

Supervised Ministry Handbook

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Master of Divinity

Nazarene Theological Seminary

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Contents

Introduction	1
Purpose	1
Overview of Supervised Ministry	1
Preparing for Supervised Ministry	2
Academic Policies.....	3
Supervised Ministry in the MDiv Program	3
Background Check.....	5
Deadlines.....	5
Grading.....	6
Supervisors.....	6
Preparing the Learning Covenant	7
Process	8
Completing the Form	8
Participating in Supervised Ministry	11
Case Study Group.....	11
Writing a Case	11
Supervision.....	12
Assessment	12
Mid-semester Evaluation of the Supervised Ministry Experience (by the Student).....	12
Final Evaluation of the Student (by the Supervisor)	13
Final Evaluation of the Supervised Ministry Experience (by the Student)	13
A Final Word.....	14
Appendices.....	15
Ministry Skills Self-assessment	16
Approved Supervisors	21
Learning Covenant	26
Selected MDiv Degree Objectives and Outcomes	29
Learning Outcome Chart.....	32
KC-campus Case Study Group Syllabus.....	33
Online Case Study Group Syllabus	41
Instructions for Writing the Case Study	49

Sample Case Study 50

Mid-semester Evaluation of the Supervised Ministry Experience (by the Student)..... 53

Final Evaluation of the Student (by the Supervisor) 55

Final Evaluation of the Supervised Ministry Experience (by the Student) 58

Syllabus Template for PTH751 Pastoral Internship 60

Instructions for the PTH751 Syllabus Template..... 62

Introduction

The Nazarene Theological Seminary Supervised Ministry Handbook describes the purpose and process of the field education requirements in the Master of Divinity (MDiv) degree program. A careful reading of this handbook will provide the orientation necessary for effective engagement in supervised ministry as a learning experience which integrates the practice of ministry with the core theological disciplines.

Purpose

The mission of Nazarene Theological Seminary is “to prepare women and men to be faithful and effective ministers of the Gospel of Jesus Christ.” Starting from our understanding of God as expressed in the Wesleyan-Holiness theological tradition, we explore how we, the church, might fully participate in God’s mission to bring reconciliation and wholeness to a world marred by sin and fragmentation. In this effort, NTS seeks to be “a missional seminary serving a missional church.” By missional we mean ...

***the people of God (the Church) in the power of the Spirit
participating in the Triune life of God
and the kenotic,
incarnational,
cruciform,
redemptive,
transformative missio Dei
in ways that bear witness to the holy character of God,
the gospel of Jesus Christ,
and the present and coming reign of God
to the glory of God.***

Dr. Ron Benefiel, NTS President 2000-2011

Supervised ministry involves an intentional and ongoing process of contextual education through participation in God’s mission. Through supervised ministry the student will develop ministerial identity and integrate the practice of ministry with theological reflection on that ministry, the action-reflection educational model. All this is done in the context of a local congregation with part of the ministry experience invested in a cross-cultural or community setting.

Overview of Supervised Ministry

Four components make up the supervised ministry process: a learning covenant, experience in a ministry context, feedback from a supervisor, and participation in a weekly case study group.

Detailed instructions on how to create the learning covenant are provided below (see page 7).

NTS is committed to a congregational-based supervised ministry experience. All supervised ministry in the MDiv program must have a congregational component. But NTS also wants students to engage

beyond the congregation in a community or cross-cultural context. A community context could be a neighborhood school, hospital, or retirement center. It might involve working with a local social service provider. A cross-cultural context is any setting that requires the student to engage with people from a different cultural, ethnic, or racial background.

In the MDiv program, the student typically will spend two-thirds of the supervised ministry experience in the local congregation with one-third of the time spent in a community or cross-cultural setting. Students have the option, however, to flip the percentages or go 50-50 if it better serves their educational goals and future ministry plans. In all cases, in the learning covenant the student must show a connection of some sort between the congregational setting and the community or cross-cultural setting.

A supervisor must be named in both the congregational setting and the community or cross-cultural setting. The supervisor for the context where most of the ministry will occur (primary setting) is the one to sign the learning covenant and other documents and must be approved by the Director of Supervised Ministry at NTS.

A one-credit supervised ministry course requires at least 75 hours of ministry experience during the semester. This is an average of five hours per week, but the total hours, not the weekly average, are the requirement for ministry engagement. The 75 hours is typically divided between 50 hours of congregational ministry and 25 hours of community or cross-cultural ministry. PTH721 is a two-credit supervised ministry course that requires at least 150 hours of ministry experience, typically 100 hours of congregational ministry and 50 hours of community or cross-cultural ministry.

The supervisor and the student will meet at least twice a month for supervision, a total of at least two hours per month. In these sessions the student and supervisor will discuss the learning outcomes stated in the learning covenant, talk about the ministry tasks assigned to the student, and begin to reflect theologically on the ministry experiences.

All supervised ministry students will participate in a case study group concurrent with their supervised ministry experience (see page 11). Each week one student will present a case from her or his ministry context with every student preparing one case per semester. The case study process is facilitated by an NTS faculty member.

Preparing for Supervised Ministry

The key to an effective engagement in supervised ministry is the relationship the student has with the congregation and the pastoral supervisor. If the student has moved just prior to beginning studies at NTS, he or she is encouraged to consider the opportunities available for ministry while looking for a church home. Supervised ministry at NTS is congregation-based, so this is a key component for success in the supervised ministry program.

Carefully reading this handbook is the orientation to supervised ministry. Documentation can be found in Moodle, the course management software used at NTS, within the Supervised Ministry Program Information “course.” Students may go to <http://moodle.nts.edu> to self-enroll in the course.

Students enrolled in PTH505 Core Relationships for Christian Ministry will complete the Ministry Skills Self-assessment (MSS) (see page 16). The goal of the MSS is to help the student identify strengths and weaknesses in ministry skills and to strategize about how supervised ministry might be used to expand leadership and ministry skills. The MSS might also help the student in course selection where the student would register for courses that will increase the student's readiness for ministry. The MSS is designed to measure prior ministry leadership. When considered with plans for future ministries and personal interests and passions, the MSS can help the student identify the ministry experiences to be nurtured while a student at NTS.

Students enrolled in PTH505 Core Relationships for Christian Ministry will discuss the results of the MSS with her or his spiritual mentor. Appropriate insights from the MSS will be incorporated in the rule of life assignment in PTH505. In the rule of life, the student will integrate ministry skills goals (from the MSS) with practices for spiritual formation. In other words, the student will explore the kind of person he or she must be and the spiritual practices which will form him or her as that kind of person to be effective in ministry.

Academic Policies

All students must complete the self-directed orientation prior to registering for a supervised ministry course.

MDiv students must complete PTH505 Core Relationships for Christian Ministry before being allowed to do supervised ministry. In the exit interview required for all PTH505 students, approval to register for supervised ministry may be granted. In some cases, the PTH505 professor may require curative work or personal counseling to be completed prior to granting approval for supervised ministry. A second interview with the professor will be necessary after the required work is completed. If the student is already ordained or has extensive full-time ministry experience, the PTH505 professor may recommend that the student petition to take PTH751 Pastoral Internship instead of the usual supervised ministry sequence. Such a student should seek the counsel of the Director of Supervised Ministry. (See the PTH751 syllabus template on page 60.) In all cases, the MDiv student must have Middler status (completed 25 credit hours or more) to register for supervised ministry.

Supervised Ministry in the MDiv Program

The MDiv degree program requires three credit hours in supervised ministry. The standard course sequence is PTH621 Supervised Ministry (1 hour) and PTH721 Supervised Ministry (2 hours). PTH621 requires at least five hours of ministry experience each week for a total of 75 hours in a semester. PTH721 requires at least ten hours of ministry experience each week for a total of 150 hours in a semester. Enrollment in PTH621 and PTH721 requires concurrent participation in a case study group.

An MDiv student may petition for permission to fulfill the three credit hours in supervised ministry by taking PTH621 (1 hour), PTH 631 (1 hour), and PTH641 (1 hour). Each of these semesters requires at least five hours of ministry experience each week for a total of 75 hours in a semester. In the petition the student should provide a rationale for completing the supervised ministry requirement over three semesters instead of two. Enrollment in PTH621, PTH631, and PTH641 requires concurrent participation in a case study group.

Enrollment in PTH621, PTH631, PTH641, or PTH721 requires ministry engagement in both congregational and community or cross-cultural contexts.

MDiv students in the Kansas City area may satisfy all three credits of supervised ministry in one semester through an innovative collaboration with the Midwest CPE Program, home-based at Research Medical Center, which is fully accredited by the Association for Clinical Pastoral Education, Inc. (ACPE). Students will engage in pastoral ministry in both congregational and hospital settings and participate in seminars and supervision with a clinical pastoral education supervisor certified by the ACPE, Inc.

Students enrolled in PTH686 Congregational-Hospital Clinical Pastoral Orientation will engage in 120 hours of ministry in the congregational setting, 60 hours of ministry in the hospital setting, and 60 hours in seminars and supervision. The congregational setting will be selected by the student and the specific responsibilities determined in consultation with the pastoral supervisor. In the hospital setting the student will “shadow” chaplains in providing spiritual care to patients. The certified CPE supervisor will be the primary supervisor for this supervised ministry experience. This course may be used as an elective in the MDiv degree program or to satisfy the supervised ministry requirement. Students using this course for supervised ministry credit must participate in a concurrent NTS case study group. Students enrolling in this course must complete a registration form with the Midwest CPE Program which is due the same day as the learning covenant. Forms are available in the NTS office of the registrar. A background check and TB test are required; see the CPE supervisor for details.

Students enrolled PTH786 Congregational-Hospital Clinical Pastoral Experience will engage in 60 hours of ministry in the congregational setting, 120 hours of ministry in the hospital setting, and 60 hours in seminars and supervision. The congregational setting will be selected by the student and the specific responsibilities determined in consultation with the pastoral supervisor. In the hospital setting the student will be given primary responsibility to provide spiritual care to patients and be on call. Students will participate in the CPE program’s curriculum and those who complete this course will receive a half unit (.5) of CPE credit. The certified CPE supervisor will be the primary supervisor for this supervised ministry experience. This course may be used as an elective in the MDiv degree program or to satisfy the supervised ministry requirement. Students using this course for supervised ministry credit must participate in a concurrent NTS case study group. Students enrolling in this course must complete an application form for the Midwest CPE Program, which is due the same day as the learning covenant, and pay a non-refundable \$35 application fee to Midwest. Forms are available in the NTS office of the registrar. A background check and TB test are required; see the CPE supervisor for details.

PTH751 Pastoral Internship may be used for an intensive internship experience under the direction of an approved pastoral mentor. While PTH751 is an option for any student as an elective, students with extensive ministry experience may petition the Director of the MDiv Degree Program or the Director of Supervised Ministry to take PTH751 for three credits to satisfy the supervised ministry requirement. If approval is granted, the student will work with the Director of Supervised Ministry to prepare a syllabus to be presented to the Missional Community Committee for approval. Enrollment in PTH751 for supervised ministry credit requires concurrent participation in a case study group.

Students working toward military chaplaincy denominational endorsement may utilize a summer active duty assignment for the supervised ministry requirement. The assignment must involve a variety of ministry responsibilities such as troop ministry and chapel ministry. The Chaplain Basic Officer Leadership Course does not qualify for supervised ministry credit. A student wishing to use a summer active duty assignment should work with the Director of Supervised Ministry in developing the petition to be submitted to the Missional Community Committee.

The supervised ministry requirement of the MDiv program cannot be completed through a traditional Clinical Pastoral Education program.

