NAZARENE THEOLOGICAL SEMINARY

Supervised Ministry Experience

2018-2019 SME Student Handbook

2018 – 2019 SME Student Handbook

Table of Contents

Overview of the SME Program

Introduction

Students in the Master of Divinity (MDiv), Master of Arts in Christian Formation and Discipleship (MACFD), and Master of Arts in Intercultural Studies (MAICS), engage in the Supervised Ministry Experience (SME) Program to continue the process of preparing to be "faithful and effective ministers of the Gospel of Jesus Christ." Students will engage in an intentional and ongoing process of contextual education through participation in God's mission, developing a ministerial identity, and integrating the practice of ministry with theological reflection on that ministry. This engagement typically occurs in the context of a local congregation, often including a cross-cultural or community-involving component. Prior to the semester beginning, the student will be assigned a **Theological Reflection Guide** who will serve as the primary point of contact for the student from the creation of a Learning Covenant through final evaluation.

Structure and Sequence

Before the Semester Begins

Complete PTH505 (MDiv only) → Complete 25 credit hours (MDiv only) → Watch orientation videos in Moodle → Select a Ministry Site and Site Supervisor → Write a Learning Covenant using tutorial → Learning Covenant Approval Meeting

Prerequisites for MDiv Students

MDiv students must have completed 25 credit hours to register for Supervised Ministry, including PTH505 Core Relationships for Christian Ministry, before enrolling in 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.

WATCH ORIENTATION VIDEOS IN MOODLE

On the Moodle page for SME, students will have access to a series of introductory videos that offer an overview to the SME Program as a whole, as well as instruct students on writing Learning Covenants, Case Studies, and Reflection papers. These videos should be watched in their entirety prior to the commencement of the course.

SELECT A MINISTRY SITE AND SITE SUPERVISOR

The key to an effective engagement in Supervised Ministry is the relationship the student has with the ministry context (site) and the **Site Supervisor**. If the student has moved just prior to beginning studies at NTS or moves while studying, the student is encouraged to consider the opportunities available for ministry while looking for a church home. Supervised Ministry for the MDiv is congregation-based, so

this is a key component for success in the Supervised Ministry program. MACFD and MAICS students should consider their degree objectives and portfolio requirements before choosing a site and a Site Supervisor for their supervised ministry/practicum.

Site Supervisors should be familiar with the student's ministry and ministerial context(s). As described below, the Site Supervisor will be evaluating the student's ministry as a fellow minister. For that reason, the Site Supervisor will preferably be an ordained minister with higher education in a ministry-related field who serves in the same ministry context as the student. A student may propose a Site Supervisor who does not match these preferences if the ministerial situation of the student does not offer such a person. Site Supervisors should not be spouses or other relatives.

In the event that a component of a student's ministry experience engages a different ministerial setting than the primary ministry context (e.g., a student whose primary ministry in a church is accentuated by serving in a homeless shelter), a reliable contact should serve as a secondary supervisor to the student and should be included in the Learning Covenant.
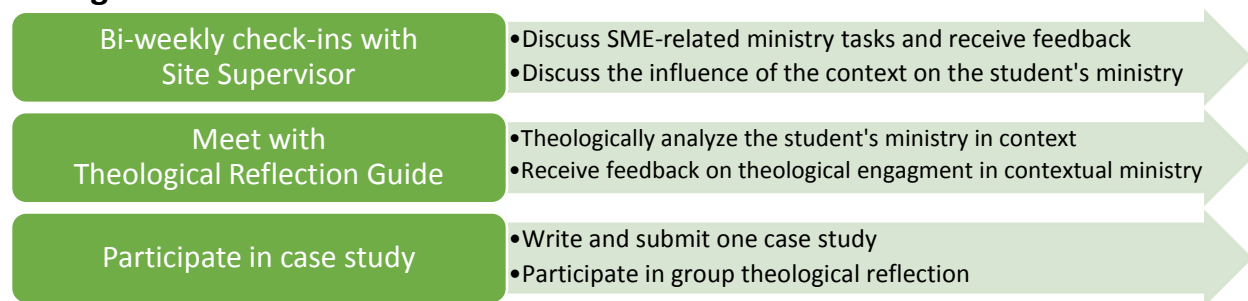
WRITE A LEARNING COVENANT USING TUTOTIAL
After watching the orientation videos in Moodle, students should find the Learning Covenant Tutorial available in Moodle to assist in writing the Learning Covenant. The Learning Covenant Template is also available in Moodle. Using the resources available in Moodle, students should write the Learning Covenant with their proposed **Site Supervisor** by using the learning objectives (found in Appendix A and in the Learning Covenant Tutorial) and submit the first fully-completed draft of the Learning Covenant via Moodle according the syllabus date listed – usually the second day of the semester. A final, approved version of the Learning Covenant must be submitted by the end of the first week of the semester.

