

SUPERVISED MINISTRY HANDBOOK

MASTER OF DIVINITY

MASTER OF ARTS IN CHRISTIAN FORMATION AND DISCIPLESHIP

MASTER OF ARTS IN INTERCULTURAL STUDIES

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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 Supervised Ministry 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 is done in the context of a local congregation with part of the ministry experience invested in a cross-cultural or community setting.

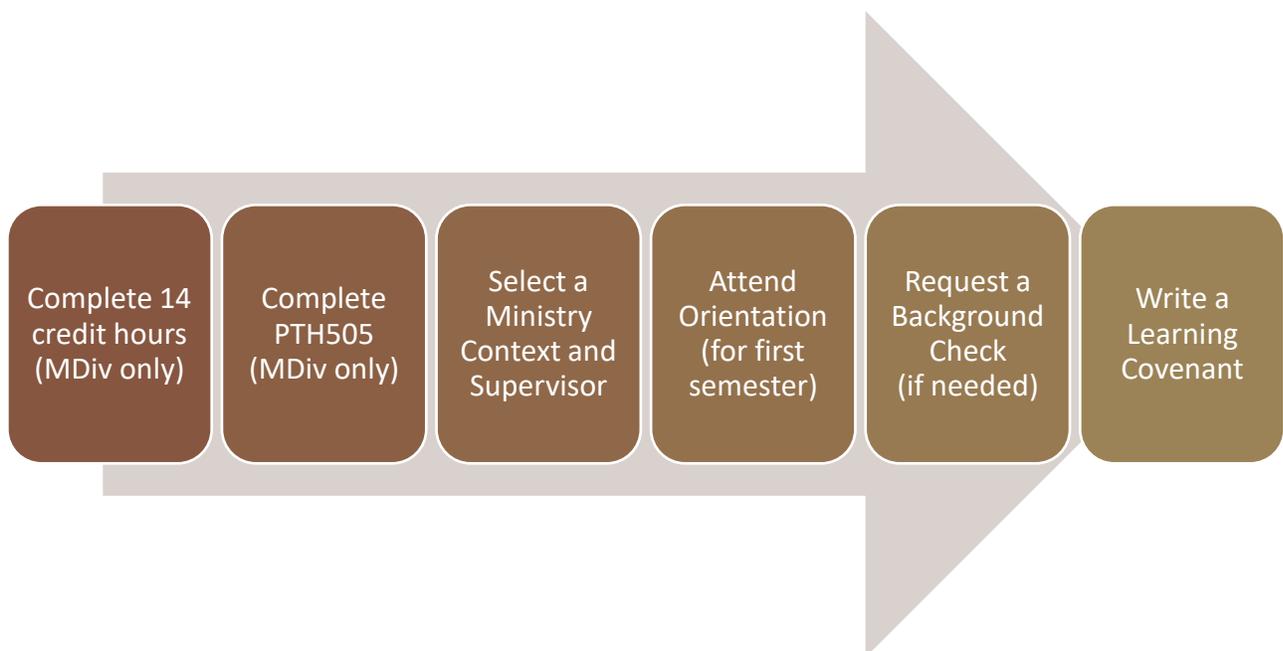
KEY INFORMATION AND DEADLINES

To get up-to-date information regarding deadlines, please visit:

<http://moodle.nts.edu/course/view.php?id=154>. Please note: Moodle credentials are required to access this page.

PROGRAM STRUCTURE AND SEQUENCE BEFORE THE SEMESTER BEGINS

The following process must be completed before the semester begins:



COMPLETE 14 CREDIT HOURS AND PTH505 - CORE RELATIONSHIPS FOR CHRISTIAN MINISTRY (MDIV ONLY)

The MDiv student must have completed 25 credit hours or more to register for Supervised Ministry. MDiv students must complete PTH505 Core Relationships for Christian Ministry before being allowed to enroll 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.

SELECT A MINISTRY CONTEXT AND SUPERVISOR

The key to an effective engagement in Supervised Ministry is the relationship the student has with the ministry context (site) and the 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 for the MDiv is congregation-based, so this is a key component for success in the Supervised Ministry program. See Appendix A for a list of approved supervisors and sites. If a supervisor and site is not listed, please consult appendix B for the approval process and qualifications.

