ministry  ___ development & implementation of a philosophy of ministry
___ Other: ___________________________________________________

Developmental Description
As the student focuses in on their area and focus for growth, they need to briefly describe what they intend to do in the field of ministry to develop competencies in this area. It should be concise enough that the student, the Mentor, and the director clearly understand what the student is doing and how they intend to grow.

Rational for Choosing…
The student is to briefly describe why they are choosing this area of development, including both personal reasons and reasons related to their context of ministry: why it is important to their growth, and why it is important to the people they are serving. Appendix B & C of the textbook, Ministry Greenhouse, may be helpful at this point.

Kind of Learning
In class we discussed five different kinds of learning described by Malcolm S. Knowles in his book The Modern Practice of Adult Education. To help the student to focus on the goals, strategies, and measurements for their plan, we are asking them to identify the two highest
priorities for learning needed both for those ministered to and for the student’s learning. Briefly, the five kinds are:

- Knowledge  
  (new information)
- Understanding  
  (new application)
- Skills  
  (new ways of performing)
- Attitudes  
  (new feelings gained through success)
- Values  
  (new priorities of belief)

**Goals/Strategy/Measurement**

This section is where the student is to get specific about what they are going to do, why they are doing it, and how all of us will know that they accomplished what they set out to do. This process is described in detail in the textbook, *Ministry Greenhouse*, and the author gives several examples in Appendix D. Just to illustrate for you what we are seeking, I have paraphrased an example for Outcomes for those ministered to, and for the Outcomes for the student’s Learning.

**Desired top two Outcomes for those ministered to:** (Based on examples in Appendix D of *Ministry Greenhouse*, p.140.)

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGY</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To show more tangible signs of love to my spouse</td>
<td>To spend more quality time with my spouse on a weekly basis</td>
<td>Have weekly “date night” with just my spouse on Friday nights.</td>
</tr>
</tbody>
</table>

**Desired top two outcomes for student’s learning:** (Based on examples in Appendix D of *Ministry Greenhouse*, p.146.)

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGY</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve my small group facilitation skills</td>
<td>Lead a small group for six weeks</td>
<td>Evaluate small group weekly with my Field Mentor</td>
</tr>
</tbody>
</table>

**EVALUATIONS**

The second part of the Developmental Plan deals with evaluating the field experience once it is accomplished. The student is to document by dating a minimum of three Mentor Conferences the two of you have had concerning this specific Plan.

Then we are asking you, the mentor, to evaluate the field experience in the following areas: Evaluation of Execution, Areas of Strength, Suggestions for further development, and any other comments you may wish to share.

The student is asked to write a self evaluation of this specific work. One of our goals is to help the student to develop their abilities to objectively, and with a healthy balance, evaluate their own performance.

Both the student and the Mentor are then asked to sign the document before the student turns in the Developmental Plan. This is a process of checks and balances to assure that the work was accomplished. But, just as importantly it is an opportunity for the two of you to talk about what happened and openly discuss each other’s evaluations. It is a helpful way to bring closer to one focus and transition into the next.
Book Resources
Students are required to study three texts for field study. They should be sharing these texts with you which may provide fruitful discussions during your mentoring sessions. It may be a good idea to borrow your student’s copy so you can read for yourself.

  [A basic text for doing field education with lots of practical suggestions and helps]

  This is a good resource for an overview of what we are expecting in our field study experiences. The terminology is different in places (for example we call it field study instead of internships), but the basic concepts are solid. The Appendix contains several helpful sections such as lists of ministry competencies, and example goals, strategy, and measurements.

  [Will provide the model for in depth theological reflection and Case Studies]

  Kinast’s little book presents in a simply way the basic format that we are using for theological reflection and case studies in the field study classes. We offer it because of the process described in the book. It uses the acronym “NAME” for the process of theological reflection. You may find a brief description of the acronym in the field study manual under the FAQ section. The book presents a much deeper approach, but the outline may be helpful.

  [The text for the Group Dynamics emphasis and the curriculum for the Small Group]

  The students first Developmental Plan will focus on group dynamics. The purpose of the small group assignment is to learn the process we are using for the Developmental Plans, while giving them time to arrange for their field site and field mentor. The purpose is also to help the students examine their personal relational skills. This level of learning often happens best in the mentoring conference. This book is chosen because it offers information about groups for those who are novices or experienced in leading groups. It also presents material for the six meetings of the assignment.

  [A more detailed text for doing Field Study with practical suggestions and helps]
What Do I Need to know?

About the Act of Mentoring:
- A Field Mentor normally is expected to serve the same student as long as they are in the field study program. We asking mentors to commit to one year at a time to provide consistency for the student. For MAPT students that would be the length of their time in field study. For MDIV students it would be for three years or more, depending on the speed at which the student is working toward graduation. We realize circumstances change and adjustments can be made if needed.

- Technically, the service agreement is approved for each developmental plan and may be renewed as needed. This means that regularly the mentor, the student, or the seminary may choose to renew the agreement or not for a variety of reasons.

- A field mentor is expected to meet with the student on a regular basis. The time, place, nature, frequency and length of the meeting is to be negotiated between the Mentor and the student and reported to the director by the student. We find that those who meet about every two weeks have more opportunity to develop a strong relationship.