LEARNING COVENANT APPROVAL MEETING
After first and second drafts of the Learning Covenant have been submitted by the student and approved by the **Academic Programs Assistant**, students will meet with their assigned **Theological Reflection Guide** and **Site Supervisor** to walk through the entire document and, upon consent of the Site Supervisor, receive final approval of the document to guide the student's work for the semester.

During the Semester

Bi-weekly check-ins with Site Supervisor	• Discuss SME-related ministry tasks and receive feedback • Discuss the influence of the context on the student's ministry
Meet with Theological Reflection Guide	• Theologically analyze the student's ministry in context • Receive feedback on theological engagment in contextual ministry
Participate in case study	• Write and submit one case study • Participate in group theological reflection

BI-WEEKLY CHECK-INS WITH SITE SUPERVISOR
Throughout the semester, each student will regularly discuss ministry in the local context with the student's **Site Supervisor**. These discussions should be distinct from other staff meetings and should intentionally focus on the learning outcomes specific to the student's Learning Covenant.

MEET WITH THEOLOGICAL REFLECTION GUIDE

At the midpoint of the semester, the student will meet in a one-on-one meeting with the assigned **Theological Reflection Guide (TRG)** to theologically analyze and critically evaluate the student's ministry in context. This meeting will serve to evaluate the student's progress toward the Learning Covenant's intended outcomes through the first half of the semester.

PARTICIPATE IN CASE STUDY

The student will meet in a case study group facilitated by the assigned **TRG** to critically reflect on case studies presented by the students in the group. Each student will be responsible to submit one written case study following the instructions listed in this Handbook in Appendix D and found in Moodle according to the due date set in the syllabus. A sample case study can be found in Appendix E. After each case study group meeting, the TRG will evaluate the presenting student according to the rubric found in Appendix F. Evaluations can be tracked in the Moodle gradebook.

Concluding the Semester

Submit reflection papers	Submit self-evaluation	Site Supervisor submits final evaluation	Receive final evaluation from Theological Reflection Guide

SUBMIT REFLECTION PAPERS

By the date listed in the syllabus and on Moodle, the student will submit two reflection papers following these instructions: Choose two learning outcomes from your Learning Covenant and write a separate reflection of 500-750 words for each selected outcome that addresses the ways in which you have advanced in achievement of the given outcome. These reflections must (1) be written in narrative form and include two or three particular experiences that serve as the basis for reflection; (2) reference at least one NTS course that aided in your engagement with the outcome; and (3) conclude with a paragraph stating what has changed in your ministerial understanding regarding this outcome and how it impacts your future ministerial practices.

SUBMIT FINAL SELF-EVALUATION

In the final week of the semester, a link will be made available in Moodle for students to complete a final self-evaluation. This required evaluation is crucial in assessing the student's ministerial identity and will influence the TRG's final written evaluation of the student.

SITE SUPERVISOR SUBMITS FINAL EVALUATION

In the final week of the semester, a link will be emailed to **Site Supervisors** to complete a final evaluation of their students. This required evaluation is crucial in assessing the student's ministerial abilities and will influence the TRG's final written evaluation of the student.

RECEIVE FINAL EVALUATION FROM THEOLOGICAL REFLECTION GUIDE

At the conclusion of the semester, each student will receive a final evaluation from the student's **TRG** which will discuss the TRG's perception of the student's ministerial and theological abilities and disposition. The TRG will also assess a final grade for the student from these categories:

Satisfactory
- The student has completed all neccesary assignments and meetings, scoring at least Basic in each grading category
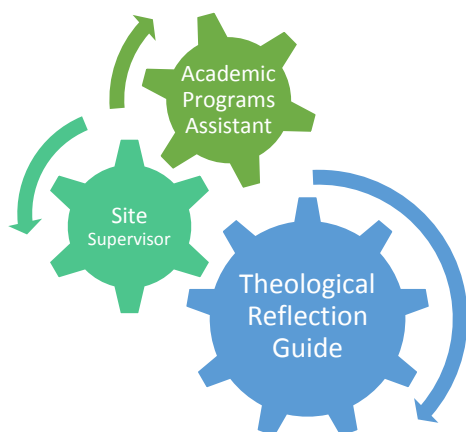
Unsatisfactory
- The student has NOT completed all neccesary assignments and meetings and/or has not scored at least Basic in each grading category
- Should a grade of Unsatisfactory be given, the work must be repeated in a subsequent semester

In Progress
- The student has NOT completed all assignments and meetings but has received written permission of the assigned TRG to continue the covenanted learning hours into the next semester due to extenuating circumstances
- TRGs should only offer this extension if the student has received Basic or higher grades by the end of the semester.
- This grade will be replaced with a Satisfactory upon successful completion of the overdue work or Unsatisfactory if not completed by the due date established by the TRG.