Questions concerning academic policy may be directed to the Registrar or the Director of the MDiv Degree Program. Questions about options in the MDiv supervised ministry program may be directed to the Director of Supervised Ministry.

Background Check

Students must submit to a background check prior to enrolling in supervised ministry. The process will include a check of the National Criminal Database and the National Sexual Offender Registry and will be completed at no cost to the student. Information on how to initiate this process is available from Anne Hardy, Supervised Ministry Program Assistant (arhardy@nts.edu or 816-268-5417)

Deadlines

Learning covenants must be submitted no later than the Monday of the first week of the two-week modules on the Kansas City campus for both fall and spring semesters. Learning covenants are due no later than the Monday after Commencement for those completing supervised ministry in the summer. Petition for acceptance of a late submission must be accompanied by a completed learning covenant. Students who have not submitted a learning covenant by one week following the due date will automatically be dropped from the supervised ministry course.

The period of supervised ministry service will coincide with the dates of the regular semester on the Kansas City campus. Supervised ministry in the summer will begin one week after Commencement.

Students will participate in the case study group concurrent with their engagement in supervised ministry.

The Mid-semester Evaluation of Supervised Ministry (by the Student) (see page 53) will be due on the Friday prior to Reading and Research Week on the Kansas City campus during fall and spring semesters. The due date for summer supervised ministry will be announced annually and will typically be toward the end of June.

The Final Evaluation of the Student (by the Supervisor) (see page 55) and the Final Evaluation of the Supervised Ministry Experience (by the Student) (see page 58) will be due on the Friday before the final week of the fall and spring semesters on the Kansas City campus. The due date for summer supervised ministry will be announced annually and will typically be in the first part of August.

Grading

The following grades are used for final course marks in supervised ministry:

- S (satisfactory)—passing grade
- U (unsatisfactory)—non-passing grade; work must be repeated
- I (incomplete)—course requirements not completed; if work is not completed and the grade change received by the office of the Registrar by the institutional “due date for incompletes,” the alternate grade assigned by the professor will automatically become the student’s grade.

See the grade policy in the NTS catalog for more information.

Supervised ministry is the responsibility of the Missional Community Committee, a standing faculty committee that includes two student members. Petitions for exceptions to the academic policies concerning supervised ministry should be directed to the Missional Community Committee through the Registrar, Dean of the Faculty, director of a degree program, or the Director of Supervised Ministry.

Supervisors

The supervisor serves a key role in the supervised ministry program. NTS approves the supervisor, not the ministry site. The NTS supervised ministry program (and other forms of contextual education) use the action-reflection educational model. The supervisor is integral to guiding the student’s engagement in ministry and is often the first person with whom the student reflects on the learning achieved in the experience.

A supervisor must be an ordained minister. Preferably, a supervisor will have earned a graduate degree. For persons in a ministry setting that does not have an “on site” supervisor, the supervisor may be a denominational leader or pastoral colleague who has the appropriate qualifications and is willing to

fulfill the responsibilities of a supervisor. A student may petition the Missional Community Committee for approval of a supervisor who does not meet these qualifications.

The Missional Community Committee must approve any student-supervisor relationship which involves dual roles. This might include a family relationship or where both the student and the supervisor are NTS students.

The supervisor will collaborate on and approve the learning covenant. The supervisor will provide opportunities for engagement in ministries toward the fulfillment of the learning covenant. The supervisor will meet with the student at least twice a month for a total of two hours to provide direction in the ministry tasks and encourage theological reflection on the ministry experiences. The supervisor will complete the Final Evaluation of the Student (by the Supervisor) and submit it by the due date for each semester in which he or she provides supervision to an NTS student.

The student is responsible to notify the Supervised Ministry Program Assistant as early as possible if he or she wants to use a supervisor not on the approved supervisors list. The Supervised Ministry Program Assistant will start the process to provide orientation to the new supervisor.

Orientation for new supervisors in the Kansas City area will occur the third week in May and possibly other times in the year as needed. An individual session is possible, but not preferred, if the supervisor cannot attend a group meeting. For the sake of continuing education, supervisors in the Kansas City area will participate in the annual supervisor workshop which is usually held the third week in May.

Orientation for new supervisors not in the Kansas City area will be done within the Supervised Ministry Program Information “course” in Moodle. Supervisors may go to <http://moodle.nts.edu> and self-enroll in the course.

Supervisors in the NTS supervised ministry program are not financially compensated for their work with NTS students. We are grateful for the numerous supervisors and congregations who see themselves as partners with NTS in preparing women and men to be effective ministers of the Gospel of Jesus Christ.

Preparing the Learning Covenant

Aristotle gets credit for the saying “well begun is half done.” That is true in the supervised ministry program. The person who invests the time in preparing a solid learning covenant finds that the implementation goes more smoothly and the learning experience becomes more effective. In this section we’ll walk through the process step-by-step.

Process

Four steps make up the process in *getting ready* to draft a learning covenant. Two of the steps are done by the student in conversation with the supervisor.

1. The student begins by reflecting on the *missio Dei* and the ministry context. We understand the *missio Dei* as being the redemptive mission initiated by God for which the church is invited to participate through incarnational acts of service (see page 1). Five questions will guide this reflection:

- What does or might it look like for this congregation or ministry to participate in the *missio Dei*?
- What actions or initiatives will bring the congregation or ministry into a more complete participation in the *missio Dei*?
- Who are the community partners (or potential partners) who might join this way of participating in the *missio Dei*?
- How might the student's prior experiences, passions, current study, and plans for future ministry contribute to a fuller participation in the *missio Dei*?
- What goals might the student adopt to advance the *missio Dei* in this ministry context?

2. Following his or her reflection on the *missio Dei* and the ministry context, the student has a conversation with the supervisor to begin clarifying the learning outcomes and tasks for the learning covenant. The place where the answers to the five questions overlap might be where the student and supervisor focus in developing the learning covenant.

3. The student drafts the learning covenant.

4. The student and supervisor finalize the learning covenant, sign the document, and submit it to the NTS Supervised Ministry Program Assistant by the due date.

Completing the Form

The learning covenant requires three types of information: names, contact information, and signatures; three learning outcomes for the supervised ministry experience; and identification of ministerial formation issues and plans for leadership development. You might have the form available as you read this section (see page 26).

In the first section, the primary setting will usually be a local congregation. The secondary setting will usually be in a cross-cultural or community context. These can be switched if the ministerial interests and plans of the student warrant the swap. A person planning on going into hospital chaplaincy, for example, might use a hospice placement as the primary setting and a local congregation as the secondary setting. In all cases the link between the local congregation and the community or cross-cultural setting must be identified. It might be as simple as asking a Sunday school class to pray for the

hospice ministry or greater involvement such as the Sunday school class doing yard work for a person under hospice care at home (coordinated through the hospice agency, of course). The goal of this requirement is to strengthen the relationship between the congregation and community groups.

The learning outcomes section of the learning covenant is the core of the document. Each learning covenant requires three learning outcomes. For MDiv students, the learning outcomes will be distributed between a congregational setting and community or cross-cultural setting with the primary setting having two learning outcomes and the secondary setting having one.

A learning outcome is a brief statement about what the student will be able to *do* at the end of the supervised ministry experience. Avoid using words such as “understand” and “know” since they are primarily inner processes. The goal of supervised ministry is that a student will be able to demonstrate improved pastoral skills. We use the following pattern for the learning outcome statements in the supervised ministry program at NTS:

The student will demonstrate the ability to <ACTION VERB> <MINISTRY ACTION> by <SUPERVISED MINISTRY TASK>.

Here are a few examples: The student will demonstrate the ability to ...

- ... facilitate a Bible study by leading a young adult group on Thursday evenings
- ... develop a worship service plan by planning two Advent services
- ... nurture cross-cultural relationships by volunteering in the ELL class at the high school on Tuesday mornings
- ... plan and lead a mission trip by directing the senior high summer trip to the Warm Springs Indian Reservation
- ... start redemptive conversations by spending time each week at the coffee shop at Palmer Plaza near the university

A student might use the COSAC (Course of Study Advisory Committee, Church of the Nazarene) ability statements as a starting place for creating a learning outcome. The tables beginning on page **Error! Bookmark not defined.** show selected COSAC ability statements and are grouped together by the degree program objectives and outcomes. Rather than using the COSAC ability statement as is, however, a student will modify the statement to fit the NTS learning outcome pattern.

- CP19 Restated
 - COSAC: Ability to describe the stages of human development and to apply that knowledge in leading people to Christian maturity.
 - NTS: The student will demonstrate the ability to apply an understanding of the stages of human development by creating a process to help elementary students transition into the youth ministry.
- CP20 Restated

- COSAC: Ability to envision Christian education most appropriate for a local church and to assure the development and empowerment of those serving in it.
- NTS: The student will demonstrate the ability to empower volunteers in the Christian education ministry of the congregation by creating and facilitating a leadership training program for the vacation Bible school workers.
- CP22 Restated
 - COSAC: Ability to prepare, organize, and deliver biblically sound sermons using appropriate techniques and skills in culturally appropriate ways.
 - NTS: The student will demonstrate the ability to prepare, organize, and deliver biblically sound sermons by preaching the third Wednesday evening in September, October, and November.

After you have crafted the learning outcome and added it to the learning covenant, you must identify which degree objective and outcome under which this learning outcome fits. If you used the COSAC table to find a learning outcome, you can use the same table to find the degree objective and outcome (see page **Error! Bookmark not defined.**). For example, if you used COSAC ability statement CP19, the MDiv degree objective and outcome is 4.a. Write this number in the appropriate cell on the learning outcome table.

Now break down the learning outcome into three to five tasks. What will you actually do to fulfill the learning outcome? If you are to train vacation Bible school workers, then your tasks might be to review the teaching methods in the curriculum, prepare the training sessions for the volunteer staff, and lead the training sessions. In the right column estimate the number of hours you will spend on each task and total the column.

As you think about the tasks you just listed, what resources will you need? What community partner (if any) might join your effort? What NTS courses or resources might equip you for this ministry? The answers to these questions will help you identify needed assets for the tasks you will do during this supervised ministry experience.

At the end of the semester the supervisor will assess the student's progress toward achieving the learning outcomes. The last row in the table for each learning outcome is for a description of one to three ways that the learning outcome will be assessed. For example, at the end of the training session with the vacation Bible school volunteers, you might meet with two or three volunteers who would talk with you about what you did well and where you might give attention to improve your performance the next time.

You will complete a learning outcome table for each of the three learning outcomes. Transfer the three learning outcomes from the learning covenant to the learning outcome chart (see page 32) to keep a record of the disciplines in which the student engaged during the supervised ministry experience. Repetition of a learning outcome is not permitted in a subsequent supervised ministry experience. Students registered for PTH721 will complete 150 hours of supervised ministry and will be expected to

dig deeper into the three learning outcomes than students in other courses doing 75 hours of supervised ministry.

The last section of the learning covenant considers ministry formation. The questions will help you think through the kinds of leadership development practices in which you should engage to excel in the supervised ministry experience.

The student will talk to her or his supervisor after the learning covenant has been drafted. Once the learning covenant has been finalized, signed and dated, the student will submit it to the Supervised Ministry Program Assistant: a paper copy can be delivered to Room 202 on the Kansas City campus; an email attachment can be sent to arhardy@nts.edu; a FAX can be sent to 816-268-5500.

Participating in Supervised Ministry

The supervised ministry student participates in weekly ministry assignments throughout the semester. For most of the supervised ministry courses, a minimum of five hours per week is required with a total of 75 hours in the semester. Students in PTH721 are required to have a minimum of ten hours per week with a total of 150 hours in the semester.

