



Field Education 4 & 5 ML 324 & 325 (1 Credit each semester)

Term and Year Offered: Academic year 2021-22

Learning Environment: This is a hybrid course with monthly online synchronous meetings and in-person contextual field site work of 15 to 20 hours per week during both the fall and spring semesters.

Meeting Dates/Times/Place: This course requires participation in monthly, synchronous Zoom meetings on the following Mondays from 7:00 PM to 8:30 PM CT.

September 20	February 21
October 18	March 21
November 15	April 18
December 6	May date TBD in consultation with class members

Contextual hours will be scheduled individually with the site supervisor. Time in the field site should consist of a mixture of weekday and weekend times that includes the principal worship service of the community. Travel time is not included in the calculation of contextual hours.

Instructor(s): The Rev. Eileen Shanley-Roberts

The Rev. Dr. KyungJa Oh

Contact Information: Eileen: Email is preferred - eshanleyroberts@bexleyseabury.edu
Please text for urgent matters 847-894-7986

KJ: Email is preferred – KJOh@bexleyseabury.edu

Office hours: Office hours are by appointment. Please email to schedule a Zoom meeting.

Course Description:

Field Education 4 & 5 are the completion of the 2.5-year Communities of Learning and Formation program at Bexley Seabury. During this final year of field education, the emphasis is application of skills and tools from last year’s didactic work and development of pastoral identity. This course, taught over 2 semesters, earns one credit each semester and consists of monthly, online, synchronous meetings using Zoom in which students engage in facilitated peer consultation around events and topics arising in their field education sites. Because our sites are unique in their demographic makeup, during our peer consultations we will pay special attention to observations that might point toward deeper issues related to white supremacy and assumptions about cultural normativity. In each of our pastoral writing assignments, you are asked to write to the field site where you are placed. You are also asked to imagine how your writing might change in an ethnically or racially diverse context (or if you are in a diverse context, what might change in a homogenous context). Field Education 4 is typically taken in conjunction with Pastoral Theology, while 5 is typically taken in conjunction with Liturgy and Music: Theology and Practice. Field education serves as a lab section for development of skills relevant to these two academic areas.

Course Goals and Outcomes:

Goal 1: Provide compassionate pastoral care to any person

- Outcome: The ability to practice culturally sensitive, inclusive, and compassionate pastoral care in a congregational setting (M.Div. Outcome 5.4)
- Assessed by: In-class observation, pastoral writing assignments, peer consultation, and supervisor evaluations

Goal 2: Exercise collaborative and dynamic leadership skills

- Outcome: Demonstrate appropriate and invitational leadership in small group contexts in a congregational setting and reflect on and evaluate leadership skills of self and others in diverse situations (M.Div. Outcome 5.1)
- Assessed by: Peer consultations, final integrative essay, and supervisor's evaluation

Goal 3: Engage in multi-cultural ministry with people from different contexts, cultures, and generations

- Outcome: Demonstrate the use of methods and strategies for engagement in multi-cultural ministry and develop skills to build relationships with people across cultural, contextual, and generational differences. (M.Div. Outcome 3.2)
- Assessed by: In-class conversation, pastoral writing assignments, and final integrative essay.

Learning Methodology:

Field Education 4 & 5 is a contextually based course that provides opportunities for classroom learning and discussion with application in the field. It relies on the collaboration of course instructors, students, site supervisors, and lay committee members. In our disbursed community, we recognize that each context is unique and that all share common features because of our denominational heritage. Field education provides the opportunity to explore those similarities and differences more deeply and intentionally while providing tools that can be used in a myriad of ministry settings. The instructors work in partnership with the site supervisor and lay committee members to provide a rich and supportive learning environment where students may try on and try out different techniques, models, theories, and practices in developmentally appropriate situations. **At the end of each semester the site supervisor and student must complete and submit an evaluation of student progress in the learning goals.** Supervisors and lay committee members are also required to participate in cohort meetings facilitated by the course instructors. Supervisors who refuse to participate in these sessions or who fail to submit evaluations will be dropped from the program.