MACFD and MAICS students should consider their degree objectives and portfolio requirements before choosing a site and a supervisor for their supervised ministry/practicum. Consulting with the Degree Director is essential for a productive experience.

ATTEND ORIENTATION (FOR FIRST SEMESTER)

Orientation sessions will be held 4-6 weeks prior to the beginning of each semester. The exact date can be found on the Supervised Ministry Program Information page in Moodle (<http://moodle.nts.edu/course/view.php?id=154>). An email to all students will be sent as a reminder two weeks before the event.

REQUEST A BACKGROUND CHECK (IF NEEDED)

Background checks are required for all Supervised Ministry students and must be obtained prior to beginning learning hours. The National Criminal Database, the National Sex Offender Registry, or other sources will be checked. The request for a background check should be submitted through this [link](#). More information is available from the Director of Contextualized Education and Assessment.

WRITE THE LEARNING COVENANT

The [learning covenant](#) (Appendix C) is the document that sets the expectations between the student and supervisor. The specific instructions will be covered in Orientation and can be accessed [here](#). This document consists of three distinct sections:

List of Learning Objectives in Six Categories

- Preaching/Worship
- Administration/Leadership
- Discipleship
- Pastoral Care/Spiritual Formation
- Evangelism/Missions
- Cultural Exegesis/Engagement

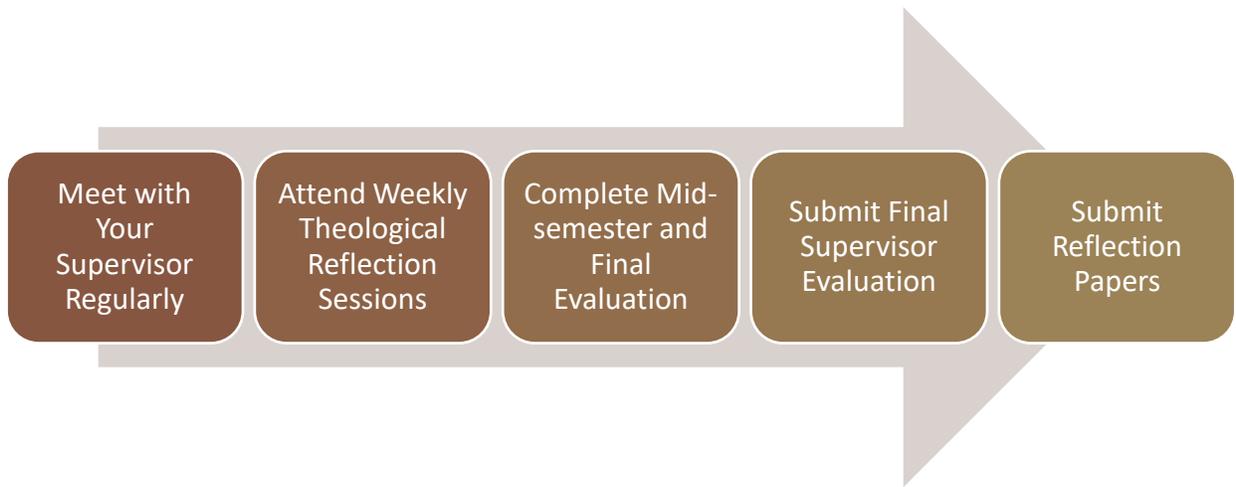
Ministry Setting(s)

- Supervisor's Contact Information
- Secondary Setting Contact Information
- Degree Director's Signature
- Director of Contextualized Education's Signature

Learning Experiences

- Outcomes
- Tasks
- Resources
- Assessments

PROGRAM STRUCTURE AND SEQUENCE DURING ENROLLMENT



MEETING WITH YOUR SUPERVISOR

Students are encouraged to meet at least twice a month with their supervisors. This time should be defined by three characteristics:

Intentionality	<ul style="list-style-type: none"> • Make intentions and expectations clear. • Avoid haphazard small-talk and meandering conversation.
Reflection	<ul style="list-style-type: none"> • Focus on student's ministry practice and vocational goals. • Avoid task reporting.
Relationship	<ul style="list-style-type: none"> • Create space for honesty through trust, confidentiality, and support. • Avoid dictating action.

WEEKLY THEOLOGICAL REFLECTION GROUP (CASE STUDY)

Each Supervised Ministry experience includes participation in a theological reflection group. These 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 is 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.

