

## **FE 600 (FE610) Field Education**

Wednesdays 1-3pm or 7-9pm CST (Extended) Wednesdays 1-4pm CST (Intensive)

Location based on Sites and Peer Groups

Synchronous In Person with accommodations for Distance Students unless otherwise noted

Main 212/ 847.866.3961/ [field.education@garrett.edu](mailto:field.education@garrett.edu)

Rev. Dr. Lisl Heymans Paul, Director of Contextual Education / [lisl.paul@garrett.edu](mailto:lisl.paul@garrett.edu)

### **Course Description**

In an approved teaching site, with an experienced placement supervisor, and participating in a facilitated peer group, students will begin developing competence in the practice of ministry and will begin growing in their ability to reflect on ministry practice in light of scripture, their faith tradition, and their experiences.

### **Student Learning Outcomes**

Through supervised ministry practice; holistic, integrative and embodied theological reflections in peer groups and with ministry mentors; and engagement in contextual analysis, students will be able to demonstrate:

1. Vocational, Professional and Leadership Formation through:
  - a. Adherence to the standards laid out in the Student Placement Contract
  - b. Consistent engagement with the Learning Serving Covenant Goals.
  - c. Professionalism in the practice of ministry through care taken in the preparation and completion of work, engagement in the Field Education Course requirements, and adaptation to change.
  - d. Willingness to try new skills and opportunities for growth.
  - e. Proactivity in problem solving, including asking for help.
  - f. Receptiveness to constructive feedback and self-assessment/reflection.
  - g. Articulation of vocational calling and professional identity.  
*(Aligns with the following Degree Learning Objectives: MDiv: 7, MAPM: 3.)*
  
2. The ability to engage in Contextual Analysis and Engagement through:
  - a. Demonstrating skills in active listening, observation and data collection.
  - b. Assessing the power dynamics and assets in their placement site and how this affects their practice of ministry.
  - c. Describing the story unfolding in their placement and integrating their story (including social location) with their placement.
  - d. Practices creating fair and just spaces for all, including inclusive language.  
*(Aligns with the following Degree Learning Objectives: MDiv: 2, 5, MAPM: 1, 2.)*
  
3. Theological, Spiritual and Vocational Engagement through:
  - a. Consistently bringing questions, insights, ideas and challenges to theological reflection conversations.
  - b. Articulating the integration of their theological, spiritual and vocational practice with the brokenness and beauty of the world.

- c. Practicing personal and communal spiritual disciplines that deepen their relationship with God and others.  
(Aligns with the following Degree Learning Objectives: MDiv: 3, MAPM: 3.)

## Required Textbooks

None

## Course Requirements

### Expectations for Student Engagement in Ministry Practice with Field Site

The Field Education Program is more concerned about the quality of students' engagement, as defined by the Learning Objectives and rubric below, than with the number of hours students spend at their Field Sites. When creating Learning and Serving Covenant goals, students and Field Site Supervisors will discern how to integrate the Learning Objectives into the site's ministry context and identify accordingly expectations around when and how the student should be present and working. That said, because students are balancing Field Education with other curricular requirements, **for extended placements (30 weeks) Site Supervisors should not ask students to work more than 10 hours per week as part of their Field Education requirement. For intensive placements (10 weeks), Site Supervisors should not ask students to work more than 34 hours per week as a part of their Field Education requirement.** Students employed by their site must adhere to their employment contract when determining weekly hours.

### Community and Contextual Analysis Assignments

In addition to their regular work at their Field Sites, throughout their placement and in their Peer Groups, students will have opportunities to develop concrete skills through analyzing the community contexts in which they are practicing ministry. These activities include tasks such as participant observation, interviews, power mapping, and asset mapping. Field Site Supervisors are asked to support students in these tasks by encouraging their members and constituents to participate when asked. More specific information will be shared during the Field Education Orientation and through the Moodle Course.

### Peer Groups

Each student in Field Education will be assigned a Peer Group of six to eight students. Peer Groups meet sixteen times over the academic year (for extended placements) and ten times over the summer (for intensive summer placements), either in person or online. Peer Groups offer a time for critical theological reflection, vocational formation and discussion on students' placement experiences and ministry contexts in relationship to broader topics in ministry leadership and practice. Punctual attendance and active engagement in all Peer Group sessions is required for students' successful completion of the Field Education Program. Two or more absences from Peer Groups per semester for extended placements and two or more absences from Peer Groups for an intensive placement total is grounds for a failing grade. Students are

also required to participate in three (two for intensive placements) one-on-one meetings with their Peer Group Facilitator, at the beginning, midpoint, and end of their placement (beginning and end for intensive placements).

### **Field Site Visit**

Each Field Education student will receive a virtual or in-person visit from their Peer Group Facilitator (PGF) during their placement. The Peer Group Facilitator will observe the student in context and have a conversation with the student and Site Supervisor/Theological Reflection Mentor. Field Site visits are intended to be instructive and supportive. Plans for scheduling the visit will be initiated by the Peer Group Facilitator.

### **Field Site Supervisor and Theological Reflection Mentors**

Site Supervisors and students will establish regular one-hour, one-on-one meetings at minimum twice per month for extended placement and once per week for intensive placements with the Field Education student specifically for theological reflection regarding the practice of ministry in context. These should be in addition to other supervisory meetings. If the Field Site Supervisor is not theologically trained, the student will also be assigned a Theological Reflection Mentor.

