

MENTORING HANDBOOK

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GEORGE W. TRUETT THEOLOGICAL SEMINARY

BAYLOR UNIVERSITY

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PREFACE

Mission Statement of Truett Seminary

As a professional school of Baylor University, George W. Truett Theological Seminary subscribes to the university's mission statement: "to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community." Truett is an orthodox, evangelical school in the historic Baptist tradition embedded into a major research university. Truett's distinctive mission is to equip God-called people for gospel ministry in and alongside Christ's Church by the power of the Holy Spirit.

The seminary provides theological education leading to the Master of Divinity (MDiv), the Doctor of Ministry (DMin), the Master of Arts in Christian Ministry (MACM), or the Master of Theological Studies (MTS) degree that is centered in the gospel of Jesus Christ and consistent with historic Baptist commitments in order to prepare persons to carry this gospel to the churches and the world.

We are committed to holistic student development by equipping students through theological and biblical reflection, spiritual formation and discipleship, lifelong learning, ministry service, and cross-cultural competency. Truett Seminary provides educational opportunities for students to gain competency for ministry in Christian Scriptures and theology, world Christianity and witness, leadership and administration, pastoral care, and proclamation and worship.

The Purpose of the Master of Divinity Degree

The MDiv degree at Truett Seminary is designed to provide graduate theological education centered in the gospel of Jesus Christ and consistent with historic Baptist commitments to prepare persons to carry this gospel to the churches and the world.

The MDiv program seeks to achieve holistic student development by equipping students through theological biblical reflection, spiritual formation and discipleship, lifelong learning, ministry service, and cross-cultural competency. The curriculum is competency-based and thus strives to produce students who achieve competency in seven basic areas:

Preaching & Worship

Students will be able to plan, and lead in, thoughtful and well-crafted worship of God and communicate God's Word in a clear and understandable manner informed by careful biblical exegesis and attention to the contemporary context.

Christian Scriptures & Theology

Students will be able to draw and reflect upon Scripture and the classical and contemporary literature of the Church to articulate an informed Christian worldview for life and ministry.

Leadership & Administration

Students will understand and demonstrate effective Christian leadership skills for ministry.

Pastoral Care

Students will be able to nurture individuals using an integrated set of pastoral skills.

Lifelong Learning

Students will participate in lifelong learning events outside of classroom responsibilities and will value lifelong learning as a means for discovering resources for ongoing ministry enhancement.

Spiritual Formation & Discipleship

Students will nurture personal and communal spiritual formation as a foundation for a life of ministry.

World Christianity & Witness

Students will think critically regarding the worldwide witness of the Church, demonstrate skills for leading persons to faith in Jesus Christ through holistic ministries and verbal and lifestyle witness, and understand the need to catalyze congregations for local and international witness.

The Primary Goals of the Master of Divinity Program

The George W. Truett Theological Seminary of Baylor University creates a learning environment that shapes scholar-ministers for the Church in the historic orthodox Christian tradition. The Seminary does so in the larger context of a major national research university with a confession rooted in the historic Baptist tradition.

As evidence of the Seminary's commitment to both its ecclesial and educative contexts, Truett Seminary creates an intentional learning environment that promotes formation, deepens knowledge, and embraces praxis. These three areas—being, knowing, and doing—prove equally foundational and absolutely essential for holistic ministerial formation.

Graduates of the George W. Truett Theological Seminary should *be*:

- Persons with a developing sense of calling and a growing dedication to the witness of God in the world;
- Persons with a deepening commitment to the life of the church;
- Persons who are continually being formed as followers of Christ, committed to integrating the Christian practices into daily life (e.g., worship, prayer, study, service);
- Persons of high ethical standards regarding their relationship and responsibility to self, family, congregation, colleagues, community, and creation.

Graduates of the George W. Truett Theological Seminary should *know*:

- The narrative of Scripture including the contours of the biblical stories of Israel, Jesus Christ, and the church, as well as the central themes of creation, fall, redemption, witness, and recreation that shape the narrative;
- The Great Traditions (and traditions) of Christian thought;
- Baptist history and doctrine, while developing an appreciation for the wider ecumenical community.
- Appropriate means for articulating the Christian faith in light of the context in which she or he ministers.

Graduates of the George W. Truett Theological Seminary should *be able to*:

- Demonstrate competency in basic ministry skills, including preaching, leading, administrating, and conducting public worship and the ordinances of the church;
- Interpret accurately the Christian Scriptures and apply them effectively to ministry tasks (e.g., preaching, teaching, discipleship);
- Reflect critically and theologically on the acts and experiences of Christian ministry;
- Lead congregations in spiritual formation and discipleship;
- Practice contextual Christian witness;
- Participate effectively in Christian witness locally and globally;
- Exercise skillful care of people in the midst of crises, but more broadly, through all stages of life;
- Relate effectively and authentically as a human to humans in the common concerns of life;
- Demonstrate appropriate self-care.

The Four Elements of the Master of Divinity Degree

The Master of Divinity degree comprises four elements:

- Specified Courses
- Lifelong Learning
- Mentoring (Theological Field Education)
- Covenant Groups

THE MENTORING PROGRAM

The Mentoring Team

The Mentoring experience at George W. Truett Theological Seminary is designed to integrate ministry skills with the intellectual and theological aspects of a seminary education. To fulfill this, the Student will have the opportunity to be involved with the daily work of a local church, a mission organization, or other institution, and with volunteers and professionals in that area. The Student, Mentor, Professor of Record, Site Team, and Director of Pastoral Ministries constitute the Mentoring team in such a setting.

The Student

The Student is responsible for enlisting a qualified Mentor and Professor of Record, preparing a syllabus in conversation with the Mentor and Professor of Record, and submitting the syllabus to the Director of Pastoral Ministries before registering for MENT 7V00. The Student maintains contact with the Professor of Record throughout the field experience and submits the required written materials for evaluation. In congregational settings, the Student is also responsible for conducting the Site Team meetings.

The Mentor

The Mentor is responsible for becoming familiar with the program requirements of the seminary and educating the church, ministry, agency, or institution about the significance of the opportunity. The Mentor also guides the Student in preparation of a learning syllabus and enters into a signed covenant with the Student. The Mentor meets weekly with the Student during the field experience, and, in congregational settings, assists the Student in forming a Site Team and participates in the Site Team meetings. The Mentor provides the Student and the Professor of

Record with written evaluations of the Student's progress at mid-term and at the conclusion of the field experience. (See "Responsibilities of the Mentor," pp. 16–17.)

The Professor of Record

The Professor of Record guides the Student in preparing a learning syllabus, communicates with the Mentor and the Student during the field experience, and receives and evaluates the Student's written work. At the end of the experience, the Professor of Record debriefs the Student, receives a suggested grade from the Mentor, and forwards a final grade to the Director of Pastoral Ministries. In the case of international field experiences, the Professor of Record has additional specific responsibilities (See Appendix F, "International Theological Field Education." See also "Responsibilities of the Professor of Record," pp. 17–18 and Appendix D, "Checklist for Professor of Record.")

The Site Team

The Site Team, consisting of four or five members of the congregation selected by the Mentor, meets four times with the Student and the Mentor to discuss the Student's call and vision for ministry, to hear the Student's reflection on the spiritual journey, and to provide a perspective from constituents on church and ministry. The use of the Site Team will be applied in all congregational field experiences. (See "The Role of the Site Team,")

The Director of Pastoral Ministries

The Director of Pastoral Ministries provides an orientation to the field experience, consults with the Student in the planning stages of the course, receives the Student's application for ministry and approved syllabus, and issues a permit for the Student to register for MENT 7V00. The Director of Pastoral Ministries provides guidance and support for the Student, the Mentor,

Professor of Record, and the Site Team throughout the field experience, and records the Student's final grade as submitted by the Professor of Record.

The Field Education Schedule

One or two semesters prior to the semester of Mentoring the Student will participate in a Mentoring Workshop to prepare for the field education process. During the semester prior to the Mentoring experience the Student will:

- Enlist a Mentor and a Professor of Record
- Produce a list of basic competencies involved in the chosen area of field education (see Appendix A)
- Develop the learning syllabus that will guide the Mentoring experience
- Secure the Professor of Record's approval of the learning syllabus
- Complete an online application for Mentoring
- Submit the approved syllabus to the Office of Pastoral Ministries
- Receive a permit to register for MENT 7V00 and complete registration.

During the Mentoring semester, the Student will:

- Write a contextual analysis of the ministry context in which the field experience will occur
- Write a comprehensive autobiography and call statement
- Meet weekly with the Mentor for at least one hour. The first session will include discussion of the autobiography and call statement and the signed agreement of the Mentor/Student covenant. (See Sample in Appendix Q)
- Meet with the Site Team in congregational settings four times during the field education semester to reflect on Christian growth, the church and/or ministry, and the work of clergy and laity. The Site Team will meet the first week of each month in February, March, April and May in the spring semester and September, October, November and December in the fall. During a summer term, this team will meet every three weeks for a total of four meetings.