Case Study Group

Each supervised ministry experience includes participation in a case study group. The case study groups use a format and process adapted from the book *Shared Wisdom* by Mahan, Troxell, and Allen. The weekly discussion focuses on the shared wisdom of peers as facilitated by a faculty leader. The purpose of writing a case study is to explore a leadership issue in which the student was involved. For the case study, select an experience during the current supervised ministry experience in which you needed to act or make a decision. The student as a minister will be the focus of the case. In the group discussion the goal is not to solve the issue raised in the case, but to probe options available to a pastoral leader in that type of situation.

Writing a Case

To facilitate consistency in the written case study format and ease of reference during group discussion, the student will use the following five headings to organize the paper. The student should write at least one paragraph for headings one through four and at least two sentences for each subheading in five.

1. Background: What was the context?
2. Description: What happened? What did you do?
3. Analysis: How do you interpret what happened?
4. Evaluation: How effective was your involvement?

5. Theological Reflection:
 - a. Christian Formation: Given this ministry context and your understanding of the Gospel, what kind of people does God want us to be?
 - b. Bible: What biblical passages come to mind as you consider this experience? How do they apply to this specific situation?
 - c. Theology: How does the Gospel speak to this situation? Where do you see the *missio Dei* in this experience?
 - d. Ministry Arts: What practical skills are necessary to provide effective leadership in this type of situation?
 - e. Cultural Exegesis: How does the cultural context influence the manner in which the Gospel is enacted and proclaimed in this type of situation?

The student should use the line numbers featured in the word processor to facilitate easy navigation of the case study during the class session (Microsoft Word: Page Layout | Page Setup | Line Numbers). The case will be a little more than two pages, single spaced. See the instructions on writing a case study on page 49 and the sample case study on page 50 for more information.

Supervision

The student will meet with the supervisor at least twice a month for a total of two hours for supervision. Using the learning outcomes and tasks listed in the learning covenant, the student and supervisor will talk about the student's experiences. The supervisor will help the student begin to theologically reflect on the practice of ministry.

Assessment

Three evaluation forms will guide the formal reflection process. The student is responsible for the mid-semester and final evaluation of the supervised ministry experience. The supervisor is responsible for the final evaluation of the student.

Mid-semester Evaluation of the Supervised Ministry Experience (by the Student)

The student completes the mid-semester evaluation (see page 53) and discusses it with the supervisor prior to submission to the Supervised Ministry Program Assistant. The first table on the document includes the signatures of both the student and the supervisor.

Each learning outcome is carried over to this document from the learning covenant. The student is to indicate the progress made on the learning outcome and to write a brief comment. The tasks are carried over from the learning covenant. The student is to record the number of hours actually spent with each task and total the column. The questions about the tasks will guide the reflection on the ministry skills used in this learning outcome.

The table for each learning outcome is completed. The time engagement for learning outcomes #1, #2, and #3 are totaled and added to the first table on the page.

The final table on this document concerns supervision and ministerial formation. The student is to describe the frequency of meetings and nature of the conversations with her or his supervisor. The student will reflect on progress made on the leadership qualities required for this supervised ministry experience which were identified in the learning covenant.

Once the mid-semester evaluation has been completed, signed and dated, the student will submit it to the Supervised Ministry Program Assistant: a paper copy can be delivered to Room 202 on the Kansas City campus; an email attachment can be sent to arhardy@nts.edu; a FAX can be sent to 816-268-5500.

Final Evaluation of the Student (by the Supervisor)

The supervisor completes the final evaluation of the student (see page 55). This includes an assessment of the learning outcome and a description of ministry skill development.

The learning outcome is carried over from the learning covenant. The ways the assessment of the learning outcome was to be done is carried over as well. The supervisor is to indicate the progress made on the learning covenant and provide a brief comment. The tasks for the learning outcome are carried over from the learning covenant. The supervisor will describe the progress made in ministry skill development. There is a table for each of the three learning outcomes.

The supervisor will describe the student's progress in fulfilling the degree objectives. The supervisor will complete the table with the MDiv degree objectives.

The supervisor will suggest a grade for the supervised ministry experience: satisfactory, unsatisfactory, or incomplete.

Once the final evaluation of the student has been completed, signed and dated, the supervisor or the student will submit it to the Supervised Ministry Program Assistant: a paper copy can be delivered to Room 202 on the Kansas City campus; an email attachment can be sent to arhardy@nts.edu; a FAX can be sent to 816-268-5500.

Final Evaluation of the Supervised Ministry Experience (by the Student)

The student completes the final evaluation of the supervised ministry experience (see page 58). This document is not discussed with nor signed by the supervisor. The student will report the total time engagement in the supervised ministry experience in the first table in the document.

The student will reflect on the development of leadership qualities. The student will indicate the top two effects of the supervised ministry experience.

The student will reflect on her or his relationship with the supervisor. If the student would like to nominate the supervisor for Supervisor of the Year, the student will tell a brief story which illustrates the supervisor's excellence in mentoring the student.

Once the final evaluation of the supervised ministry experience has been completed, signed and dated, the student will submit it to the Supervised Ministry Program Assistant: a paper copy can be delivered to Room 202 on the Kansas City campus; an email attachment can be sent to arhardy@nts.edu; a FAX can be sent to 816-268-5500.

A Final Word

In the Church of the Nazarene, ministerial education “requires the partnering of the educational provider and a local church to direct students in ministerial practices and competency development” (*Manual* 424.3). The ministry degree programs at NTS seek to provide a holistic education available most fully and effectively through intentional collaboration between local congregations and the seminary.

As “a missional seminary serving a missional church,” however, we treasure the partnership between the seminary and congregations because of what we as the seminary community learn from the congregations. Dan Aleshire, the executive director of the Association of Theological Schools (our accrediting agency), wrote, “Theological schools are intellectual centers for the church, but it does not follow that they are its primary centers of learning. Some crucial lessons are best learned in parishes and congregations. School learning focuses on books, lectures, discussions, and experiences, and has a measured, disciplined process. In times of rapid change, the Spirit of God is at work, usually in unpredictable ways, and the first fruits of that work are often most evident in congregational life. Seminaries need to take seriously the faithful learning that occurs in congregations and parishes, and as centers of intellectual life, learn from the church’s learning.”

At Nazarene Theological Seminary, we value the partnership we have with local congregations and ministries who invest in the formation of the next generation of ministers. Together we seek to participate in God’s mission of redemption—“may Your will be done on earth as it is in heaven.”

Appendices

Ministry Skills Self-assessment

Approved Supervisors

Learning Covenant

Learning Outcomes

KC-campus Case Study Group Syllabus

Online Case Study Group Syllabus

Instructions on Writing the Case Study

Sample Case Study

Mid-semester Evaluation of the Supervised Ministry Experience (by the Student)

Final Evaluation of the Student (by the Supervisor)

Final Evaluation of the Supervised Ministry Experience (by the Student)

Syllabus Template for PTH751 Pastoral Internship

Instructions for the PTH751 Syllabus Template

Ministry Skills Self-assessment

Nazarene Theological Seminary Ministry Skills Self-assessment

The goal of this self-assessment is to help the ministry student identify strengths and weaknesses in ministry skills. For each of the nine sections in this self-assessment, rate your ministry leadership experience for each item. The items are common tasks in pastoral and congregational ministry. In the green column, record your score of 0 (none), 1 (observed others), 4 (leadership assistance), or 7 (responsible leadership). The total score for each section will calculate automatically. *This sample uses hypothetical scores.*

SPIRITUAL FORMATION		SCORE	None	Observed Others	Leadership Assistance	Responsible Leadership
Facilitated conversations about holistic Christian living	0	(0)	(1)	(4)	(7)	
Facilitated conversations about integrity in Christian living	4	(0)	(1)	(4)	(7)	
Facilitated conversations about spiritual giftedness for missional living	4	(0)	(1)	(4)	(7)	
Facilitated conversations about sexual purity with individuals or groups	1	(0)	(1)	(4)	(7)	
Taught & modeled the Christian practice of prayer for Christian formation	1	(0)	(1)	(4)	(7)	
Taught & modeled the Christian practice of Bible study for Christian formation	1	(0)	(1)	(4)	(7)	
Taught & modeled the Christian practice of reflection for Christian formation	1	(0)	(1)	(4)	(7)	
Taught & modeled the daily, weekly, and yearly rhythms of Christian living	1	(0)	(1)	(4)	(7)	
TOTAL	13					

WORSHIP		SCORE	None	Observed Others	Leadership Assistance	Responsible Leadership
Led various forms of prayer in corporate worship	4	(0)	(1)	(4)	(7)	
Led scripture readings in corporate worship	4	(0)	(1)	(4)	(7)	
Led and/or planned congregational singing	7	(0)	(1)	(4)	(7)	
Created corporate worship service plans and/or liturgies	1	(0)	(1)	(4)	(7)	
Planned worship services for Christian seasons in the liturgical calendar	1	(0)	(1)	(4)	(7)	
Planned & conducted a baptismal service	1	(0)	(1)	(4)	(7)	
Planned & conducted a communion service	1	(0)	(1)	(4)	(7)	
Planned & conducted a wedding as a corporate worship service	1	(0)	(1)	(4)	(7)	
Planned & conducted a funeral as a corporate worship service	1	(0)	(1)	(4)	(7)	
TOTAL	21					

PREACHING		SCORE	None	Observed Others	Leadership Assistance	Responsible Leadership
Prepared and delivered speeches in public	4	(0)	(1)	(4)	(7)	
Prepared sermons and preached in corporate worship	4	(0)	(1)	(4)	(7)	
Participated in a study group on the lectionary or sermon texts	0	(0)	(1)	(4)	(7)	
Prepared sermons in various forms (expository, inductive, narrative, etc.)	1	(0)	(1)	(4)	(7)	
Developed a sermon series or annual preaching schedule	1	(0)	(1)	(4)	(7)	
Developed a weekly rhythm of sermon preparation	1	(0)	(1)	(4)	(7)	
Preached in non-congregational contexts (retreats, camp meetings, etc.)	7	(0)	(1)	(4)	(7)	
TOTAL	18					

DISCIPLESHIP		SCORE	None	Observed Others	Leadership Assistance	Responsible Leadership
Led a discipleship program	1	(0)	(1)	(4)	(7)	
Selected or created discipleship curriculum	0	(0)	(1)	(4)	(7)	
Directed an age-level program or event (children, youth, adult)	1	(0)	(1)	(4)	(7)	
Directed a camp, retreat, or vacation Bible school	1	(0)	(1)	(4)	(7)	
Trained teachers, small group leaders, or other leadership teams	0	(0)	(1)	(4)	(7)	
Taught in a small-group context	7	(0)	(1)	(4)	(7)	
Taught in a large-group context	4	(0)	(1)	(4)	(7)	
Used a variety of teaching methods (discussion, lecture, active learning, etc.)	7	(0)	(1)	(4)	(7)	
TOTAL	21					

LEADERSHIP & ADMINISTRATION		SCORE	None	Observed Others	Leadership Assistance	Responsible Leadership
Developed a mission or vision statement for a ministry	0	(0)	(1)	(4)	(7)	
Developed a strategy for a ministry	0	(0)	(1)	(4)	(7)	
Facilitated resolution of organizational conflicts	7	(0)	(1)	(4)	(7)	
Developed and/or managed a ministry budget and other resources	4	(0)	(1)	(4)	(7)	
Led or served on a congregational board, committee, or ministry team	7	(0)	(1)	(4)	(7)	
Recruited and empowered volunteers for ministry	7	(0)	(1)	(4)	(7)	
Participated in launching a new ministry or starting a new church	7	(0)	(1)	(4)	(7)	
TOTAL	32					

