

Field Education Program

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Detroit Baptist Theological Seminary
“Back to the Foundations”

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FIELD EDUCATION PROGRAM GUIDELINES

- Statement of Purpose
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- Number of Units Required for Graduation
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- Field Education Process: Registration, Supervision, and Reporting
- Field Education Implementation at Inter-City Baptist Church

Statement of Purpose

The Field Education program is designed to assist the student in developing a broader range of experience and a deeper level of insight into practical ministry issues. Students are expected to participate in supervised field education during each semester they are in attendance (based on three year completion cycle). This may be done in coordination with, or in addition to, ongoing practical Christian service activities, depending on a student's individual responsibilities. Field education units will be completed in the following areas: evangelism, discipleship, missions & church planting, church administration, teaching, church leadership & pastoral care, preaching and personal ministry organization skills. All field education units must be approved in advance by the Field Education Director. A local church Field Supervisor (e.g. pastor, asst. pastor, ministry director) will work with the student to facilitate opportunity and to provide personal evaluation in each unit. A written report will be turned in by the student. Satisfactory completion of all field education units is a requirement for graduation. Additional information is contained in the Field Education Handbook.

Transitional Issues (“Grandfather Clause”)

The following transitional guidelines govern the Field Education program requirements for those students whose enrollment at DBTS officially began with the Spring semester 2002 or earlier (“Returning Students”). Those students whose enrollment at DBTS shall officially begin with Summer School 2002 or beyond (“New Students”) will be subject to all the guidelines established for the DBTS Field Education Program (2002 Revision).

1. Returning students will be subject to the required number of Field Education units in effect at the time they enrolled.
2. Returning students will be expected to complete the revised requirements in effect on any given unit for which they receive approval to begin after May 16, 2002.
3. Returning students may choose to complete any one of the new units offered as a part of fulfilling their Field Education requirement.
4. Returning students who do not attend classes at DBTS for a period of two or more semesters following the implementation of this revision will become subject to all the provisions of the new program upon their return.

Units Required for Graduation

This Field Education program is based on a standard three year completion cycle for students in the Master of Divinity (M.Div.) program, consisting of 96 semester hour credits. There is no Field Education requirement for students in the Master of Theology (Th.M) program.

Number of credits transferred in	Number of FE Units Required
0-10 credits	8
11-20	7
21-32	6
33+	To be determined by review

Basic Components of the Field Education Program

While the specific balance of requirements will vary with each Field Education module, every unit will incorporate key aspects from all of the following components.

1. **Practical Correlation of Academic Foundation** – This involves two elements:
 - There will be required courses which a student must have completed prior to taking a specific Field Education unit. Exceptions need to be approved by the Field Education Director. There will also be recommended courses which the student will profit from by taking as foundational preparation for the field education unit.
 - There will be practical efforts to expand upon previously completed studies or class projects, especially in the area of Pastoral Theology courses. The student will be able to take his knowledge from an academic context and put it into an actual ministry context. This will consist of practical research projects (e.g. compiling a list of ministry resources available and evaluating them as to their ministry value in a Fundamental Baptist Church) and a limited amount of reading.

2. **Field Examination of Positive Models** – This will involve the student in first hand interviews and observations of individuals or ministries which provide a positive role model for the student. **REQUIRED:** This will always involve the church where the student is a member. **RECOMMENDED:** In addition, emphasis will be placed upon choosing other church models which are consistent with the doctrine and ministry philosophy of the seminary. A list of such ministry models will be available from the Field Education Director. **Field Education Forums** may be scheduled periodically at the seminary to bring faithful ministry leaders to speak with the students.

3. **Personal Participation in Strategic Ministry** – This will require personal involvement in ministry activity in the student’s local church under the direction of the pastor, a staff member or another experienced ministry leader. They will supervise the student’s ministry activity and provide follow-up evaluation.

4. **Individual Evaluation by Faithful Mentors** – This area will be carried out primarily between the student and the approved Field Supervisor. The Field Supervisor will normally be the student’s pastor or an approved staff member or ministry director. The same principles will also be applied in a secondary context by the Field Education Director. Two main components are involved:
 - Address in a positive and practical context, with accountability, the student’s personal needs for greater ministry effectiveness (e.g. **growth plan**).
 - Focus on the personal application of the lessons learned in light of one’s own current and anticipated future individual ministry (i.e., **contextual implementation**)

List of Field Education Units

The following areas will merit concentrated treatment over the course of the student's seminary education. Normally, a student will complete his efforts in each of these units over the course of a single semester or during the summer break. Allowance in scheduling may be made for students due to vocational ministry responsibilities or when unique volunteer opportunities arise. The following is the suggested order in which students should pursue these units.

