

# WESTERN SEMINARY - SACRAMENTO

**Mentored Field Ministry**  
MFM 501-504M: 1 credit hour/semester

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**Syllabus – Summer 2009**  
**Session A: May 4 – June 27**

## COURSE SCHEDULE

May 4, 11, 18; June 1, 8, 15 (Monday, 3–5 p.m.)

## COURSE DESCRIPTION

**Mentored Field Ministry.** This course is designed to help students gain greater confidence and competence in the actual practice of those ministry skills that will be needed in the student's anticipated ministry role. Mentoring is provided through both individual meetings with an experienced practitioner and peer ministry reflection groups. Current involvement in field ministry is a prerequisite for enrollment. Students should plan on taking one unit of this course over four different terms to enable sufficient breadth of ministry experience and personal mentoring. 1 hour for each of four semesters.

## COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the four seminary degrees for which this course is a requirement. Below is an excerpt of the degree outcomes to which this course relates:

1. To be a person whose Christ-like character is worthy of being emulated, and whose integrity imparts credibility to his/her ministry
  - gratefully aware of his/her new identity and spiritual sufficiency in Christ (MFM 500)
  - reflects biblical balance and skill in life management, appropriately fulfilling the roles and responsibilities mandated by God (MFM 500; SFS 501, 502; overarching)
2. To be a person who understands his/her optimal role in the furthering of God's purposes
  - understands his/her unique strengths, weaknesses, and other elements of individuality that can help or hinder personal and ministry effectiveness (MFM 500)
  - knows how to combine both formal and informal training to best prepare him/herself for effective entry into ministry (MFM 500)
  - has had experience in performing key elements of his/her intended ministry under qualified supervision (MFM 501-4)
3. To be a person who experiences healthy interdependency and genuine community with other believers
  - faithfully participates in, and contributes to, the ministry of a local congregation (MFM 501-4; SFS 502)
  - recognizes and appreciates the needed contribution of other temperaments, passions, gifts and styles (MFM 500)
  - cooperates with other believers in advancing God's kingdom (MFM 500, 501-4; SFS 501, 502)

4. To be able to think biblically and critically so that various truth claims can be effectively evaluated
  - has embraced a biblical world view (THS 501-3 overarching)
  - able to apply the basic elements of critical analysis and sound reasoning (MFM 500; overarching)
  - reflects an appropriately humble and charitable spirit in applying biblical criteria for truth (overarching)
  
5. To be able to communicate God's truth clearly, accurately, and convincingly a. able to communicate one's thoughts effectively in writing (MFM 500; overarching)
  
6. To be able to lead and equip a group of people so that God's purposes are efficiently accomplished in and through them
  - able to respond appropriately to conflict (DMS 506; MFM 500)
  
7. To be a true life-long learner, building upon his/her seminary training
  - committed to pursuing growth and learning in key areas of need (MFM 500; overarching)
  - able to access and manage information (including that available via computer/online resources) so that it is readily available when needed (overarching)
  
8. (MDiv students:) to be able to communicate God's truth clearly, accurately, and convincingly
  - able to communicate one's thoughts effectively in writing (MFM 500; overarching)

## **COURSE GOALS/OBJECTIVES**

This course is designed to enable you to:

- Grow in your personal character and ministry skills
- Learn from the example and wisdom of a ministry mentor
- Learn ministry by doing it
- Gain experience in performing key elements of your intended ministry
- Reflect upon your ministry and integrate what you are learning in seminary
- Pray for and support other students serving in ministry

## **TEXTBOOKS**

*Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary.* Click [here](#) to order texts and other products.

### **Required**

*Waking the Dead: The Glory of a Heart Fully Alive*, John Eldredge

- Hardcover: 288 pages
- Publisher: Nelson Books (July 22, 2003)
- ISBN: 0785265538

### **Recommended**

IF you took MFM 501+ in summer 2005, please read INSTEAD:

*The Journey of Desire: Searching for the Life We've Only Dreamed Of*, John Eldredge

- Paperback: 224 pages
- Nelson Books (April 3, 2001)
- ISBN: 0785267166

Other books to consider for your library:

- Anderson, Leith. *Leadership That Works*. Bethany House Publishers, 1999.
- Clinton, J. Robert. *The Making of a Leader*. Navpress, 1988.
- Conner, Mark. *Transforming Your Church*. Sovereign World, 2000.