PASTORAL CARE & COUNSELING		SCORE	None	Observed Others	Leadership Assistance	Responsible Leadership
Visited a person in the hospital	7	(0)	(1)	(4)	(7)	
Visited a person in a retirement home or long-term care facility	7	(0)	(1)	(4)	(7)	
Facilitated helping conversations on marital or premarital issues	0	(0)	(1)	(4)	(7)	
Facilitated helping conversations on parenting and/or family issues	0	(0)	(1)	(4)	(7)	
Facilitated helping conversations on ethical or sexual issues	0	(0)	(1)	(4)	(7)	
Facilitated helping conversations on physical or mental health issues	0	(0)	(1)	(4)	(7)	
Facilitated helping conversations with a person experiencing grief or loss	0	(0)	(1)	(4)	(7)	
Journeyed with a person through a traumatic life event	4	(0)	(1)	(4)	(7)	
TOTAL	18					

COMPASSIONATE MINISTRIES		SCORE	None	Observed Others	Leadership Assistance	Responsible Leadership
Developed and/or led a compassionate ministry project	1	(0)	(1)	(4)	(7)	
Assessed the needs of people in the community	4	(0)	(1)	(4)	(7)	
Recruited & trained people to serve in compassionate ways	4	(0)	(1)	(4)	(7)	
Raised funds and/or gathered project resources	1	(0)	(1)	(4)	(7)	
Identified & recruited partner agencies in serving the community	1	(0)	(1)	(4)	(7)	
Led or volunteered with a nonprofit or educational agency	1	(0)	(1)	(4)	(7)	
TOTAL	12					

EVANGELISM		SCORE	None	Observed Others	Leadership Assistance	Responsible Leadership
Preached an evangelistic sermon	1	(0)	(1)	(4)	(7)	
Taught an evangelistic Bible study	7	(0)	(1)	(4)	(7)	
Presented the gospel within a relationship	7	(0)	(1)	(4)	(7)	
Taught a new believers' class	0	(0)	(1)	(4)	(7)	
Mentored a new believer in a one-on-one relationship	7	(0)	(1)	(4)	(7)	
Taught evangelism training sessions	1	(0)	(1)	(4)	(7)	
Directed a visitation or evangelism ministry	1	(0)	(1)	(4)	(7)	
Developed and/or led a hospitality ministry	7	(0)	(1)	(4)	(7)	
Planned a community outreach event	7	(0)	(1)	(4)	(7)	
TOTAL	38					

GLOBAL MISSION & CULTURAL EXEGESIS		SCORE	None	Observed Others	Leadership Assistance	Responsible Leadership
Led or participated in a cross-cultural ministry in my own country	7	(0)	(1)	(4)	(7)	
Led or participated in an international ministry trip	7	(0)	(1)	(4)	(7)	
Preached or taught in a cross-cultural context	7	(0)	(1)	(4)	(7)	
Engaged in cross-cultural communication & relationship building	7	(0)	(1)	(4)	(7)	
Participated as a Christian in a pluralistic context	4	(0)	(1)	(4)	(7)	
Assessed social & organizational factors in a congregational or ministry setting	0	(0)	(1)	(4)	(7)	
Created or adapted a ministry plan for a specific cultural context	4	(0)	(1)	(4)	(7)	
TOTAL	36					

SUMMARY	Total Score	Factor	Rating	Rank
MINISTRIES OF FORMATION				
Spiritual Formation	13	1.8	23	1
Worship	21	1.6	33	2
Preaching	18	2.0	37	3
Discipleship	21	1.8	37	4
Leadership & Administration	32	2.0	65	5
MINISTRIES OF WITNESS				
Pastoral Care & Counseling	18	1.8	32	2
Compassionate Ministries	12	2.4	29	1
Evangelism	38	1.6	60	3
Global Mission & Cultural Exegesis	36	2.0	73	4

As you reflect on the Summary, what trends do you see? What are your strengths? What needs attention to expand your leadership experiences and ministry skills? Your answers to this type of question can assist you as you make plans for supervised ministry opportunities and NTS course work.

In your review of the summary, consider the column marked Rating. A rating of 58 or higher (out of a possible 100) suggests some experience and skill and a rating of 78 or higher suggests a high level of experience and skill. A rating of 35 or lower suggests that additional experience and skill development is necessary. Areas with the lower ratings might provide focus for the supervised ministry component of the degree program.

Consider the column marked Rank. In projecting the courses you will take for the Ministries of Formation and Ministries of Witness requirements in MDiv program, and for the free electives, you might focus on areas with a lower rank to address issues where you need additional education.

Approved Supervisors

for Kansas City Students; revised 04/27/2011

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Bonner Springs

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Butler (Joplin District)

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Fort Osage

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Gardner

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Garnett (Joplin District)

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K.C. Blue Hills Community

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Youth Pastor - Corey Stipp

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K.C. First Spanish

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K.C. Nall Avenue

Pastor - Ken Lightcap

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Children's Pastor - Mike Petersma

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K.C. True Light

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K.C. Victory Hills

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Kearney CrossRoads Community

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Liberty

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Living Hope

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Marshall

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Children's Pastor - Margaret Tyler

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Olathe Christ Community

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Olathe Westside

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O.P. Antioch

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Paola Grace Revolution

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Raymore New Vision

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St. Joseph Turning Point

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Spring Hill Grace Community

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Village Community Church

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Warrensburg

Sr. Pastor– Mark Hendrickson

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Administrative Pastor – Stefanie Hendrickson

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Non-Nazarene Churches**Armourdale (Baptist)**

Pastor – Lea Geisbrecht

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BreakPointe Community (Wesleyan)

Pastor - Tom Kinnan

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Christ Church Anglican

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Church of the Resurrection (UMC)

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Community Bible Church (Olathe)

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Community Covenant Church (Evangelical Covenant)

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Fellowship Bible Church (Gardner)

Lead Pastor – Ty Cross

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Indian Creek Community Church (Olathe)

Pastor – Ben Stears

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Indian Heights (UMC)

Pastor – Cheryl Somers-Ingersol

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Jacob's Well Church

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Lakeland Community Church (Lee's Summit)

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Leawood Baptist

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Leawood Presbyterian

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Overland Park Christian, Disciples of Christ

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Overland Park Church of God (Holiness)

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Raytown Christian Church (Disciples of Christ)

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Rosedale Church

Pastor – Matthew W. Lee

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Russian Baptist Church

Pastor – Sergey Dresvyannikov

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Vintage Church of Lawrence

Pastor – Seth Davidson

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CROSS-CULTURAL/ COMMUNITY SUPERVISORS

Children of Promise (CTM)

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InterVarsity Christian Fellowship

Area Director (Kansas) – Timothy Lin

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K.C. True Light Family Resource Center

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K.C. Urban Youth Center

Director—Chuck Sailors

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Leavenworth Detention Center

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Associate Prof. of Christian Ed – Mark Hayse

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My Father’s House (Paola)

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T.L.C. for Children and Families (Olathe)

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U.S. Penitentiary (Leavenworth)

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VITAS Hospice Care

Chaplain – Daneale White

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Nazarene Theological Seminary

MDiv Supervised Ministry

Learning Covenant

Student			
Student:			
Email:		Phone:	
Semester:	<input type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
Total Time:			
Signature:		Date:	

Primary Setting (usually a local congregation)			
Supervisor:			
Email:		Phone:	
Church/Agency:			
Street:			
City, ST Zip:			
Signature:		Date:	

Secondary Setting (usually cross-cultural or community agency)			
Supervisor:			
Email:		Phone:	
Supervisor Qualifications:			
Agency/Church:			
Street:			
City, ST Zip:			
Link Between Agency & Church:			
Signature:		Date:	

Director of Supervised Ministry			
Signature:		Date:	

Learning Outcome #1			
Learning Outcome:	#1.		
	With which degree objective does this interface?		
Tasks & Time Allotment (hours):	1.		
	2.		
	3.		
	4.		
	5.		
Total Time Allotment for this Learning Outcome:			

Necessary Resources (personnel & materials):	1. 2. 3.
Community Partner (if any):	
Applicable NTS Courses & Resources:	1. 2. 3.
Assessment of the Learning Outcome:	1. 2. 3.

Learning Outcome #2		
Learning Outcome:	#2.	
	With which degree objective does this interface?	
Tasks & Time Allotment (hours):	1.	
	2.	
	3.	
	4.	
	5.	
	Total Time Allotment for this Learning Outcome:	
Necessary Resources (personnel & materials):	1. 2. 3.	
Community Partner (if any):		
Applicable NTS Courses & Resources:	1. 2. 3.	
Assessment of the Learning Outcome:	1. 2. 3.	

Learning Outcome #3		
Learning Outcome:	#3.	
	With which degree objective does this interface?	
Tasks & Time Allotment (hours):	1.	
	2.	
	3.	
	4.	
	5.	
	Total Time Allotment for this Learning Outcome:	
Necessary Resources (personnel & materials):	1. 2. 3.	
Community Partner		

(if any):	
Applicable NTS Courses & Resources:	1. 2. 3.
Assessment of the Learning Outcome:	1. 2. 3.

Ministerial Formation	
As you reflect on the objectives and tasks in this learning covenant, what leadership qualities are necessary for effective ministry in this context?	
Describe your progress in developing those leadership qualities. What has been achieved? What additional growth is needed?	
What practices will help you continue in the development of those leadership qualities?	

Submit this document to Anne Hardy, Supervised Ministry Program Assistant (paper copy to Room 202; email attachment to arhardy@nts.edu; FAX to 816-268-5500).

Selected MDiv Degree Objectives and Outcomes

The tables in this section provide ability statements which can be used in creating the learning outcomes for the learning covenant. The ability statements come from the list used in the ministerial educational system in the Church of the Nazarene. The ability statements are grouped together according to degree objectives and outcomes.

4: Cultivation of gifts, practical skills, and vocational identity as a minister of the Gospel of Jesus Christ through engagement in and reflection on the pastoral arts, exhibited in the following outcomes; the student/graduate will:	
NTS MDiv Outcome	COSAC Ability Statements that can be used as Learning Outcomes
<p>4.a. Facilitate the formation of a community of faith as the called and gathered, centered in Christ, and sent people of God</p> <p>*The “alt” numbers indicate skills beyond the official COSAC ability statements.</p>	<ul style="list-style-type: none"> • CP19 Ability to describe the stages of human development and to apply that knowledge in leading people to Christian maturity • CP20 Ability to envision Christian education most appropriate for a local church and to assure the development and empowerment of those serving in it • CP21 Ability to envision, order, and participate in contextualized, theologically grounded worship and to develop and lead appropriate services for special occasions (i.e. wedding, funeral, baptism, and Lord's Supper) • *AltCP21.1 Ability to lead a congregation in the major forms of prayer • *AltCP21.2 Ability to use the Christian music traditions strategically to educate and inspire a congregation in worship • *AltCP21.3 Ability to create readings of Scripture in worship so that it is highly respected for its inspiration and authority • *AltCP21.4 Ability to create liturgies that move people to worship God • *AltCP21.5 Ability to articulate the theology of baptism, to form catechism, and carry out orthodox baptismal practice • *AltCP21.6 Ability to articulate a Wesleyan theology of the Lord’s Supper and create liturgies that will enable people to appropriate grace through it • *AltCP21.7 Ability to plan worship for a coming year so all major areas of Christian doctrine are addressed and attention given to the church calendar • *AltCP21.8 Ability to understand the Christian wedding as a worship service and create services consistent with this understanding • *AltCP21.9 Ability to understand the Christian funeral as a worship service and create services that lead mourners to trust God • CP25 Ability to prepare, organize, and deliver a biblically sound, basic scheme of teaching and discipleship formation using age-appropriate techniques and skills in culturally appropriate ways • *AltCP25.1 Ability to describe the role of curriculum in the spiritual formation of congregations and to evaluate specific curricula in light of that goal • *AltCP25.2 Ability to explain and demonstrate competent group process skills • *AltCP25.3 Ability to develop recreational and social events that lead to koinonia • CP26 Ability to develop and utilize existing, age-appropriate ministry forms by which individuals, families, and congregations may be formed into Christlikeness