1. Personal Ministry Organization Skills*
2. Personal Evangelism
3. Discipleship
4. Missions and Church Planting
5. Church Administration
6. Teaching & Christian Education
7. Church Leadership and Pastoral Care
8. Preaching

*Note: This unit will be completed over the length of the student's seminary training. It will involve several periodic check points (see attached) for the completion of specific tasks.

DBTS Field Education Cycle¹

FE Units Required for Graduation²

Year	Fall	Spring	Summer
1	Personal Evangelism (#2) Unit #1A: time management; organizational systems	Discipleship (#3) Unit #1B: Microsoft Office software programs	Missions & Church Planting (#4) -----
2	Church Administration (#5) Unit #1C: ff organizational systems; ff Microsoft Office	Teaching & Christian Education (#6) Unit #1D: Bible study software programs	Church Leadership & Pastoral Care (#7) -----
3	Preaching (#8) Unit #1E: ff organizational systems; tax & legal issues	<i>Senior Sermon & Doctrinal Exam</i> Unit #1F: candidating plan & resume package	----- -----

NOTES:

1 Following this cycle, all the field education requirements may be completed within the span of three academic years. Students taking longer than three years to complete seminary may adjust the pace or order of their field education work, upon approval of the Field Education Director.

2 These requirements apply to students enrolling after May 16, 2002. Transfer students may be able to have some field education requirements waived. See the Field Education Handbook for specific details.

3 Unit #1: Personal Ministry Organization Skills is completed in small installments, called checkpoints, over the space of three years.

Field Education Process

Registration, Supervision & Reporting

- 1. Student Progress Report:** A field education progress report will be issued to each student prior to the distribution of registration packets for the following semester. A combined report will be issued for summer school and fall semester registrations. It will include current information on which units have been completed and which units are in process. Students should look carefully at their progress report so they do not fall behind in meeting their field education requirements for graduation.
- 2. Student Registration:** Students will register for field education units at the same time they register for academic classes for the upcoming semester. A roster of field education activity each semester will be prepared based on student registration. Students who do not complete a field education unit during the semester will be rolled over to the next semester and marked as “in process.” If a student has completed a field education unit early, or if he needed an extension and finished mid-semester, he may contact the Field Education Director at any time to arrange for his next field education unit.
- 3. Information Packet:** Upon completion of the registration process, the student will be provided with a field education information packet. It should contain all the material necessary for completion of the field education unit, including: a list of all requirements for that field education unit; available resource material; a calendar of field education related events for the semester; and the necessary evaluation or record keeping forms. This packet will be distributed well in advance of the semester in which the work is to be completed so that students may lay the foundation for a serious and productive effort. It is the responsibility of the student to distribute forms to the appropriate party at the proper time, maintain a thorough record of his work, and submit a Report Packet to the Field Education Director upon completion of his work.
- 4. Initial Communication Form:** Included in the information packet will be an Initial Communication Form. The form is to be completed and returned to Field Education Director by the stated date. This will require the student to meet with his Field Supervisor to explain the requirements involved in this unit, to arrange for a regular time to meet regarding the student’s progress, and to establish a target date for the completion of all requirements for this field education unit.
- 5. Interaction with Field Supervisor:** The student will be required to meet on a regular basis with their Field Supervisor for the unit on which they are working. A suggested frequency for this meeting would be once a month. Obviously, more frequent interaction is always an advantage. Discussion at these meetings could include the following: coordination of upcoming ministry opportunities; evaluation of recently completed ministry efforts with a plan for working on any areas of deficiency; and discussion of strategic issues related to the ministry, especially there in the local church.
- 6. Interaction with FE Director:** At least one time during the semester, usually at the completion of a field education unit, the student should arrange to meet with the Field Education Director. New students should plan to meet with the Field Education Director at

both the beginning and the end of each field education unit. Students should feel free to contact the Field Education Director at any time. Many issues can be cleared up by means of a short e-mail or a brief phone call. However, personal meetings are always a workable and productive option.