- Lutzer, Erwin. *Pastor to Pastor*. Kregel Publications, 1998.
- MacDonald, Gordon. *Ordering Your Private World*. Thomas Nelson Publishers, 1985.
- Malphurs, Aubrey. *Ministry Nuts and Bolts*. Kregel Publications, 1997.
- Malphurs, Aubrey. *Developing a Vision for Ministry in the 21st Century*. Baker Book House, 1993.
- Maxwell, John C. *Developing the Leaders Around You*. Thomas Nelson Publishers, 1995.
- Radcliffe, Robert J. *Effective Ministry as an Associate Pastor*. Kregel Publications, 1998.
- Roberts, Randal, General Editor. *Lessons in Leadership*. Kregel Publications, 1999.
- Stanley, Paul D. and Clinton, J. Robert. *Connecting: The Mentoring Relationships You Need to Succeed in Life*. Navpress, 1992.
- White, James Emery. *Rethinking The Church*. Baker Books, 1997.

## COURSE REQUIREMENTS

### Reading Reports:

Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions. Reading should be done a familiarity level (about 45 pages per hour) that assumes knowledge of the material assigned. Write and turn in at each group session a two-page typed summary that summarizes:

- what the author said
- your evaluation of it.

**Due: Two-paged typed summary at each Reflection Group Session**

### Ministry Experience:

**The 1 unit of Mentored Field Ministry will require at least 5 ¾ hours per week of ministry for 7 weeks.** Time spent in normal church attendance and in commuting is not counted. The details of each mentored ministry are described in a Mentored Ministry Contract, which is to be developed by you and your Ministry Mentor. This document together with your Personal Ministry Goals contains the individualized learning and goals that the Mentored Field Ministry will address. Provision for meaningful evaluation is also described.

### Reflection Group:

**Meet with the reflection group for 2 hours 6 times, as specified in the schedule below. Participate in group discussion and complete assignments as noted in the course schedule.**

It is expected that students will attend each of the six sessions. However, one absence is allowed without penalty. If additional absences do occur, the student will incur a 20% penalty for each absence. Since this is a pass/fail course, this means that it is very likely that the student will not pass the course if absent more than twice. In the case of emergencies where the instructor has been contacted, it is the instructor's prerogative to decide what is a fair and just approach.

### Ministry Mentor Meetings:

**Meet with your Ministry Mentor for an hour at least 6 times during your term. It is your responsibility to find and get approval for a Ministry Mentor and turn in the Mentored Field Ministry Contract and the Mentor Participation Form (for new mentors only) by the second class meeting.** Use the enclosed copy of "What's Expected of a Western Seminary Ministry Mentor?" when you explain what would be involved to a potential Ministry Mentor. New Ministry Mentors will be given a Ministry Mentor's Manual. It is obvious that the quality of your field ministry will largely be influenced by the quality of the Ministry Mentor whom you select. Thus, take care to find an individual who is a mature, respected, effective model of the type of ministry to which you believe God is calling you. If the individual is a pastor, seek to become a contributing member of his/her congregation, if possible. Aim to be the kind of seminarian that you would appreciate in your church.

**Due: Mentored Field Ministry Contract and Mentor Participation Form (for new mentors only) at Reflection Group Session #2**

### Character Audit and Ministry Skills Audit:

Students enrolled in MFM 501 and MFM 504 must complete the Character Audit and the Ministry Skills Audit and turn in a copy to the Class Instructor at the Reflection Group Session #2. The instructor will turn in this form to the Western Seminary Sacramento office where it will be kept in the student's file to be used by the Student Services department to evaluate degree program effectiveness.

**Due: Students in MFM 501 and MFM 504- Character Audit and Ministry Skills Audit at Reflection Group Session #2**

#### **Personal Ministry Goals Assignment:**

Every student must complete the first three columns of the Ministry Skills Goals and Character Goals forms and turn in a copy to the Class Instructor at Reflection Group Session #2. Near the end of the semester, students must review this form with ministry mentors, complete the fourth column, and integrate the information into the "Mentored Field Ministry Paper" due at Reflection Group Session #6.

**Due: Ministry Skills Goals and Character Goals assignments at Reflection Group Session #2**

#### **Ministry Observation Paper:**

**Attend a worship service or meeting at a different church than your own.** Seek to pick a service that has a reputation for being unique, innovating, or life changing. If possible, ask the pastor or leader about why they do what they do. **Submit a 1-2 page summary of your observations and insights.** Seek to answer the following questions: What did you like? What did you learn? What ideas, strategies, or practices would you like to implement in your own church or ministry? What are 1 or 2 action steps you will take?