Required Resources:

There is one required book for this course. Any suggested materials will be available on Canvas. If you engage your congregation in a book study, please share that information during class check in.

Kincaid, William B., *Finding Voice: How Theological Field Education Shapes Pastoral Identity*, Eugene, OR: Wipf and Stock 2012.

Course Assignments and Expectations:

- Submission of all required paperwork and documentation, including contact information for lay committee members and updates to learning goals. (20%)
- Attendance and participation in synchronous class sessions (20%)
- Presentation of an experience in ministry for peer consultation. (15%)
- Pastoral/Ministerial writing. Due dates appear on schedule (15%)
- Final essay. **Due December 20 and May 3**(20%)
- Completion of self and Supervisor evaluation. **Due December 15 & May 6** (10%)
- There will be one site visit this year. It is to be hoped that it will be in person.
- Completion of course evaluation

Grading: Field Education is a Pass/Fail class. In order to achieve a grade of P, a student must earn a minimum of 70% of total possible points. Please see rubrics available on Canvas for guidance in completing specific assignments.

Feedback and Late Work: Feedback to on-time assignments will be provided within 5 days of submission. Feedback is not guaranteed for late submissions. Unless arrangements have been made in advance, one point will be deducted for each day that an assignment is late. If there are extenuating circumstances due to illness or emergency, please notify the instructor immediately.

Bexley Seabury requires a minimum grade of C to pass a course								
Grade	Points	Description	Grade	Points	Description	Grade	Points	Description
A (4.00)	96-100	Superior/Mastery	A- (3.67)	90-95	Excellent	B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)	B- (2.67)	80-83	Good (low)	C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate						
F/NC (0)	<70	Unacceptable (Fail/No Credit)						
A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.								

A Word about Assessment:

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course, along with the instructor’s graded artifact and a scored rubric that assesses the work in light of desired curricular outcomes. The designated assessment artifact for this course is the final integrative essay.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, lfry@bexleyseabury.edu), or the Academic Dean, (Jason Fout, jfout@bexleyseabury.edu).

ALL STUDENTS IN BEXLEY SEABURY COURSES ARE EXPECTED TO BE FAMILIAR WITH THE FOLLOWING INFORMATION THAT IS PROVIDED ON CANVAS:

ACADEMIC POLICIES AND FORMS;
REQUESTS FOR WITHDRAWALS, EXTENSIONS, AND INCOMPLETES;
TECHNOLOGICAL REQUIREMENTS AND ASSISTANCE,
WRITING GUIDELINES AND ASSISTANCE;
COURSE NETIQUETTE;
PROHIBITION OF PLAGIARISM

Course Schedule:

This class meets on **Mondays (typically the 3rd Monday)** of every month from September through December and February through April/May via Zoom 7pm(CT) - 8:30pm(CT). Zoom link will be posted on Canvas.

September 20 – Synchronous session

Check-in
Overview of the year
Class norms and expectations

October 4

Pastoral writing

Submit your response to the following prompt in Canvas in the form of a newsletter article

During the opening of the program year ministry fair/fall volunteer fair, people were invited to participate in various ministries. Several people were left with the impression that the person coordinating the ministry (e.g. LEV, Sunday School Teacher, volunteer with direct contact with clients in a 1:1 capacity) was not open to their participation. They are upset and, rather than come to you directly, have started sowing discontent about the ministry and the coordinator in the broader community. As leader, you need to address this in a way that respects the current coordinator, clarifies the nature of the ministry, explains the requirements for participation, and invites new people to participate. One of the means you will use to achieve this is a newsletter article. The newsletter is received by members of the congregation, other area churches and non-profits, the bishop's staff, past members/volunteers, and some visitors. **You have room for approximately 250 words.** Assignment due by **October 16.**

October 18 – Synchronous session

Check-in
peer consultations

October 25

On Canvas, please post a written response in the form of your letter to the congregation/donors that addresses the following:

It is Stewardship (fund raising) season. The Stewardship Committee has asked you to send a letter inviting members (donors) to the annual in gathering (fundraiser). They are running the campaign. They need you to remind people to complete their pledge cards (make a financial

commitment) and join the celebration. Whatever you write cannot exceed one side of an 8.5x11 sheet of paper and can be in nothing smaller than 12pt. font (legibility is crucial). You must include the date for the in gathering/fund raiser and include the names of the members of the Stewardship Committee/development team/host committee. What else do you need to include to encourage people to attend and to support the church or nonprofit with their time, talent, and treasure? Is there a way you can do this and not sound trite? Assignment due by **November 9**.

