

GMIN569 Field Education Syllabus

Instructors, please adjust the sections in yellow. All other sections are standard across the program.

Instructor/title: _____ Fall/Spring/Summer, Year _____
Email: _____ Phone: _____
Office Location: no campus office _____ Mondays, 12:15-2:00 p.m.
Office Hours: by appointment _____ Sept. 10, 24; Oct. 8, 22; Nov. 5, 12; Dec. 3, 10

APGST MISSION STATEMENT: The Azusa Pacific Seminary, in keeping with its commitment to the authority of Scripture and the centrality of Jesus Christ, seeks to prepare people for effective, practical ministry in the Church throughout the world; to promote the spiritual, personal, and professional development of students; and to extend theological knowledge through academic inquiry, research, writing, and publication.

COURSE DESCRIPTION: Field Education is a central piece of the learning experience in the Azusa Pacific Seminary. The purpose of Field Education is to help students to integrate ministry experience, academic studies, personal development, and spiritual formation. Field Education consists of two components. The first is the student's supervised ministry experience. Each student is required to devote at least eight hours per week to serving in a ministry context. The second component is the Field Education Reflection Group. Each reflection group meets throughout the semester for the purpose of reflection on case studies, mentoring, and peer support in relation to students' ministry site experiences, personal awareness, and spiritual formation.

CREDIT HOUR INFORMATION:

Course units: 1

Following the APU Credit Hour Policy, to meet identified student learning outcomes of this course, the expectations are that this 1 unit course, delivered over a 15 week term, will approximate:

2 hours/bi-weekly classroom time

8 hours/weekly internship

.5 hours/bi-weekly preparing for class

If you teach a weekly section, use these numbers instead:

1 hour/week classroom time

8 hours/week internship

.25 hours/week preparing for class

LEARNING OUTCOMES: The student will have the opportunity to...

- develop skills and competencies needed to carry out ministry functions relevant to his/her ministry site.
- grow in self understanding in order to evaluate ministry fit and to better care for self and others.
- integrate academic learning, ministry practice, personal awareness, and spiritual formation.
- analyze and evaluate the theological dimensions of various ministry situations.
- develop a plan for spiritual growth via the Learning Covenant.
- experience the value of a learning community for developing as a minister.

RELEVANCE FOR MINISTRY: The church is well served by reflective practitioners who have the skills to lead in a congregational context and have the ability to understand and extend the theological dimensions of a community's practices. Field Education is intended to nurture such reflective practitioners. Field Education is also intended to show students the life-long importance of developing a supportive learning community as part of any ministry endeavor.

REQUIRED TEXTBOOKS

List text here or state "None"

Books may be purchased from the APU bookstore or from online sources.

COURSE REQUIREMENTS:

1. **Ministry Internship:** Each student is required to serve at least 8 hours/week in a church or other ministry setting. Successful completion of these hours is required to receive credit for this class.

2. **Learning Covenant** (due 2nd class session; evaluation due by final day of semester): Each student will complete a Learning Covenant in conjunction with his/her Ministry Site Supervisor.
3. **Reflection Group Attendance** Full participation in all reflection group sessions is important for your own learning as well as for the learning of all the others in your reflection group. Attendance means being present in the class for the entire scheduled class meeting, not just some part of it.
 - a. Students who are absent more than two times cannot pass this class.
 - b. Three late arrivals or early departures count as an absence.
 - c. Each late arrival or early departure after the first three counts as an absence.
4. **Case Studies** Each student will submit a case study related to her/his ministry. Further details on writing and unpacking case studies will be given in class.
5. **Final Reflection Paper** (3-5 pages; due at last session):
 - a. **Section A:** Reflect on your ministry site experience during this Field Ed course. How did you do in accomplishing your leadership and ministry skills development goals? What role did your Site Mentor have in your development? What did you learn? What was frustrating or what didn't go as planned? What were the high points?
 - b. **Section B:** Reflect on how you did in meeting your spiritual formation goals. Also go beyond your goals and describe more broadly how has God been at work in your life over these past months. How are you growing in holiness? In your love for others and God? What are your growth edges? Where are the hard or dry places?
 - c. **Section C** Comment on how you did in meeting your cultural understanding goals.
 - d. **Section D** Comment on how you did in meeting your self-care goals.
 - e. **Section E:** Comment on your experience in the Reflection Group sessions. What did you learn? What was significant for you? How were you formed?