Students pursuing a Certificate in Pastoral Counseling must inform Dr. Judi Schwanz (jaschwanz@nts.edu) of their enrollment each semester. Case study requirements for this certificate must be focused on counseling and family systems issues. Dr. Schwanz will advise students regarding the specifics of this process.

COMPLETING MID-SEMESTER AND FINAL EVALUATIONS

Students will receive an email with a link to fill out their mid-semester evaluation, which will be due on the Friday of the seventh week of classes. Students will receive another email with a link to fill out their final evaluation, which will be due on the Friday of the final week of classes.

SUPERVISOR ASSESSMENT OF THE STUDENT

Supervisors will receive an email with a link to fill out a final evaluation for the student, which will be due on the Friday of the final week of classes.

REFLECTION PAPERS

Reflection Papers tie together your theological reflection group experience with your ministry experience. You will choose two learning outcomes from your Learning Covenant and write a separate reflection (500-750 words) for each 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 2-3 particular experiences that serve as the basis for reflection. (Hint: Your Case Study participation should help you to determine what these experiences might be.)
2. Reference at least one NTS course that aided you in your engagement with this outcome.
3. Contain a concluding paragraph that states clearly what has changed in your understanding of your ministry regarding this outcome and how your practice of ministry will change for the future.

GRADING

The following grades are used for final course marks in Supervised Ministry:



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

Supervised Ministry is the responsibility of the Faculty. Petitions for exceptions to the academic policies concerning Supervised Ministry should be directed to the Faculty through the Registrar, Dean of the Faculty, director of a degree program, or the Director of Contextualized Education.

ROLES

SUPERVISOR

The Supervisor serves a key role in the Supervised Ministry program. The NTS Supervised Ministry program (and other forms of contextual education) uses 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 Faculty for approval of a supervisor who does not meet these qualifications.

The Faculty 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 Director of Contextualized Education as early as possible if he or she wants to use a supervisor not on the approved supervisor list. The Director of Contextualized Education and Assessment will provide orientation to the new supervisor.

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.

DIRECTOR OF CONTEXTUALIZED EDUCATION

The Director of Contextualized Education oversees the Supervised Ministry process. All questions regarding policy and procedure, learning covenants, evaluation forms, and final reflection papers, should be addressed/submitted to this person. The Director of Contextualized Education will approve the student's final learning covenant in consultation with the Director of their degree program.

PROGRAM DIRECTOR

The Director of the student's degree program will offer feedback and approval for students in their respective programs. Before finalizing a context for the Supervised Ministry experience, students of the MAICS and MACFD must consult with their Degree Director to determine that the experience will be suitable for graduation requirements.

REFERENCE SECTION

A. APPROVED SUPERVISORS

Forthcoming

B. APPROVAL PROCESS FOR SITES AND SUPERVISORS

PROCESS AND PROCEDURES

- **Selection:** Supervisors shall be a model of the student’s faith tradition and in a context of active spirituality to be able to nurture students in that tradition. However, it is also recognized that in some contexts this standard may not be suitable or possible for legitimate reasons (e.g. cross-cultural, non-parish, or institutional ministry situations). In such cases the supervisor shall be supportive of the student’s faith tradition and deemed to be professionally qualified to give supervisory leadership for the particular field experience.
 - **Qualifications:**
 - All supervisors shall be currently active and competent in the area of ministry for which they are certified or approved. Retired ministers may also serve in this capacity if approved by the Director of Contextualized Education. “Competency” in a supervisor is defined as having experience and proven effectiveness in the ministry areas in which they will supervise students. Typically, this will mean three to five years of involvement in these areas of ministry.
 - Supervisors shall have educational background appropriate to the needs of the ministry, context and responsibilities of being a field supervisor. Specifically, a supervisor shall be able to assist the student in the integration of academic and ministry experience.
 - It is preferred that supervisors have a graduate theological degree or at least some kind of advanced theological training. Graduate degrees in other disciplines or even life experience can achieve a similar result. In such cases, NTS will secure evidence of such before it certifies or approves the supervisor.
- **Training and Development: Forthcoming**
- **Evaluation of Supervisor Effectiveness: Forthcoming**
- **Termination of ministry sites or supervisors:** Written evaluations and private conversations with students and/or supervisors are important in determining the continuing suitability of supervisors or of field education situations. In consultation with the student and/or supervisor, the Director of Contextualized Education has the discretion to terminate a relationship with a site or supervisor either immediately or at the end of a semester (depending on the circumstances).

