FLD 6610 HY FIELD STUDY CAPSTONE
ASHLAND THEOLOGICAL SEMINARY
Spring 2016
Hybrid Online BlueQuill Course

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Distance Learning Statement
This course utilizes an online component (BlueQuill) as its major teaching medium. Access to a reliable computer and the internet through a high-speed means (dial-up access does not usually work satisfactorily in this course) is required, as is familiarity with the use of BlueQuill (assistance in BlueQuill 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 6610 Field Study Capstone – Hybrid Online 1 credit hour
Required for MDiv, MAPCC, MAPT, and MASF students. 50 hours of field ministry required.
Students conclude their Field Study through final evaluation and reflection upon their entire seminary experience. The Capstone experience for Field Study includes writing a Case Study, compiling a Capstone Portfolio, and arranging a Graduation Interview with a team of ministerial, personal, and academic mentors. Graduation interviews must be completed by November 15th for December graduation and by April 15th for May graduation. Prerequisite: FLD 6603 (for MAPCC, MAPT and MASF) or FLD 6605 (for MDiv)

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

II. Student Learning Outcomes

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. Display understanding and appreciation for persons of another culture.
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:

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 *Hybrid 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 BlueQuill Course:
- All assignments may be submitted one of three ways:
  1) Via the course Dropbox on BlueQuill
  2) As electronic files attached to emails sent to jswope@ashland.edu or sicenhou@asland.edu
  3) As hard copies mailed or hand delivered to the Field Education office
- All assignments must be submitted on or before the due dates according to the *Course Schedule*.

Brief descriptions of all assignments are below; more information is available on BlueQuill. 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 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. 50 Hours of Ministry Practice (30% of grade)
   Students must complete 50 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 purpose of the 50 hours of ministry in FLD 6610 is to navigate closure for the Field Study and transition to future ministry. More information about the Field Study is available on BlueQuill and will be discussed in your 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 BlueQuill.
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 (10%): 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 BlueQuill. Hours Logs must be signed by the student’s Field Mentor. Forms are available on BlueQuill 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 (10%): Students will submit a Progress Report at the end of each semester they are in Field Study. Forms are available on BlueQuill or at the Field Education Office.
Submit near the end of the semester; see Course Schedule for due date.

e. Field Mentor Evaluation (10%): Students must have their Field Mentor submit a Field Mentor Evaluation each semester they are in Field Study. Forms are available on BlueQuill 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 BlueQuill, on the ATS home webpage (click on Downloads and then find “Field Education”) and in the Field Education Office. All forms should be submitted either electronically or as hard copy to the Field Education Office.

3. Making Faith-Sense Text Readings (graded through Reflection Group forums)
Read the required text and engage in online forums about the readings (see Online Reflection Groups, below). See the Course Schedule for reading due dates.

4. Online Reflection Groups (20% of grade)
Students will participate in weekly online written threaded forums in groups of 5-7 students. Forums are asynchronous (students do not have to be online at the same time) and occur though BlueQuill. 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 BlueQuill. 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 BlueQuill.
Weekly Rhythm for Posting:
   a. Prompt is activated Monday before noon.
   b. Students read prompt and make first post by midnight Tuesday.
   c. Students read others’ first posts and respond to at least three by midnight Thursday.
   d. Students are free to exchange ideas as long as they choose.
   e. Students make a final reflective post by midnight the following Monday.
Further instruction and information regarding online Reflection Groups will be presented in the Orientation Seminar and is available on BlueQuill.

5. Written Case Study (20% of grade)
Written Case Study (9-11 pages): Students will write a comprehensive Case Study of an incident in their own ministry experience. Case Studies will reflect a high level of theological reflection based on the N.A.M.E. process of learning. Papers will display engagement with course materials and videos, as well with the interaction of peers in their Reflection Group. Case Studies must be written so as to maintain strict confidentiality of all persons involved. Complete instructions and the “Case Study Grading Rubric” are available on BlueQuill. See the Course Schedule for due date.