EVALUATION:

This is a credit/no credit class. The following are required to receive credit for this class.

1. Student must fulfill ministry participation of at least 8 hours/week in a supervised ministry setting during the semester.
2. Student must meet as scheduled with Ministry Site supervisor.
3. Learning Covenant submitted and approved.
4. Case study submitted.
5. Final Site Supervisor Evaluation submitted commenting on student's internship work.
6. Final Reflection Paper submitted and given credit.

INTERNATIONAL STUDENTS

Any international student who has a Field Education site which will provide compensation *must* come to International Student Services (ISS) in the International Center to go through the process of gaining legal permission for this. Field Education falls into the category of Curricular Practical Training and it does not cost the student anything to gain approval for this compensation but it does involve some paperwork. Students need to get this permission *before* starting their Field Education class if they will receive payment. If this immigration law is not observed, the student, the church where the student is employed, and APU can get into legal difficulties.

INCOMPLETES: Incompletes are only granted in rare circumstances where a student encounters major, unavoidable life situations such as death, major illness, family crisis, or alien invasions. Unacceptable reasons for requesting an incomplete include poor time management, heavy job, church, or school workload, logistical problems (computer, traffic, printer, "the dog ate my homework," etc.), language issues, video game addictions, wedding/honeymoon, and exotic vacations. To obtain an incomplete, **before the end of the semester** the student must fill out the Incomplete Form available at the Office of the Graduate Registrar in the Graduate Center and obtain all necessary signatures. An incomplete grade must be approved by the professor and the program director. An extension may be granted for up to 12 weeks from the last day of the term.

OTHER REQUIRED SYLLABUS COMPONENTS:

Recommended Reading:

Paver, John E. *Theological Reflection and Education for Ministry: The Search for Integration in Theology*. Burlington, VT: Ashgate Pub., 2006.

Stone, Howard W., and James O. Duke. *How to Think Theologically*. 2nd. ed. Minneapolis: Fortress Press, 2006.

Wood, Charles M., and Ellen Blue. *Attentive to God: Thinking Theologically in Ministry*. Nashville, Tenn: Abingdon Press, 200

Bibliography: see Recommended Reading above.

Make-Up Work: Late work or make-up work is not accepted.

Extra Credit: No extra credit is accepted for this course.

Emergency procedures: It is recommended that you leave the class title, room, building location, and the APU campus main phone number – 626-969-3434 – with persons who might need to find you in case of an emergency.

For policies on withdrawal, grade permanence, academic integrity, appeals, and grievance procedures, refer to the graduate catalog.

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Support Services: There are many available support services for graduate students. Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog. These include the Writing Center <<http://www.apu.edu/writingcenter/>> and the University Counseling Center <<http://www.apu.edu/counselingcenter/>>. Please contact your faculty advisor and/or the Graduate Center should you have any additional questions.

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Academic Integrity Statement from the Graduate Catalog:

The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty is a serious offense for which a student may be disciplined or dismissed from a program.

Academic dishonesty includes:

1. Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
 - Students completing any examination should assume that external assistance (e.g., books, notes, and conversations with others) is prohibited unless specifically authorized by the instructor.
 - Students may not allow others to conduct research or prepare work for them without advance authorization from the instructor.
 - Papers, parts of papers, and other academic work may not be submitted for credit in more than one course.
2. Fabrication - Intentional falsification or invention of any information or citation in an academic exercise.
3. Facilitating academic dishonesty - Helping or attempting to help another commit an act of academic dishonesty.
4. Plagiarism - using unattributed words, phrases, ideas, or work of another—whether published, unpublished, or from an electronic source—as one's own in any academic exercise. **To avoid plagiarism, when drawing from various resources for research purposes students must provide citations, footnotes and bibliographic information.**

A violation of academic integrity will result in a minimum of a failing grade for the assignment with the possibility of a failing grade for the course or dismissal from the program.