Roles

The student will encounter a variety of persons who aid in the process of contextual education through the Supervised Ministry Experience Program. The student should be aware of the complex relationships created through this Program and be resourced to navigate effectively through the appropriate channels for communication. This section is intended to describe the ways in which each of these roles interact with each other in relationship to the student.

THEOLOGICAL REFLECTION GUIDE

Students will be paired with Theological Reflection Guides for each semester of SME. The TRG will meet with the student and the student's proposed Site Supervisor to approve or recommend changes to the student's Learning Covenant; meet monthly with the student individually in the middle and end of the semester to theologically analyze and critically evaluate the student's ministry in context; facilitate a monthly case study group; evaluate reflection papers; and offer mid-semester and final feedback and assess a grade for the student's SME. TRGs will be assigned students by the SME Program Director. A TRG must be ordained, have completed a graduate theological degree, and be approved by the Faculty of NTS. The number and selection of TRGs will be determined by the SME Program Director.

SITE SUPERVISOR

While the student will work with a TRG throughout the semester to critically analyze the contextual ministry, a student will work locally with a Site Supervisor who can evaluate the student's ministry. It is preferred that the Site Supervisor have a graduate theological degree, though in many contexts, students do not have access to such educated persons. It is also preferred that the Site Supervisor be ordained clergy, though there are some cases where students will not have an ordained person with whom to serve. Should the student not have access to a local minister who can serve as a Site Supervisor, a student may propose a minister who can engage the student's ministry context through frequent meetings with the student. Site Supervisors should not be spouses or other relatives. Site Supervisors will not receive financial compensation for their evaluation of NTS students.

SME PROGRAM DIRECTOR

The Associate Dean of Academic Programs and Enrollment directs the SME Program at NTS. While TRGs will be the primary point of contact for students, matters of policy and procedure will ultimately lie with the SME Program Director. Students pursuing a Certificate in Pastoral Counseling must inform Dr. Judi Schwanz (jascwanz@nts.edu) in writing of their enrollment in SME each semester. Case studies for this certificate must be focused on counseling and family systems issues. Dr. Schwanz will advise students regarding the specifics of this process.

ACADEMIC PROGRAMS ASSISTANT

The Academic Programs Assistant is tasked with the operations of SME, including: assignment of TRGs, distribution of materials, maintenance of the Moodle page, updating documents, approving initial Learning Covenant drafts, securing Site Supervisor feedback, tracking student progress, and serving as a resource for students in the SME program.

Appendix A: Learning Outcomes

Preaching/Worship	Administration/Leadership
CP11 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). **CP12** Ability to prepare and deliver biblically sound sermons using appropriate techniques and skills demonstrating cultural sensitivity. **CP13** Ability to develop sermons in various forms (evangelistic, pastoral care, doctrinal teaching, lectionary, etc.). **CP14** Ability to assess the strengths and weaknesses of current homiletical models in light of enduring theological and contextual perspectives.	**CP2** Ability to oversee ministry using management skills including servant leadership, conflict resolution, administration, and team building. **CP3** Ability to cultivate, cast, and strategically implement vision. **CP4** Ability to lead congregations in the biblical stewardship of life resources. **CP21** Ability to manage and implement biblically sound church administration utilizing appropriate techniques and skills demonstrating cultural sensitivity. **CP22** Ability to assess and implement contemporary approaches to administration in light of enduring theological and contextual perspectives.
Discipleship	**Pastoral Care/Spiritual Formation**
CP8 Ability to lead in discipling and assimilating new converts into the Church. **CP9** Ability to describe and apply knowledge of human development in leading people to Christian maturity. **CP10** Ability to envision and implement Christian education in the local church. **CP15** Ability to prepare and lead discipleship ministries that are biblically sound, age-appropriate, intergenerational, and culturally sensitive. **CP16** Ability to assess contemporary approaches to ministry in light of enduring theological and contextual perspectives.	**CP6** Ability to provide pastoral and spiritual care for individuals and families, discerning when referral to professional counseling is required. **CH1** Ability to apply theological and philosophical ethics to nurture faithful living in the Christian community. **CH2** Ability to discern and make ethical decisions in the midst of a complex and/or paradoxical context within a Wesleyan framework. **CH3** Ability to practice a moral pastoral leadership, informed by philosophical and theological ethics. **CH5** Ability to locate, understand, and use resources for individual and corporate spiritual formation.
Evangelism/Missions	**Cultural Exegesis/Cross-Cultural Engagement**
CP7 Ability to lead evangelistically through preaching, modeling and equipping others. **CP17** Ability to prepare and lead compassionate ministries that are biblically sound and culturally sensitive. **CX7** Ability to understand and articulate the biblical, historical, and theological bases for Christian mission. **CX8** Ability to describe basic missiological principles and to apply them to the development of ministry in the local church. **NTS2** Ability to articulate a theologically formed understanding of mission within cross-cultural contexts and ministry. **NTS4** Ability to engage in ministry within a variety of contexts. **NTS5** Ability to perform the personal and professional aspects of the cross-cultural minister.	**CP18** Ability to exegete a community utilizing a Wesleyan paradigm for hospitable engagement. **CX1** Ability to understand, appreciate, and work sensitively with cultures and sub-cultures. **CX2** Ability to identify and apply the principles of cross-cultural communications. **CX3** Ability to discern sociological dynamics, (including the power dynamics of gender, age and ethnicity) and to apply that information to specific ministry settings. **CX4** Ability to analyze and describe congregations and communities. **NTS1** Ability to articulate an understanding of the factors that contribute to the complexities of global and cross-cultural contexts. **NTS3** Ability to interpret and analyze cultural and religious traditions using theological, biblical, and anthropological resources.