- Communicate with the Professor of Record *weekly*, in the manner agreed upon with the professor, to ensure that the Student's experience is a valuable one and that any problems arising are resolved as early as possible.
- Read several books/articles (for a total of 1,500 pages) approved by the Professor of Record and submit a critical review of each book/article read in a format determined by the Professor (See Appendix K for a suggested format). If the Student is taking other than a nine-hour field education experience, the amount of required reading will be negotiated with the Professor of Record. The reading will contain certain items required for MENT 7V00 and other items approved by the Professor of Record. These should be primarily in the area in which the Student is doing her/his field education, but they may be drawn from a larger ministry context if the Professor of Record approves it. (See Appendix M for items required and recommended for the reading list.)
- Keep a weekly field journal, recording the *ministry experiences* with serious reflection and evaluation and specifying the content of their conversations with their Mentor. These logs are sent *weekly* to the Professor of Record and are brought to the supervisory meeting. (See Sample in Appendix R).
- Write a biblical, theological, and pastoral reflection on a particular case study selected from the field education experience. (See Appendix L)
- Invest approximately 400 hours in the field education experience, including work on the field, meetings, reading, and writing. (This is based on twenty-seven hours minimum weekly, for fifteen weeks, for nine semester hours credit. Students doing field education in the summer for fewer than fifteen weeks or students taking other than a nine-hour field education experience, will adjust these figures accordingly.)

Before the final day of classes of the Mentoring semester:

- The Student will meet with the Professor of Record to debrief the field education experience. This meeting should be scheduled in the initial syllabus.
- The Student will prepare and submit a digital portfolio of ministry competency to the Professor of Record and the Director of Pastoral Ministries.
- The Director of Pastoral Ministries will send an online evaluation questionnaire to the Mentor, the Site Team members, and the Professor of Record to complete prior to the

end of the class, which will be used to help judge the effectiveness of the Student's seminary education.

By the day final grades are due for the semester:

- The Professor of Record will submit a grade to the Director of Pastoral Ministries.
- The Director of Pastoral Ministries will submit a final grade to the Academic Records Office.

The Mentoring Portfolio

The completed Mentoring Portfolio will be compressed into a single file and uploaded using the link found on the Mentoring webpage on the Truett website. The portfolio, when compressed, may not exceed 10 MB. Alternatively, the portfolio may be submitted with a digital link or on a form of portable media, such as a flash drive. The portfolio will include the following:

- The approved syllabus
- The learning covenant between the Mentor and the Student
- An autobiography/call statement.
- A theological reflection and analysis of the ministry context
- The fulfillment of all items in the appropriate Ministry Competency Checklist.
- The case study reflection
- Critical reviews of books and/or articles included in the required reading approved by the Professor of Record
- A reflection on the meetings with the Site Team
- The mid-term and final evaluations of the Student's field education experience submitted by the Mentor
- The weekly field journal entries
- Five-year goals, a course of action for achieving them, and a prospective reading list to support them
- A written comprehensive reflection and evaluation of the entire field education experience

- Other items the Student or Professor of Record decides to include in the portfolio to document the experience

Grading for MENT 7V00

At the end of the semester, the Mentor and Student will discuss the Student's progress in all aspects of the field education experience and the Mentor will recommend a grade to the Professor of Record. The Professor of Record will submit a final grade recommendation in writing to the Director of Pastoral Ministries, who will record the grade with the Academic Records Office.

Grades will be determined based on the following criteria:

- (A)** Superior performance: The Student demonstrates creativity and initiative beyond requirements and experiences outstanding growth.
- (A-)** Excellent performance: The Student demonstrates creativity and initiative and shows significant growth.
- (B+)** Above Average performance: The Student meets expectations consistently and demonstrates personal initiative, making good progress in growth and development of competency.
- (B)** Average performance: The Student meets expectations consistently, showing some initiative and growth.
- (B-)** Acceptable performance: The Student meets expectations, performing to the level of his/her ability.
- (C+)** Minimal performance: The Student meets minimal expectations.
- (C)** Fair performance: The Student demonstrates little personal growth and initiative.

(D) Unacceptable performance: The Student's performance is unacceptable and is below the level of ability, showing no evidence of growth.

(F) Poor performance: Failed to meet minimum expectations

Truett Seminary's goal is for Students to become reflective practitioners in their field. To that end, the grade should take into consideration such details as their preparation for the assignments and their ability to integrate their goals and the institution's. The grade should also take into account the Students' *growth* in relational skills and general competency for their work. Mentors and Professors of Record should attempt to assess the degree to which the Students have *grown* in their skills and competencies, not their *level* of competence.

The Student's grade will be negatively affected:

- If the Student does not submit the required assignments to the Professor of Record on time (one week before finals), requiring an "Incomplete" grade to be submitted. (This will not apply to students in contexts where the schedule of the field education experience does not conform to the seminary's academic calendar, such as CPE, chaplaincy, or some summer field education experiences.)
- If the Student neglects communication with the Professor of Record.
- If the quality of materials submitted in the Mentoring Portfolio does not reflect careful work.

(See Appendix S for the rubric used to evaluate the Student's field education performance.)

Selecting a Mentor

Mentors should be selected using the following criteria as a guideline:

- **Education.** The Mentor should hold a Master of Divinity (MDiv) degree from a seminary accredited by the Association of Theological Schools or equivalent academic training in their field.
- **Experience.** The Mentor should have significant ministerial experience in the ministry field in which is supervision is offered.

- Competence. Mentors should have displayed a ministry life of competence in their ministry field.
- Compatibility. The Mentor should be in stated agreement with the educational goals of the George W. Truett Theological Seminary.
- Doctrine. The Mentor should hold doctrinally compatible positions with Baylor's George W. Truett Theological Seminary around the central tenets of Christian faith as expressed in the [Seminary's Statement of Common Faith](#) and [Vision for Life Together](#).
- Spirituality. The Mentor should have demonstrated a mature and robust spiritual life.
- Teaching. The Mentor should have both the desire and the ability to teach/mentor a Student in the blessings, rigors, knowledge, and experience of ministerial life. The Mentor should be willing to demonstrate personally how ministry is done and spend a significant amount of time with the Student for the sake of the Student's education and future ministry.

Developing a Learning Syllabus for Mentoring

The Learning Syllabus for Mentoring is a detailed plan for carrying out the requirements of field education. The syllabus forms the contract between the Student and the Professor of Record.

During the semester prior to field education, the Student will develop a syllabus that includes the following:

- A statement of the purpose and objectives of the field education experience
- An approved list of ministry competencies that will be addressed in the field education experience, based on the guidelines in Appendix A
- A list of approved books and articles that will be read and evaluated (Appendix M)
- The scheduled dates the Student will meet with the Mentor (one hour per week)
- The scheduled dates the Mentor will evaluate the Student (mid-term and final evaluations)
- The dates the Student will meet with the Site Team
- The scheduled times and ways the Student will communicate with the Professor of Record

- The projected dates the Student will accomplish the specific items in her/his Ministry Competency Checklist
- A schedule of specific dates for the completion of the reading and writing assignments
- Any additional assignments determined by the Mentor or Professor of Record
- A scheduled date for debriefing with the Professor of Record before the end of the semester

The Student will submit the syllabus to the Mentor and the Professor of Record for approval.

Once the Professor of Record approves the plan, the Student will submit the syllabus to the Director of Pastoral Ministries in a digital form. (A digital file of a Sample Syllabus is available from the Office of Pastoral Ministry that may be used as a template.)

The Autobiography/Call Statement

Early in the semester (or prior to the semester) of field education Students will write a “spiritual autobiography,” describing their background, the ways in which God has become a reality in life, people who have been most influential in their spiritual formation, experiences that have shaped them, their sense of call to ministry, and those ministry experiences that have been important to their development as ministers of Christ.¹ The statement should include reflection on the extent to which the Student sees him/herself as a minister. This call statement will be given to the Mentor prior to the beginning of the semester and will be discussed at the first supervisory session. It will also be presented to the Professor of Record at the beginning of the semester and given to the Site Team for discussion in the first Site Team meeting.

¹ Richard B. Patterson, *Writing Your Spiritual Autobiography* (Thomas More Publishing, 2002).

Developing a Supervisory Learning Covenant

The Nature of a Learning Covenant

The Student will prepare a learning covenant to guide the subsequent field education experience. As the Learning Syllabus defines the relationship of the Student and the Professor of Record, the Learning Covenant structures the relationship between the Student and the Mentor. The task of writing a covenant is a process of (1) deciding what the Student and Mentor anticipate accomplishing intellectually and experientially during the semester; (2) developing action plans to move toward that goal; and (3) outlining steps to ensure that the goal is achieved. The Learning Covenant clarifies the goal so one can know the result has been reached. A dynamic covenant will provide structure for the Mentor/Student relationship while allowing for and facilitating growth. This covenant should be negotiated and accepted by both the Mentor and Student.

Designing the Learning Covenant

The purpose of the Learning Covenant between the Mentor and the Student is to provide for the best supervisory relationship possible during the field education semester. It gives the Mentor and the Student the opportunity to outline desired results of the supervisory experience. The Student is responsible for taking the initiative in designing his/her own covenant. The Student and the Mentor should work on it, negotiate, and agree to it. Both should understand where they are going, how they plan to get there, and their responsibilities in getting there. The covenant might address the following elements:

- What does the Student desire to receive and achieve during the field education experience? This could be a paragraph or a series of bullet points.