November 15

Check-in
peer consultations

November 30

On Canvas respond to this prompt: It is time for the annual Christmas (holiday) letter. The secretary needs to mail it by Advent 2 (2nd week of December) This is the letter that expresses the joy of the season, invites people to the special services or events, and encourages them to make a special (yearend) offering. Make sure you include the service times for Christmas Eve and Christmas Day (or the adjustments to your site's operating schedule) as well as the date and time of any special events. Your letter may summarize some recurrent theme through the past year or some sentiment that is currently prevalent in the congregation/ministry. Whatever you write cannot exceed one side of an 8.5x11 sheet of paper (usually the seasonal stationary, so less room to write) and can be in nothing smaller than 12pt. font (legibility by senior citizens is crucial). Remember to include an Offering envelopes. Post by **December 5**.

December 6

Check-in
peer consultations

Final Reflective Essay due December 20th. Please see Canvas for full assignment description.

7 February

Pastoral/Ministerial Writing

On Canvas, submit your response in the form of an electronic communication. While the assumption for most sites is email remains the most universal format, choose the vehicle and format most appropriate for your site.

Lent begins on March 2. You have been asked to lead a Lenten or relevant education program in your field context. Write an email blast that provides an overview of what you are offering, when and where it meets, and who is invited. You may want to encourage people to invite friends. Will there be food? What do they need to know? Will there be child care or a children's program? Why would they want to come to this program anyway... This is email. You don't have much space. You want people to read this and to become interested in the program. Do you need to have some links to places with more information? You need to decide what makes sense to communicate this important information. (if another electronic medium is more appropriate for your context, utilize that format) **Assignment due by February 20.**

21 February

Check-in
Overview of semester
Peer Consultation 1

7 March

Pastoral/Ministerial Writing

Chose the prompt appropriate for your current placement type and on Canvas please post a written response in the form of your letter to the field site that addresses the following:

1. There are many special services coming up for Holy Week. These services are an important part of our experience of the Christian faith and life and invite us into a renewed and deeper relationship with Christ. Many of the services are weekday evenings, and this year, in your school district, Holy Week coincides with spring break. As rector, you need to write the annual Pre-Easter Letter encouraging people to attend the Holy Week services as well as the congregation's main Easter liturgy. You may want to say something about why each is important. Be sure to include times, days, dates, and anything else the people need to know to arrive and feel comfortable participating.
2. Your site has made some important changes to the way things are handled for clients, volunteers, and staff. There has been some confusion about what needs to happen, where people need to go and basically what is going on across the ministry. People are tense and unhappy. As the leader you are tasked with setting up a series of meetings to explain the changes in policies and procedures for all involved and develop ways to navigate the current discomfort as people adapt to the changes. How will you communicate these meetings? Who will be invited? When will you schedule them? What level of transparency is appropriate among staff, volunteers, and clients? How will you encourage people to come?

Assignment due by March 20.

21 March

Check in
Peer Consultation

Week of 4 April

Pastoral/Ministerial Writing

On Canvas, please post a written response in the form of your Farewell letter to your field education congregation.

Thanking people is extremely important. I cannot emphasize this enough. Your site has been a source of support and learning for 1 or even 2 years. You are concluding your time with them as a student. How will you thank them? This is beyond the lay committee and supervisor, who need more personal thank yous. Please chose the format that you think will work the best to thank your field education site and then compose the message you would like to share as you move

forward in ministry. Be sincere; a specific example is a good idea, but avoid being too gushy.