C. CODE OF CONDUCT AND DISCLOSURE FORM FOR SUPERVISORS

D. SUPERVISOR APPLICATION



NAZARENE
THEOLOGICAL
SEMINARY

Nazarene Theological Seminary

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

Supervisor Application *General Information*

Name:	
Church/Ministry Name:	
Church/Ministry Address:	
Denomination (if applicable):	
Email Address:	
Phone:	
Website (if applicable):	
Student:	

Education

Please list all colleges and graduate schools attended:

School	Dates Attended	Degree Earned

Career

List your professional ministry experience since college:

Church/Ministry Name	Date	Location	Full-/part-time

Personal Information

Biographical Information:

Supervisory Skills:

Theological Thought:

Hobbies and Interests:

Habits that demonstrate your dedication to learning:

References

Please provide two references, the first being a spiritual leader or supervisor and the second being someone that you have supervised/discipled:

Name	Phone	Email

E. LEARNING COVENANT

Instructions: Listed below are six categories with various ability statements. Choose four ability statements from four different categories in consultation with the Degree Director, your supervisor, and the Director of Contextualized Education and Assessment. (Please note: if you are an MAICS student, two of the four must be in evangelism/missions and cultural exegesis/cross-cultural engagement). Once you have chosen your four ability statements, you will need to combine them with a specific ministry action in your context. For example, if you chose **CP12**, your final outcome might look like this: **“the student will demonstrate the ability to prepare, and deliver biblically sound sermons using appropriate techniques and skills demonstrating cultural sensitivity by preaching a sermon series through the season of Lent.**

Preaching/Worship	Administration/Leadership
<p>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).</p> <p>CP12 Ability to prepare, and deliver biblically sound sermons using appropriate techniques and skills demonstrating cultural sensitivity.</p> <p>CP13 Ability to develop sermons in various forms (evangelistic, pastoral care, doctrinal teaching, lectionary, etc.).</p> <p>CP14 Ability to assess the strengths and weaknesses of current homiletical models in light of enduring theological and contextual perspectives.</p>	<p>CP2 Ability to oversee ministry using management skills including servant leadership, conflict resolution, administration, and team building.</p> <p>CP3 Ability to cultivate, cast, and strategically implement vision.</p> <p>CP4 Ability to lead congregations in the biblical stewardship of life resources.</p> <p>CP21 Ability to manage and implement biblically sound church administration utilizing appropriate techniques and skills demonstrating cultural sensitivity.</p> <p>CP22 Ability to assess and implement contemporary approaches to administration in light of enduring theological and contextual perspectives.</p>
Discipleship	Pastoral Care/Spiritual Formation
<p>CP8 Ability to lead in discipling and assimilating new converts into the Church.</p>	<p>CP6 Ability to provide pastoral and spiritual care for individuals and families, discerning when referral to professional counseling is required.</p>

<p>CP9 Ability to describe and apply knowledge of human development in leading people to Christian maturity.</p> <p>CP10 Ability to envision and implement Christian education in the local church.</p> <p>CP15 Ability to prepare and lead discipleship ministries that are biblically sound, age-appropriate, intergenerational, and culturally sensitive.</p> <p>CP16 Ability to assess contemporary approaches to ministry in light of enduring theological and contextual perspectives.</p>	<p>CH1 Ability to apply theological and philosophical ethics to nurture faithful living in the Christian community.</p> <p>CH2 Ability to discern and make ethical decisions in the midst of a complex and/or paradoxical context within a Wesleyan framework.</p> <p>CH3 Ability to practice a moral pastoral leadership, informed by philosophical and theological ethics.</p> <p>CH5 Ability to locate, understand, and use resources for individual and corporate spiritual formation.</p>
Evangelism/Missions	Cultural Exegesis/Cross-Cultural Engagement
<p>CP7 Ability to lead evangelistically through preaching, modeling and equipping others.</p> <p>CP17 Ability to prepare and lead compassionate ministries that are biblically sound and culturally sensitive.</p> <p>CX7 Ability to understand and articulate the biblical, historical, and theological bases for Christian mission.</p> <p>CX8 Ability to describe basic missiological principles and to apply them to the development of ministry in the local church.</p> <p>NTS2 Ability to articulate a theologically formed understanding of mission within cross-cultural contexts and ministry.</p> <p>NTS4 Ability to engage in ministry within a variety of context.</p> <p>NTS5 Ability to perform the personal and professional aspects of the cross-cultural minister.</p>	<p>CP18 Ability to exegete a community utilizing a Wesleyan paradigm for hospitable engagement.</p> <p>CX1 Ability to understand, appreciate, and work sensitively with cultures and sub-cultures.</p> <p>CX2 Ability to identify and apply the principles of cross-cultural communications.</p> <p>CX3 Ability to discern sociological dynamics, (including the power dynamics of gender, age and ethnicity) and to apply that information to specific ministry settings.</p> <p>CX4 Ability to analyze and describe congregations and communities.</p> <p>NTS1 Ability to articulate an understanding of the factors that contribute to the complexities of global and cross-cultural contexts.</p> <p>NTS3 Ability to interpret and analyze cultural and religious traditions using theological, biblical, and anthropological resources.</p>