7. **Evaluation Forms:** At the end of each field education unit several evaluation forms are to be submitted. First, the student will complete a **Personal Evaluation Form**. The student should review these observations when meeting with his Field Supervisor. Second, the student will provide a **Supervisor's Evaluation Form** to the person serving as his ministry mentor. This will be completed by the Field Supervisor and returned to the student for inclusion in his FE Report Packet. The Field Supervisor should make time to interact with the student about his observations. For some field education units a third type of form will also be required. When specific personal observations are made, as when a student is teaching a lesson or preaching a sermon, the staff observer (which may not always be the Field Supervisor) should complete the appropriate **Ministry Observation Form**.
8. **FE Report Packet:** When the student has completed all the requirements for the field education unit, he is to submit a field education Report Packet to the Field Education Director. This will include the following:
 - the Student Report Form for that particular unit
 - a summary of ministry efforts for the unit
 - a copy of all material developed during the unit (e.g. lessons, program manuals, etc.)
 - any Ministry Observation Forms completed
 - his own Personal Evaluation Form
 - the Supervisor's Evaluation Form

These should all be arranged logically and fastened neatly before presentation. All materials submitted will be carefully reviewed and returned to the student.

9. **Field Education Resource File:** Selected Report Packets will be copied and maintained, minus any evaluation forms and only with permission of the student, as a part of the Field Education Resource File. These materials will be available to other students for future reference as samples of excellent or unique work in that particular area.

Field Education—Alternate Reporting Program

The normal format is for a student to work on one FE unit at a time until he has completed his full obligation. This is normally broken down into a semester-long concentration for each unit. However, it is permissible to work on multiple units simultaneously over an extended period of time, if that coordinates better with one's vocational or volunteer ministry responsibilities.

For those who have significant vocational or volunteer ministry responsibilities, a student may also receive approval to complete his FE obligations using the Alternate Reporting Program. This involves a periodic written summary, or journal. This is usually maintained on a monthly basis, but no less than quarterly. It should include a record of all your ministry activities, broken down according to each of the FE units which you are required to complete. The journal report should include the following elements: (1) date, or time period, of activity; (2) location and organization involved with activity; (3) general description of activity; and (4) specific comments regarding activity, including lessons learned or problems encountered. The student should review his progress with the Field Education Director on no less than an annual basis. A full written report must be submitted prior to graduation. If the student has any questions regarding these obligations he should contact the Field Education Director as soon as possible.

Field Education Efforts

Stage 1: Develop a retroactive journal summarizing your efforts in each of the key areas of FE (units #2-8, see below) since arriving at DBTS.

Stage 2: Review FE manual with Dr. Wiggins, answering any questions about the program purpose, organization or requirements.

Stage 3: Focus on FE preparation (i.e. meet remaining FE req.) so that it will maximize your preparedness for ministry leadership, in whatever areas you think that may involve.

Stage 4: Record your ministry efforts, in terms of fulfilling FE requirements, by making monthly entries in your journal. Review this with Dr. Wiggins at least once a year. Submit full written report prior to graduation

Field Education Units

1. Personal Ministry Organization Skills*
2. Personal Evangelism
3. Discipleship
4. Missions and Church Planting
5. Church Administration
6. Teaching & Christian Education
7. Church Leadership and Pastoral Care
8. Preaching

*Note: This unit will be completed over the length of the student's seminary training. It will involve several periodic check points or interviews (see FE Manual) for the completion of specific tasks.

DBTS Field Education Implementation With Students at Inter-City Baptist Church

Ministry Involvement for Seminary Students at ICBC

As young men preparing for the Gospel ministry and positions of leadership in the local church, seminary students should maintain active involvement in church ministry throughout the time of their seminary studies. This involvement in practical ministry should be balanced in such a way so as to supplement their academic training at the seminary, not to supplant it. Furthermore, students should seek out opportunity for a long-term, in-depth sustained ministry responsibility even as they must also engage in a broad, rotating set of ministry experiences through the Field Education program of the seminary.

Field Education Assignments

Prior to the start of each semester the Field Education Director will provide for the pastoral staff a list of those seminary students at ICBC who will be involved in field education and the units in which they are scheduled to participate. This will allow the pastoral staff opportunity to confer among themselves and to follow up as needed with various volunteer ministry leaders. Field Education assignments will be arranged at the beginning of each semester under the oversight of Pastor Tracy Fressel, Pastor Pearson Johnson, and Pastor Dan Winnberg. As needed the Field Education Director will meet with Pastors Fressel, Johnson, and Winnberg to coordinate placement efforts. In turn Pastors Fressel, Johnson, and Winnberg will arrange for other pastoral staff or key volunteer ministry leaders to provide ministry involvement opportunities for the seminary students in their own respective areas of responsibility. Periodic ministry opportunities which develop during the course of the semester will be assigned to students at the periodic group meetings or through individual personal contacts.