Assignment due by April 17

18 April

Check in

Peer Consultation

May

May synchronous session will be scheduled with class member in small groups between April 25 and May 6

Final Assignment (Integrative Essay as described on Canvas) Due on Canvas May 3

Final supervisor’s evaluation should also be emailed to instructors by May 5.

Additional Information:

Headphones, while not essential, can help with the audio and make it possible to participate in a zoom session without muting. Try to find a place with a stable internet connection. If you cannot, it is possible to phone in to class. The phone number is provided with the zoom link.

You have all the dates and times. Please, try to schedule yourself so you are not going between locations during class time. It is disruptive to the rest of the class to pop in and out as you are driving. I know that things come up. Let me know in advance and we will try to work something out (and yes, I too have attended a child’s hockey game or concert and class simultaneously).

Grading Rubric Pastoral Writing

Writing is clear and adheres to contextually appropriate grammatical norms	Excellent Good Adequate Poor
Writing is engaging and inclusive; student is sensitive to reading levels and backgrounds in field site (e.g. all are college educated, many non-native English speakers, etc.)	Excellent Good Adequate Poor
Student responded to the prompt and remained on topic	Excellent Good Adequate Poor
Student included (acknowledged) all of the components requested in prompt	Excellent Good Adequate Poor
Assignment was in on or before deadline	Excellent Good Adequate Poor

Final Reflection Rubric

Demonstrates a growing ability to provide compassionate pastoral care to any person	Excellent Good Adequate Poor
Exhibits a growing awareness of the need for a myriad of contextually and culturally appropriate pastoral techniques	Excellent Good Adequate Poor
Is developing a sense of personal pastoral voice	Excellent Good Adequate Poor
Recognizes areas of personal discomfort and opportunities for growth	Excellent Good Adequate Poor
Reflects theologically on pastoral situations rather than simply problem solving	Excellent Good Adequate Poor

Self & Supervisor Evaluation

Student's name:

Term, year:

Course number:

Course title:

Faculty member:

Course Objectives		Comments
1. Familiarity with methods and strategies for engagement in multi-cultural ministry, and a capacity to use these tools to build collaborative relationships. [MDiv 3.2]	Exceeded objective Met objective Didn't meet objective	
2. Practice culturally sensitive, inclusive, and compassionate pastoral care with people from different contexts and cultures. [MDiv 5.4]	Exceeded objective Met objective Didn't meet objective	
3. Skill in exercising collaborative and dynamic leadership in a faith community in times of both stability and change. [MDiv 5.1]	Exceeded objective Met objective Didn't meet objective	
Development in ministry		

1. Knowledge and understanding of the Christian tradition, including an ability to articulate the relationship between religious tradition or heritage and contemporary experience and context in critical and constructive ways.	Excellent Adequate Would benefit from more work Cannot be assessed in this context	
2. Faith in God as revealed in Jesus Christ, expressed by participation in and appreciation of the Field Site's liturgical life, an intentional pattern of personal spiritual discipline, and a commitment to promote peace and justice among all people.	Excellent Adequate Would benefit from more work Cannot be assessed in this context	
3. Ability to respond effectively and respectfully to diverse cultural contexts and to recognize and respond to racism and other forms of oppression and exclusion in their personal and institutional manifestations.	Excellent Adequate Would benefit from more work Cannot be assessed in this context	
4. Demonstrated developing skills for ministry and church leadership— integration of intellectual reflection with experience; ability to communicate the faith of the Church both orally and in writing with insight and imagination; capacity to lead a congregation in worship, mission, and community service.	Excellent Adequate Would benefit from more work Cannot be assessed in this context	
5. Personal readiness for ministry: personal maturity and emotional stability required to work and minister effectively; accepts appropriate authority; capacity to laugh with others and at oneself; ability to manage time and to meet deadlines.	Excellent Adequate Would benefit from more work Cannot be assessed in this context	
Additional comments		

Student has received and reviewed evaluation and consents to its use in further evaluation

Signature: _____ Date: _____