- What does the Mentor expect from the Student? Any desired actions, responsibilities, roles, or relationships should be included here.
- The Mentor and the Student should both state their commitment to maintain communication with the Professor of Record through the progress of the semester.
- The Mentor and Student should commit to weekly one-on-one meetings, and identify a plan and schedule that will be followed with these meetings.
- Both the Mentor and the Student should commit to Site Team meetings.
- The covenant should include a timeline for accomplishing ministry competency checklist items, for reporting and reflecting on these items, and for teaching and mentoring opportunities for the Mentor with the Student.
- The covenant might also include other ministry items the Mentor considers important as well as items desired by the Student.
- The covenant should clarify how the Mentor and Student will deal with problems and differences that might develop.
- It should be clear to all that the covenant may be revised and renegotiated along the way as necessary.

A sample Learning Covenant is found in Appendix Q.

Writing a Theological Analysis of the Ministry Context

Christian ministry takes place in a specific place, with specific people, at a specific moment in history. Effective ministry will require a minister's knowing and understanding that context well. As a part of MENT 7V00 (or prior to beginning the semester) the Student will write an analysis of the selected ministry context that will include such elements as sociological data, historical information, and theological reflection on the needs and opportunities discovered in the setting. The Student will discuss the context analysis with the Mentor during one of their regular sessions early in the field supervision experience.

GUIDELINES FOR THE FIELD EDUCATION TEAM

The George W. Truett Theological Seminary invites Mentors to enrich the education of seminarians by introducing them to the daily work of the church and its ministries and agencies and reflecting on the significance of that pursuit. Working closely with one who is part of the next generation of ministers provides an occasion to share in the future of the church.

Responsibilities of the Mentor

- The Mentor will read this handbook to become acquainted with the program requirements of the seminary and to educate the church, ministry, agency, or institution about the significance of the opportunity.
- Prior to the beginning of the Student's field supervision, the Mentor will consult with the Student in developing a syllabus, outlining dates, tasks, and other expectations for the term, which will be submitted to the Professor of Record and the Director of Pastoral Ministries.
- At the beginning of the semester, the Mentor and Student will enter into a signed covenant. This covenant should be agreed to in the first Mentor-Student session and may be renegotiated at any time during the semester.
- The Mentor will communicate as needed with the Student's Professor of Record.
- At mid-term and at the end of the supervision, the Mentor will evaluate the Student's progress in an online form. The Mentor will also discuss these evaluations with the Student.
- The Mentor will spend a minimum of one hour weekly in direct contact with the Student, discussing and evaluating the Student's ministry experiences. This is a time for reflection, understanding, and learning. The Student is responsible for the agenda of these meetings and should come prepared to initiate the discussion.
- The Mentor will appoint a Site Team and meet with that group during its conferences with the Student.
- At the conclusion of the Student's supervisory experience, the Mentor will complete another online evaluation.

- If feasible, the Mentor may seek remuneration for the Student for room, board, and a small stipend from the sponsoring church or organization, since the Student may have no way of supporting her/himself during the field education semester.

Responsibilities of the Professor of Record

- The Professor of Record will advise the Student on syllabus preparation, with particular focus on suggested readings for the field education experience.
- The Professor of Record will maintain contact with the Mentor to ensure that the work is going well.
- The Student is required to communicate with the Professor of Record at least once every two weeks in the manner the Professor of Record desires and to submit weekly ministry journal entries.
- The Professor of Record will receive and grade critical reviews of assigned reading, the case study reflection paper, the ministry competency checklist, and the final portfolio.
- The Professor of Record will be available for consultation with the Student during the field education term.
- The Professor of Record will debrief the Student following the supervised ministry experience.
- The Professor of Record will receive a suggested grade from the Mentor and assign the final grade based on the Mentor's recommendation and all required materials graded by the Professor of Record.
- The Professor of Record will forward the grade in writing to the Director of Pastoral Ministries.
- The Professor of Record will complete an online evaluation of the student's progress.
- In the case of a Student's completing a field education experience internationally, the Professor of Record is responsible to ensure that the Student complies with all the requirements in Appendix F, that the Student clearly understands the context in which he/she will be serving, and that the Student has taken all appropriate steps to mitigate whatever risks are involved. Specific expectations of the Professor of Record of international field education experiences are outlined in Appendix F as well.

- A checklist is included in Appendix D for the Professor of Record regarding involvement with the Student during the supervised ministry period.

The Role of the Site Team

The partnership of laity and clergy is essential to the community of faith, and the George W. Truett Theological Seminary offers Students the opportunity to engage in study, dialogue, and theological reflection with selected laypersons from the site of the Student's field education. The biblical concept of the priesthood of all believers confirms the value of shared reflection for both the student and Site Team members.

The Site Team will extend support and hospitality to the Student as he/she begins a relationship with the congregation. This team will facilitate a Student's deeper understanding of the work of the church. The varied perspectives of those from diverse backgrounds will enrich the Student's understanding of those served during the course of ministry.

The Site Team will meet four times during the Student's field education to discuss with the Student his/her own sense of call to ministry and to reflect on the spiritual journey, on contemporary challenges to faith, and on ministerial leadership. Through open and honest discussion this group will assist the Student in becoming a more effective minister. In addition, the Site Team will provide evaluation of the Student's internship both to the Student and to the Director of Pastoral Ministries.

Qualities of an Effective Site Team

The team is charged with interpreting the ministry context for the Student. Team members should reflect the diversity within the congregation. Although Team members should be supportive and nurturing, at appropriate times, they may need the ability to be confrontational.

The Team members should be reflective, willing to learn and think through issues considering all

implications. The Team should be ready and willing to reflect theologically and ask questions such as, “Where do I see God in this situation?” and “What would God have me do in this situation?” They should also be willing to share their personal and spiritual experiences. They must be able to listen and ask appropriate questions. They should be familiar with Christian Scriptures. The Site Team also conducts evaluation as a natural part of each meeting.

Site Team Guidelines

- The Site Team is to be selected by the Mentor. The Mentor will appoint one of the Site Team members to be the Team Leader.
- This Team should not be a standing committee, or a committee with another agenda, but it should be a special group of people selected especially for this project.
- The Team of five to seven persons (exclusive of the Student and the Mentor) should represent varied church positions and backgrounds, with men and women nearly equally represented.
- Meetings should be held in a comfortable setting. Each meeting will be scheduled for one-and-a-half to two hours.
- All discussions should be conducted in a supportive climate of confidentiality and mutual concern. All conversations are to be considered strictly confidential.
- The Site Team should remember that the purpose of the Student’s field education experience is to learn and to grow. Although productivity is important to a minister, learning about oneself and the styles of ministry that are workable for oneself, and growing as a person and as a minister are the goals of this program.
- The Site Team should meet once prior to the Student’s arrival for organization and a brief training experience, led by the Mentor. This meeting ensures that team members know each other and clearly understand the purposes of the team. A suggested agenda for this meeting is provided below.
- The Student will confer with the Site Team Leader before each meeting to decide on an agenda and process for the meeting.

Models for Site Team Meetings

The following agendas are not meant to be prescriptive, but suggestive.

Organizational Meeting of the Site Team (led by the Mentor)

- Team members introduce themselves to each other. Team Leader is identified.
- Team reviews the Student's resume, familiarizing themselves with their intern.
- The purpose and role of the team is discussed
- Site Team identifies what the congregation can offer the Student
- Site Team clarifies what the congregation can realistically expect of the Student
- Site Team makes plans to welcome, orient, and introduce the Student to the congregation
- Site Team schedules first meeting with the Student

First Meeting of the Site Team with the Student (led by Team Leader)

- Members of the Team introduce themselves to the Student
- Explanation of process – How will this Team function? (covenant formation)
- Read Ephesians 4:1-7 – Invite responses from the group. How might this text inform our work? Follow with prayer.
- Mentor will introduce the Student and invite questions.
- The Student will read call statement.
- Group discussion of:
 - The Student's call and intended ministry
 - Pressures that have been present in the Student's life
 - Pressures currently in the Student's life
 - How might these affect each other?
- Reach consensus for guidelines of future meetings
- Adjourn with prayer for guidance and love

Second Meeting of the Site Team with the Student (led by Team Leader)

- Welcome
- Read Ephesians 2:17-22. How might this text inform our thinking in this meeting?
Follow with prayer.
 - Time line of personal histories and theological development of Team
 - Each member explains why he/she gives time to the church
 - Ask Team to bring to next meeting a list of five qualities he/she thinks every minister should possess and five skills every minister must have to exercise faithful ministry.
 - Read 1 Corinthians 12:1-12. How does this text reflect the discussion we have been having? Follow with prayer.

Third Meeting of the Site Team with the Student (led by Team Leader)

- Welcome
- Read Acts 20:28-35. How does this text affect our thinking about our work together?
Follow with prayer.
- Discuss five qualities and five skills for ministers (which each member has prepared before this meeting).
- Student presents a critical event for theological reflection
- Adjourn with prayer.

Fourth Meeting of the Site Team with the Student (led by Team Leader)

- Welcome
- Review notes from first meeting relating to the Student's call and pressures.
- What does the group see as areas of current primary involvement (church, family, school, other work)?
- What seem to be the Student's primary values?
- How does the Student's spiritual nature express itself?
- How does he/she tie together the sacred and the secular?

