Class Meeting: Tuesday 4-5 PM

I. Purpose

The purpose of this seminar is to facilitate the student’s reflection on their Field Education Experience. Emphasis will be given to what they have learned, how they have grown spiritually, and the effect it may have on future ministry opportunities.

II. Objectives

During this seminar, you will process your field education experience:

A. Biblically and Theologically with the goal of seeking to understand better how God’s word intersects with the reality of ministry.
B. Corporately through class interaction about the field education experience.
C. Inwardly through a process of self-reflection and evaluation.

III. Prerequisite

400 hours of field experience are required before participating in this seminar. Both the student’s and field supervisor’s evaluations of this experience must be reviewed and approved by the Director of Field Education before registration.

IV. Texts

A. Required Reading


B. Very Highly Recommended Reading


C. **Recommended Reading**


V. **Course Requirements**

A. **Class Attendance and Participation**: In order to fully benefit from this seminar you must both attend and be involved.

B. **Self-Reflection Paper and Presentation**: Each student is required to write a 10-15 page paper and give a 15-20 minute reflection on what God is teaching you about Himself, yourself and His church. A general guideline of what to include is as follows:

1. **Resume**: It should include Career Objective, Educational and Academic background, Ministry any relevant employment history, other areas of service, teaching and research experience, publications, presentations, awards, honors, affiliations, and other pertinent details. In addition a one paragraph personal summary will be required. Details will be covered in the seminar. **(Not to exceed two pages.)**

2. **Ministry Situation and Overall Environment**: This is to be a comprehensive but gracious description of the setting and people to whom you ministered. **(Not to exceed one page.)**

3. **Personal Strength and Weaknesses**: This is to be a candid self-evaluation of your strengths and weaknesses in ministry and the factors which contributed to each. Strengths should not be viewed as boasts nor should weaknesses be viewed as self-deprecation. Please include not only self-realized strengths and weaknesses but any areas you have become aware of through your ministry experience and time at RTS Orlando. **(Not to exceed two pages.)**

4. **Challenging Personal Relationships**: This should be a forthright analysis and assessment of your relationship with someone with whom you had difficulties or
conflicts during your field education experience. Describe the atmosphere that existed because of this conflict and how you see it having an effect on your ministry and you personally. (Not to exceed two pages in length.)

5. Positive Personal Relationships: This is analysis of a positive relationship and the reasons you consider it to be constructive. (Not to exceed two pages in length.)

6. Seminary Preparation and Related Participation
   a. Describe the relationship you had with the field education supervisor. How could this relationship have developed into greater helpfulness?
   b. How did your seminary experience best prepare you for this field education experience?
   c. What specific educational “tools” do you think you needed to learn or be equipped with to have made your field education experience more effective?
   d. How do you believe your seminary experienced failed or missed the mark in preparing you for full-time vocational ministry? What do you think you needed to learn to have made your field education experience more effective?
   e. What has been the overall effect of your seminary experience and the field education internship with regards to your walk with the Lord?
   f. How might you approach the seminary experience differently if you could go through all of this again and what advice would you give to students preparing for seminary academics and field education experience? (Not to exceed two pages in length.)

7. Experiential-educational acquisitions: Provide a summary of the fundamental lessons you learned about God, about yourself and about others during and because of your field educational experience. Indicate some of the “unexpected” happenings, answers to prayer and “near-impossible” situations encountered. How does this harmonize with or alter your current theology of ministry? (Not to exceed two pages in length.)

8. Future Faith Living Expectations and Implementation: This is where you take the lessons learned and implement a strategy of spiritual, personal and ministry growth and development. Please plan to incorporate ideas gained from your readings to demonstrate a grasp of the materials read and an ability to implement fresh ideas into your theology of ministry. (Not to exceed three pages in length.)

C. Required Reading:
   1. Thoroughly read the book on the required reading list.
   2. The Pages specified in the schedule must be read prior to the beginning of class on the date specified.
   3. You will be asked to sign a list acknowledging that you have completed the reading.
VI. **Grading:**

A. **Grading Scale:** This seminar is Pass (P) or Fail (F). A grade of Fail (F) will result from unexcused absences, failure to complete the class presentation, or a significant lack of participation in class discussion.

B. **Late Assignments Policy:** Please do not ask me for permission to turn in an assignment late. All late assignments will automatically be penalized. If you have truly been providentially hindered from completing an assignment on time (such as a death in the immediate family) please turn in a written request.
**Course Objectives Related to MDiv* Student Learning Outcomes**

**Course:** Field Education Seminar  
**Professor:** Dr. Bob Orner  
**Campus:** Orlando

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

<table>
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<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Moderate</td>
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- Student prepares a paper and oral presentation on Field Ed. Experience.  
- Students interact as a class on required reading. |
| **Scripture** | Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Minimal |  
- Student does not engage with Scripture in the original languages.  
- Student interacts with how Scripture intersects with ministry in the local church. |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Minimal |  
- Student evaluates how Reformed Theology worked itself out in their field education experience. |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student's sanctification. | Strong |  
- Through reading, class discussion and personal reflection the student will assess their growth in the Gospel. |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Strong |  
- Students gain a deeper understanding of the mission of God as it is worked out in the local church. |
| **Winsomely Reformed** | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Moderate |  
- Through class discussion students will evaluate various theologies of ministry, showing the value of ecumenicalism. |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Minimal |  
- If the Student preached in their field experience, that preaching will be evaluated. |
| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | Minimal |  
- If the Student lead worship, or participated in worship leadership, that experience will be evaluated. |
| **Shepherd** | Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. | Moderate |  
- Student evaluates their shepherding skills during their field education experience.  
- Emphasis will be made on how to be more effective in shepherding. |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Moderate |  
- Student will learn the significance of being ecumenically winsome regardless of ministry context. |
Personal Student Information

Please fill this out and turn it in during the first class.

Name:
Spouse name:
Children, name(s) and age(s):

RTS degree program/emphasis:

Years at RTS Orlando:

Church presently attending:

Denomination background (Southern Baptist, PCA, etc.):

Desired future ministry role (pastor, church planter, missionary, counselor, etc.):

What are your expectations of the course? What would you like to learn?

What is a specific, personal prayer request you would like the professor to be remembering in prayer for you this semester?