

**Pathways Ministry Formation & Reflection/Field Education
(F.E.01-U)
Undergraduate Level
Fall, 2018**

Course Oversight:

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Location: Ministry Site

Time: 6-8hrs/weekly

Duration: 10 weeks

Course Description:

F.E.01 – Pathways Ministry Formation and Reflection/Field Education is an intentional field education experience designed to introduce students to the practice of ministry. An important element of this course is to aid students in identifying and co-operating with how God is forming them as a ministering person as well as learning how to theologically reflect on the practice of ministry. The student will come away with a greater understanding of ministry, a deeper appreciation for their spiritual giftedness, and develop skills which will help them serve effectively as a ministering person.

Successful completion of this course requires that students:

- Arrange for a Field Education placement, supervisor, and ministry coach (in conjunction with the Pathways office).
- Engage in 6-8 hours of supervised ministry in an approved setting for a minimum of 10 weeks.
- Successfully complete all course requirements.
- Meet regularly with their ministry coach for encouragement, feedback, and evaluation.

It is the responsibility of each student to ensure that their ministry site, supervisor, and coach are arranged in conjunction with and are approved by the Central Canadian District of the C&MA.

Course Objectives:

The Field Education experiences will allow students...

1. to gain practical ministry experience with coaching and supervision
2. to identify the specific ways God is forming them as a ministering person
3. to understand the importance of theological reflection in the practice of ministry
4. to learn from others in order to acquire skills for doing the ministry they are called to
5. to reflect on one's own personality and growing edges in the context of the practice of ministry
6. to understand one's own giftedness and how it is expressed in the practice of ministry
7. to discover how one functions in a team environment and contributes to organizational health

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Required Reading:

Purves, Andrew. *The Crucifixion of Ministry: Surrendering Our Ambitions to the Service of Christ*. Downers Grove: IVP, 2007.

Recommended Reading:

Purves, Andrew. *The Resurrection of Ministry: Serving in the Hope of the Risen Lord*. Downers Grove: IVP, 2010.

Course Requirements:

Item	Pages Written	Value	Due date
Ministry Site, Coach, and Supervisor in Place			Friday September 7, 2018
Learning Goals & Job Description Submitted	3	10%	Friday September 21, 2018
Ministry Development Plan Submitted	3-5	15%	Friday September 28, 2018
Theological Reflection and Integration Paper	4-5	25%	Friday October 12, 2018
Journal Entries and Reflections		30%	Monday December 10, 2018
Summative Reflection Paper	5-6	20%	Friday December 14, 2018
TOTALS		100%	

1. Learning Goals.

Students must develop three specific learning goals for their field education experience. Goal 1 focuses on learning about ministry. What does the student want to learn from their field education experience? Goal 2 has to do with formation as a ministering person. How will the student co-operate with God in their formation as a ministering person? Goal 3 has to do with acquiring the skills to practice ministry. What skills will the student acquire for the practice of ministry? Learning goals must be approved by the student's Ministry Coach and the Pathways Academic Director.

This response should be 3 pages in length.

Due Date: Friday September 21, 2018

Grade: 10% of final grade.

2. Ministry Development Plan.

The ministry development plan articulates how the student intends to reach their learning goals during this field education experience. The plan will sketch out how the student will gain the knowledge, spiritual maturity, and practical skills for the ministry they are preparing

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for through this field education experience. The Ministry Development Plan must be approved by the student's Ministry Coach and the Pathways Academic Director.

This plan should be 3-5 pages in length.

Due Date: Friday September 28, 2018.

Grade: 15% of final grade.

3. Theological Reflection & Integration.

Students will read Purves' book *The Crucifixion of Ministry* and write a 4-5 page theological reflection and integration paper. In this paper they will integrate the contents of this book into *their* practice of ministry. The format of this paper is as follows. First, introduce the author and give brief biographical details. Second, identify the book's thesis and how Purves develops it through the book. Third, show areas where this book challenges your thinking about ministry and equips you to do ministry. Finally, identify areas in your ministry that seem to challenge some of the contents of this book. This paper will be submitted to the Pathways Academic Director for evaluation and grading.

This response should be 4-5 pages in length.

Due Date: Friday October 12, 2018

Grade: 25% of final grade.

4. Field Education Experience / Journal Reflections.

This assignment depends on the successful completion of the Field education experience based on the approval of both the site Supervisor and Ministry Coach. It also is based on weekly journal entries provided to you by the Pathways school of ministry. These journal entries will be submitted to the Pathways Academic Director for evaluation and grading.

Due Date: No later than Monday December 10, 2018

Grade: 30% of final grade.

5. Summative Reflection Paper.

Drawing on all that they have experienced in their field education placement, students will write a summative reflection paper. This paper is to show what the student has learned, how the student has been formed, and what skills for ministry the student has acquired during this field placement experience. Students will show how this experience has further helped them to understand their calling into ministry as well as their spiritual giftedness. This paper will be submitted to the Pathways Academic Director for evaluation and grading.

This response should be 5-6 pages in length.

Due Date: No later than Friday December 14, 2018

Grade: 20% of final grade.

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Additional Notes:

Formatting

All written work must be submitted in Turabian style (see Kate Turabian in *A Manual for Writers of Term Papers, Theses and Dissertations* (ISBN 978-0226823379). Graduate students should follow the McMaster Divinity College Styles Guide.

Late Penalties

Any assignment received past its posted due date will be automatically docked a grade (ie, from A to A-). Late assignments will also be additionally penalized 1% for each day they are late (excluding weekends).

Academic Dishonesty – Academic dishonesty is a serious offence in the academic world that may take any number of forms, including plagiarism, the submission of work that is not one’s own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on the transcript, and/or suspension or expulsion from the College. It is your responsibility to understand what constitutes academic dishonesty. Please refer to the Pathways Student Handbook (forthcoming) Statement on Academic Honesty

Inclusive Language ~ Pathways program uses inclusive language in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV is a good example of the use of inclusive language. It is expected that all students will use inclusive language in all Pathways assignments.

Sexual Harassment ~ Sexual harassment is a violation of the integrity of persons in the form of unsolicited, unwelcome, verbal or physical behavior, which discriminates on the basis of gender about a person’s body, attire, gender, marital status or economic status. Among faculty, staff, and students, sexual harassment of any kind will not be tolerated.

Disclaimer ~ This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up until the first day of class.