- What evidence does the Team see of the Student’s likely commitment to learning and intellectual growth after graduation?
- Close by confirming as much as possible the strengths of the Student, allowing him/her to restate his/her commitment to his/her intended work.
- Close with the reading of an appropriate scripture passage.
- Adjourn with prayer for the Student’s future effectiveness in the ministry.

Evaluation Meeting (led by Team Leader)

- The Site Team conducts one final meeting to evaluate the Student’s work in field education and completing the online evaluation form.
- The Site Team also evaluates the role played by the congregation and their own contribution as a team to the Student’s ministerial training: How have we helped or hindered the Student in achieving his/her learning goals? How effective were we in providing feedback? How effective were we in looking honestly at the life and witness of our congregation? What changes should we make with future interns? What have been our personal learnings and disappointments from serving on this team?²

² Lee Carroll, “The Forming Work of Congregations,” in Matthew Floding, ed., *Welcome to Theological Field Education!* (Herndon, Va: Alban Institute, 2011), 93.

APPENDIX A MINISTRY COMPETENCIES

The field education experience is designed for the Student to acquire ministry competencies that will enable the Student to begin his/her personal ministry confidently and competently. This appendix provides a sample list of competencies that apply in a variety of ministry settings. This list will guide the Student and Mentor during the semester prior to field education in developing a set of competencies that will be addressed during the supervised ministry experience. This list is neither exhaustive nor prescriptive. The intent is for the Student to be creative and to include any other significant opportunities that he/she believes will be important to his/her ministry. Ideally, the Student will engage in a hands-on experience with the various competencies, followed by a discussion of the experience with the Mentor. Alternatively, the Student may observe the Mentor engaging the task and discuss that later. The goal is to get as close to actual performance of the competency as possible. If the Student finds himself/herself in a situation where it is not feasible to complete all these competencies, changes can be made to the ministry competency checklist, if agreed to by the Professor of Record. The Student should plan to address 10-15 competencies for a nine-hour field education experience (MDiv) or 8-12 for a 6-hour field education experience (MACM). In developing a list of ministry competencies, students should consider the role they believe their call is moving them toward in the next five to ten years. Also, the Student might consider the gaps they sense in their theological training and develop competencies that might supplement their training.

Competencies should state the specific area in which the Student desires to grow in competency (knowledge, understanding, skill) and four or five specific learning activities the Student intends to engage in order to do so.

Example:

Area of Growth: (knowledge, understanding, skill)

Competency: Work with a family to plan a Christian funeral service.

Learning Activities:

1. Read Thomas Long's *The Good Funeral* (this could be one of the books in the reading list)
2. Visit a funeral home and interview a funeral director
3. Interview three pastors regarding their practices in ministering to families at the time of death and in the weeks or months that follow
4. Participate in a bereavement visit
5. Participate in a funeral service

The Student will write a summary of each competency after all learning activities are completed, describing what was done and evaluating what was learned. The Student will discuss each of these with the Mentor. The competencies chosen will be included in the Student's syllabus. The Student's final portfolio will include reports, descriptions, and evaluations of the chosen activities. Digital photographs, audio, and video files may also be submitted.

Competency lists are not required for those doing their field supervision as part of an MDiv/MSW dual degree program. In the same way, those substituting CPE, military chaplaincy school, or approved programs such as Unlimited Partnerships for their field education experience will not develop a competency list.

The following are sample competency statements. Student may develop additional statements as they form their own list for their syllabus.

Preaching & Worship

- Prepare and deliver an effective sermon.
- Plan a balanced program of preaching.
- Administer believer's baptism.
- Plan a baptismal service.
- Plan and conduct a Lord's Supper service.
- Plan a wedding ceremony with a couple.
- Conduct a wedding rehearsal.
- Conduct a wedding ceremony.
- Work with a family to plan a Christian funeral service.
- Work with funeral director to plan and conduct a funeral service.
- Plan and moderate an ordination service.
- Plan and conduct a child dedication service.
- Plan and conduct a mid-week prayer meeting or Bible Study.
- Plan and lead a weekly choir or praise team rehearsal.
- Conduct the music for a traditional, blended, or contemporary worship service.
- Organize and lead a children's choral ministry.
- Organize and lead musical groups, such as ensembles, handbell choirs, and orchestra.
- Plan and conduct midweek student ministry worship.

Christian Scriptures & Theology

- Prepare and deliver a Bible or doctrinal lesson.
- Explain the biblical and theological basis of the Lord's Supper.
- Explain believer's baptism to a candidate.
- Explain biblical and theological aspects of ordination.
- Explain the biblical and theological basis of spiritual direction.
- Explain the biblical, theological, and ethical issues in evangelism.
- Prepare and lead a class session in an undergraduate course.

Leadership & Administration

- Explain appropriate ministerial wedding etiquette and how to work with a wedding coordinator.
- Explain appropriate ministerial funeral etiquette.
- Explain ethical issues related to power and authority in congregations.
- Explain a working model of pastoral leadership.
- Explain the concept of missional leadership in a congregation.
- Develop a strategic plan employing mission, values, vision, goals, objectives, and action plans.
- Gather community and congregational information for strategic planning.
- Lead a congregation to discern a common vision for ministry.
- Communicate vision to the congregation.
- Explain a working model for leading change in a congregation.
- Organize a congregation to implement a strategic plan.
- Plan and conduct a staff meeting.
- Manage church office staff.
- Develop and manage an annual church calendar.
- Write job descriptions for church staff roles.
- Conduct church staff evaluations.
- Develop other staff members as leaders and ministers.
- Effectively manage staff conflict.
- Work effectively with an administrative assistant.
- Work effectively with teams.
- Enable congregational members to discover their spiritual gifts and engage in ministry.
- Develop and manage a ministry budget.
- Read and interpret church financial statements.
- Develop a culture of stewardship and generosity in the congregation.
- Manage one's own personal financial responsibilities.
- Moderate a congregational business meeting.

- Lead a church committee meeting.
- Organize, train, and work with church committees, councils, and task forces.
- Work with a church constitution and bylaws.
- Effectively manage and maintain church facilities.
- Work with a church building committee to plan and construct new facilities.
- Explain effective fund raising approaches for church capital campaigns.
- Explain key legal issues facing congregations and pastors.
- Explain denominational polity, resources, and relationships.
- Work with a church personnel handbook.
- Develop a time management plan.
- Organize and manage a Sunday School or small group ministry.
- Train leaders for a Sunday School or small group ministry.
- Develop and manage a student ministry calendar.
- Plan, lead, and evaluate a Vacation Bible School program in a congregation.
- Plan, lead, and evaluate a summer camp.
- Plan, lead, and evaluate a weekend retreat.
- Manage a church day care program.
- Manage a church's insurance coverage.
- Develop a church marketing plan.
- Create a syllabus for a university course.
- Explain considerations in choosing a textbook for a university course.
- Explain a pedagogical philosophy for teaching in higher education.
- Develop and employ grading rubrics for essays, term papers, and group projects.
- Explain the place of professional organizations in the academy.
- Develop an academic research agenda.
- Explain the tenure process in a university.
- Explain the considerations in choosing a Ph.D. program.
- Explain the considerations in selecting a dissertation topic.
- Manage a recreational facility.
- Develop a program of congregational recreation.
- Develop a program of community recreation.

Pastoral Care

- Provide premarital counseling to a couple.
- Make an initial and follow-up bereavement visits to a grieving family.
- Offer effective spiritual direction to others.
- Exercise basic listening skills.
- Explain a basic theoretical perspective from which to work with family and personal problems of parishioners.
- Explain a basic consultative process to assist others with problem-solving.
- Explain when and how to make professional referrals.
- Make effective hospital visits.
- Make effective nursing home visits.
- Make effective home visits.
- Make effective visits in correctional institutions.
- Handle crisis ministry situations such as requests for help from transients or homeless persons.
- Explain ministerial ethics and etiquette in institutional settings.
- Equip congregational leaders to provide pastoral care.
- Explain rules and ethics for student ministry on a university campus.

Lifelong Learning

- Develop a five-year plan of learning in your field.

Spiritual Formation & Discipleship

- Develop a program of spiritual formation for a congregation.
- Explain the importance of spiritual direction in the life of a Christian minister.
- Develop a plan and curriculum for leading a spiritual formation group.
- Lead a small group using effective and appropriate tools.

World Christianity and Witness

- Explain the gospel to children.
- Explain the gospel to adolescents.
- Explain the gospel to adults.
- Train others in evangelism.
- Train parents to share the gospel with their children.
- Develop an evangelism plan for a congregation.
- Develop an evangelism plan for a campus-based student ministry.
- Develop a plan for ministry to the community.
- Develop a plan for a new church start.
- Raise funds for a new church start.
- Engage in inter-religious dialogue in the community.
- Engage in cross-cultural ministries.

APPENDIX B
GUIDELINES FOR MENTOR'S
EVALUATION OF THE STUDENT

The Mentor will write out the evaluations in full using these guidelines. This evaluation will be shared in a face-to-face meeting with the Student. Copies of both the mid-term and final evaluations will be forwarded to the Professor of Record and the Director of Pastoral Ministries as soon as possible after meeting with the Student.