Appendix B: Learning Covenant Template

Learning Covenant
Supervised Ministry Experience
Nazarene Theological Seminary

Student

Name: Click or tap here to enter text.   Term: Choose an item.   Year: yr

Degree: Choose an item.   Course code: Choose an item.

Email: Click or tap here to enter text.   Phone: Click or tap here to enter text.

Learning Outcome 1

Category: Choose an item.

Ability Statement (copied from list of options found in the SME Handbook/Learning Covenant Tutorial):

Click or tap here to enter text.

The student will demonstrate this ability by:

TASKS	Hours
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Total hours for Learning Outcome 1	hrs

Learning Outcome 1 will be assessed in these ways:

Click or tap here to enter text.

THIS SPACE INTENTIONALLY LEFT BLANK

1 | P a g e

Learning Covenant
Supervised Ministry Experience
Nazarene Theological Seminary

Learning Outcome 2

Category Choose an item.

Ability Statement (copied from list of options found in the SME Handbook/Learning Covenant Tutorial):

Click or tap here to enter text.

The student will demonstrate this ability by:

TASKS	Hours
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Total hours for Learning Outcome 2	hrs

Learning Outcome 2 will be assessed in these ways:

Click or tap here to enter text.

Learning Outcome 3

Category: Choose an item.

Ability Statement (copied from list of options found in the SME Handbook/Learning Covenant Tutorial):

Click or tap here to enter text.

The student will demonstrate this ability by:

TASKS	Hours
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Total hours for Learning Outcome 3	hrs

Learning Outcome 3 will be assessed in these ways:

Click or tap here to enter text.

Learning Outcome 4

Category: Choose an item.

Ability Statement (copied from list of options found in the SME Handbook/Learning Covenant Tutorial):

Click or tap here to enter text.

The student will demonstrate this ability by:

TASKS	Hours
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Click or tap here to enter text.	hrs
Total hours for Learning Outcome 4	hrs

Learning Outcome 4 will be assessed in these ways:

Click or tap here to enter text.

Learning Hours

Learning Outcome 1	hrs
Learning Outcome 2	hrs
Learning Outcome 3	hrs
Learning Outcome 4	hrs
Total (should be 75/credit)	hrs

Learning Covenant
Supervised Ministry Experience
Nazarene Theological Seminary

Ministry Site

Site name: Click or tap here to enter text.   Ministry type: ☐church ☐parachurch

Address: Click or tap here to enter text.

City: Click or tap here to enter text.   State/Country: Click or tap here to enter text. Zip: ZIP

Ministry site description (this should describe physical, socioeconomic/political, and leadership dynamics):

Click or tap here to enter text.

Student's role in the ministry site (this should describe the supervised ministry as it relates to the context):

Click or tap here to enter text.

Role of the proposed supervisor in the ministry context (this should describe the ways in which the supervisor can substantiate informed ministry evaluation through being either [a] engaged in the ministry context directly or [b] able to relate to the ministry context in informed ways):

Click or tap here to enter text.

Optional Secondary Site

Site name: Click or tap here to enter text.   Ministry type: ☐church ☐parachurch

Address: Click or tap here to enter text.

City: Click or tap here to enter text.   State/Country: Click or tap here to enter text. Zip: ZIP

Contact person: Click or tap here to enter text.

Site Supervisor email: Click or tap here to enter text.   Phone number: Click or tap here to enter text.

How will the Learning Outcomes listed above be addressed in the secondary site?

Click or tap here to enter text.

Learning Covenant
Supervised Ministry Experience
Nazarene Theological Seminary

Site Supervisor

Site Supervisor name: Click or tap here to enter text.

Site Supervisor email: Click or tap here to enter text.　　　　Phone number: Click or tap here to enter text.