- The purpose of the conference is not just to check on how the work is going and if the job is getting done – although that should be included in the meeting. This is not a staff meeting. This is to be a one-on-one meeting which is focus on the student’s personal and ministry formation. Bobb Biehl, in his book, *Mentoring*, points out the two key questions a good mentor asks are, “What are your Priorities?” and “How Can I Help?” (Biehl,B. *Mentoring*, 1996, p.24)

About Theological Reflection
- An essential are of Field study is for the students to develop their skills in theological reflection. There should some element of theological reflection in every mentoring conference as the two of you reflect on their ministry experiences.

- As a guide, we are using the process described in the textbook, *Making Faith-Sense*. We encourage the student to loan you their copy to read for yourself. The following is a brief overview of the process that is built on the acronym: NAME.

  “The heart of making faith-sense is to determine the spiritual meaning of the event you are reflecting on.” (Kinast 1999, p. 33)

“Making faith-sense means fitting one’s life into the pattern of faith values, beliefs, and ideals that have been handed on from previous generations. However, ‘fitting in’ does not mean slavish conformity to the past or rationalizing your actions artificially. It means creating a personal, practical way of living, consistent with a faith view of life. This is not always easy.” (Kinast 1999, p.3)

Narration
“An factual narration is an account of events without any personal interpretation, i.e., without saying what you think the events mean or why people acted as they did.” (Kinast 1999, p.22)

Analyzing  [Kinast 1999: Analyze, p.28; Affirm, p.47; Adoption, p.60]
“This is actually an extension of your factual description, except that now you examine the facts themselves to gain a clearer and more accurate understanding of them.” (Kinast 1999, p. 28)
Meaning [Conversion, p 74]
“Occasionally you may have an experience which neither affirms what you already believe nor challenges you to adapt it, but seems to call for a really new understanding or practice of your faith. …The emphasis in experiences like this is not ‘yes but’… but more like ‘whereas now.’ The clearest example of this in the New Testament is the Sermon on the Mount. The formula Jesus uses there (Mat. 5:21-48) is: ‘You have heard it said… but I say to you.’” (Kinast 1999, pp. 60-61)

Enactment [Enacting, p.86]
“In fact, you have not made faith-sense until you have turned your reflection into action. This is not just a requirement of the method presented in this book; it is an essential part of what it means to be a Christian. Christianity is first of all a way of life, not a philosophical or theoretical system of ideas. It should make sense intellectually, of course, but the purpose of making faith-sense is to live faith-fully. Nowhere in the New Testament is this connection stated more bluntly or unmistakably than in the letter to James (1:22) ‘Be doers of the word and not hearers only’ (Kinast 1999, p. 75).

- We suggest to students that it would be a good practice to write an “Narration” for their mentor at least once a month, give it to their mentor a few days ahead of time and be prepared process it during the next conference. You and your student may decide for yourselves how best to proceed in this area. The student is expected to write up a formal case study of an incident in their ministry at the conclusion of this class. The structure of the case study is based on the NAME mode of reflection

Assignments
As a Field Mentor you may give assignments to your student. Please keep in mind that most students are busy with seminary work, ministry work, family, and often employment. The textbook, Ministry Greenhouse, does a nice job of covering the role of the mentor/student relationship in chapter 3. “What are the Ingredients for a Healthy Internship?” It could be helpful for the student and mentor to review this chapter as they begin to meet together. It points out three “essential ingredients: 1. A Proactive Intern; 2. A Caring Mentor; and 3. A Beneficial Internship Site” (pp.37-38)

- The student needs to experience a wide variety of ministry experiences, but they are also to be servant leaders. We find it best if the ministry task load of the student is clearly negotiated between the Mentor and the student.
- It is appropriate, but not required, to give assignment such as reading in related areas, writing case studies or verbatim, keeping specific time logs, video-taping teaching or sermon presentations, attending denominational meetings, etc. as you see helpful to the students growth and transformation.
- Be creative in helping the student gain a wide variety of ministry experience.
- An important role of the mentor is to expose the student to denominational or association people, programs, traditions, and beginning the networking process.
- Help them to examine their gifts and calling as it applies to the context of your ministry tradition.
What is expected of a Field Mentor?

- Meet with the student on a regular basis.
- Help the student assess their areas of competencies in their personal and ministry formation, exposing the student to denominational and cross cultural experiences as possible.
- Evaluate the student’s execution of their Developmental Plans. The student’s grade is based on what they learn from their field experience – not on how well it “worked.” Therefore an honest evaluation is seen as an opportunity to learn and grow – not a mark against the student.
- Write an annual assessment of the student fitness for ministry. The form is available online in the field study manual on the ATS website.
- Mentors of MDIV students will be expected to participate on the panel of the Graduation Interview for their student. This will be explained later as the student takes the capstone course their last year at the Seminary.
- Contact the Director of Field Education if there significant challenges or praises to be shared.

**Director of Field Education**
Ashland Theological Seminary
910 Center St., Ashland, Ohio 44805

**Field Study Assistant**

**Dr. Walter J. Kime**
(O) 419-289-5978
wkime@ashland.edu

**Jean Coleman**
jcoleman@ashland.edu

Remember – “Mentors: They nurture. They teach. They encourage you to be your best. Perhaps even do more than you thought possible.”

“Fan Into Flame The Gift Of God”
(II Timothy 1:6, NIV)