LEARNING COVENANT FORM

Student			
Student:			
Email:		Phone:	
Semester:	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Year:	
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:	

Director of the Degree Program			
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Signature:		Date:	
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Learning Outcome #1		
Learning Outcome:		
Tasks & Time Allotment (hours):	1.	
	2.	
	3.	
	4.	
	5.	
	Total Time Allotment for this Learning Outcome:	
Necessary Resources (personnel, NTS courses, & materials):	1. 2. 3.	
Assessment of the Learning Outcome:	1. 2. 3.	

Learning Outcome #2		
Learning Outcome:		
Tasks & Time Allotment (hours):	1.	
	2.	
	3.	
	4.	
	5.	

	Total Time Allotment for this Learning Outcome:	
Necessary Resources (personnel, NTS courses, & materials):	1. 2. 3.	
Assessment of the Learning Outcome:	1. 2. 3.	

Learning Outcome #3		
Learning Outcome:		
Tasks & Time Allotment (hours):	1.	
	2.	
	3.	
	4.	
	5.	
	Total Time Allotment for this Learning Outcome:	
Necessary Resources (personnel, NTS courses, & materials):	1. 2. 3.	
Assessment of the Learning Outcome:	1. 2. 3.	

Learning Outcome 4

Learning Outcome:		
Tasks & Time Allotment (hours):	1.	
	2.	
	3.	
	4.	
	5.	
	Total Time Allotment for this Learning Outcome:	
Necessary Resources (personnel, NTS courses, & materials):	1. 2. 3.	
Assessment of the Learning Outcome:	1. 2. 3.	

Submit to Derek Davis, Director of Contextualized Education

email: dldavis@nts.edu

fax: 816.268.5500

voice: 816.268.5413



Nazarene Theological Seminary

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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:

Phone:

Email:

Director of Contextualized Education and Assessment

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

4. Integrate gifts and practical skills to develop vocational identity as a minister of the Gospel of Jesus Christ.
5. Analyze cultural contexts to enable the minister and the Church to proclaim and embody the mission of God in ways appropriate to those contexts.

MACFD Degree Objectives

3. Analyze the developmental aspects and cultural contexts influencing people and their growth along the life course.
4. Develop theologically grounded educational and ministry practices appropriate to lead and to disciple the people of God.
5. Formulate a plan for professional and spiritual growth for ministry.

MAICS Degree Objectives

4. Apply missiological tools to assist the Church in engaging its missional contexts as it fulfills its missional calling.

Course Outcomes

At the completion of this course, the student will demonstrate the ability to:

1. Reflect critically and theologically on ministry experiences (Class Participation, Case study, and Reflections);
2. Advance in skill competency for ministry (Learning Covenant, Student Evaluations, Supervisor Evaluation, and Reflections);
3. Develop professional and personal qualities necessary for the student's vocation (Supervisor Evaluations and Reflections);
4. Integrate experiences with course materials from other classes (Learning Covenant, Class Participation, Case Studies, and Reflections); and

5. Assess the degree of advancement in chosen outcomes (Student Evaluations and Reflections).

Required Text

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

Recommended Text

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

Blodgett, Barbara J., and Floding, M. (Eds.). *Brimming with God: Reflecting Theologically on Cases in Ministry*. (Wipf & Stock, 2015).