Evaluation of:

- The work done by the Student in the field setting.
- The Student's relationships with people in the field setting.
- The Student's relationship with the Mentor.
- The Student's ability to integrate biblical and theological concepts into ministry practice. The Student should give evidence of being able to take the concepts from previous learning and translate them into practice. Please relate incidents that illustrate your evaluations.
- Evaluation of the Student's ministry identity. Evaluate the Student's perception of his/her role identity as a minister and his/her ability to fulfill that role with integrity.
- Evaluation of the Student's personal identity. Evaluate the Student's perception of who he/she is as well as his/her ego strength.
- Evaluation of the Student's ability to deal with stress.
- Evaluation of how the Student fulfilled his/her covenant and goals.
- Relate your goals for this Student during the field supervision period. Were these goals fulfilled?
- For the Final Evaluation, please make a recommendation concerning a grade for field education. Please include an explanation along with the grade recommended.

APPENDIX C
GUIDELINES FOR STUDENT/SUPERVISOR AND
STUDENT/PROFESSOR OF RECORD CONVERSATIONS

1. How are you growing in the Christian faith?
2. How do you think about your ministry at this time, and/or in the future?
3. What are the primary social and theological issues for you?
4. Are your seminary and field education expectations being fulfilled? What would you do differently?
5. How well are you able to withstand subtle and overt pressures? Tell me about a time when you have had to do that.
6. Are you open to insight and guidance from others? Tell me about an experience in which you have demonstrated that or failed to.
7. How do you set ethical and financial boundaries?
8. What are your family's thoughts about your plans for ministry?
9. What is your understanding of "ministerial leadership?"
10. How do you indicate value of others, the dignity of human beings?
11. Reflect on particular field education experiences, allowing for the development of an ability to learn from both good and bad experiences.

APPENDIX D
CHECKLIST FOR PROFESSOR OF RECORD

STUDENT'S NAME: _____

- Syllabus to Professor of Record (Due before beginning of semester, includes books to be read and schedule of activities.)
- Critical Reviews of books read turned in (Due as assigned by Professor of Record)
- Weekly Ministry Journal submissions
- Student's communication with Professor of Record (Every two weeks at least)
- Mid-term evaluation from Mentor to Professor of Record
- Case Study Reflection paper submitted
- Theological Field Education Portfolio submitted
- Final evaluation from Mentor to Professor of Record
- End of semester debriefing with Professor of Record (Scheduled on Student's return to campus)
- Final grade given by Professor of Record, forwarded to Director of Pastoral Ministries

APPENDIX E
COMPETENCY EVALUATION FORM

George W. Truett Theological Seminary seeks to educate Students to fulfill their calling and to minister effectively in the world. Please evaluate the skill and effectiveness of our Students in ministry. This evaluation form is for the purpose of Truett Seminary's self-evaluation and is confidential. The Mentor, the Site Team, and the Professor of Record should complete this form and return it to the Director of Pastoral Ministries.

Please answer the following questions and make appropriate comments.

1. The Student is able to plan and lead in thoughtful and well-crafted worship of God, communicates God's Word in a clear and understandable manner informed by careful biblical exegesis, and is attentive to the contemporary context.

Strongly Disagree ___ Disagree ___ Neutral ___ Agree ___ Strongly Agree ___

Not Able to Observe ___ Not Applicable ___

EXPLAIN:

2. The Student is able to draw and reflect on Scripture and the classical and contemporary literature of the Church and to articulate an informed Christian worldview for life and ministry.

Strongly Disagree ___ Disagree ___ Neutral ___ Agree ___ Strongly Agree ___

Not Able to Observe ___ Not Applicable ___

EXPLAIN:

3. The Student is able to understand and demonstrate effective Christian leadership skills for ministry.

Strongly Disagree ____ Disagree ____ Neutral ____ Agree ____ Strongly Agree ____

Not Able to Observe ____ Not Applicable ____

EXPLAIN:

4. The Student is able to nurture individuals using an integrated set of pastoral skills and spiritual disciplines.

Strongly Disagree ____ Disagree ____ Neutral ____ Agree ____ Strongly Agree ____

Not Able to Observe ____ Not Applicable ____

EXPLAIN:

5. The Student will participate in lifelong learning events outside of classroom responsibilities and will value lifelong learning as a means for discovering resources for ongoing ministry enhancement.

Strongly Disagree ____ Disagree ____ Neutral ____ Agree ____ Strongly Agree ____

Not Able to Observe ____ Not Applicable ____

EXPLAIN:

6. The Student has demonstrated that s/he has integrated prayer and other spiritual disciplines as a means of his/her ongoing formation in Christ.

Strongly Disagree ____ Disagree ____ Neutral ____ Agree ____ Strongly Agree ____

Not Able to Observe ____ Not Applicable ____

EXPLAIN:

7. The Student is able to think critically regarding the worldwide mission of the Church, demonstrate skills for leading persons to faith in Jesus Christ through holistic ministries and verbal and lifestyle witness, and understand the need to catalyze congregations for local and international witness.

Strongly Disagree ____ Disagree ____ Neutral ____ Agree ____ Strongly Agree ____

Not Able to Observe ____ Not Applicable ____

EXPLAIN:

APPENDIX F INTERNATIONAL THEOLOGICAL FIELD EDUCATION

Students wishing to complete their field education internationally will begin the process of placement with a lead-time of at least 90 days in order to complete the necessary arrangements and paperwork. The Student will go to the website of the Baylor University's Center for Global Engagement and follow the instructions provided for Student Only Travel.

Risk Management Plan

The legal counsel, Baylor University, must verify a Risk Management plan. This plan could include the following:

- Student will write every other day a one-line report on personal health and physical condition. This report will be mailed every other day to the Professor of Record and the Director of Pastoral Ministries.
- Student will identify two members of his/her Site Team as contact persons and will provide that information to the Professor of Record and the Director of Pastoral Ministries within the first two weeks of placement.
- Student will identify a primary health care center to be used in case of medical need. Student will provide this information to the Professor of Record and the Director of Pastoral Ministries within the first week of stay in the field education location.
- Student will identify the nearest police station and will collect all the pertinent information. Student will provide this information to the Professor of Record and the Director of Pastoral Ministries within the first week of stay in the field education location.
- In the event the Student does not send a report after four days (96 hours) the Professor of Record and/or the Director of Pastoral Ministries will take the necessary steps to get in touch with any of the contact persons provided.
- In the event that none of the contact persons knows anything about the whereabouts of the Student, or in the event that the Student's physical integrity is clearly compromised,

the Professor of Record and/or the Director of Pastoral Ministries will contact the pertinent authorities beginning with the Dean at Truett Theological Seminary.

- If the Student travels away from the assigned location for a period of more than twelve hours, the Student will provide an itinerary to the Professor of Record and the Director of Pastoral Ministries
- If the State Department identifies any travel risks, the Student will identify what measures will be taken to mitigate those risks.

Professor of Record

The Professor of Record is responsible to:

- See that the Student complies with all the requirements of the Center for Global Engagement.
- Provide adequate orientation regarding travel, maintenance of health, personal safety and security, and cultural understanding.
- Establish and schedule the means for regular contact, either by phone or email.
- Ensure that the Student has the following Baylor/Truett contact information:
 - Phone numbers for the Professor of Record (office, home & cell)
 - Phone numbers for the Director of Pastoral Ministries (office, home, and cell)
 - General Truett and Baylor numbers
 - Nearest American Embassy
- Secure the following field contact numbers/addresses for the Student placement
 - Place of residence
 - Mentor (office, home & cell; email)
 - Organization (country of field education and US)

APPENDIX G OFFSITE DOMESTIC THEOLOGICAL FIELD EDUCATION

Academic programs may require academic credit through experience in clinical or other business locations that are not part of Baylor facilities. Such off-site programs may place a single Student participant in an off-site location without the presence of Baylor faculty or support. Student participants in off-site programs are encouraged to plan carefully all aspects of the off-site experience to maximize the academic experience and minimize any potential safety or health problems. The following guidelines emphasize Student responsibility for planning and for communicating during the program and in the event of any emergency.

Emergency Health and Law Enforcement Services

- Obtain, read and carefully consider materials related to the off-site location, particularly those materials relating to safety and health issues in the off-site program and locale.
- Consider your health and personal circumstances when applying for or accepting placement in the off-site program.
- Make available to the off-site program and Baylor accurate and complete physical and mental health information and any other personal data that is necessary to plan a safe and healthy off-site program experience.
- Assume responsibility for all the elements necessary for personal preparation for the off-site program.
- Participate fully in any orientations by the off-site program and Baylor.
- Obtain or maintain appropriate insurance coverage, particularly health insurance in the event of sickness or injury during the program.
- Inform next of kin and others with a need to know about participation in the off-site program.
- Provide next of kin and Baylor's program director with emergency contact information, and keep them informed on an ongoing basis.

- Understand and comply with the off-site program's terms of participation, codes of conduct, and emergency procedures, as well as Baylor's terms of participation, codes of conduct, and emergency procedures. (Baylor's codes of conduct apply off site.)
- Be aware of local conditions that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the off-site program and Baylor.
- Inform Baylor Department of Public Safety (254.710.2222) of an emergency or if you need assistance.