**Due: Ministry Observation Paper at Reflection Group Session #4**

#### **Student Self Evaluation**

Every student must complete the Student Self Evaluation form, discuss it with his/her Ministry Mentor and turn in a signed copy to the Class Instructor at Reflection Group Session #6. The instructor will turn this form in to the Western Seminary Sacramento office where it will be kept in the student's file.

**Due: Student Self Evaluation form (discussed with and signed by mentor) at Reflection Group Session #6**

#### **Ministry Mentor Evaluation**

Each student is required to submit a copy of the Ministry Mentor Evaluation completed by his/her mentor at Reflection Group Session #6. The instructor will turn this form in to the Western Seminary Sacramento office where it will be kept in the student's file.

**Due: Ministry Mentor Evaluation (discussed with mentor) at Reflection Group Session #6**

#### **Mentored Field Ministry Paper**

Write a 3-5-page paper noting things you have learned this semester and want to remember from your ministry experience, ministry mentor, reflection group, and assigned reading. Also, **assess how successful you have been in accomplishing each of your character and ministry skills goals, from the Ministry Skills Goals and Character Goals assignments due at Reflection Group Session #2).** What goals do you want to set for the next six months?

**Due: Mentored Field Ministry Paper at Reflection Group Session #6**

#### **Case Study:**

**Write 1-2 case studies (depending on the size of the group and the direction of the facilitator).**

When writing case studies, observe the following guidelines:

- a. The case should relate an actual, not hypothetical, situation that you are facing or which you have faced recently.
- b. The case should describe a situation that poses a dilemma because of multiple, competing factors. The situation must require a decision that is not obvious. It must not be a "nobrainer."
- c. The case should involve matters of some consequence. It should not be focused on trivial or incidental matters. It is not necessary, however, for it to be about an extraordinary event. It may focus upon a common ordinary issue that ministers face.
- d. Change names and details enough to protect confidentiality but still convey the situation accurately. If in doubt, err on the side of confidentiality.

- e. Include enough description that you don't have to add a lot of verbal clarification.
- f. Include relevant information on multiple facets of the situation: emotional, relational, spiritual, corporate, financial, etc.
- g. Keep descriptions simple and brief.
- h. Try to verbalize, clearly and concisely, the nature of the dilemma or the decision that must be made.
- i. Leave the dilemma open-ended (even if, in fact, a decision has already been made). Do not attempt to interpret or solve the problem in your written description.

Please seek to limit your case study to 1-2 pages (single spaced). Please make enough copies for each person in the Reflection Group.

### **Sample Ministry Case Study**

*I am a Youth Pastor of a growing church. As I sat down in my office to get a weekly update from one of my female youth leaders, she seemed to not be telling me the whole truth about a situation. She had gone out for coffee with a few of the high school girls in the youth group and said that everything went ok. But she was very fidgety and was not looking at me. I inquired if everything was all right, and she said, "I probably need to tell you something but I swore to the girls that their secret was safe with me." I knew that with a phrase like that trouble was not far behind.*

*Our policy has always been that if the situation involves drugs, alcohol, sex or anything else that might potentially be life threatening, then (1) the leaders tell me; (2) we confront the teen together; (3) we have the teen tell their parents before we make contact with the parents; and (4) we make an appointment with everyone involved. There are certainly exceptions to this rule; e.g. we had a teen whose parents were not saved and had abused him in the past. If they found out about a minor infraction he was going to get beat up physically. But the teens we were dealing with here did not fall into that category.*

*I pressed this youth leader to tell me if she felt like this situation fell into one of those issues addressed by our policy. She said that it did. Now, my mind began to reel backwards and ask, "Did I make this issue known to her before?" "Haven't I told my leaders that they should never promise any teen that their secret is ok with them?" I believe that I had gone over those policies before, but this leader really wanted the juice on these kids and said something that she should not have.*

*I came to find out that 4 high school girls in our youth group had smoked pot in the backyard of two of the girls, who just happened to be the senior pastor's daughters. Two of the pastor's daughters were involved, and two others, but one main girl was the "supplier." After I found out this information, the leader then asked me not to say anything because she had promised to keep this secret. She was keeping them accountable on quitting, and if I said anything it would destroy her friendship with the girls and would kill the accountability that they had going.*

*What should I do? Do we stick to policy? Do we give in this once because these girls are "good kids?" Do we all sit down together? Do I need to talk to the girls individually? Two of the girls are in leadership in the Youth Ministry; what should be done with them? The dad of two of the girls is the senior pastor and a good friend; how should he be approached? How can we help the relationship between the leader and the four girls?*

### **STANDARDS FOR WRITTEN WORK (MLA)**

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes

- Page numbers appear at the upper right on every text page
- Use footnotes rather than paragraph citations
- Footnotes follow a standard format.