6. Capstone Requirements (30% of grade)
   a. Senior Portfolio (15%): The student is to assemble a Capstone Portfolio including all of the artifacts that are listed for the Portfolio in the course materials on BlueQuill. This is a formal and significant project which will bring together major components of the student’s work. All the
information the student needs to compile the Portfolio will be provided on BlueQuill. Failure to submit the Portfolio by the due date will require the student to reschedule Graduation Interview. Submit a hard copy to all members of the Graduate Interview committee (including the Field Education Office) at LEAST TWO WEEKS PRIOR to the scheduled Graduation Interview.

b. Graduation Interview (15%): The student will schedule a Graduation Interview which must include their Field Mentor, Faculty Mentor, and Spiritual Mentor (if they have one) and the Director of Field Education. During the interview the student will present their Senior Portfolio to the mentors and respond to their questions and suggestions. Allow two hours for the interview. The student is responsible for contacting all of the mentors about the interview date and time and for providing them with a copy of their Senior Portfolio at least two weeks before the interview. All Graduation Interviews for December graduation must be scheduled to occur by November 15th; all Graduation Interviews for May graduation must be scheduled to occur by April 15th!

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

<table>
<thead>
<tr>
<th>Graded Assignment</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Study Hours Log</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Student Progress Report</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Field Mentor Evaluation</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection Groups</td>
<td>2, 3, 4</td>
<td>20%</td>
</tr>
<tr>
<td>Written Case Study</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Senior Portfolio</td>
<td>4, 6</td>
<td>15%</td>
</tr>
<tr>
<td>Graduation Interview</td>
<td>4, 6</td>
<td>15%</td>
</tr>
<tr>
<td>Meetings with Spiritual Mentor</td>
<td>2</td>
<td>(5% extra credit)</td>
</tr>
</tbody>
</table>

IV. Course Schedule

This schedule is a tentative schedule; changes may need to be made during the semester. Students are responsible to check BlueQuill regularly for updates. Every effort will be made to communicate changes to the students in a timely and responsible manner.
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Schedule</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
</table>
| 1 Jan. 11-15 | Complete online forums as per Weekly Rhythm  
Review materials in Field Study Foundations, Reflection Groups, Field Study Assignments, and Spiritual Mentorship (as needed)  
Read *Introduction to FLD 6610* Material  
View “FLD 6610 Introduction” Video  
Re-establish or continue working on your Field Study  
Submit new FS Application if needed (no later 1/29)  
Meet with the Field Education Director by 1/29  
Set up Spiritual Mentor meetings (extra credit)  | RG Forum Ice Breaker – Ministry High Points  
Meet with Field Education Director by 1/29                                                                 |
| 2 Jan. 18-22 | Complete online forums as per Weekly Rhythm  
Continue working on your Field Study  
Read *Capstone Project* materials  
View “Capstone Project” Video  
Schedule your Graduation Interview (by 4/8)  
Meet with Field Ed Director by 1/29  
Meet with Field Education Director by 1/29  
Submit new FS Application if needed (no later 1/29)  
Meet with the Field Education Director by 1/29  
Set up Spiritual Mentor meetings (extra credit)  | RG Forum on Learning from Experience, part 1  
Meet with Field Education Director by 1/29                                                                 |
| 3 Jan. 25-29 | Complete online forums as per Weekly Rhythm  
Continue working on your Field Study  
Read *Making Faith-Sense* Intro, 1 & 2  
Meeting with Field Ed Director is due  
Continue working on your Senior Portfolio  | RG Forum on Challenges in Ministry  
Field Ed Director Meeting – 1/29  
FS Application (if needed) – 1/29                                                                 |
| 4 Feb. 1-5  | Complete online forums as per Weekly Rhythm  
Continue working on your Field Study  
Continue working on your Senior Portfolio  
Read *Making Faith-Sense* 3  
Read Written Case Study materials  
View “Writing a Case Study” video  
Begin to consider what ministry event to use for Case Study  | RG Forum on *Making FaithSense* Intro, 1 & 2                                                                 |
| 5 Feb. 8-12 | Complete online forums as per Weekly Rhythm  
Continue working on your Field Study  
Continue working on your Senior Portfolio  
Read *Making Faith-Sense* 4  
Discuss with Field Mentor what event to use for Case Study  | RG Forum on *Making FaithSense* 3                                                                         |
| 6 Feb. 15-19 | Complete online forums as per Weekly Rhythm  
Continue working on your Field Study  
Continue working on your Senior Portfolio  
Continue to work on your Portfolio & prepare for Interview  
Write a draft of your Narration  | RG Forum on *Making FaithSense* 4                                                                         |
| 7 Feb. 22-26 | Complete online forums as per Weekly Rhythm  
Continue working on your Field Study  
Continue to work on your Portfolio & prepare for Interview  
Revise draft of your Narration  | RG Forum on Sharing Preliminary Narrations                                                                  |
| 8 Feb. 29-Mar. 4 | Complete online forums as per Weekly Rhythm  
Continue working on your Field Study  
Continue to work on your Portfolio & prepare for Interview  
Revise draft of your Narration  | RG Forum on Analysis: the Process                                                                          |
| Mar. 7-11   | Complete online forums as per Weekly Rhythm  
Complete your Portfolio & send to mentors  
Write a draft of Scripture & Theology Analysis  | RG Forum on Analysis: Scripture & Theology                                                                  |
| 9 Mar. 14-18 | Complete online forums as per Weekly Rhythm  
Continue working on your Field Study  
Prepare for Graduation Interview  
Write a draft of History & Context Analysis  | RG Forum on Analysis: History & Context                                                                      |
| 10 Mar. 21-25 | Complete online forums as per Weekly Rhythm  
Continue working on your Field Study  
Complete Graduation Interview as scheduled  | RG Forum on Analysis: Personal Experience                                                                    |
Write a draft of Personal Experience Analysis