APPENDIX H CLINICAL PASTORAL EDUCATION

Students who fulfill their field education requirement in a Clinical Pastoral Education program are expected to complete all work and materials required by the CPE program in which they are enrolled. In order for Clinical Pastoral Education to be acceptable for the field education requirement, the CPE program must be an approved Clinical Pastoral Education program. The Instructor/Director of the CPE program in which the Student is enrolled will forward a final grade to the Student's Professor of Record.

In addition to doing all work required by the approved CPE program in which the Student is enrolled, the Student will present a Mentoring Portfolio to the Director of Pastoral Ministries at the conclusion of the CPE experience. The portfolio will include the following items where they are applicable to the program completed:

- The syllabus that is approved and followed in the CPE program in which the Student is involved.
- The Covenant Agreement (which may be called "Contract" in CPE terms) that is a part of the approved program. This will include the Student's goals for the program and the methods that will be used to reach those goals.
- An outline of the Student's daily schedule and everything the Student is expected to accomplish in the program.
- All verbatims used in the CPE program will be included in the Portfolio.
- Personal and Program (Professor's) mid-term and final evaluations.
- A devotional the Student gave as part of the program.
- A Case Study Reflection as outlined in Appendix L of this Handbook.
- A Daily Ministry Journal, which will include the Student's activities for each day and personal, spiritual reflection and evaluation of those experiences.
- A written comprehensive reflection and evaluation of the entire CPE/field education experience.

APPENDIX I
MDIV/MSW DUAL DEGREE STUDENTS

Students in the MDiv/MSW Dual Degree Program will fulfill their MENT 7V00 requirement in conjunction with SWO 5491 (Foundation Internship I) and SWO 5492 (Foundation Internship II) during the fall and spring semesters of their third year. They will register for MENT 7V00 concurrently with the social work internships (five semester hours in the fall and four in the spring). Students are expected to complete all work and materials required by the Foundation Internship I & II. For the MDiv/MSW Advanced Standing degree, the Student will enroll in MENT 7V00 for nine semester hours in the following spring in connection with SWO 5790 (Advanced Internship III). The Advanced Standing student may choose to divide the nine hours between the fall (SWO 5494) and spring (SWO 5490) (five and four), if necessary.

At the end of the fall semester, only the Mentor's final evaluation will be submitted to the Director of Pastoral Ministries. All materials submitted for the both semesters (all presentations, modified field log/journal, etc.) will be included in the Student's Mentoring Portfolio, which will be presented to the Director of Pastoral Ministries at the conclusion of the spring semester. The Advanced Standing Student will include in the portfolio all the materials submitted for SWO 5790 or SWO 5494/5490. Students will be expected to de-identify the log/journal/supervisory agenda so that no agency, client, or colleague is identified or identifiable in the materials submitted for the field education portfolio.

In addition to the above, the Mentoring Portfolio will include the following items:

- The syllabus and course outline for SWO 5491 and SWO 5492 or SWO 5790 or SWO 5494/5490.
- The learning contract/mid-term/final evaluation forms required for SWO 5491 and 5492, or SWO 5790 SWO 5494/5490.

- An outline of the Student's class schedule and everything the Student is expected to accomplish for Foundation Internships I & II, including copies of each supervisory agenda with modifications for de-identification.
- Two process recordings/verbatimim that include issues of faith and practice.
- A reflection on the social work agency context in which the Student is involved, with a view toward the potential for connections between the agency and faith and the church.
- Ministry perspectives of the presentations made in the seminar setting.
- A daily ministry journal (which may be done in relationship with the field log/journal required for SWO 5492 or 5790 or 5490). This daily ministry journal will include a personal, spiritual reflection and evaluation of the experiences of the program. This is not meant to be a "spiritual journal," but entries should follow activities that are done for SWO 5492 or 5790 or 5490 with any clients, colleagues, or agencies de-identified.
- A thorough reflection on the relationship of the practice of social work and Christian ministry.
- A case study of a particular experience in the Student's field experience, following the guidelines found in Appendix L of this handbook. This may be the same case as the case presentation for SWO 5492 or 5790 or 5490 but must be completely confidential in its presentation.
- Two critical reviews (one theological and one biblical) of books that involve Christian ministry and deal with social work concepts (reviews of books that involve the relationship of social services and Christian ministry may be used to fulfill this requirement).
- An inventory of what the Student has learned from this social work field education experience and how it will affect the Student in the future.

APPENDIX J MILITARY CHAPLAINCY

Students who fulfill their MENT 7V00 requirement by being in a Military Chaplaincy Training Program are expected to complete all work and materials required by the chaplaincy-training program in which they are involved. A Student must be enrolled in the Military Chaplaincy Training Program before being allowed to register for MENT 7V00. The Director of the training program will be asked to forward a grade to the Director of Pastoral Ministries on conclusion of the actual military work.

In addition to doing all work required by the Chaplaincy Training Program in which the Student is involved, the Student will present a Mentoring Portfolio to the Director of Pastoral Ministries at the conclusion of the Chaplaincy Training experience. The portfolio will include the following items:

- The syllabus and all papers included in that Military Chaplaincy Training Program, including all handouts, all papers the Student must turn in, all responses, all notes, and everything else that is included in the program.
- An outline of the Student's daily/weekly/monthly schedule and the entire training the Student is expected to accomplish as part of the program.
- A ministry journal, which will include the Student's immediate reflections (personal, spiritual, scriptural and theological) on each of the activities in which the Student is involved.
- A devotional the Student gave, or heard, that has to do with this ministry.
- A written reflection on the kind of theology that must be practiced in Military Chaplaincy ministry.
- A case study reflection as outlined in Appendix L of the Mentoring Handbook.
- A written reflection on the uniqueness of military chaplaincy, with personal response about the Student's willingness and ability to do well in this type ministry.

APPENDIX K CRITICAL BOOK REVIEWS

For each of the reflective reviews, expect to produce 1250-1500 words using the following structure:

- An introductory paragraph that answers two questions:
 - Who is the writer and what does he/she know?
 - What is the author talking about? (This is the “subject,” a single sentence stating what the book is about. It is the thesis of the book or chapter.)
- Series of three or four paragraphs answering the question, “what does the author say about the subject?” (This is the “complement,” the completion of the subject. Each statement in the complement should answer the question the author raises implicitly in the subject.)
- Is it true? Write a paragraph assessing the effectiveness of the author’s case. Do you think the author has made a case for the thesis? Has the subject been established? Why or why not? Is anything important omitted? Is any of the evidence or any of the argument mishandled?
- So what? A paragraph assessing the significance of what you have read. If it is true, what are the implications for you?
- Now what? What do you intend to do with your encounter with this book?

APPENDIX L CASE STUDY REFLECTION

Writing the Case Study Reflection Paper³

Biblical, Theological, and Pastoral Reflection in the Field

The administration, faculty, and staff of Truett Seminary demonstrate an ongoing commitment “to holistic student development by equipping students through theological and biblical reflection, spiritual formation, lifelong learning, ministry service, and cross-cultural competency.”⁴ This commitment defines and reinforces the Theological Field Education program at Truett.

Students will reflect biblically, theologically, and pastorally on a situation arising from their field placement and will write an eight to eleven-page essay on the chosen issue. This essay should be included in the field education portfolio and will be evaluated by the Student’s Mentor and Professor of Record.

Overview

Students will include in the field education portfolio a carefully developed reflection essay based on a personal experience arising from their ministry placement. Students are free to choose the particular experience on which they would like to reflect, but must gain approval from the Professor of Record before commencing their reflection essay.

The purpose of this project is to help the Student wrestle with real life issues from a biblical and theological perspective. The case study, therefore, need not--and perhaps should not--be one in which the minister is presented as a great reservoir of biblical and spiritual wisdom.

³ This section has been developed by Dr. Todd Still, Dean of Truett Seminary

⁴ George W. Truett Theological Seminary, *Catalog 2017-2018*, p. 50.

What is important for the purposes of this paper is not the *performance* of the minister in the situation, but the value of the case in helping the Student hone his/her hermeneutical and theological skills for dealing with the knotty issues that will invariably arise in ministry. After describing the broad details of the particular case, the problem that the case presents should be set in a broader scriptural context. The next section, the hermeneutical position statement, is to be the primary component of the paper. The Student should address and interpret the scripture passages that relate directly and indirectly to the case and outline the hermeneutical and theological issues involved. Finally, Students will reflect on how the particular issue has shaped them as ministers and will inform them in the future

Specific Guidelines for the Case Study

Background (2-3 pages)

The case study is not to be a theoretical exercise or an abstract examination of a hypothetical subject or problem. It should involve an actual situation in ministry, and preferably one that is a live issue for ministry in contemporary culture. Each case study should succinctly describe the context in which the experience occurred, including the factors that precipitated it, the process by which the minister became involved, what the minister said and did, and the outcome or present state of the situation. Rather than being a verbatim of what occurred, the Student should give only the critical details that will allow others to explore the biblical, theological, and pastoral issues. The Student should carefully protect the confidentiality of those involved in the case by disguising their identity with fictitious names and background information.

The Student should highlight ways the scriptures shed light on the situation. Cases will not be evaluated on the basis of the minister's effectiveness in the ministry situation, but on how they are written and analyzed from a biblical perspective.

Hermeneutical Statement (5-6 pages)

The Student should identify and formulate the hermeneutical issues involved in the case, stating what the central issues are and how Christian Scriptures and theological traditions best address them. The emphasis should be on developing a hermeneutic and learning how to put it into practice to solve problems in real situations. The goal is to help Students think biblically and theologically when encountered by temptations, challenges, and quandaries in ministry.