Assignments & Course Requirements

1. **Learning Covenant (Course Outcomes 1, 2, and 4)** - The supervised ministry student will prepare a Learning Covenant that will list requirements for the experiential portion of the course. The learning covenant document is included in this syllabus, Appendix A. If you are proposing a new supervisor, they must fill out the Supervisor Application, Appendix B.
2. **Case Study (Course Outcomes 1 and 4)** - 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 decide. 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.

3. Class Participation (Course Outcomes 1 and 4)

a. ***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 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:

- A prayer of invocation.
- A review of the case study and answers to the questions for clarification.
- 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.
- The case study group facilitator may provide one-on-one supervision with the presenter. In this case, the group members listen silently.
- The facilitator asks the presenter and the class to reflect on insights gained through the case study process.
- 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.

b. ***Preparation if you are presenting***

- Pray for God’s guidance in discerning what to include in your case study and for the courage to be transparent.
- Write your case study carefully following the instructions for writing a case found in the Moodle course and the Supervised Ministry Handbook.
- 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.
- 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.
- Pray for God’s grace to be open and receptive to the supervision you will receive in class.

c. ***Preparation if you are not presenting***

- 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.
- 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.

- Read the case study carefully and attentively. Note issues such as:
 - Connections to your personal lived experience;
 - Educational and professional perspectives that illumine the dynamics of the situation;
 - Biblical/theological language and categories for framing significance.
- 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.
- 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.

d. ***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.

5. Evaluations (Course Outcomes 2, 3, and 5)

1. Student Evaluations (Course Outcomes 2 and 5)
 - i. Mid-semester evaluation – On the Monday of the first week of reading and research, you will receive an email inviting you to fill out a survey via Survey Monkey. This survey will be due on the Monday of the second week of reading and research.
 - ii. Final evaluation – On the Monday of the final week of classes, you will receive an email inviting you to fill out a survey via Survey Monkey. This survey will be due on the Friday of the final week of classes.
2. Supervisor Evaluation (Course Outcomes 3 and 5) - On the Monday of the final week of classes, your supervisor will receive an email inviting him/her to fill out a survey via Survey Monkey.

6. Reflection Papers (Course Outcomes 1-5) – These are the summative papers that will tie together your case study group experience with your ministry experience. Choose two learning outcomes from your Learning Covenant (Assignment 1), and write a separate reflection (500-750 words) for each 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 2-3 ***particular experiences*** that serve as the basis for reflection. (Hint: Your Case Study participation should help you to determine what these experiences might be.)
2. Reference at least one NTS course that aided you in your engagement with this outcome.
3. Contain a concluding paragraph that states clearly what has changed in your understanding of your ministry regarding this outcome **and** how your practice of ministry will change for the future.

Method for Submitting Assignments

The learning covenant, case study, and reflection papers will be submitted via Moodle. Evaluations will be submitted via Survey Monkey. 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 Director of Contextualized Education and Assessment, Derek Davis (dldavis@nts.edu or 816-268-5413).

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

Distribution of Student Learning Hours

	Hours
Composition of the Learning Covenant	2
Face-to-face Class Sessions	12
Online Participation in forums, groups, etc.	4
Reading	0
Writing	5
Other Assignments and Learning Activities	75 or 150
Exams & Quizzes	0
TOTAL	98 or 173

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.

Course Calendar

Pre-course Work	Assignment			
	Learning Covenants posted in Moodle by 11:55pm CDT and Supervisor Applications submitted to dldavis@nts.edu if proposing a new supervisor.			
	Background check ordered here: https://orders.natsb.com/cgi-bin/pub/schoolcheck_getform?school=303 .			
Presentation Date	Week	Presenter/Activity	Case Study due in the Moodle Forum	Prayer Leader*
	1			
	2			
	3			
	4			
	5			
	6			
	7	Reading & Research 1 – No Class		
	8	Reading & Research 2 – No Class		
	9			
	10			
	11			
	12			
	13			
	14			

*The schedule may be arranged so that the prayer leader one week will be the presenter the following week.

Bibliography

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).

General Institutional Standards

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 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.

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.

Class Attendance

If absent from the case study group more than one session, you must review the case study you missed and post a one-page summary of your observations and reflections. Absence from more than two sessions 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.

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

G. CASE STUDY SAMPLE

Forthcoming

H. TITLE IX AND COMPLAINT PROCEDURE

Forthcoming