Complete online forums as per Weekly Rhythm
Continue working on your Field Study
Graduation Interview must occur by 4/8
Finish writing your Case Study
Send your Field Mentor the Evaluation to complete (due 4/27)

Complete online forums as per Weekly Rhythm
Begin to conclude your Field Study
Continue to work on your Portfolio & prepare for Interview
Submit Written Case Study

Complete online forums as per Weekly Rhythm
Conclude your Field Study
Gather and complete all Field Study documents

Submit all documentation for Field Study: Hours Log, Student Progress Report & Field Mentor Evaluation. Spiritual Mentor Reflection (extra credit)

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Group Online Forums</td>
<td>See Weekly Rhythm on BlueQuill</td>
</tr>
<tr>
<td>Meeting with Field Education Director</td>
<td>ASAP; no later than 1/29</td>
</tr>
<tr>
<td>Field Study Application</td>
<td>ASAP if needed; no later than Friday 1/29</td>
</tr>
<tr>
<td>Read Making Faith-Sense Intro, 1 &amp; 2</td>
<td>Monday 2/1</td>
</tr>
<tr>
<td>Read Making Faith-Sense 3</td>
<td>Monday 2/8</td>
</tr>
<tr>
<td>Read Making Faith-Sense 4</td>
<td>Monday 2/15</td>
</tr>
<tr>
<td>Senior Portfolio</td>
<td>Two weeks prior to Graduation Interview</td>
</tr>
<tr>
<td>Graduation Interview</td>
<td>Before 4/8</td>
</tr>
<tr>
<td>Written Case Study</td>
<td>Friday 4/15</td>
</tr>
<tr>
<td>Field Study Hours Log</td>
<td>Monday 4/27</td>
</tr>
<tr>
<td>Student Progress Report</td>
<td>Monday 4/27</td>
</tr>
<tr>
<td>Field Mentor Evaluation</td>
<td>Monday 4/27</td>
</tr>
<tr>
<td>Spiritual Mentor Reflection (extra credit)</td>
<td>Monday 4/27</td>
</tr>
</tbody>
</table>

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. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. 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 Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>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.</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>B</td>
<td>86-88</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>B-</td>
<td>83-85</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td></td>
</tr>
</tbody>
</table>

VII. Selected Bibliography or References