The paper should focus primarily on the biblical and theological issues, but should also demonstrate sensitivity to the pastoral issues involved. The hermeneutical position statement should reflect on how an understanding of the Bible influenced or did not influence the person(s) in the case and its outcome.

Applicability for Future Ministry (1-2 pages)

Finally, Students will reflect on how they responded to their chosen case, how it has impacted them already, and how various lessons they have learned from their experience might assist them in their future ministry.

Bibliography

The Student should attach a brief bibliography of sources that helped to formulate the hermeneutic position(s) taken. Suggested resources may be found in the Bibliography accompanying this handbook.

APPENDIX M REQUIRED AND RECOMMENDED READING LIST

Required Reading

- Every student will read and write a reflective review of *Engage: A Theological Field Education Toolkit*. Edited by Matthew Floding. Lanham: Rowman & Littlefield Publishers, 2017.
- Every student will include *one of the following* books on practical theology as part of the reading list.

Cole, Allan Hugh. *From Midterms to Ministry: Practical Theologians on Pastoral Beginnings*. Grand Rapids, Mich.: William B. Eerdmans Pub. Co., 2008.

Graham, Elaine. *Theological Reflection: Methods*. SCM Press, 2005.

Hillman, George M., Jr. *Preparing for Ministry: A Practical Guide to Theological Field Education*. Kregel Academic & Professional, 2008.

Stone, Howard W. *How to Think Theologically, 2nd Edition*. 2nd ed. Fortress Press, 2006.

Volf, Miroslav, and Dorothy C. Bass. *Practicing Theology: Beliefs and Practices in Christian Life*. Wm. B. Eerdmans Publishing Company, 2001.

Whitehead, James D. *Method in Ministry: Theological Reflection and Christian Ministry*. New York: Seabury Press, 1980.

Recommended Reading

These are books the Truett faculty has recommended that every student read at some point during seminary education. These books are not required to be on the Student's reading list, but they come highly recommended.

Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, new Creation: A Contemporary Introduction to New Testament Ethics*. 1st ed. San Francisco: HarperSanFrancisco, 1996.

- Niebuhr, Reinhold. *Leaves from the Notebook of a Tamed Cynic*. Hamden, Conn: Shoe String Press, 1956.
- Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. A Doubleday Image Book. Garden City, N.Y: Image Books, 1979.
- Palmer, Parker J. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass, 2000.
- Peterson, Eugene H. *The Pastor: A Memoir*. 1st ed. New York: HarperOne, 2011.
- Purves, Andrew. *Reconstructing Pastoral Theology: A Christological Foundation*. 1st ed. Louisville, Ky: Westminster John Knox Press, 2004. (Introduction and Chapter 4)
- — —. *The Crucifixion of Ministry: Surrendering Our Ambitions to the Service of Christ*. Downers Grove, Ill: IVP Books, 2007.
- — —. *The Resurrection of Ministry: Serving in the Hope of The Risen Lord*. Downers Grove, Ill: IVP Books, 2010.
- Thielicke, Helmut. *A Little Exercise for Young Theologians*. Grand Rapids: W. B. Eerdmans Pub. Co, 1962.
- Willard, Dallas. *The Divine Conspiracy: Rediscovering Our Hidden Life in God*. 1st ed. San Francisco: HarperSanFrancisco, 1998.

APPENDIX N UNLIMITED PARTNERSHIPS

A student who applies and is accepted into the Unlimited Partnership (UP) program may, after at least one year at Truett and one semester in the program, apply to enroll in MENT 7V00.

Students who fulfill their MENT 7V00 requirement by participating in the UP are expected to complete all work and materials required by that program, including training and meetings.

Students working in the UP program are not required to produce a learning syllabus or a ministry covenant.

In addition to doing all work required by the UP, the Student will present a Mentoring Portfolio to their Professor of Record at the conclusion of the semester. The portfolio will include the following items:

- The training notes and all papers included in the UP including all handouts, and materials included in the program
- A spiritual autobiography/call statement
- Critical reviews of books and/or articles included in the required reading approved by the Professor of Record (see p. 9)
- An outline of the Student's daily/weekly/monthly schedule for the semester related to the UP
- A ministry journal, which will include the Student's immediate reflections (personal, spiritual, scriptural and theological) on each of the activities in which the Student is involved
- A case study reflection of a ministry experience as outlined in Appendix L
- Five year goals, a course of action for achieving them, and a prospective reading list that supports them
- A written comprehensive reflection of the entire field education experience

APPENDIX O RESIDENTIAL CHAPLAINCY

A student who is selected as a Residential Chaplain at Baylor University may, after at least one year at Truett and one semester in that role, apply to enroll in MENT 7V00. The student may select as their Mentor a person inside or outside the University who is qualified to help think theologically about pastoral care and ministry.

Students who fulfill their MENT 7V00 requirement by participating in the Residential Chaplaincy Program (RCP) at Baylor University are expected to complete all work and materials required by the RCP, including training and meetings with the University Chaplain. Students working as Residential Chaplains are not required to produce a learning syllabus or a ministry covenant. In addition to doing all work required by the RCP, the Student will present a Mentoring Portfolio to the Professor of Record at the conclusion of the semester. The portfolio will include the following items:

- The training notes and all papers included in the RCP including all handouts, verbatims, and materials included in the program (each semester)
- A spiritual autobiography/call statement
- Critical reviews of books and/or articles included in the required reading approved by the Professor of Record (see p. 9)
- An outline of the Student's daily/weekly/monthly schedule for the semester related to the RCP
- A ministry journal, which will include the Student's immediate reflections (personal, spiritual, scriptural and theological) on each of the activities in which the Student is involved
- A case study reflection of a ministry experience as outlined in Appendix L
- Five year goals, a course of action for achieving them, and a prospective reading list that supports them
- A written comprehensive reflection of the entire field education experience

APPENDIX P ACADEMIC SETTINGS

Field education in an academic setting requires the Student to have a GPA of 3.8 and to have scored 1300 on the GRE or to present to the Director of Pastoral Ministries a letter of recommendation from a Truett faculty member.

The Student will enlist a Mentor in an academic institution of higher education who will agree to mentor the Student in the profession. Additionally, the Student will enlist a Professor of Record at Truett Seminary who will grade the Student's written work and submit a recommended grade. At the end of the semester the Student will submit to the Professor of Record and the Director of Pastoral Ministries a portfolio that will contain the following items:

- The approved syllabus
- The learning covenant between the Mentor and the Student
- An autobiography/call statement
- A theological reflection and analysis of the academic context in which the field experience will take place
- A summary of each of the Competency Statements included in the syllabus.
- A reflection on the interaction between faith and learning in a academic setting
- Critical reviews of books and/or articles included in the required reading approved by the Professor of Record and the Mentor
- The mid-term and final evaluations of the Student's field education experience submitted by the Mentor
- Weekly field journal entries
- A written comprehensive reflection and evaluation of the entire field education experience
- Other items the Student or Professor of Record decides to include in the portfolio to document the experience, such as papers prepared or research completed

In an academic setting, Competency Statements might include such items as:

Christian Scriptures and Theology

- Organize and lead a class session in an undergraduate course.

Leadership and Administration

- Create a syllabus for a university course.
- Explain considerations in choosing a textbook for a university course.
- Explain a pedagogical philosophy for teaching in higher education.
- Develop and employ grading rubrics for essays, term papers, and group projects.
- Explain the place of professional organizations in the academy.
- Develop an academic research agenda.
- Explain the tenure process in a university.

Pastoral Care

- Explain the developmental needs of 18–25 year olds.

Lifelong Learning

- Explain the considerations in choosing a Ph.D. program.
- Explain the considerations in selecting a dissertation topic.
- Explain the development of a research and writing agenda.

Spiritual Formation and Discipleship

- Explain the interaction of faith and learning in a faith-based institution of higher education.
- Explain the interaction of faith and learning in secular institution of higher education.
- Explain the faith development needs of 18–25 year olds.

Reading should include a focus on the profession, not simply a discipline such as New Testament studies. Recommended books for the reading list include:

- Bass, Dorothy, and Craig Dykstra. *Teaching and Christian Practices: Reshaping Faith and Learning*. Edited by David I. Smith and James K. Smith A. Grand Rapids, Mich: Eerdmans, 2011.
- Boice, Robert. *Advice for New Faculty Members*. 1 edition. Boston: Pearson, 2000.
- Davis, Barbara Gross. *Tools for Teaching*. 2nd edition. San Francisco, CA: Jossey-Bass, 2009.
- Haynes, Stephen R., ed. *Professing in the Postmodern Academy: Faculty and the Future of Church-Related Colleges*. Waco: Baylor University Press, 2005.
- Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life, 10th Anniversary Edition*. 2 edition. San Francisco, Calif: Jossey-Bass, 2007.
- Porter, Stanley E., ed. *Those Who Can, Teach: Teaching as a Christian Vocation*. Eugene, Oregon: Wipf & Stock Pub, 2013.
- Schmeltekopf, Donald D., and Dianna M. Vitanza, eds. *The Future of Baptist Higher Education*. 1St Edition edition. Waco, Tex: Baylor University Press, 2006.
- Silvia, Paul J. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. 1 edition. Washington, DC: Amer Psychological Assn, 2007.
- Smith, David I., and Susan M. Felch. *Teaching and Christian Imagination*. Grand Rapids, Michigan: Eerdmans, 2016.