Site Supervisor location: Choose an item.　　　　If other, where: Click or tap here to enter text.

Ordained: Choose an item.　　　　If yes, when: Click or tap here to enter text.

Education (please list professional, college, and graduate education only)

School	Degree/Track	Years Attended
Click or tap here to enter text.	Click or tap here to enter text.	yrs
Click or tap here to enter text.	Click or tap here to enter text.	yrs
Click or tap here to enter text.	Click or tap here to enter text.	yrs
Click or tap here to enter text.	Click or tap here to enter text.	yrs

Ministry Experience

Location	Title	Years
Click or tap here to enter text.	Click or tap here to enter text.	yrs
Click or tap here to enter text.	Click or tap here to enter text.	yrs
Click or tap here to enter text.	Click or tap here to enter text.	yrs
Click or tap here to enter text.	Click or tap here to enter text.	yrs

Biographical information:

Click or tap here to enter text.

Philosophy of ministry:

Click or tap here to enter text.

Site Supervisor signature: _____ Date: _____

Student signature: _____ Date: _____

Appendix C: Sample Syllabus

Nazarene Theological Seminary

1700 East Meyer Boulevard
Kansas City, MO 64131
816.268.5400

Supervised Ministry Experience
CED521, 531, 541, 551, 661, 641, 651, 661;
COU621, 721; ICS521, 522, 621, 622;
PTH621, 641, 721, 751
Spring 2019
1 or 2 Credits, Arranged Meetings

Instructor Information
SME Program Director: Derek Davis, EdD ABD   Email address: dldavis@nts.edu
Office phone: 816.268.5413

Academic Programs Assistant: Isaac Petty   Email address: ipetty@nts.edu
Office phone: 816.268.5415

Theological Reflection Guides: see Moodle for assigned TRG information

Essential Seminary Information
Please refer to the Student Services page of the NTS Website (www.nts.edu/students) to find the current
iterations of the following documents and links to Seminary-wide resources:

Academic Catalog • Library Handbook • Supervised Ministry Handbook
Handbook of Inclusive Language • Financial Aid Handbook • International Student Handbook
Moodle • Technology Helpdesk • Center for Academic Writing • NTS Student Portal

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

Course Outcomes
Upon successful completion of this course, the student will
1. Reflect critically and theologically on ministry experiences (Case study, and Reflections);
2. Advance in skill competency for ministry (Learning Covenant, Student Evaluations, Mentor Evaluation, and Reflections);
3. Develop professional and personal qualities necessary for the student's vocation (Mentor Evaluations and Reflections);
4. Integrate experiences with course materials from other classes (Learning Covenant, Case Studies, and Reflections); and
5. Assess the degree of advancement in chosen outcomes (Student Evaluations and Reflections).

Course Outcome	NTS Degree Objectives (descriptions found in the Academic Catalog)	Linked Church of the Nazarene COSAC Ability Statements (descriptions found in Sourcebook on Ordination)	Assignments Assessing Achievement of Course Outcome
1			3, 4, 6
2	MDiv 5; MACFD 3, 4		2, 5, 6
3	MACFD 5		5, 6
4	MDiv 4; MAICS 4		2, 4, 6
5			5, 6

Additional Costs
There are no additional costs associated with this course.

Course Assignments and Requirements
See the table in the *Course Outcomes* section above to cross-reference assignments with their respective Course Outcomes, NTS Degree Objectives, and COSAC Ability Statements. Assignments will be evaluated using the rubric(s) found in the *Course Grading Rubrics and Feedback* section below.

1. Background Check – Background checks are required for all Supervised Ministry students and must be obtained prior to beginning learning hours. Students can check the gradebook in Moodle within two weeks of the start of the semester to see if the Seminary has a background check on file for them; "Incomplete" will be noted if the student needs to request a background check. The National Criminal Database, the National Sex Offender Registry, and other sources will be checked. The request for a background check should be submitted through the link available on Moodle. Students residing outside of the United States of America should contact the Academic Programs Assistant regarding background checks.
2. Learning Covenant - The supervised ministry student will prepare a Learning Covenant that will list requirements for the experiential portion of the course. The Learning Covenant document, complete with instructions will be available on the Moodle Course. The first <u>completed</u> drafts of the Learning Covenant are due in the first week of the semester, following the due dates found in the Course Calendar below. Students not meeting deadlines in the first week will be administratively withdrawn from the course at the end of the first week during the full refund period.
3. Meetings with Theological Reflection Guide – You will meet with your Theological Reflection Guide (TRG) at least three times during the semester. The first meeting will include your Site Supervisor to ensure all parties are prepared for the semester with the completed Learning Covenant. The second meeting will occur near the mid-point of the semester and will be a dialogue between the student and the TRG to theologically analyze and critically evaluate the student's ministry in context. The final meeting will occur in the last two weeks of the semester and will discuss the TRG's perception of the student's ministerial and theological abilities and disposition. All meeting times will be arranged between the student and the TRG.
4. Case Study Participation
   a. During Each Case Study Meeting
      i. 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 person presenting and the ministry context under consideration. The facilitation of the case study process will vary by faculty member.
   b. Preparation if you <u>are</u> presenting
      i. Write your case study carefully following the instructions for writing a case found in the SME Student Handbook and the tutorial on the Moodle page.
      ii. Post your case study in the appropriate forum in Moodle by the assignment due date so that your classmates can read the document and ask questions for clarification.
      iii. 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.
      iv. Pray for God's grace to be open and receptive to the supervision you will receive in class.
   c. Preparation if you <u>are not</u> presenting
      i. 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.