Supervision of Students in Field Education Efforts

Plans to evaluate students in their ministry efforts will be coordinated by the Field Education Director in consultation with Pastors Fressel, Johnson, and Winnberg. As much as possible actual observations and follow-up evaluation sessions will be carried out by the Field Education Director and senior pastoral staff members (Fressel, Johnson, Winnberg), supported as warranted by seminary faculty, other pastoral staff and key volunteer ministry leaders. It is the student's responsibility to contact the appropriate staff person (see below) to initiate field education efforts for a given unit. All evaluation forms will be forwarded to the Field Education Director for follow-up.

Areas of Oversight (“For ... your first contact at ICBC should be ...”)

- | | |
|--|------------------------|
| 1. Personal Ministry Organizational Skills | Dr. Claude Wiggins |
| 2. Personal Evangelism | Pastor Pearson Johnson |
| 3. Discipleship | Pastor Dan Winnberg |
| 4. Missions & Church Planting | Pastor Pearson Johnson |
| 5. Church Administration | Pastor Dan Winnberg |
| 6. Teaching & Christian Education | Pastor Dan Winnberg |
| 7. Church Leadership & Pastoral Care | Pastor Tracy Fressel |
| 8. Preaching | Dr. Claude Wiggins |

FIELD EDUCATION UNITS: DESCRIPTION & REQUIREMENTS

- Personal Ministry Organization Skills
- Personal Evangelism
- Discipleship
- Missions and Church Planting
- Church Administration
- Teaching and Christian Education
- Church Leadership and Pastoral Care
- Preaching

Unit #1: Personal Ministry Organization Skills

(See supplemental page for requirements at various checkpoints)

A. Practical Correlation of Academic Foundation

1. Required Courses: None
2. Recommended Courses: Philosophy of Church Ministry (513); Pastoral Leadership (524); Ministry Management (532) – These courses are scheduled out over the three years of the student curriculum.
3. Additional Reading or Assignments: Philosophy of Ministry statement; Personal Time Management system; develop a ministry resume; computer resources for ministry tasks; tax and legal issues.

B. Field Examination (or FE Forums)

Meet with the pastor or staff member of your church, and two other churches, to review the efforts they have taken in the ministry regarding the following: Philosophy of Ministry statement (ministry priorities); personal time management; official records (weddings, funerals, baptisms, speaking engagements, etc.); library cataloging and filing system; computer resources for ministry tasks; record keeping for tax and legal issues. The Field Education Forum provides a practical alternative where pastors-missionaries are brought to the seminary to discuss these topics.

C. Personal Participation

Develop and maintain your own systems for the following ministry tasks: Philosophy of Ministry statement (ministry priorities); personal time management; official records (weddings, funerals, baptisms, speaking engagements, etc.); library cataloging and filing system; computer resources for ministry tasks.

D. Supplemental Instruction

Attend special seminars as available and required.

E. Individual Evaluation by Faithful Mentors

The student must complete the following evaluation sessions:

1. Meet with Field Supervisor to review Student and Supervisor evaluation sheets
2. Meet with Field Education Director to review unit efforts and turn in reports

Unit #1: Personal Ministry Organization Skills

Periodic Check points

FIRST YEAR

Unit #1A: Fall (check point #1)

1. Review various personal time management system options: both paper and electronic
2. Review various organizational system options: official records; books, sermons and files

Unit #1B: Spring (check point #2)

1. Review Microsoft Office software programs (Word, Excel, Outlook, Power Point, Access)
2. Implementation of a specific personal time management system
3. Implementation of a specific organizational system: official records; books, sermons and files
4. Completion of 1st field examination project

SECOND YEAR

Unit #1C: Fall (check point #3)

1. Progress on organizational systems: official records; books, sermons and files
2. Demonstrate working knowledge of Microsoft Word, Excel, Power Point

Unit #1D: Spring (check point #4)

1. Review select Bible software (Logos, Bible Works) and other electronic Bible study resources
2. Completion of 2nd field examination project

THIRD YEAR

Unit #1E: Fall (check point #5)

1. Progress on organizational systems: official records; books, sermons and files
2. Review of tax and legal issues for ministers
3. Complete reading of assigned sections from *Tax Law for Ministers and Religious Workers* by B. J. Worth.

Unit #1F: Spring* (check point #6)

1. Completion of a Candidating Plan and Resume Package
2. Completion of 3rd field examination project
3. Complete the reading of *In Search of God's Man* by Douglas E. DeVore.

*NOTE: During this semester the student will also have to complete the Senior Doctrinal Seminar and present a Senior Sermon.