	<ul style="list-style-type: none"> • CP31 Ability to prepare, organize, and deliver a biblically sound, basic scheme for music leadership in culturally appropriate ways, using appropriate techniques and skills • CP32 Ability to develop and utilize existing ministry forms in church music (such as choral composition and instruction, voice and instrumental performance, worship planning, etc.) by which individuals, families, and congregations may be formed into Christ-likeness • CP33 Ability to assess and implement emerging approaches to church music in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives
4.b. Model and facilitate Christian witness and spiritual transformation	<ul style="list-style-type: none"> • CP16 Ability to preach evangelistically and to be engaged with and equip others in personal and congregational evangelism • CP17 Ability to lead in discipling and assimilating new converts into the church
4.c. Communicate effectively in written, spoken, artistic, and other forms	<ul style="list-style-type: none"> • CP22 Ability to prepare, organize, and deliver biblically sound sermons using appropriate techniques and skills in culturally appropriate ways • CP23 Ability to develop and utilize existing ministry forms such as evangelistic preaching, pastoral care preaching, doctrinal/teaching preaching and preaching Christian seasons/calendar by which individuals, families, and congregations may be formed into Christlikeness • CP24 Ability to assess the strengths and weaknesses of current homiletical models in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives
4.d. Engage the holistic nature of the church in redemptive ministries of restoration	<ul style="list-style-type: none"> • CP12 Ability to express appropriately pastoral care and concern for individuals and families in crises, passages, and the normal routines of life • CP13 Ability to offer spiritual counsel and to discern for referral counseling needs beyond the minister's ability • CP14 Ability to apply the knowledge of basic helping skills gained from historic Christian and appropriate contemporary models • CP28 Ability to prepare, organize, and deliver a biblically sound, basic scheme for compassionate practice in culturally appropriate ways, using appropriate techniques and skills • CP29 Ability to develop and utilize existing ministry forms for compassionate ministry (such as community assessment, networking, ministry resource development, social programming, etc.) by which individuals, families, and congregations may be formed into Christlikeness
4.e. Lead in such a way as to develop the leadership potential in others	<ul style="list-style-type: none"> • CP5 Ability to provide oversight of one's ministry using management skills including servant leadership, conflict resolution, and administration • CP6 Ability to manage resources of one's ministry (time, human, financial, etc.) in a way consistent with a church's size and characteristics • CP7 Ability to conceive and articulate purpose, mission, and vision, and to develop strategic plans ways that strengthen a unified vision • CP8 Ability to develop team building skills, identify and cultivate spiritual gifts, recruit volunteers, empower laity, and diagnose and intervene in problems • CP9 Ability to lead congregations in developing principles for biblical stewardship of life resources • CP34 Ability to prepare, organize, and deliver a biblically sound, basic scheme

	<p>of administrative oversight in culturally appropriate ways, using appropriate techniques and skills</p> <ul style="list-style-type: none"> • CP35 Ability to develop and utilize existing ministry forms (such as facilities management and safety assessment, personnel development, basic recordkeeping, maintaining church policies, etc.) by which individuals, families, and congregations may be formed into Christlikeness
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5: Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God, exhibited in the following outcomes; the student/graduate will:

NTS MDiv Outcome	COSAC Ability Statements that can be used as Learning Outcomes
5.a. Articulate the missional nature of the church	<ul style="list-style-type: none"> • CP15 Ability to think globally and engage cross-culturally for the purpose of mission • CX10 Ability to understand and articulate the biblical, historical, and theological bases for Christian mission • CX11 Ability to describe basic missiological principles and to apply them to the development of ministry in the local church • *AltCX11.1 Ability to grasp what it means to be a world Christian, and to enable members of a local congregation to discover their roles and to participate in the global mission of the Church
5.b. Exegete the congregation	<ul style="list-style-type: none"> • CP18 Ability to identify social and congregational factors that influence church health and growth • CX1 Ability to discover sociological dynamics and trends and to apply that information to specific ministry settings • CX2 Ability to analyze and describe congregations and communities • CX9 Ability to apply historical analysis to the life of a local congregation in order to describe its historical and cultural context
5.c. Exegete aspects of society including ethnicity and culture	<ul style="list-style-type: none"> • CX3 Ability to describe socialization and to apply its dynamics to the life of the Christian community • CX4 Ability to explain the operational culture • CX5 Ability to describe and interpret the relationship between culture and individual behavior
5.d. Navigate the complexities of globalization expressed through pluralism, world religions, and other issues	<ul style="list-style-type: none"> • CX6 Ability to understand, appreciate, and work sensitively to explain the nature of cultures and sub-cultures • CX7 Ability to identify and apply the principles of cross-cultural communications • CX8 Ability to place the ministry context in light of the large schemes of world and national history

Learning Outcome Chart

The supervised ministry program requires that the student engage in learning outcomes from a variety of disciplines. Use this table to monitor the variety of disciplines in which you gain supervised ministry experience. Copy the learning outcomes from the learning covenant to this form.

Learning Outcome	Semester Year
Spiritual Formation	
Worship	
Preaching	
Discipleship	
Leadership & Administration	
Pastoral Care & Counseling	
Compassionate Ministry	
Evangelism	
Global Mission	

KC-campus Case Study Group Syllabus



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

PTH621, 631, 641, 721, 751

CED531, 541, 551, 561, 631, 641, 651, 661

Supervised Ministry — Kansas City Campus
Semester Year

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

Contact Information

Case Study Facilitator: Firstname Lastname, PhD

Phone: (999) 999-9999

Email: address@nts.edu

Director of Supervised Ministry: Keith Schwanz, PhD

Phone: (816) 268-5415

Email: kschwanz@nts.edu

Supervised Ministry Program Assistant: Anne Hardy

Phone: (816) 268-5417

Email: arhardy@nts.edu

Catalog Description

See the *NTS Academic Catalog* for the description of the various supervised ministry courses.

Course Narrative & Rationale

Supervised ministry involves an intentional and ongoing process of contextual education through participation in God's mission. Through supervised ministry the student will develop ministerial identity and integrate the practice of ministry with theological reflection on that ministry, the action-reflection educational model. All this is done in the context of a local congregation with part of the ministry experience invested in a cross-cultural or community setting.

Degree Objectives

All degree program objectives can be found in the *NTS Academic Catalog* or at <http://support.nts.edu>.

MDiv Degree Objectives

- 1: Mature knowledge of God and self, attained through practices of Christian formation and personal discipline.
- 4: Cultivation of gifts, practical skills, and vocational identity as a minister of the Gospel of Jesus Christ through engagement in and reflection on the pastoral arts.
- 5: Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God.

MACFD Degree Objectives

3. Discern the various developmental and cultural forces that influence people's lives in their growth along the life course, and design appropriate ministry strategies that forms persons into ongoing faithful disciples.
4. Learn the complexities and creative potential inherent within social contexts that influence leadership practice, particularly within staff ministry.
5. Cultivate practices and abilities necessary for skillful performance of age-level and family ministries, for educating the laity in faithful discipleship, for guiding relationships in the church, for spiritual and professional development, and for engaging in theological discernment of sound educational practice.
6. Exhibit a capacity and desire for growth in the context of ministry through research and leadership; demonstrating a spirit of integrity, openness, cooperation, and care in ministry.

Course Outcomes

Learning outcomes specific to the student's supervised ministry can be found in the Learning Covenant.

The learning outcome for the case study portion of the course is to cultivate theological thinking skills for the practice of ministry.

Recommended Text

Allen, Carol J.; Mahan, Jeffrey; Troxell, Barbara. *Shared Wisdom: A Guide to Case Study Reflection in Ministry* (Abingdon Press, 1993).

There are no required textbooks for this course other than what might be stated in a student's Learning Covenant.

Case Study Process & Course Requirements

Two Moodle courses support the supervised ministries program at NTS. First, the Supervised Ministry Program Information course provides general information, including all non-case study requirements. This would be your first stop in looking for information such as deadlines and document templates. Second, the course for your assigned case study group is where you will engage in interaction with your peers and the case study group facilitator. Information specific to the case study group will be at this course. Online conversations will occur in this course as well.

Each supervised ministry experience includes participation in a case study group. The case study groups use a format and process adapted from the book *Shared Wisdom* by Mahan, Troxell, and Allen. The weekly discussion focuses on the shared wisdom of your peers as facilitated by a faculty leader. The purpose of writing a case study is to explore a leadership issue in which you were involved. For your case study, select an experience in which you needed to act or make a decision. You, the minister, need to be the focus of the case. In the group discussion we will not try to solve the issue at hand, but will probe options available to a pastoral leader in that type of situation.

To facilitate consistency in the written case study format and ease of reference during group discussion, use the following five headings to organize your paper. Write at least one paragraph for headings one through four and at least two sentences for each subheading in five.

1. Background: What was the context?
2. Description: What happened? What did you do?
3. Analysis: How do you interpret what happened?
4. Evaluation: How effective was your involvement?
5. Theological Reflection:
 - a. Christian Formation: Given this ministry context and your understanding of the Gospel, what kind of people does God want us to be?
 - b. Biblical: What biblical passages come to mind as you consider this experience? How do they apply to this specific situation?
 - c. Theological: How does the Gospel speak to this situation? Where do you see the *missio Dei* in this experience?
 - d. Ministry Arts: What practical skills are necessary to provide effective leadership in this type of situation?
 - e. Cultural Exegesis: How does the cultural context influence the manner in which the Gospel is enacted and proclaimed in this type of situation?

Use the LINE NUMBERS featured in your word processor to facilitate easy navigation of the case study during the class session (Microsoft Word: Page Layout | Page Setup | Line Numbers). The case will be a

little more than two pages, single spaced. See the instructions on writing a case study for more information.

Preparation if you are presenting:

1. Pray for God's guidance in discerning what to include in your case study and for the courage to be transparent.
2. Write your case study carefully following the instructions for writing a case found in the Moodle course and the Supervised Ministry Handbook.
3. Post your case study in the appropriate forum in Moodle one week in advance of your presentation so that your classmates can read the document and ask questions for clarification (see the assigned dates in the case study calendar). Do not email your case study to the professor and class members.
4. Check the forum regularly to respond to questions of clarification that will come from the class before the class meeting. Please respond quickly to move the discussion along.
5. Pray for God's grace to be open and receptive to the supervision you will receive in class.

Preparation if you are not presenting:

1. Pray for God's grace to be open and receptive to the gift of the presenter's experience and reflections. If you are the designated prayer leader, prepare accordingly.
2. Access the case study of the presenter at the appropriate forum in Moodle and create (print or download) a working copy that you can mark up with notations from your "exegesis" of the text. It will be available one week in advance of the presentation so that you can read the document before we meet for supervision. Please remember to keep confidentiality.
3. Read the case study carefully and attentively. Note issues such as:
 - a. Connections to your personal lived experience;
 - b. Educational and professional perspectives that illumine the dynamics of the situation;
 - c. Biblical/theological language and categories for framing significance.
4. Use the Moodle forum to ask the presenter "questions of clarification" no later than the (day of the week) before the class meeting and read through the responses before the class meeting.
5. Pray for God's grace in discerning what to say and what not to say in class. Always keep the benefit of the presenter in mind.