Helpful web sites on MLA style include:

<http://webster.commnet.edu/mla.htm>

<http://owl.english.purdue.edu/handouts/research/index.html>

<http://www.english.uiuc.edu/cws/workshop/bibliography/mla/mlamenu.htm>

[These websites are expanded and pasted into Western Seminary's "How to Write a Research Paper"]

A good website with footnote/bibliography entries is

<http://www.wisc.edu/writing/Handbook/DocChicabgo.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

Please identify each written assignment clearly with a title page that indicates your mailbox # in the upper right corner, and in the case of the reading reports a clear description (section titles, volume, pp) of the reading selections involved. If you are turning in a written assignment late, indicate the original due date as well as the current date, in addition to specifics about the pages read. Use staples, not paper clips. Time the professor spends trying to guess at which assignment you have turned in or the readings to which you are referring, or spends trying to reassemble loose pages, will impact your grade.

If you choose to email written work, it is to your benefit to make your emails and attached papers easy to identify and track within the sea of emails and attachments the prof will be handling. Emails that are mysteriously titled, attachments that are other than one attachment per assignment, or that are missing mailbox #'s, and any other outputs that complicate the professor's life, will affect the student's grade.

## GRADING

Pass	Fail
79-100%	below 79%

Activity	Percent of Final Grade	Estimated Time to Complete
Case Study	35%	4 hours
Reading Summaries	35%	4 hours
Mentored Field Ministry Paper	20%	4 hours
Ministry Observation Paper	20%	3 hours
<b>Total</b>	<b>100%</b>	<b>15 hours outside of class</b>

## CLASS POLICIES

**Cover page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students are expected to attend all class meetings. Students who miss class are responsible for missed work, and are encouraged to ask another student to audiotape the class or take notes. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who report an absence in advance will be able to turn in work originally due the missed session, as late as the following session

with no loss in grade, after which there will be the loss of one letter grade for that work. Students who do not report an absence in advance can turn in work later than the missed session with a loss of one letter grade for that work.

Students who miss two or more classes will not pass the course, unless they arrange with the teacher to complete additional assignments.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator with 5 weeks after the end of the course being the longest possible extension for work being due to the prof (this allows a 6<sup>th</sup> week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee in Portland.

**The Availability of Disability Services at Western Seminary:** Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

## **LIBRARY AND INTERNET RESEARCH**

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu](http://www.westernseminary.edu) .
- Click the link "Sacramento Campus" in the left navigation pane.
- Click the link "Library Resources" in the left navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Search the Library Collection Online".

### **Periodical & Research Databases**

As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Research Databases" from the bottom menu.
- Click the link "Ebsco Host Research Databases".
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link "EBSCOhost Web".
- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To cite your information, consider the following MLA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Western-Arcade Library offers a variety of ministry related software for student use including BibleWorks, Logos Bible Software, and SeminaryLibrary.

### Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link 'Course Packs'.

### Reference and Research Contact Information

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / [dholifield@westernseminary.edu](mailto:dholifield@westernseminary.edu)