### **Basis for Course Grades**

**This course is pass/fail. To pass the course, the following requirements must be met:**

- 1) Peer Group Attendance and Participation (based on Peer Group Facilitator Midyear and Final Assessments). Two or more absences (per semester for extended placements, and per course for intensive placements) are grounds for a failing grade.
- 2) Learning and Serving Covenant completion, submission on time to Field Education office and engagement.
- 3) Community and Contextual Analysis Assignments completion.
- 4) Field Site ministry practice attendance and engagement (based on Site Supervisor/Supervising Pastor and/or Theological Reflection Mentor Midyear and Final Assessments).
- 5) Field Education Orientation attendance.
- 6) Field Education Learning Outcome Assessment completion and submission by due date (May 1 for Academic Year extended placements, December 15 for Summer/Fall extended placements, and August 15 for Summer intensive placements)

Assessment based on Rubric:

- a. Criteria marked in *italics* must receive ‘sometimes’ or above to achieve a passing grade.
- b. A minimum overall score for passing is 67 (70% = C) out of 94.

### **Basic Academic Policies**

Please refer to the [Academic Handbook for all Academic Policies](#).

Please refer to the [Field Education Policies and Procedures](#) for further information.

## Class Schedule

- 1) **FE Orientation:** Summer Intensive and Summer/Fall Extended: Wednesday, April 26, 6-8pm, Academic Year Extended: Wednesday, September 6, 2023, 1pm to 3pm.
- 2) **Peer Group Meetings:**
  - a) Fall Semester: October 4, 11, 18, 25, November 1, 15, 29, December 6: 1-3pm OR 7-9pm
  - b) Spring Semester: January 31, February 7, 21, 28 March 6, 13, 20, May 1: 1-3pm OR 7-9pm
  - c) Summer Intensive: May 24, 31, June 7, 14, 21, 28, July 12, 19, 26, August 2: 1-4pm
  - d) Summer/Fall Extended: June 14, 21, 28, July 12, 19, 26, August 2, 9, September 13, 27, October 11, 25, November, 1, 15, 26, December 6: 7-9pm
- 3) **Site Ministry Practice Options:**
  - a) Extended Academic Year: September 6, 2023, to May 14, 2024, 10 hours a week with four weeks of vacation to be determined by student and site pastor. Ministry practice continues during course breaks.
  - b) Summer Intensive: Any 10 weeks between May 15 and August 15, 2023, 34 hours a week with 1 week vacation observing July 4<sup>th</sup> holiday.
  - c) Summer/Fall Extended: June 1 – December 31, 2023, 10 hours a week.

## Field Education Learning Outcome Assessment

The following rubric is the basis for assessing the student’s engagement with the Field Education Requirements (as listed above and in the Field Education Handbook), along with the Field Education Learning Outcomes. Students in extended placements will be assessed midyear and at the end of the placement by their Peer Group Facilitator and Site Supervisor. Students in intensive placements will be assessed at the end of the placement. Assessment forms will be sent by the Field Education office to Peer Group Facilitators, Site Supervisors and Students for completion. Assessments must be received by due dates. Criteria marked in *italics* must receive ‘Sometimes (2)’ or above to achieve a passing grade for the course. The minimum overall score for passing is 67 (70% = C) out of 94.

	<b>Rarely 1</b>	<b>Sometimes 2</b>	<b>Often 3</b>	<b>Almost Always 4</b>
<b>1) Vocational, Professional and Leadership Formation</b>				
<i>a. Adheres to the standards laid out in the Student Site Contract.</i>				
<i>b. Consistently engages with the Learning and Serving Covenant goals.</i>				
<i>c. Care taken in the preparation and completion of work.</i>				

d. <i>Engagement in the Field Education Requirements through:</i>				
• <i>Peer Group Attendance and Engagement</i>				
• <i>Site Supervisor Theological Reflection Attendance and Engagement</i>				
• <i>Field Site Attendance and Engagement</i>				
• <i>Field Education Assignments</i>				
e. <i>Adaptative to Change</i>				
f. <i>Willing to try new skills and opportunities for growth.</i>				
g. <i>Proactive in problem solving, including asking for help.</i>				
h. <i>Receptive to constructive feedback and self-assessment/reflection.</i>				
I. <i>Can articulate vocational calling and professional identity.</i>				
<b>2) Contextual Analysis and Engagement</b>				
a. <i>Considers multiple avenues to solve problems.</i>				
b. <i>Willing to plan and organize people and events with attention to detail.</i>				
a. <i>Demonstrates skills in:</i>				
• <i>Active listening</i>				
• <i>Observation</i>				
• <i>Data collection</i>				
b. <i>Can assess power dynamics and assets in their placement site and describe how this affects their practice of ministry</i>				
c. <i>Can describe the story unfolding in their placement site.</i>				
d. <i>Is integrating their story (including social location) with their placement site.</i>				
e. <i>Practices creating fair and just spaces for all, including inclusive language.</i>				
<b>3) Theological, Spiritual and Vocational Engagement</b>				
a. <i>Consistently brings questions, insights, ideas and challenges to theological reflection conversations.</i>				

b. Is integrating their theological, spiritual and vocational practice with the brokenness and beauty of the world.				
c. Practices personal and communal spiritual disciplines that deepen their relationship with God and others.				