

FLD 6603 DL FIELD STUDY 3
ASHLAND THEOLOGICAL SEMINARY
Summer 2020 May 11 – Aug 27
Online Course
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NOTICE:

This course requires a one-on-one meeting with the Director of Field Education.

Students may meet in person, by computer or by phone.

Please contact the professor to set up an appointment immediately.

See Assignment in III. C. 1, below.

Distance Learning Statement

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

I. Course Description

Field Education Courses

All students in the MAPCC, MAPT, MASF and MDiv degree programs are required to take Field Study courses. Students in MAPCC, MAPT and MASF will take 4 semesters (3 credit hours total); and MDiv students will take 6 semesters (4 credit hours total). Students in the MABCS degree program may choose to complete a BCS Internship in place of Field Study. Students in the MAC (Chaplaincy) program fulfill requirements through CPE Units and do *not* take Field Study. Each semester course of Field Study will require online class work along with a designated number of hours of field work in a ministry setting. Total hours of field ministry required for MAPCC, MAPT and MASF students is 250; total hours required for MDiv students is 400. All Field Study courses are offered fall and spring semesters; Field Study 2, 3, 4, and 5 are also offered summer session.

FLD 6603 Field Study 3 – Online ½ credit hour

Required for MDiv, MAPCC, MAPT, and MASF students. 75 hours of field ministry required.

Students will continue to develop in their chosen ministry as they work at their Field Site with their Field Mentor. After completing FLD 6603 Field Study 3, MAPCC, MAPT and MASF students may register for FLD 6610 Field Study Capstone.

Prerequisite: FLD 6602

Further Description

This course focuses on the holistic development of the student. It encourages the integration of academic learning with the practice of ministry, while under the direct supervision of a Field Mentor. **Field Study students are to have a *Field Site* where they can complete the required hours of practical ministry each semester, and a *Field Mentor* to supervise their experience.** Most students will continue at the same site and with the same mentor as they had for FLD 6601 and 6602. If you need help locating a Field Study Site please contact the Field Ed office immediately. If you are thinking of doing your Field Study in a non-traditional (non-church) setting, please contact the Field Education office.

II. Student Learning Outcomes

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

Student Learning Outcomes for Corpus of Field Study Courses

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

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

III. Course Requirements

A. Textbooks and Other Materials

Required (new for FLD 6603):

Elmer, Duane. *Cross-Cultural Connections: Stepping Out and Fitting in Around the World*. Downers Grove, IL: InterVarsity Press, 2002. ISBN: 0-8308-2309-3

B. Attendance

According to the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor. For this *Online* course, attendance includes time online, meetings with your Field Mentor, reporting ministry hours in your *Hours Log(s)*, and participating in online group forums.

C. Assignments/Assessment of Student Learning

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

Submitting Assignments for an Online Blackboard Course:

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

Grading Rubrics

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

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

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

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

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

See *Course Schedule* for due date.

2. 75 Hours of Ministry Practice (60% of grade)

Students must complete 75 hours of service in ministry by the end of the semester. Students currently serving in ministry may continue to do so if their current position fulfills the requirements for a Field Site (most do). The main focus of the 75 hours of ministry in FLD 6603 will be the completion of a Cross-Cultural Encounter Project. Instructions for Field Study are available on Blackboard. Questions may be discussed in the student's meeting with the Field Education Director.

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

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

All forms needed for Field Study are available on Blackboard.

3. Online Reflection Groups (20% of grade)

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

Weekly Rhythm for Posting:

- a) Prompt is activated **Monday before noon.**
- b) Students read prompt and make *first post* by **midnight Tuesday.**

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

Further instruction and information regarding online Reflection Groups is available on Blackboard.

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

Students will complete a *Cultural Awareness Self-Assessment* to generate thought regarding their awareness of cultural differences. This assessment will provide students with information to share and process in the Reflection Group forums, as well as help them design their Cross-Cultural Encounter Project. Detailed instructions for this assessment are available on Blackboard.

See the *Course Schedule* for due date.

5. Cross-Cultural Encounter Project (20% of grade)

Students must plan for and complete a ***Cross-Cultural Encounter Project***. This requires that a minimum of 15 hours of their 75 hours include participating in activities which bring them in close personal interaction with people whose culture is different from the student's. The time may be spent in a block of time (as in a short-term mission trip) or in smaller increments (as in helping with a church of another culture, or regularly meeting with international students). Students are responsible to determine their own culture and what constitutes a different culture. Students are encouraged to seek opportunities to encounter cultures, ethnicities, and views as different as possible from their own. Some examples include: short-term mission trips to other U.S. cultures (inner-city, rural, Appalachian region, etc.), helping with an international church, or helping international students learn English (such as with *International Friendships* in Columbus). Other options include mission trips to other countries. (If you lead such a trip as part of your Field Study you could accomplish both requirements in one event!) Further instructions are available on Blackboard.