During Each Weekly Meeting

The purpose of the case presentation is to place ourselves before God and one another in an attentive posture so that we might receive whatever wisdom is available to us in and through the particulars of the person presenting and the ministry context under consideration. The facilitation of the case study process will vary by faculty member, but the following elements will be part of the session:

1. A prayer of invocation.
2. A review of the case study and answers to the questions for clarification.
3. Conversation by the group on the leadership issues in the case while the presenter listens silently to the conversation. Students draw on their preparatory reflections (personal, professional, and theological) but always through this filter: What can I say that might help the presenter increase in self-awareness and engage in theological reflection? Class members speak

judiciously—asking questions, sharing observations, making affirmations, offering critiques, giving biblical/theological interpretations—but avoid rushing to give advice or problem-solve. Sensitive to the group dynamic, each student gives voice to his or her insights while also making space for others to speak. Peer supervisors evaluate the performance of the presenter by helping him/her engage in self-evaluation.

4. The case study group facilitator may provide one-on-one supervision with the presenter. In this case, the group members listen silently.
5. The facilitator asks the presenter and the class to reflect on insights gained through the case study process.
6. The session closes with a benedictory prayer with specific intercession for the presenter and her or his ministry context. The prayer leader may be the person assigned to present the case the following week.

Following Each Weekly Meeting

Follow-up interaction between the presenter and her or his peers may continue in the Moodle forum. Direct access to group members' and (facilitator's) email addresses for between-class communication of a more personal or confidential nature is also available via Moodle.

Course Requirements

The supervised ministry student will prepare a Learning Covenant that will list requirements for the experiential portion of the course. Those requirements will be unique to the person and the ministry context.

In order to satisfy the case study requirement of this course, each student must:

1. Faithfully attend the weekly case study group sessions.
2. Prepare a case study according to the guidelines for this course and make it available to the group in advance according to the guidelines listed above
3. Be supervised on her or his designated presentation day (see case study calendar below)
4. Participate in the peer supervision process for other group members.
5. After the case study session, leave hard copies of the case with the facilitator so that they may be shredded and delete all digital copies of the case.

Distribution of Student Learning Hours

	Hours
Face-to-face Class Sessions	12
Online Participation in forums, groups, etc.	4
Reading	0
Writing	2
Other Assignments and Learning Activities	75 or 150
Exams & Quizzes	0
TOTAL	93 or 168

Method for Submitting Assignments

The learning covenant and evaluations will be submitted to the Supervised Ministry Program Assistant, either in person on the Kansas City campus (Room 202), as an email attachment (arhardy@nts.edu), by mail to NTS (1700 E Meyer Blvd, Kansas City MO 64131), or by fax (816-268-5500). Failure to submit the documents on time may jeopardize the possibility to earn a “Satisfactory” grade in the course. All questions regarding these documents and your grade for the course should be addressed directly to the Supervised Ministry Program Assistant, Anne Hardy (arhardy@nts.edu or 816-268-5417).

All documents in the case study process will be submitted through the appropriate link in the case study course in Moodle.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Deadlines

Please note the following deadlines that you are required to observe this semester:

Due Date	Assignment
	Learning Covenant due to the supervised ministry office
	On-site ministry and case study groups begin this week
	Mid-semester Evaluation of the Supervised Ministry Experience due to the supervised ministry office
	Final Evaluation of the Student due to the supervised ministry office
	Final Evaluation of the Supervised Ministry Experience due to the supervised ministry office

Course Grading

The following grades are used for final course marks in supervised ministry:

- S (satisfactory)—passing grade
- U (unsatisfactory)—non-passing grade; work must be repeated
- I (incomplete)—course requirements not completed; if work is not completed and the grade change received by the office of the Registrar by the institutional “due date for incompletes,” the alternate grade assigned by the professor will automatically become the student’s grade.

Bibliography

“First Church of Almond Springs,” http://www.christianleaders.org/almond_springs/index.htm/ [April 19, 2011].

Kinnaman, Gary D.; Ells, Alfred H. *Leaders that Last: How Covenant Friendships Can Help Pastors Thrive* (Baker Books, 2003).

Ogne, Steve; Roehl, Tim. *Transformational Coaching: Empowering Leaders in a Changing Ministry World* (B & H Publishing, 2008).

Wood, Charles M.; Blue, Ellen. *Attentive to God: Thinking Theologically in Ministry* (Abingdon Press, 2008).

Online Case Study Group Syllabus



Nazarene Theological Seminary

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PTH621, 631, 641, 721, 751

CED531, 541, 551, 561, 631, 641, 651, 661

Supervised Ministry — Online
Semester Year

Essential Information

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- *Handbook for Inclusive Language*

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Catalog Description

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Course Narrative & Rationale

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- 5: Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God.

MACFD Degree Objectives

3. Discern the various developmental and cultural forces that influence people's lives in their growth along the life course, and design appropriate ministry strategies that forms persons into ongoing faithful disciples.
4. Learn the complexities and creative potential inherent within social contexts that influence leadership practice, particularly within staff ministry.
5. Cultivate practices and abilities necessary for skillful performance of age-level and family ministries, for educating the laity in faithful discipleship, for guiding relationships in the church, for spiritual and professional development, and for engaging in theological discernment of sound educational practice.
6. Exhibit a capacity and desire for growth in the context of ministry through research and leadership; demonstrating a spirit of integrity, openness, cooperation, and care in ministry.

Course Outcomes

Learning outcomes specific to the student's supervised ministry can be found in the Learning Covenant.

The learning outcome for the case study portion of the course is to cultivate theological thinking skills for the practice of ministry.

Recommended Text

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There are no required textbooks for this course other than what might be stated in a student's Learning Covenant.

Case Study Process & Course Requirements

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Each supervised ministry experience includes participation in a case study group. The case study groups use a format and process adapted from the book *Shared Wisdom* by Mahan, Troxell, and Allen. The weekly discussion focuses on the shared wisdom of your peers as facilitated by a faculty leader. The purpose of writing a case study is to explore a leadership issue in which you were involved. For your case study, select an experience in which you needed to act or make a decision. You, the minister, need to be the focus of the case. In the group discussion we will not try to solve the issue at hand, but will probe options available to a pastoral leader in that type of situation.

To facilitate consistency in the written case study format and ease of reference during group discussion, use the following five headings to organize your paper. Write at least one paragraph for headings one through four and at least two sentences for each subheading in five.

1. Background: What was the context?
2. Description: What happened? What did you do?
3. Analysis: How do you interpret what happened?
4. Evaluation: How effective was your involvement?
5. Theological Reflection:
 - a. Christian Formation: Given this ministry context and your understanding of the Gospel, what kind of people does God want us to be?
 - b. Bible: What biblical passages come to mind as you consider this experience? How do they apply to this specific situation?
 - c. Theology: How does the Gospel speak to this situation? Where do you see the *missio Dei* in this experience?
 - d. Ministry Arts: What practical skills are necessary to provide effective leadership in this type of situation?
 - e. Cultural Exegesis: How does the cultural context influence the manner in which the Gospel is enacted and proclaimed in this type of situation?

Use the LINE NUMBERS featured in your word processor to facilitate easy navigation of the case study during the class session (Microsoft Word: Page Layout | Page Setup | Line Numbers). The case will be a little more than two pages, single spaced. See the instructions on writing a case study for more information.

Preparation if you are presenting:

1. Pray for God’s guidance in discerning what to include in your case study and for the courage to be transparent.
2. Write your case study carefully following the instructions for writing a case found in the Moodle course and the Supervised Ministry Handbook.
3. Follow the weekly rhythm for the online case study group.
4. Pray for God’s grace to be open and receptive to the supervision you will receive.

Preparation if you are not presenting:

1. Pray for God’s grace to be open and receptive to the gift of the presenter’s experience and reflections. If you are the designated prayer leader, prepare accordingly.
2. Access the case study of the presenter at the appropriate forum in Moodle and create (print or download) a working copy that you can mark up with notations from your “exegesis” of the text. Please remember to keep confidentiality.
3. Read the case study carefully and attentively. Note issues such as:
 - a. Connections to your personal lived experience;
 - b. Educational and professional perspectives that illumine the dynamics of the situation;
 - c. Biblical/theological language and categories for framing significance.
4. Follow the weekly rhythm for the online case study group.
5. Pray for God’s grace in discerning what to say and what not to say in class. Always keep the benefit of the presenter in mind.

Weekly Procedure

The purpose of the case presentation is to place ourselves before God and one another in an attentive posture so that we might receive whatever wisdom is available to us in and through the particulars of the person presenting and the ministry context under consideration.

The weekly class rhythm will involve the following nine steps. The deadline is midnight (Central time) of the assigned day unless otherwise noted. Steps 1-3 are posted to a forum titled THE CASE. Steps 4-7 are posted to a forum titled SHARED WISDOM. Steps 8-9 are posted to a forum titled REFLECTIONS & PRAYERS.

1. The assigned student posts her or his case by noon on Monday.
2. Other students and the facilitator post clarifying questions by noon on Tuesday.
3. The presenter responds to the clarifying questions by midnight on Tuesday.

The presenter observes without responding during the next four steps. This conversation occurs on Wednesday, Thursday, and Friday.

4. Students and the facilitator connect the case to their personal experiences,
5. ... bring their professional and educational history to bear upon the case, and
6. ... engage in theological reflection to inform and illuminate, including discernment of the *missio Dei* and Christian formation issues.
7. The group evaluates the performance of the presenter in the case

The presenter now rejoins the conversation.

8. On Saturday the presenter shares with the group the help and insights gained from the conversation. If you are the presenter, be specific about what you learned from the discussion. This post should be at least 200 words.
9. The case study closes with prayers for the presenter posted to the appropriate forum. Others beside the prayer leader are encouraged to post prayers too.

For the online process to work, it is essential that each person do a little bit almost every day. This will be different for those students who participate in a face-to-face supervised ministry case study group where everything is completed in one session. To make the online process work, it is necessary to go through the week step-by-step. Whenever you log on, please make at least one post to move the conversation along.

So, once again, here is the rhythm for the week—cases will be posted by noon on Monday; clarification questions will be posted by noon on Tuesday; the presenter will respond to the clarification questions by midnight on Tuesday; the rest of us will interact on Wednesday through Friday; and we finish the week with reflection and prayers on Saturday.

If the number of students participating in the online case study group exceeds the number of weeks in the semester, two groups will be formed. Each group will follow the weekly rhythm for the case study. If necessary, this may occur one or more weeks during the semester.

Course Requirements

The supervised ministry student will prepare a Learning Covenant that will list requirements for the experiential portion of the course. Those requirements will be unique to the person and the ministry context.

In order to satisfy the case study requirement of this course, each student must:

1. Faithfully participate in the weekly case study online conversations. During the week in which you do not present your case, you will make at least two posts on three different days—an original post and a response to a peer's post. Clarifying questions are to be posted by noon on Tuesday, discussion of the case posted on Wednesday through Friday, and prayers of blessing posted on Saturday.
2. Prepare a case study according to the guidelines for this course and make it available according to the weekly schedule. The presenter will post the case no later than noon on Monday of the

assigned week (and no earlier than Sunday evening), respond to all clarifying questions by midnight on Tuesday, and post reflections and insights on Saturday.