      ii. Read the case study carefully and attentively. Note issues such as:

          1. Connections to your personal lived experience;

          2. Educational and professional perspectives that illumine the dynamics of the situation;

          3. Biblical/theological language and categories for framing significance.

      iii. Use the Moodle forum to ask the presenter "questions of clarification" no later than the day before the class meeting and read through the responses before the class meeting.

      iv. 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.

5. Evaluations

    a. Student Self-Evaluations – By the assignment due date, you will complete a self-evaluation in Moodle to aid in evaluating your ability to integrate formal theology and practical ministry.

    b. Supervisor Evaluation – By the assignment due date, site supervisors will receive a link via email to fill out a survey via Survey Monkey. Remind your site supervisor

6. Reflection Papers – By the date listed on Moodle, submit two reflection papers according to these instructions: Choose two learning outcomes from your Learning Covenant and write a separate reflection of 500-750 words for each selected outcome that addresses the ways in which you have advanced in achievement of the given outcome. This reflection must (1) be written in narrative form and include two or three particular experiences that serve as the basis for reflection; (2) reference at least one NTS course that aided in your engagement with the outcome; and (3) conclude with a paragraph stating what has changed in your ministerial understanding regarding this outcome and how it impacts your future ministerial practices.

Assignment Submission Expectations

All assignments should be submitted via Moodle using proper English grammar and should be edited thoroughly. Page and citation formatting should adhere to the latest edition of Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* published by University of Chicago Press.

Policy Regarding Late Assignment Submissions

All assignments should be submitted in advance of the 11:55 p.m. Central Time deadline by the date listed in the *Course Calendar* below. Grades will be reduced by 10% of the total possible points for the assignment per period of up to 24 hours following the submission deadline. Contact the professor in advance for extension consideration due to extenuating circumstances.

Course Grading Rubrics and Feedback

Final grades for this course will be record either as Satisfactory or Unsatisfactory. All assignments must be submitted and approved by the TRG or SME Program Director for a grade of Satisfactory to be recorded.

An Incomplete may be temporarily recorded if course requirements are not completed by the end of the course and a student has an approved plan for completion with the SME Program Director. Due dates for incompletes are established by the Registrar. If the work is not completed by that date, a grade of Unsatisfactory will be recorded.

Distribution of Student Learning Hours

	Hours
Substantive interaction in TRG meetings and the case study process (face-to-face, online discussion forums, etc.)	8
Non-research writing, online discussion forums excluded (2,000 of words at 250 words per hour)	8
Exams and quizzes (self-evaluation and course evaluation)	1
Other learning activities (Learning Covenant: 75 per credit hour)	75 or 150
Total	92 or 167

Course Calendar

Week	Date	Topic	Assignments Due
1	1/21	Required Course Documents (if not submitted by deadline, student will be administratively withdrawn)	Background Check (if necessary): 1/22 at noon CST Learning Covenant First Draft: 1/22 at noon CST Learning Covenant Second Draft: 1/24 at noon CST Schedule Week 2 Meeting with TRG and Site Supervisor
2	1/28	Document approval and begin service hours	Finalized Learning Covenant: 1/28 at noon CST Meeting with TRG and Site Supervisor: as arranged Schedule Case Studies with TRG (Weeks 10-12) Begin Learning Covenant Hours
3	2/4		
4	2/11		
5	2/18		
6	2/25		Schedule Week 7 Meeting with TRG
7	3/4	Module Week	Mid-Semester Meeting with TRG: as arranged Site Supervisor Mid-Semester Check In: 3/7 at noon CST
8	3/11	Spring Break	
9	3/18		All case studies: 3/19 at noon CST
10	3/25	Case Study 1	Case study group: as arranged
11	4/1	Case Study 2	Case study group: as arranged
12	4/8	Case Study 3	Case study group: as arranged
13	4/15		Finish Learning Covenant Hours
14	4/22	Semester Reflections and Evaluations	Reflection Papers 1 & 2: 4/25 at noon CST Final Self-evaluation: 4/25 at noon CST Site Supervisor Evaluation: 4/25 at noon CST Course Evaluation: 4/25 at noon CST Schedule Week 15 Meeting with TRG
15	4/29	Final Evaluation from TRG	Meeting with TRG: as arranged

Class Attendance

Attendance at class sessions is essential for realizing the maximum benefit of your education. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks (including missed online substantive interaction) of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining Department of Veterans Affairs and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

Should inclement weather in Kansas City prompt a campus-wide closure, any arranged class meetings will be conducted via Zoom at the scheduled time. See the NTS Snow Closure Policy for more details.