The *Cross-Cultural Encounter Project* is to be completed in three steps:

- a. ***Cultural Encounter Proposal*** Students are required to submit a *Cultural Encounter Proposal* at least two weeks prior to starting their project. The *CCE Proposal* will describe when, where and how the project will be done, along with descriptions of the cultures being crossed and a rationale for the project. Students will be notified of approval after their *CCE Proposal* is submitted. Submit either electronically or hard copy to Field Education Office.
Due two weeks before the start of their *Cross-Cultural Encounter Project*, but no later than the due date in the *Course Schedule*.
- b. Complete the ***Cross-Cultural Encounter Project*** as approved in your *CCE Proposal*.
- c. ***Cultural Encounter Reflection*** Upon completion of their *Cross-Cultural Encounter Project* students must submit a *Cultural Encounter Reflection*, which is a set of questions guiding them to think about and learn from their interaction with those of a different culture. The guide for the *Cultural Encounter Reflection* is available on Blackboard.
Submit either electronically or hard copy to Field Education Office upon completion, no later than the due date in the *Course Schedule*.

Detailed instructions and guidelines for the *Cross-Cultural Encounter Project* are available on Blackboard.
See *Course Schedule* for due dates.

6. Cross-Cultural Worship Visit (graded through Reflection Group forums)

Students will arrange to attend a religious service for a tradition, culture or religion different from their own. The degree of difference can be determined by the student, but should stretch the student beyond their comfort level, and expose them to practices, values and beliefs that are unfamiliar to the student. Possible differences may include, race, ethnicity, denomination or affiliation, worship style, theological emphases, or religion itself. That is, students may choose to attend a non-Christian religious service if they wish. Students are asked to respect those whom they visit and thank them for the opportunity to attend. Complete instructions are available on Blackboard.

See *Course Schedule* for due date.

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

A *Spiritual Mentor* differs from a Field Mentor. Your Field Mentor fills the role required to supervise and support you through your ministry experience in Field Study. At times that role may include mentoring you spiritually, but it is not a Field Mentor's primary responsibility. It is strongly suggested that you find a *Spiritual Mentor* to meet with *in addition* to your Field Mentor. A *Spiritual Mentor's* purpose is to help keep your mind, body, and spirit closely connected to Jesus Christ, to help you balance the demands of family, studies, and ministry, and to walk with you as you do it. In order to receive extra credit for having a Spiritual Mentor you must meet with them at least once per month, but you may meet more often if you both agree to do so. You may meet by phone, Skype, or in person. If you would like a list of pastors who have been trained as Spiritual Mentors, and are waiting for an Ashland Theological Seminary student to contact them to be their Spiritual Mentor, contact the Field Education Office and request our list.

To receive extra credit for meeting with your Spiritual Mentor, submit a 1-2 page reflection recording your Spiritual Mentor's name, their contact information, the dates you met, and the benefits you received from meeting with your Spiritual Mentor this semester. Points will be awarded based on number of meetings and quality of reflection.
See Course Schedule for due date.

D. Calculation of Grade and Connection of Learning Outcomes

<i>Graded Assignment</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
Field Study Hours Log	6	20%
Student Progress Report	6	20%
Field Mentor Evaluation	6	20%
Reflection Groups	2, 3, 4	20%
Cross-Cultural Encounter	3	20%
Meetings with Spiritual Mentor	2	(5% extra credit)

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

IV. Course Schedule

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

Week	Activities & Assignments	Assignment Due Dates
1 May 11-15	Complete online forums as per Weekly Rhythm Review materials under "Course Resources:" Field Study Foundations, Field Study Information, Online Learning Success, Reflection Groups and Spiritual Mentors (as needed) Read <i>Introduction to FLD 6603</i> Material View "FLD 6603 Introduction" Video Re-establish or continue working on your Field Study Submit new FS Application if needed (no later 5/29) Meet with the Field Education Director (by 5/29) Set up Spiritual Mentor meetings (extra credit)	RG Forum Ice Breaker Meet with Field Education Director by 5/29
2 May 18-22	Complete online forums as per Weekly Rhythm Continue working on your Field Study View "Cross-Cultural Awareness Self-Assessment" Video Complete <i>Cultural Awareness Self-Assessment</i> (by 5/25)	RG Forum on Sharing About Your Own Culture Meet with Field Education Director by 5/29