Unit #2: Personal Evangelism

A. Practical Correlation of Academic Foundation

1. Required Courses: none
2. Recommended Courses: Philosophy of Church Ministry (513)
3. Additional Reading: The student must read *The Theology of Evangelism* by Ernest Pickering (available as a syllabus in the faculty work room), or an approved substitute, and turn in a short reading report.

B. Field Examination

The student should meet with the pastor or a staff member of his church (required), and one or two other churches (recommended), to review their personal evangelism – church outreach programs. This should include evaluating the following areas: schedule, contact sources, follow-up efforts, training provided, literature and other resources used, special principles observed, etc.

C. Personal Participation

1. The student should be involved in **outreach oriented visitation efforts** through their local church for at least twenty hours. This averages a little over one hour a week. At least half of this time the student should be paired up with a pastoral staff member or other experienced witness. The balance of the time could be comprised of outreach canvassing. Personal witnessing opportunities during this time period should also be noted, even though these will not be counted toward the twenty hours of organized evangelistic effort. The student should be prepared to present the gospel at every opportunity, but must have at least two specific presentations of the gospel before his requirements are fulfilled. A personal log should be maintained recording the following information: date, time, type of outreach activity, visitation partner, visitation contact, summary of actions taken; and results observed or follow-up recommended.
2. The student must do research to find out what **evangelism programs** are available and determine, as able, the suitability of each for use in a Fundamental Baptist Church.
3. The student must create a file of **resources for evangelistic ministry**, such as gospel tracts, booklets and videos.

D. Individual Evaluation by Faithful Mentors

The student must complete the following evaluation sessions:

1. Meet with Field Supervisor to review Student and Supervisor evaluation sheets
2. Meet with Field Education Director to review module efforts and turn in reports

Unit #3: Discipleship

A. Practical Correlation of Academic Foundation

1. Required Courses: Philosophy of Church Ministry (513)
2. Recommended Courses: Pastoral Leadership (524)
3. Additional Reading or Assignments
 - a. Required Discipleship Project: Develop a list of **available discipleship programs and resource materials** by consulting a local Christian bookstore, a mail-order distributor (e.g. CBD), and select publishers (e.g. BJU Press, RBP). Then select three **discipleship resources to evaluate** in the areas of: doctrinal accuracy; balanced coverage of key areas; usefulness for an interactive instructional setting; and recommendations for future ministry use.
 - b. Recommended Reading: *Changed Into His Image* by Jim Berg (BJU Press) or *Discipleship* by Allen Hadidian (Moody Press, 1987, out of print).

B. Field Examination

Arrange to meet with the pastor or a staff member of your church (required), and one or two other churches (recommended), to review the discipleship program(s) used by the church. The student should consider the following:

- selection of discipleship prospects
- assignment of discipleship leaders to prospects
- training of discipleship leaders
- discipleship materials used
- schedule and format of discipleship meetings
- follow-up efforts at conclusion of discipleship efforts

C. Personal Participation

The student must complete a personal discipleship effort in the context of the local church program. It should last 8-12 weeks, involve a new believer or one that has not previously been grounded in the faith, and provide for the elements listed below. In some cases a student may need to teach a small group rather than an individual. However, in that event there would need to be focused attention given in follow-up on an individual from the group. It is also possible there may not be an individual new believer ready to go through a discipleship program at the time of the student's availability. Alternative programs may be approved by the Field Education Director for other discipleship options taking a believer on to new levels of Christian maturity (e.g. Disciplines of the Godly Man).

1. Carry out purposeful instruction in the foundational truths of the Christian faith, using some printed interactive curriculum (e.g. purchased, provided by the church, or of your own design). Key areas include: the basis of salvation; eternal security, assurance and perseverance; baptism; church membership; prayer; Bible study; witnessing; stewardship.
2. Cultivate a personal relationship with the individual (same gender) for the purpose of developing trust and maintaining accountability.
3. Assist the disciple in making practical application of the truth taught. This will involve walking them through the process of actually establishing personal disciplines for growth in the Christian faith.

D. Individual Evaluation—The student must complete the following evaluation sessions:

1. Meet with Field Supervisor to review Student and Supervisor evaluation sheets
2. Meet with Field Education Director to review module efforts and turn in reports

Unit #4: Missions & Church Planting

A. Practical Correlation of Academic Foundation

1. Required Courses: Philosophy of Church Ministry (513); Pastoral Leadership (524)
2. Recommended Courses: Introduction to Missions (515); Evangelism and Church Growth (530); Introduction to Church Planting (537); Ministry Management (532).
3. Additional Reading or Assignments: (Required) The student must read *For the Sake of His Name* by Dr. David Doran (with Pearson Johnson) and prepare a short reading report. If you have already read this book for Philosophy of Church Ministry, it is not required that you read it again.