3. After the case study session, shred all hard copies (if any) and delete all digital copies of the case.

Distribution of Student Learning Hours

	Hours
Face-to-face Class Sessions	0
Online Participation in forums, groups, etc.	16
Reading	0
Writing	2
Other Assignments and Learning Activities	75 or 150
Exams & Quizzes	0
TOTAL	93 or 168

Method for Submitting Assignments

The learning covenant and evaluations will be submitted to the Supervised Ministry Program Assistant, either in person on the Kansas City campus (Room 202), as an email attachment (arhardy@nts.edu), by mail to NTS (1700 E Meyer Blvd, Kansas City MO 64131), or by fax (816-268-5500). Failure to submit the documents on time may jeopardize the possibility to earn a “Satisfactory” grade in the course. All questions regarding these documents and your grade for the course should be addressed directly to the Supervised Ministry Program Assistant, Anne Hardy (arhardy@nts.edu or 816-268-5417).

All documents in the case study process will be submitted through the appropriate link in the case study course in Moodle.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Deadlines

Please note the following deadlines that you are required to observe this semester:

Due Date	Assignment
	Learning Covenant due to the supervised ministry office
	On-site ministry and case study groups begin this week
	Mid-semester Evaluation of the Supervised Ministry Experience due to the supervised ministry office

	Final Evaluation of the Student due to the supervised ministry office
	Final Evaluation of the Supervised Ministry Experience due to the supervised ministry office

Course Grading

The following grades are used for final course marks in supervised ministry:

- S (satisfactory)—passing grade
- U (unsatisfactory)—non-passing grade; work must be repeated
- I (incomplete)—course requirements not completed; if work is not completed and the grade change received by the office of the Registrar by the institutional “due date for incompletes,” the alternate grade assigned by the professor will automatically become the student’s grade.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance

Failure to make the required weekly posts (above) will be considered as a lack of participation (or absence in a traditional class). If you do not participate for more than one week, you must review the case study you missed, write a one-page summary of your observations and reflections, and post it to the discussion forum. No participation for more than two weeks or failing to write a summary for the case study you missed will jeopardize a “Satisfactory” course grade. If you must be absent because of extenuating circumstances, contact the case study facilitator as soon as possible to discuss the situation.

Case Study Calendar

Presentation Week	Presenter #1	Presenter #2 (if needed)

Bibliography

“First Church of Almond Springs,” http://www.christianleaders.org/almond_springs/index.htm/ [April 19, 2011].

Kinnaman, Gary D.; Ells, Alfred H. *Leaders that Last: How Covenant Friendships Can Help Pastors Thrive* (Baker Books, 2003).

Ogne, Steve; Roehl, Tim. *Transformational Coaching: Empowering Leaders in a Changing Ministry World* (B & H Publishing, 2008).

Wood, Charles M.; Blue, Ellen. *Attentive to God: Thinking Theologically in Ministry* (Abingdon Press, 2008).

Instructions for Writing the Case Study

Adapted from Mahan, Troxell, and Allen's book
Shared Wisdom: A Guide to Case Study Reflection in Ministry

As you write the case you will present to your case study group, bear in mind the following points:

- Examine an incident that is specific to you and your ministry, and for which you have some responsibility for the outcome. This is key to making the case study process beneficial to you and your peers.
- Maintain confidentiality by using abbreviations such as Mr. J, or Church X instead of actual names. Copies of the case write-up will be disposed at the end of the session.
- Be concise. The case will be a little more than two pages, single-spaced.

Use the LINE NUMBERS feature in your word processor to facilitate easy navigation of the case study during the class session. (In Word go to Page Layout | Page Setup | Line Numbers.)

Your case needs to include the following five sections (use these headings): Background, Description, Analysis, Evaluation, and Theological Reflection. These sections are to address the following questions:

1. Background—What was the context for this incident? What did you anticipate? What were your hopes and fears?
2. Description—What happened? What did you do? Give as much detail as you can in the limited space.
3. Analysis—How do you interpret what happened? Identify issues and relationships.
4. Evaluation—How effective was your involvement? What worked? What needs to be done differently in the future?
5. Theological Reflection:
 - a) Christian Formation: Given this ministry context and your understanding of the Gospel, what kind of people does God want us to be?
 - b) Bible: What biblical passages come to mind as you consider this experience? How do they apply to this specific situation?
 - c) Theology: How does the Gospel speak to this situation? Where do you see the *missio Dei* in this experience?
 - d) Ministry Arts: What practical skills are necessary to provide effective leadership in this type of situation?
 - e) Cultural Exegesis: How does the cultural context influence the manner in which the Gospel is enacted and proclaimed in this type of situation?

For additional questions to consider for each of these five sections, see pp. 116–117 in Shared Wisdom. Additional suggested themes are found on p. 126.

1 **Sample Case Study**

3 ***Confidential Information***

5 Background

7 Michael, 16 years old, had been physically abused by his step-father, Fred. The court ordered that Fred
8 was to have no contact with Michael. Maggie, Michael’s mother and Fred’s wife, decided to stay with
9 Fred which meant that Michael needed to find another place to live. He bounced from house to house
10 for a while, then just lived on the streets. He stopped going to school.

12 The family had been part of the congregation for a few years prior to the beginning of my ministry there.
13 Maggie and Fred came to church almost every Sunday. Michael showed up occasionally—maybe once
14 every six weeks or so—and always was sure to talk with me. I met him a few times at the downtown
15 Burger King. I knew Maggie had individual and group counseling. Fred had a court ordered anger
16 management counselor. Michael had a case worker assigned by the state and sometimes went to a
17 youth social service agency. As I listened to the stories, I wasn’t sure that much progress was being
18 made by anyone. Everyone seemed to be stuck in a downward spiral.

20 Description

22 Michael asked if I would be part of a meeting with all of the interested parties and gave my name to his
23 case worker. I received an official invitation from the state to attend the conference session. Michael,
24 Maggie, and Fred were there. All counselors and case workers were present—there were probably a
25 dozen of us in the room. Michael’s case worker introduced the process and said that the purpose of the
26 meeting was to work toward resolution of some of the family issues. Various counselors and case
27 workers gave status updates. Some suggestions were made for actions that could promote healing and
28 health. This was the first time I had participated in this type of session and I was quite impressed with
29 the wisdom of the suggestions and the motivation of the professionals in the room. They wanted the
30 best for Michael.

32 I began to notice, however, that every time someone would make a suggestion, Maggie argued against
33 it. She opposed everything. I don’t think she actually listened to what was said, but she just lashed out
34 at whoever was speaking. It seemed to me that Maggie was actually undermining everything that the
35 social service system was trying to do to help her son. When she would talk back to the professionals,
36 they would just listen to her rant. I could not believe that they didn’t challenge Maggie on anything.

38 Then I spoke. I sat on the edge of my chair, looked at Maggie, and said, “Maggie, you are destroying
39 everything these people are trying to do to help your son. You argue with everyone. You discount every
40 option. There will be no progress as long as you do that.” The room became very quiet.

42 Analysis

43

44 And then I started wondering if I had overstepped my proper place. I was the youth pastor in the room
45 and the least experienced professional there. I probably violated some protocol for conferences like
46 that. It feels like I was a bit impulsive; I didn't think through things, but just spoke to the situation as I
47 saw it. I don't think I was angry, but there was fairly strong emotion in my voice. The whole group
48 process suddenly changed after I made my statement.

49

50 As I re-read what I said, I see that I used a lot of "you" messages. These could have been interpreted by
51 Maggie as an attack. I suspect they were. It sure shut her up. And before I spoke I never tried to
52 understand why Maggie lashed out at everyone. She usually was quite meek. If she felt cornered, I only
53 added to her anxiety. Maybe my error was in making Maggie the main focus, not Michael.

54

55 I don't like confrontation. And I prefer to have the opportunity to think things through in advance. But
56 when no one else seemed to be willing to confront what seemed like a subversion of justice, I jumped in.
57 It didn't help; the downward spiral has continued with these three people.

58

59 Evaluation

60

61 Even though I still feel uncertain about my actions, I think I did the right thing. I think I spoke the truth
62 to Maggie. I think I did it in an appropriate manner. But why do I still have doubts about my action? On
63 the one hand it seems like I should be more confident about the assertive stand I took. On the other
64 hand maybe my uncertainty about my response will slow me down a bit the next time I feel the impulse
65 to confront someone.

66

67 Theological Reflection

68

69 Formation: After this experience I see more clearly the absolute necessity to have a pure heart. Jesus
70 said, "But what comes out of the mouth proceeds from the heart" (Matt. 15:18). When in difficult
71 circumstances, I want what comes out of my mouth to reflect a heart of love and grace and mercy.

72

73 Bible: But I also remember that Jesus confronted injustice. When the teachers of the law and the
74 Pharisees used a woman to try to trap Jesus (John 8), Jesus confronted the men who eventually slinked
75 away into the crowd. Jesus protected the woman and encouraged her to leave the life of sin. May God
76 give me discernment to know when to act boldly for the sake of others.

77

78 Theology: This experience showed me in a profound way the devastation we experience because of sin.
79 Michael has suffered awful consequences because of another's sin, and he carries on the pattern of sin
80 through his own poor choices. I also saw that God's desire for reconciliation was worked out through
81 the social service workers who were trying to help Michael and his family. These are partners in
82 bringing God's reign to earth.

83

84 Ministry Arts: As I mentioned in the Analysis section, I've got work to do with listening carefully and
85 speaking well. I blew it. I believe that nurturing good communication skills will increase my
86 effectiveness in proclaiming the Good News.

87

88 Cultural Exegesis: I don't understand how Maggie could choose to stay with Fred when it meant Michael
89 ended up on the streets. How could a mother do that to her son? What is it about her background that
90 would cause her to keep a roof over her own head while her teenage son had to move from place to
91 place in search of a little shelter? I believe that God can meet any person in any cultural context, but
92 I've got a ways to go in knowing how to help people who make stupid decisions.

Nazarene Theological Seminary

MDiv Supervised Ministry

Mid-semester Evaluation of the Supervised Ministry Experience (by the Student)

Personnel & Church		
Student:	(from Learning Covenant)	
Signature:		Date:
Supervisor:	(from Learning Covenant)	
Signature:		Date:
Church/Agency:	(from Learning Covenant)	
Total Time:	Add the Total Time Engagement from Learning Outcomes #1, #2,#3	

Learning Outcome #1		
Learning Outcome:	#1. (from Learning Covenant)	
	(select one)	
	<input type="checkbox"/> satisfactory progress	
	<input type="checkbox"/> some progress	
	<input type="checkbox"/> little or no progress	
	Comment:	
Tasks & Time Allotment (hours):	1. (from Learning Covenant)	
	2. (from Learning Covenant)	
	3. (from Learning Covenant)	
	4. (from Learning Covenant)	
	5. (from Learning Covenant)	
	Total Time Engagement to Date for this Learning Outcome:	
	What tasks have gone well?	
	What tasks have presented challenges?	

Learning Outcome #2		
Learning Outcome:	#2. (from Learning Covenant)	
	(select one)	
	<input type="checkbox"/> satisfactory progress	
	<input type="checkbox"/> some progress	
	<input type="checkbox"/> little or no progress	
	Comment:	
Tasks & Time Allotment (hours):	1. (from Learning Covenant)	
	2. (from Learning Covenant)	
	3. (from Learning Covenant)	
	4. (from Learning Covenant)	
	5. (from Learning Covenant)	
	Total Time Engagement to Date for this Learning Outcome:	

	What tasks have gone well?	
	What tasks have presented challenges?	

Learning Outcome #3		
Learning Outcome:	#3. (from Learning Covenant)	
	(select one)	
	<input type="checkbox"/> satisfactory progress <input type="checkbox"/> some progress <input type="checkbox"/> little or no progress	
	Comment:	
Tasks & Time Allotment (hours):	1. (from Learning Covenant)	
	2. (from Learning Covenant)	
	3. (from Learning Covenant)	
	4. (from Learning Covenant)	
	5. (from Learning Covenant)	
	Total Time Engagement to Date for this Learning Outcome:	
	What tasks have gone well?	
What tasks have presented challenges?		