<p>3 May 25-29</p>	<p>Complete online forums as per Weekly Rhythm Continue working on your Field Study Read <i>Cross-Cultural Encounter Project</i> Material View "Cross-Cultural Encounter Project" Video Meeting with Field Ed Director is due Submit new FS Application (if needed) Notify the Field Ed office if you will have a Spiritual Mentor</p>	<p>RG Forum on Cultural Awareness Self- Assessment Meeting with Field Ed Dir – 5/29 New FS App (if needed) – 5/29</p>
<p>4 June 1-5</p>	<p>Complete online forums as per Weekly Rhythm Continue working on your Field Study Read <i>Cross-Cultural Worship Visit</i> Material View "Cross-Cultural Worship Visit" Video Arrange for your <i>Cross-Cultural Worship Visit (by 8/3)</i> Read <i>CC Connections</i> – Section 1, p. 13-32 for next week Discuss ideas for <i>CCE Project</i> with Field Mentor</p>	<p>RG Forum on Sharing Ideas for Your CCE Project</p>
<p>5 June 8-12</p>	<p>Complete online forums as per Weekly Rhythm Continue working on your Field Study Read <i>CC Connections</i> – Section 2, p. 35-83 for next week <i>Cross-Cultural Encounter Proposal</i> is due</p>	<p>RG Forum on CC Connections, pages 13-32 CCE Proposal – no later than 6/12</p>
<p>6 June 15-19</p>	<p>Complete online forums as per Weekly Rhythm Continue working on your Field Study Begin your approved <i>CCE Project</i> Read <i>CC Connections</i> – Section 3, p. 87-114 for next week</p>	<p>RG Forum on CC Connections, pages 35-86</p>
<p>7 June 22-26</p>	<p>Complete online forums as per Weekly Rhythm Continue working on your Field Study Read <i>CC Connections</i> – Section 4, p. 117-190 for next week Begin your approved <i>CCE Project</i></p>	<p>RG Forum on CC Connections, pages 87-114</p>
<p>8 June 29- July 3</p>	<p>Complete online forums as per Weekly Rhythm Continue working on your Field Study Continue working on your <i>CCE Project</i> Complete your <i>CC Worship Visit</i></p>	<p>RG Forum on CC Connections, pages 117-190</p>
<p>9 July 6-10</p>	<p>Complete online forums as per Weekly Rhythm Continue working on your Field Study Continue working on your <i>CCE Project</i> Complete your <i>CC Worship Visit</i></p>	<p>RG Forum on Who Is Your Neighbor?</p>
<p>10 July 13-17</p>	<p>Complete online forums as per Weekly Rhythm Continue working on your Field Study Continue working on your <i>CCE Project</i> Complete your <i>CC Worship Visit</i></p>	<p>RG Forum on CCE Progress</p>
<p>11 July 20-24</p>	<p>Complete online forums as per Weekly Rhythm Continue working on your Field Study Continue working on your <i>CCE Project</i> Complete the <i>CC Worship Visit</i></p>	<p>RG Forum on Melting Pot or Tossed Salad?</p>
<p>12 July 27-31</p>	<p>Complete online forums as per Weekly Rhythm Continue working on your Field Study Continue working on your <i>CCE Project</i> Complete the <i>CC Worship Visit (by 8/3)</i> Complete the <i>CCE Reflection (due 8/7)</i> Send your Field Mentor the <i>Evaluation</i> to complete (due 8/12)</p>	<p>RG Forum on The Church in Culture</p>
<p>13 Aug 3-7</p>	<p>Complete online forums as per Weekly Rhythm Continue working on your Field Study <i>CC Worship Visit</i> is due <i>CCE Reflection</i> is due Gather and complete all Field Study documents</p>	<p>RG Forum on Cross-Cultural Worship Visit CCE Reflection – 8/7</p>
<p>14 Aug 10-14</p>	<p>Complete online forums as per Weekly Rhythm Submit all documentation for Field Study: Hours Log, Student Progress Report & Field Mentor Evaluation. Spiritual Mentor Reflection (extra credit)</p>	<p>RG Forum on CCE Project Submit All Documents – 8/12</p>

15 Aug 17-21	Complete online forums as per Weekly Rhythm (no Final Reflection required)	RG forum on Recapping the Semester
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The following is a list of Assignments in the order of Due Date:

Assignment	Due Date
Reflection Group Online Forums	See <i>Weekly Rhythm</i> on Blackboard
<i>Cultural Awareness Self-Assessment</i>	Reflection Group Monday 5/25
Meeting with Field Education Director	ASAP; no later than 5/29
<i>CC Connections, pages 13-32</i>	Reflection Group Monday 6/8
<i>Cross-Cultural Encounter Proposal</i>	No later than Friday 6/12
<i>CC Connections, pages 35-86</i>	Reflection Group Monday 6/15
<i>CC Connections, pages 87-114</i>	Reflection Group Monday 6/22
<i>CC Connections, pages 117-190</i>	Reflection Group Monday 6/29
Cross-Cultural Worship Visit	Reflection Group Monday 8/3
<i>Cross-Cultural Encounter Reflection</i>	Friday 8/7
Field Study Hours Log	Wednesday 8/12
Student Progress Report	Wednesday 8/12
Field Mentor Evaluation	Wednesday 8/12
Spiritual Mentor Reflection (extra credit)	Wednesday 8/12

V. Recommendations for Lifelong Learning

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

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

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

B. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person.

To schedule an email appointment, visit [Writing Center Online](#) and select "Graduate and Online" from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office

and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VII. Selected Bibliography or References

- Banks, Robert J. *Reenvisioning theological education: exploring a missional alternative to current models*. W.B. Eerdmans Pub. 1999.
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- Kolb, David A. *Experiential learning: experience as the source of learning and development*. Prentice-Hall, Inc. 1984. Macchia, Stephen A. *Becoming a healthy team*, Baker Books, 2005
- Martin, Glen and Toler, Stan. *Survival skills: leading your church in a changing world*. Beacon Hill Press, 2002.
- Stanley, Paul D. and Clinton, J. Robert. *Connecting: the mentoring relationships you need to succeed in life*. Navpress, 1992.
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