Course Evaluation

An anonymous course evaluation will be made available in Moodle in the final weeks of the semester. The evaluation may be linked to a course assignment when available by the Office of the Dean of the Faculty. Please take the time to complete it as the data collected will be used to improve the course. The professor will never see your individual evaluation. Your serious participation is expected and appreciated.

Accommodations

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 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.

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.

Beyond gender equality, this understanding would apply to all persons. Labels to describe people based on ethnicity, phenotype, socio-economic status, educational level, sexual orientation, origin, etc. are often a form of marginalizing others. All written and verbal work for courses and course discussions must be inclusive and should not use descriptive terms in a derogatory manner.

Recordings, Transcripts, and Copies

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by student, as well as copies of online forum discussions, is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings, transcripts, or copies outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

Appendix A: Bibliography

Blodgett, Barbara J. & Floding, Matthew. *Brimming with God: Reflecting Theologically on Cases in Ministry*. (Pickwick Publications, 2015).

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).

Appendix D: Case Study Instructions

Instructions for Writing the Case Study
NTS Supervised Ministry Handbook (May 2012)

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, 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 yours peers.
- Maintain confidentiality by using abbreviations such as Mr. J, or Church X instead of actual names. Copies of the case write-u- will be disposed at the end of the session.
- Be concise. The case will be a little more than two pages, single-spaced.

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?
   [Include: How does this case connect with your learning covenant?...and with which MDiv or MACFD degree objective?]
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 Skills: 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.

Appendix E: Sample Case Study

1 **Background**

2 Grace Fellowship Church of the Nazarene is a medium-sized church of about 120. It exists in the midst of
3 a fairly liberal constituency. The Sunday service has recently taken a more liturgical flavor with the colors
4 associated with various seasons being displayed in the sanctuary and the Eucharist being celebrated
5 every Sunday. Despite the liberal context in which the congregation resides, there is a strong
6 conservative evangelical presence in the membership. There is a general fear of backlash from the
7 liturgical shift, so I prepared for the onslaught by offering a detailed explanation of each part of the
8 service so that my congregation will understand the shift. I fear that, despite my best efforts, the
9 membership will demand that things be returned to their previous state.

10 **Description**

11 Despite all of the planning and preparation, something went wrong. However, it was very different from
12 what was expected. On a Sunday morning, a new couple arrived at the church to visit. As I spoke with
13 them it was clear that they were intrigued by the ambience of the colors (it was the season of Easter) as
14 well as the other liturgical elements that I explained. However, the couple were very conspicuous and
15 there was soon a buzz in the congregation about them. As they held hands moving into the sanctuary,
16 the discomfort of many was palpable. They stood out like a sore thumb as they sported various piercings
17 and visible tattoos. But these were trivial differences that would not normal cause such a stir. What
18 really garnered the stares and whispers more than anything else was the fact that they were both
19 women.

20 I called the congregation to order quickly and began the service. As I was concluding my homily and
21 transition to the celebration of the Eucharist a thought percolated, "What if they come to take
22 communion?" My heart started beating faster. What would I do? Sure enough, when the time came for
23 their row to move forward, they stood and joined the queue. When they reached the front, I
24 unflinchingly offered them each the bread and the cup. The rest of the service went as normal and
25 people engaged with the new couple in a friendly manner. But, I knew that the controversy would begin
26 early on Monday morning. And this time, I was not prepared to respond because I was unsure if I had
27 done the right thing.

28 **Analysis**

29 I was prepared for the perceived problems. I knew my congregation and their tendencies. I did not
30 anticipate that my own understanding of the sacraments would be put to the test. My instincts had not
31 yet been honed to make quick, informed decisions on critical issues.

32 **Evaluation**

33 I was extremely passive in the situation. My lack of confidence in administering the sacrament to the
34 couple was likely evident to the couple and the rest of the congregation, which will lead to increased
35 questions and doubt by both parties. It would be good to step confidently into such a situation whether I
36 give or deny the sacrament. On the whole, I would have administered the sacrament to the couple again
37 if I had the chance. Screening for "sinfulness" in the lives of congregants is impossible if not impractical
38 and the implications for denying access to the table do not seem warranted to me.