## COURSE OUTLINE AND SCHEDULE

Sessi on	Class Date	Assignments
1	Mon, 5/4/09	Introduction Read: Eldredge, ch. 1-2 Due: Reading summary, and for each chapter be ready to summarize the main ideas and to lead the group in discussing them
2	Mon, 5/11/09	Read: Eldredge, ch. 3-4 Due: Reading summary, and for each chapter be ready to summarize the main ideas and to lead the group in discussing them Due: The Mentored Field Ministry Contract Due: Mentor Participation Form (if a new mentor) Due: Character and Ministry Skills Audits (for those in MFM 501 or 504) Due: The Personal Ministry Goals assignment Due: A Case Study (if you are assigned one for session 2) Begin ministry and meeting with Ministry Mentor
3	Mon, 5/18/09	Read: Eldredge, ch. 5-6 Due: Reading summary, and for each chapter be ready to summarize the main ideas and to lead the group in discussing them Due: A Case Study (if you are assigned one for session 3)
4	Mon, 6/1/09	Read: Eldredge, ch. 7-8 Due: Reading summary, and for each chapter be ready to summarize the main ideas and to lead the group in discussing them Due: A Case Study (if you are assigned one for session 4)
5	Mon, 6/8/09	Read: Eldredge, ch. 9-10 Due: Reading summary, and for each chapter be ready to summarize the main ideas and to lead the group in discussing them Due: Ministry Observation Paper (1-2 pages)

		Due: A Case Study (if assigned one for session 5)
6	Mon, 6/15/09	Read: Eldredge, ch. 11-12 Due: Reading summary, and for each chapter be ready to summarize the main ideas and to lead the group in discussing them Due: Student Self Evaluation (discussed with Ministry Mentor) Due: Ministry Mentor Evaluation (discussed with Ministry Mentor) Due: Mentored Field Ministry paper (3-5 pages), 2 copies Due: A Case Study (if assigned one for session 6)

<b>Professor Instructions</b>	
Suggested Deadline: June 29	These items are turned in to the professor, who will submit them to the WS office by the suggested deadline to be kept in the student's file: <ul style="list-style-type: none"> <li>- Mentored Field Ministry Contract</li> <li>- Character Audit (MFM 501 and 504)</li> <li>- Ministry Skills Audit</li> <li>- Student Self Evaluation Form</li> <li>- Mentor Participation Form</li> <li>- Graded Mentored Field Ministry paper (the Western Seminary office will return this paper to the student)</li> </ul>
Suggested Deadline: June 30	These items are turned in to the professor, who will return them to the student by the suggested deadline: <ul style="list-style-type: none"> <li>- Reading Summaries</li> <li>- Ministry Observation Paper</li> <li>- Case Study/Studies</li> </ul>

## **WESTERN SEMINARY MINISTRY MENTOR EXPECTATIONS**

A qualified and committed Ministry Mentor is a crucial component in a seminary student's field ministry experience. We ask our students to seek out someone who is an experienced and respected practitioner of the type of ministry that he/she is anticipating; hence it is an honor to be approached to see if you would be willing to serve in this role.

To enable you to respond thoughtfully to a student's request for ministry mentoring, here is a brief list of the responsibilities that you would assume: Help the student design a structured learning experience that integrates his/her developmental needs with the needs/circumstances of your ministry site. We want our students to be a blessing to your ministry, not a burden! A learning contract form will be provided that should provide sufficient flexibility for a customized mentored field ministry.

Once the learning contract is formally approved, meet at least twice a month with the student for approximately one hour (90 minutes in summer) over the length of the term. The length is dependant on the student's degree program requirements and the mentor's availability. The "agenda" for these meetings is also flexible: monitoring his/her goals and ministry, offering your wisdom about various aspects of ministry, "debriefing" following aspects of your ministry that the student has observed, fielding his/her questions about life as a Christian leader, etc. This is where most of the actual mentoring takes place. If time pressures make an hour in your office twice a month to be problematic, we would encourage you to redeem other opportunities (e.g., meals, travel to and from ministry occasions such as funerals, weddings, etc.) After ten weeks (6 weeks in summer), fill out an evaluation of the student. We've designed this evaluation form to facilitate broad-based, meaningful data in a manner that doesn't require a large time investment from the evaluator. We ask that you discuss this evaluation with the student (including comparing it with his/her self-evaluation) during one of your regular meetings before the student submits it to his/her Reflection Group instructor. The Reflection Group Facilitator will also likely be in touch with you sometime toward the end of each semester for a conversation about the student.

Essentially, that's the role of a Ministry Mentor. You will be given a Ministry Mentors Manual, which is called *Mentoring At Western Seminary*, by the student you are mentoring. As a modest token of our appreciation, at the end of your first semester as a Western Mentor, we will send you a tuition waiver, which is good for any 2 unit course at Western taken for enrichment (not graduate credit) at no cost to you. We hope this helps to facilitate your life-long learning as well.

Any questions or concerns that you may have can be directed to Dave Fredrickson, Academic coordinator, at 916-488-3720 ext 5. Thank you for prayerfully considering this ministry mentoring opportunity.