Supervision & Ministerial Formation	
Describe the frequency of your meetings with your primary supervisor and the nature of your conversations (learning outcomes, tasks, etc.).	
As you reflect on the objectives and tasks in this learning covenant, what leadership qualities are necessary for effective ministry in this context?	(from Learning Covenant)
Describe your progress in developing those leadership qualities so far this semester. What has been achieved? What additional growth is needed?	

Submit this document to Anne Hardy, Supervised Ministry Program Assistant (paper copy to Room 202; email attachment to arhardy@nts.edu; FAX to 816-268-5500).

Nazarene Theological Seminary

MDiv Supervised Ministry

Final Evaluation of the Student (by the Supervisor)

Personnel & Church	
Student:	(from Learning Covenant)
Signature:	
Date:	
Supervisor:	(from Learning Covenant)
Signature:	
Date:	
Church/Agency:	(from Learning Covenant)

Learning Outcome #1	
Learning Outcome:	#1. (from Learning Covenant)
Assessment of the Learning Outcome:	1. (from Learning Covenant)
	2.
	3.
	(select one) <input type="checkbox"/> outcome fully achieved <input type="checkbox"/> excellent progress <input type="checkbox"/> satisfactory progress <input type="checkbox"/> some progress <input type="checkbox"/> little or no progress
Comment:	
Tasks:	1. (from Learning Covenant)
	2. (from Learning Covenant)
	3. (from Learning Covenant)
	4. (from Learning Covenant)
	5. (from Learning Covenant)
	Describe the student's ministry skill development in this learning outcome.

Learning Outcome #2	
Learning Outcome:	#2. (from Learning Covenant)
Assessment of the Learning Outcome:	1. (from Learning Covenant)
	2.
	3.
	(select one) <input type="checkbox"/> outcome fully achieved <input type="checkbox"/> excellent progress <input type="checkbox"/> satisfactory progress <input type="checkbox"/> some progress <input type="checkbox"/> little or no progress
Comment:	
Tasks:	1. (from Learning Covenant)

	2. (from Learning Covenant)	
	3. (from Learning Covenant)	
	4. (from Learning Covenant)	
	5. (from Learning Covenant)	
	Describe the student's ministry skill development in this learning outcome.	

Learning Outcome #3		
Learning Outcome:	#3. (from Learning Covenant)	
Assessment of the Learning Outcome:	1. (from Learning Covenant)	
	2.	
	3.	
	(select one) <input type="checkbox"/> outcome fully achieved <input type="checkbox"/> excellent progress <input type="checkbox"/> satisfactory progress <input type="checkbox"/> some progress <input type="checkbox"/> little or no progress	
Comment:		
Tasks:	1. (from Learning Covenant)	
	2. (from Learning Covenant)	
	3. (from Learning Covenant)	
	4. (from Learning Covenant)	
	5. (from Learning Covenant)	
	Describe the student's ministry skill development in this learning outcome.	

MDiv Degree Objectives: Please describe the student's progress in fulfilling these degree objectives.	
1: Mature knowledge of God and self, attained through practices of Christian formation and personal discipline	
4: Cultivation of gifts, practical skills, and vocational identity as a minister of the Gospel of Jesus Christ through engagement in and reflection on the pastoral arts	
5: Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God	

Grade (select one)		
<input type="checkbox"/> Satisfactory (passing)	<input type="checkbox"/> Unsatisfactory (non-passing)	<input type="checkbox"/> Incomplete (unfinished)

Submit this document to Anne Hardy, Supervised Ministry Program Assistant (paper copy to Room 202; email attachment to arhardy@nts.edu; FAX to 816-268-5500).

Nazarene Theological Seminary

MDiv Supervised Ministry

Final Evaluation of the Supervised Ministry Experience (by the Student)

Student			
Student:	(from Learning Covenant)		
Semester:	<input type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
Year:	(from Learning Covenant)		
Primary Supervisor:	(from Learning Covenant)		
Church:	(from Learning Covenant)		
Secondary Supervisor:	(from Learning Covenant)		
Organization:	(from Learning Covenant)		
Time (hours):	Total Time Engagement in this Supervised Ministry		
Signature:		Date:	

Ministerial Formation	
As you reflect on the objectives and tasks in this learning covenant, what leadership qualities are necessary for effective ministry in this context?	(from Learning Covenant)
Describe your progress in developing those leadership qualities this semester. What was achieved? What additional growth is needed?	
Mark the top two effects of your supervised ministry experience. (select two)	<input type="checkbox"/> Greater vocational clarity <input type="checkbox"/> Improved pastoral skills <input type="checkbox"/> Greater interest in future ministry <input type="checkbox"/> More self-confidence <input type="checkbox"/> Greater sense of people's needs <input type="checkbox"/> Better idea of my strengths and weaknesses <input type="checkbox"/> Greater self-understanding

Supervisor	
Describe the frequency of your meetings with your primary supervisor and the nature of your conversations (learning outcomes, tasks, etc.).	
Describe your supervisor's strengths in the supervisory relationship.	
Describe any frustrations you had in this supervised ministry experience.	
If you would like to nominate your supervisor for "Supervisor of the Year," please tell a brief story which illustrates the supervisor's excellence in mentoring you (otherwise leave it blank).	

Submit this document to Anne Hardy, Supervised Ministry Program Assistant (paper copy to Room 202; email attachment to arhardy@nts.edu; FAX to 816-268-5500).

Syllabus Template for PTH751 Pastoral Internship



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

PTH751 — Pastoral Internship — # Hours
Semester Year — Student's Name

Contact Information

NTS Instructor

Professor: Firstname Lastname, PhD
Phone: (999) 999-9999

Email: address@nts.edu
Office Hours: xxxday time or by appointment

Internship Supervisor

Supervisor: Firstname Lastname, PhD
Phone: (999) 999-9999

Email: address@abc.com
Office Hours: xxxday time or by appointment

Student

Phone: (999) 999-9999

Email: address@abc.com

Catalog Description

With the permission of the degree director, students with appropriate theological educational background, and/or exemplary academic work at the Seminary may apply for an intensive internship experience under the direction of an approved pastoral mentor. With the permission of the Director of Supervised Ministry a student may request that this internship meet all three hours of supervised ministry credit required for the M.Div. Degree. The learning covenant and all other agreements describing the learning experiences of the student in the pastoral internship must be approved by the Missional Community Committee. Students using this internship to meet supervised ministry requirements must participate in a case study group meeting during that internship.

Internship Description

Provide an overview of the internship, including the setting, general responsibilities of the student, the qualifications of the supervisor, and the duration.

Internship Rationale

Provide the rationale for why this internship is appropriate for the student's study at NTS and ministry goals.

Internship Outcomes

Provide three to five outcomes to be achieved through the internship.

Internship Assignments & Requirements

Include the learning activities, resources used, and assessment plan. Each assignment/requirement must be cross-referenced to an outcome. Supervised ministry students must participate in a case study group.

Distribution of Student Learning Hours

The number of learning hours should be at least 75 hours per credit hour.

	hours
Internship Learning Activities	0
Meetings with the Supervisor	0
Participation in a Case Study Group	0
Final Reflection Paper	0
Other Assignments and Learning Activities	0
TOTAL	0

Grading

Grading for PTH751 is on an S (Satisfactory) or U (Unsatisfactory) basis. The Internship Supervisor will submit to the NTS Instructor a one-page, narrative summary of the student's work during the internship. The NTS Instructor will complete the grade sheet for the Registrar.

Instructions for the PTH751 Syllabus Template

PTH751 Pastoral Internship is a course in the NTS Catalog that may be used for an intensive internship experience under the direction of an approved pastoral mentor. PTH751 is an option for any student as an elective.

Students with extensive ministry experience may petition the Director of the MDiv Degree Program or the Director of Supervised Ministry to take PTH751 for three credits to satisfy the supervised ministry requirement. If approval is granted, the student will work with the Director of Supervised Ministry to prepare a syllabus to present to the Missional Community Committee for approval. Enrollment in PTH751 for supervised ministry credit requires concurrent participation in a case study group.

These instructions are for all students, those who use PTH751 as an elective and those who use it for the supervised ministry requirement.

A student can enroll in PTH751 for various credit hours depending on the nature of the pastoral internship. Students using PTH751 will do so for three credit hours.

The NTS Instructor will be determined in consultation with the Director of Supervised Ministry.

The Internship Supervisor is a key person in the pastoral internship. Contextual education at NTS uses an action-reflection education model. The internship supervisor is often the first person with whom the student engages in theological reflection on the ministry experience. The internship supervisor does not have to be “on site,” but must be available to the student for regular conversation.

The Internship Description provides an overview of the internship. This should include a brief description of the ministry setting, a summary of the project and the responsibilities of the student, the duration of the pastoral internship, and the qualifications of and reasons why the supervisor was selected. This section could be written in two or three paragraphs.

The Internship Rationale must show why this pastoral internship is appropriate for the student’s study at NTS and how it fits with the student’s ministry goals. This section could be written in one or two paragraphs.

The student must provide three to five Internship Outcomes. A learning outcome is a brief statement about what the student will be able to *do* at the end of the pastoral internship. Avoid using words such as “understand” and “know” since they are primarily inner processes. The goal of the pastoral internship is that a student will be able to demonstrate improved pastoral skills. The student could use the following formula:

- The student will demonstrate the ability to <ACTION VERB> <MINISTRY ACTION> by/through <PASTORAL INTERNSHIP TASK>.

- The student will demonstrate the ability to exegete the congregation in its cultural context through the use of ethnographic study.
- The student will demonstrate the ability to motivate the congregation to engage in incarnational service to the community by preaching a series of sermons on the missional church from the book of Acts.

The Internship Assignments & Requirements section provides detail on the tasks and activities which seek to bring the learning outcomes to reality. Describe the resources (books, lectures, persons, etc.) and the learning activities that will be used. Explain how the assignment will be assessed and by whom. Include a due date if appropriate. Each assignment and requirement must be cross-referenced to one or more of the learning outcomes. Each learning outcome must have at least one assignment or requirement.

Students are encouraged to consider how they might engage in a “learning community” during the pastoral internship. The learning community might be two or three other pastors who would agree to meet twice during the internship to discuss what the student was learning. The learning community might be a few persons from the congregation involved in the ministry area in which the pastoral internship was focused. The goal is for the student to be in conversation with others about the pastoral internship as a form of theological reflection on the experience. If interaction with a learning community is planned, it should be stated in the Internship Assignments section of the syllabus.

If the student is using PTH751 Pastoral Internship for the supervised ministry requirement in the MDiv program, the student is required to participate in a supervised ministry case study group concurrent with the internship. A statement about that requirement should be included in the Internship Assignments section of the syllabus.

If the student is using PTH751 Pastoral Internship as an elective, the student must write a final reflection paper on the internship experience. The length of the paper will be discussed with the Director of Supervised Ministry and mentioned in the Internship Assignments section of the syllabus.

A pastoral internship expects at least 75 hours of engagement in the internship per credit hour. A pastoral internship of 225 hours is expected for the three-hour supervised ministry requirement. The Distribution of Student Learning Hours table will show the anticipated allocation.

The draft of a syllabus for PTH751 Pastoral Internship will be submitted to the Director of Supervised Ministry who will help the student get the syllabus ready for submission. The Missional Community Committee, a standing faculty committee, must approve the PTH751 syllabus.

NTS will conduct a background check on all persons requesting approval to do a pastoral internship. The National Criminal Database, the National Sex Offender Registry, and other sources will be checked. (See the Supervised Ministry Handbook, page 5).