39

40 **Theological Reflection**

41   *Christian Formation*

42 God wants us to be a people of grace. The Church of the Nazarene extends this understanding to the
43 administration of the Eucharist with an "open table." Yet, the Manual states, "The feast is for His
44 disciples. Let all those who have with true repentance forsaken their sins, and have believed in Christ
45 unto salvation, draw near and take these emblems, and, by faith, partake of the life of Jesus Christ, to
46 your soul's comfort and joy" (*Manual*, 260). As a person who sins, does or should a pastor judge the
47 state of repentance of another?

48   *Bible*

49 There is plenty of material circulated about the issue of homosexuality as it appears in Scripture. But
50 there is also much to be said about loving others as God has loved us. How do we find balance in such
51 situations where many will desire that we react in polarizing ways?

52   *Theology*

53 What is God doing in and through the Eucharist? Is God inviting sinners to the table of grace? Or is God
54 tasking us to delineate membership in a community? Perhaps both should be happening simultaneously.
55 I must determine what I think is happening in the Eucharist before I determine who should and should
56 not participate.

57   *Ministry Skills*

58 Mediation is the key skill that will be exercised in days to come. I need to engage in this conversation
59 with those who are concerned without causing division and offense. I will also need to listen to various
60 leaders in the congregation to determine whether or not my course of action was appropriate.

61   *Cultural Exegesis*

62 The constituency of this congregation is fairly liberal. However, that does not mean that we should
63 uncritically accept every behavior exhibited by congregants. I need to determine the issues that concern
64 the congregation and the two visitors to find a way forward to relationship.

Appendix F: Common Grading Rubric

TRG INSTRUCTIONS: highlight the bullet points which best describe your perception of the student and give detailed qualitative remarks in the 'Comments' section

	Unsatisfactory	Basic	Proficient	Distinguished	Not Observed
Grammar and Formatting (written only)	• Proofreading is not evident. The document contains errors in typing, spelling, grammar, or punctuation that make it unreadable • Sentence structure is unclear, incorrect, and/or awkward • Word choice is ineffective	• Proofreading needs more attention. The document contains several errors in typing, spelling, grammar, or punctuation • Sentence structure is simplistic and/or awkward • Word choice is sometimes ineffective	• Proofreading is evident, but the document contains a few errors in typing, spelling, grammar, or punctuation • Sentence structure is complex and has some stylistic variation • Word choice is effective	• Proofreading is evident. The document contains minimal errors in typing, spelling, grammar, or punctuation • Sentence structure is varied in composition and length • Word choice is rich and precise	☐
Contextual/ Cultural Awareness	• Incomplete description of ministry context • Focus solely on internal states instead of describing actual event/circumstance in context	• Incomplete description of ministry context • Describe actual event/circumstance but provides incomplete details/minimal acknowledgement of contextual factors	• Provdes description of ministry context and explains how context might inform event/assignment • Describes actual event/circumstance with reflection on underlying issues that allows connection to theological integration	• Provdes description of ministry context and explains how context might inform event/assignment • Relates actual event/circumstance to context and reflectively connects underlying issues to theological integration	☐
Theological Integration	• Demonstrates no awareness of ministry skills and theological content appropriate for the circumstance • Demonstrates no awareness of how to respond to the circumstance	• Demonstrates and awareness of the ministry skills and theological content appropriate for the circumstance • Demonstrates some capacity to apply ministry skills and content to the circumstance	• Demonstrates a clear grasp of the ministry skills and theological content appropriate for the circumstance • Demonstrates the ability to respond to the problems and underlying issues drawing from those graduate theological resources	• Demonstrates skills and theological content appropriate for the circumstance • Demonstrates theological sound leadership in the application of skills and applied content to the circumstance with distinction	☐
Ministerial Disposition	• Fails to recognize the importance of ongoing ministerial development • Either oblivious or unresponsive to feedback from others with little to no self-awareness	• Recognizes the need for continued growth in self-awareness and ministerial effectiveness • Receives feedback from others and is able to use constructive criticism to promote some personal reflection	• Demonstrates dedication to self-growth and increased ministry effectiveness • Receive feedback from others and acts on that feedback in constructive ways with minimal defensiveness and shows some degree of self-awareness	• Demonstrates exceptional self-awareness and seeks to continue growing in faithful and effective ministry • Embraces feedback without defensiveness and utilizes self-awareness to promote growth and increased ministry effectiveness	☐
Critical Reflection on Ministry Practice	• Demonstrates no awareness of personal strengths or weaknesses for ministry	• Reflects on unique role in ministry contexts with minimal attention to strengths and weaknesses	• Articulates personal strengths and weaknesses for ministry in various contexts	• Articulates personal strengths and weaknesses regarding complex layers of contextual ministry	☐

Comments (**required**):