B. Field Examination

1. Visit with the pastor or a staff member of your church (required), and at least one or two other churches (recommended), to talk about how their **church missions program** is organized (e.g. finances, calendar, programs, policies, etc.). It would be helpful if at least one of these pastors had been involved in supporting a church planting effort.
2. Contact at least two **fundamental missionary agencies** to find out as much as you can about the following: application process; deputation process; field policies; support level guidelines; furlough; legal issues; relationship of missionary agency to the local church and their missionary; doctrinal statement; policies and practices; recommended preparation for missionary service.
3. Contact at least two **cross-cultural church planters** (outside of U.S.A. or Canada context) to find out as much as you can about the following items: Cooperation with sending church leadership; Field selection; Support arrangements for personal and ministry needs; Establishing and training a core group; Advertising; Evangelism efforts; Discipleship efforts; Leadership development; Church planting and missions efforts. **Alternative:** This could also be fulfilled by contacting a church planter/pastor with a cross-cultural ministry here in the United States (e.g. Hispanic ministry; Arabic ministry, etc.) and asking them, in addition to the items listed above, to identify major differences between the cultural group to which they minister and the “average” person in that American community, and how that affects their ministry approach.
4. Contact at least two **church planters (U.S.A. or Canada context)** to find out as much as you can about the following items: Cooperation with sending church leadership; Field selection; Support arrangements for personal and ministry needs; Establishing and training a core group; Advertising; Evangelism efforts; Discipleship efforts; Leadership development; Church planting and missions efforts. It would be helpful, though not required, if the student was able to actually visit with at least one of the church planters for services.

C. Personal Participation

1. (Required) Visit a mosque, temple, or other non-Christian “house of worship” in this area and observe a service. For example: the Jewish Sabbath is Saturday; the Islamic day of worship is typically Friday; cf. also Ba’Hai, Buddhist, etc. A short report will need to be submitted summarizing the visit. Draw conclusions on how you could effectively reach that cultural group through your local church.

2. (Not required) It is highly recommended that the student seek out opportunity to participate on a church sponsored mission trip or in a church sanctioned short-term mission effort during their years as a student.

D. Individual Evaluation by Faithful Mentors

The student must complete the following evaluation sessions:

1. Meet with Field Supervisor to review Student and Supervisor evaluation sheets
2. Meet with Field Education Director to review module efforts and turn in reports

Unit #5: Church Administration

A. Practical Correlation of Academic Foundation

1. Required Courses: Philosophy of Church Ministry (513); Pastoral Leadership (524)
2. Recommended Courses: Ministry Management (532); Introduction to Church Ministries (514); Management of Church Finances (531)
3. Additional Reading or Assignments:
 - a. Develop a file of local church constitutions and by-laws
 - b. Read summary material on the application of parliamentary procedure in the context of the local church [to be provided following registration]
 - c. Recommended Reading:
 - *How to Be a Team Player and Enjoy It!* by Matt Williams (AACS)
 - *Master Planning* by Bob Biehl (Broadman & Holman); required reading for Ministry Management
 - *Feeding and Leading* by Kenneth Gangel (Baker); required reading for Ministry Management

B. Field Examination

The student must arrange to meet with the pastor or a staff member of his church (required), and one or two other churches (recommended), to discuss matters of church administration.

1. This should include, but is not limited to, the following elements:
 - coordinating a master calendar of activities and facilities usage;
 - curriculum selection and program development;
 - staff selection and training (vocational staff, volunteer staff);
 - financial issues (planning, protections, reporting and evaluation);
 - legal reporting issues (incorporation documents, tax withholding and FICA contributions, Child Protection Policy, communicable diseases, etc.);
 - church constitutional matters (business meetings, committee structure, etc.);
 - information flow to and from the congregation (e.g. bulletin, church announcements, newsletter, deacon care groups, emergency prayer chain, etc.).
2. At least one of the churches examined should have a Christian Day School and/or Day Care ministry. These can be very complex and expansive endeavors so the emphasis should be upon the relationship and the responsibilities of the pastor in connection to this aspect of ministry.

C. Personal Participation

1. **Project management** – Assist the pastor or a staff member of your church in the development of two ministry efforts as shown below. This would require involvement in the process at the planning, promotion, execution, and evaluation levels.
 - **Church Activity:** It could include a church-wide activity (e.g. men's meeting, family outing, concert, banquet, conference, church workday, etc.) or a class/age-group function (e.g. summer camp or retreat, youth activity, AWANA Grand Prix, adult class fellowship, etc.) and could be focused on fellowship, discipleship or evangelism.

- **Ministry Meeting:** This could include such efforts as teacher training meetings, missions committee meetings, Parents of Youth meetings, ABF planning sessions, or church business meetings, etc.
2. **Ministry Mapping** – This will involve evaluating the various ministries and organizational structure of the student’s local church to complete the following efforts:
- **Church Ministry Focus** – The student should develop an outline for each ministry or regular activity of the church showing the following: primary purpose(s) [i.e. evangelism, edification, equipping, worship, etc.], schedule (day/time), key leaders, resources needed, training and direction provided, “open/closed” nature of the group, and other details as appropriate.
 - **Organization Chart** – The student should develop a chart showing the communication or authority chain for each of the ministries of the church. This will include the pastor and staff, deacons, committees, ministry leaders and other detail as appropriate.

D. Individual Evaluation by Faithful Mentors

The student must complete the following evaluation sessions:

1. Meet with Field Supervisor to review Student and Supervisor evaluation sheets
2. Meet with Field Education Director to review module efforts and turn in reports

Unit #6: Teaching and Christian Education

A. Practical Correlation of Academic Foundation

1. Required Courses: Hermeneutics (311); Systematic Theology I (322); Homiletics I (522)
2. Recommended Courses: Systematic Theology II, III (331, 332); Apologetics (334); Homiletics II (533)
3. Additional Reading or Assignments:
 - a. Recommended Reading: *Living By the Book* by Howard Hendricks (Moody Press).
 - b. Recommended Viewing: Watch an approved video series (e.g. *7 Laws of the Learner* by Wilkinson or *Teaching to Change Lives* by Hendricks). See the Field Education Director for a complete list of suggested resources.
 - c. At least one time during your seminary career you should plan to attend the **Great Lakes Sunday School Conference** (all day Saturday, during March or April).

B. Field Examination

1. Observe the instructional ministry of other teachers, presumably in your own church. You should be looking for insights, positive or negative, in the following areas: classroom setting, student characteristics, lesson content, lesson organization, teaching methods and resources, inter-personal communication skills, prevention or resolution of discipline situations, etc.
 - Children's ministry –e.g. Sunday School, Children's Church, AWANA, etc. (min. of one class period)
 - Teen ministry – e.g. Sunday School, Youth Group, etc. (min. of one class period)
 - Adult ministry – e.g. Sunday School, Sunday PM teaching emphasis, Wednesday teaching emphasis, etc. (min. of one class period).
2. Contact the pastor or a staff member of your church (required), and two other churches (recommended), to discuss their philosophy of educational ministry. Special note should be made of how these issues might be applied differently with various age groups. Evaluation should include areas such as these:
 - small group Bible studies –vs- large class, master teacher
 - age-graded –vs- preferred teacher, style or topic
 - evangelistic outreach –vs- discipleship inreach
 - instructional emphasis only –vs- instruction with fellowship and ministry outreach components (e.g. Sunday School or Adult Bible Fellowship)
 - curriculum use and development (e.g. no curriculum provided, curriculum purchased, curriculum written by church; adults on common theme –vs all classes independent)
 - adults promoted to new classes as they age –vs- classes promoted to new stage as members age

C. Personal Participation

Teaching Project – The student must complete the following requirements in lesson preparation, presentation, and evaluation.

1. The student must prepare and present Bible lessons to the following age groups:

- Children’s ministry –e.g. Sunday School, Children’s Church, AWANA, etc. (min. 1)
 - Teen ministry – e.g. Sunday School, Youth Group, etc. (min. 1)
 - Adult ministry – e.g. Sunday School, Sunday PM teaching emphasis, Wednesday teaching emphasis, etc. (min. 1)
2. The student must prepare a written copy of each lesson, including the following elements: theme/title; key passage(s); teaching objectives (knowledge, attitude, action/skill); outline (introduction, main points and sub points, conclusion); and illustrations or other teaching methods used.
 3. The student must arrange for each of the three required lessons to be personally evaluated by his Field Supervisor. This requirement can be met with personal observation by the supervisor or through the use of electronic recording. In the latter case, an audio-visual recording is to be preferred to an audio-only recording. Regardless of the method chosen, the student should sit down with the supervisor for a period of focused, practical interaction.

D. Individual Evaluation by Faithful Mentors

The student must complete the following evaluation sessions:

1. Meet with Field Supervisor to review Student and Supervisor evaluation sheets
2. Meet with Field Education Director to review module efforts and turn in reports

Unit #7: Church Leadership & Pastoral Care

A. Practical Correlation of Academic Foundation

1. Required Courses: Philosophy of Church Ministry (513); Pastoral Leadership (524)
2. Recommended Courses: Ministry Management (532); Introduction to Biblical Counseling (535); Pastoral Counseling (536); The Theology and Practice of Worship (538)
3. Recommended Reading:
 - *Trusting God, Even When It Hurts* by Jerry Bridges
The following books are required reading for Pastoral Leadership:
 - *Reforming Pastoral Ministry* by John Armstrong (Crossway)
 - *Shepherding the Church* by Joseph Stowell (Moody Press)
 - *The Disciple Making Pastor* by Bill Hull (Revell)

B. Field Examination

Make arrangements to meet with the pastor or a staff member of your church (required), and one or two other churches (recommended), to gather information on how the following key pastoral functions are handled: weddings, funerals, counseling sessions, deacons meetings, worship services, Lord's Supper, baptism.

C. Personal Participation

The student must arrange with the leadership of his church for reasonable involvement in the following areas of church ministry:

1. Participate in the worship services of the church - including but not limited to the following: leading in prayer; making announcements; Scripture reading; song leading. The student must also participate in the planning of a Sunday morning worship service.
2. Observe the planning and carrying out of a funeral (visitation, service, reception). If permissible, it is ideal for the student to participate in some appropriate manner.
3. Observe the planning and carrying out of a wedding (rehearsal, ceremony, reception).
4. Participate in making several hospital and shut-in visits (at least one each).
5. Observe all aspects of the administration (preparation, observation, follow-up) of the ordinances of the church: believer's baptism and the Lord's Supper. If allowed by the pastor, it is ideal for the student to participate in the observation of the ordinances in a support capacity.
6. Discuss with the pastor how he schedules and carries out the various types of counseling sessions (pre-marital, marital, family, grief, education-vocation, etc.). If permissible, it is ideal for the student to silently observe an actual counseling session.
7. Discuss with the pastor how he prepares for and carries out the deacon and committee meetings in the church. If permissible, it is ideal for the student to silently observe at least one deacons meeting or committee meeting.

D. Individual Evaluation by Faithful Mentors

The student must complete the following evaluation sessions:

1. Meet with Field Supervisor to review Student and Supervisor evaluation sheets
2. Meet with Field Education Director to review module efforts and turn in reports

Unit #8: Preaching

A. Practical Correlation of Academic Foundation

1. Required Courses: Hermeneutics (311); Greek Exegetical Methods (222); Systematic Theology I (322); Homiletics I (522);
2. Recommended Courses: Hebrew Exegetical Methods (132); Systematic Theology II , III (331, 332); Apologetics (334); Homiletics II, III (533, 534);
3. Recommended Reading:
 - *Preaching With Freshness*, by Bruce Mawhinney
 - *The Moment of Truth* by McDill; required reading for Homiletics II

B. Field Examination

Meet with the pastor or a staff member of your church (required), and one or two other churches (recommended), to discuss their practices or recommendations regarding preaching. The following areas should be considered:

1. The development of an adequate pastoral library for a long-term preaching ministry
2. The establishment of a long-range pulpit planning schedule
3. The maintenance of an effective sermon preparation cycle

C. Personal Participation

The student must arrange with the pastor or a staff member of his church, or with another acceptable ministry that may be accommodating, to preach at least three sermons.

1. The student may preach one message to a teen group (school chapel, teen rally, etc.). However, at least two of the messages must be presented to adults. Exceptions to this must be approved by the Field Education Director.
2. The student must prepare a written outline of each sermon which will be reviewed by the Field Supervisor and submitted to the Field Education Director. It should include the following elements: title; text(s); theme; introduction; main and sub points; summary of illustrations and other rhetorical devices used; conclusion.
3. The student must arrange for each of the three required lessons to be personally evaluated by his Field Supervisor. This requirement can be met with personal observation by the supervisor or through the use of electronic recording. In the latter case, an audio-visual recording is to be preferred to an audio-only recording . Regardless of the method chosen, the student should sit down with the supervisor for a period of focused, practical interaction.

D. Individual Evaluation by Faithful Mentors

The student must complete the following evaluation sessions:

1. Meet with Field Supervisor to review Student and Supervisor evaluation sheets
2. Meet with Field Education Director to review module efforts and turn in reports