APPENDIX Q SAMPLE LEARNING COVENANT

The learning covenant is a written agreement between the Student and the Mentor that provides clarity about the relationship, sets expectations, and focuses the field learning experience. This covenant should be considered a “living document” capable of being revised as needed as the field experience unfolds.

Student Ministry Competency Goals

List here your 10–12 Ministry Competency Statements (8–10 for MACM).

1. Administer believer’s baptism. (Preaching & Worship) Note that each competency should be connected to one of the seven purposes of the MDiv degree program: Preaching & Worship, Christian Scriptures & Theology, Leadership & Administration, Pastoral Care, Lifelong Learning, Spiritual Formation & Discipleship, and World Christianity & Witness.

Examples:

- Talk to Mentor about how he prepares a candidate for baptism.
- Talk to Mentor about how he conducts a baptismal service.
- Observe a baptismal service at Skunk Creek, and reflect on that experience.
- Practice administering baptism in the church’s baptistery.
- Write a baptismal liturgy.

2. Plan and conduct a Lord’s Supper service. (Preaching & Worship)

Examples:

- Talk to three pastors about how they plan and conduct communion services.
- Talk to chair of the deacons at Skunk Creek about how she sets up and organizes deacons for communion.
- Read articles worship magazines about creative experiences of communion.
- Write a Lord’s Supper service and liturgy.

- Participate with the Mentor in conducting a communion service at Skunk Creek, and reflect on that experience.
3. Minister to a bereaved family. (Pastoral Care)

Examples:

- Discuss funeral preparation and protocol with the Mentor.
 - Assist in at least one funeral by reading scripture and leading in prayer during both the service and graveside.
 - Prepare a funeral service, including a sermon and order of service and include these in the Portfolio.
 - Observe a funeral that takes place at Skunk Creek or another church nearby and reflect on the pastor's role in that funeral.
 - Read Thomas Long's *Accompanying Them With Singing*.
 - Interview a funeral director about how pastors can best work with them in serving a bereaved family.
4. Conduct a wedding ceremony (Pastoral Care)

Examples:

- Discuss pre-marital counseling with the Mentor
 - Develop a wedding ceremony.
 - Observe a wedding rehearsal and ceremony closely, accompanying the Mentor through the process.
 - Interview a professional wedding coordinator about how ministers can best work with them in serving a couple and their families.
5. Etc. for a total of 10–12 competencies.

Hours

The Student will be on-site during the following hours:

Monday, Wednesday, Friday 9:00 AM–2:00 PM

Sunday 9:00 AM–Noon, 4:30 PM–8:00 PM

Supervision

The Student will meet with the Mentor on Wednesday mornings from 9:00 AM–10:00 AM, unless the meeting must be rescheduled.

The Student will be responsible for bringing an agenda to the meeting, that is, for announcing ahead of time what subjects/issues are to be discussed. This will be done with an email to the Mentor by Monday of the week of the meeting or in a discussion about future topics in which they are mutually scheduled. The Mentor will be available to explore those topics with the Student, but is not expected to prepare presentations.

Communication

The Student prefers for the Mentor to communicate by means of text messages to their cell phone (999-999-9999).

The Mentor prefers to receive email from the Student at example@scbc.org.

Schedule

Week 1

First Site Team Meeting (led by Team Leader):

- Go over learning covenant/call statement, agree on topics for future meetings
- Mentor/Student Meeting:
 - Establish a format for these meetings for the semester, finalize the learning covenant, and discuss my call statement

Week 2:

- Reflective Review Due: *Slaves, Women & Homosexuals: Exploring the Hermeneutics of Cultural Analysis* by William J. Webb (301 pages)
- Ministry Competency: Baptism
- Mentor/Student Meeting: Discuss Pastoral Counseling

Week 3:

- Ministry Competency: Lord's Supper
- Mentor/Student Meeting: Discuss *Slaves, Women & Homosexuals*

Week 4:

- Reflective Review Due: *Two Views on Women in Ministry (Counterpoints: Bible and Theology)* by James R. Beck (Author), Stanley N. Gundry (Series Editor), Linda L. Belleville (Contributor), Craig L. Blomberg (Contributor), Craig S. Keener (Contributor), and Thomas R. Schreiner (Contributor) (368 pages)
- Ministry Competency: Funeral

- Mentor/Student Meeting: Discuss Ph.D. Related Topics (Program/Dissertation Topic)

Week 5:

- Second Site Team Meeting (led by Team Leader)
 - Site Team Personal Histories/their reasons for service in church
- Ministry Competency: Wedding
- Mentor/Student Meeting: Discuss *Two Views on Women in Ministry*

Week 6:

- Reflective Review Due: *The Decline of African American Theology: From Biblical Faith to Cultural Captivity* by Thabiti M. Anyabwile (238 pages)
- Ministry Competency: Teaching/Preaching
- Mentor/Student Meeting: Discuss Pastoral Care

Week 7:

- Ministry Competency: Staff Meeting
- Mentor/Student Meeting: Discuss *The Decline of African American Theology*

Week 8:

- Reflective Review Due: *The American Evangelical Story: A History of the Movement* by Douglas A. Sweeney (185 pages)
- Ministry Competency: Church Business
- Mentor/Student Meeting: Discuss Issues of Administration in the Life of a Pastor

Week 9:

- Third Site Team Meeting (led by Team Leader)
 - Each member of Site Team discuss five qualities and five skills for ministers
- Ministry Competency: Job Descriptions
 - Mentor/Student Meeting: Discuss *The American Evangelical Story*
- Mid-term Evaluation by the Mentor: Form in Appendix B of *Mentoring Handbook*

Week 10: Ministry Competency: Budget

- Reflective Review Due: *The Church of Irresistible Influence: Bridge-Building Stories to Help Reach Your Community* by Robert Lewis and Bob Wilkins (217 pages)

- Mentor/Student Meeting: Discuss Pastoral Ethics and Minister Relationships

Week 11:

- Biblical/Theological Reflection on the Verbatim Due
- Ministry Competency: Time Management
- Mentor/Student Meeting: Discuss *The Church of Irresistible Influence*

Week 12:

- Fourth Site Team Meeting (led by Team Leader)
 - Observations from Site Team about where I am and I am going in life and ministry
- Reflective Review Due: *The Justification of God: An Exegetical & Theological Study of Romans 9:1-23* by John Piper (220 pages)
- Ministry Competency: Sunday School or Small Group Ministry, Small Group Ministry
- Mentor/Student Meeting: Discuss Primary Social and Theological Issues

Week 13:

- Five-Year Goals and Plan Due
- Ministry Competency: Inter-religious Dialogue
- Mentor/Student Meeting: Discuss *The Justification of God*

Week 14:

- Reflective Review Due: *Justification: God's Plan & Paul's Vision* by N. T. Wright (252 pages)
- Ministry Competency: Choosing a Ph.D. Program and Dissertation Topic
- Mentor/Student Meeting: Discuss *Justification: God's Plan and Paul's Vision*

Week 15:

- Final Site Team Meeting: Evaluation Meeting (led by Team Leader)
- Daily Ministry Journal Due: Submit the ministry journal kept over course of the semester
- Mentor/Student Meeting: Discuss final evaluation and my progress over the semester

- Final Evaluation by the Mentor
- Competency Evaluation by the Mentor
- Competency Evaluation by Professor of Record.
- Competency Evaluation by Site Team
- Checklist for Professor of Record.

Week 16:

- Mentoring Ministry Portfolio Due

Expectations of the Student

- Be punctual and prepared for all meetings and assignments.
- Engage in the life of the congregation to the degree possible during the field education semester.
- Prepare and lead a children's Sunday School class during the month of March.
- Preach twice during the pastor's absence.
- Accompany pastor on weekly hospital visitation.
- Attend weekly staff meeting.
- Serve as a sponsor for spring youth retreat.
- Accept other assignments that may occur during the semester.

Expectations of the Mentor

- Become familiar with the relevant sections of Truett Theological Seminary's Mentoring Handbook.
- Enlist a Site Team made of 5-7 lay persons who are willing to meet four times with the Student during the semester.
- Be willing to invest in the Student's exploration of a sense of calling to ministry.
- Offer opportunities for hands-on ministry experience in the context of the congregation.
- Submit a midterm and a final evaluation of the Student's progress to the Director of Pastoral Ministries at Truett Seminary.
- Offer and discuss with the Student recommended resources relevant to ministry and leadership.

**APPENDIX R
SAMPLE WEEKLY FIELD JOURNAL**

**George W. Truett Theological Seminary
Theological Field Education Program
Field Journal and Supervisory Agenda**

Instructions: Please complete this journal and log of hours weekly and share it with your Mentor during supervision each week. Then send it electronically to your Professor of Record each week according to your syllabus.

Name	Jess Lerner	The week of	9/5-9/9
Organization	Skunk Creek Baptist Church	Journal #	2
Mentor(s)	I.M. Best	Phone	254.999.9999
Hours this week (include days & times)	16.75 Tuesday 8:30 a.m-4:45 p.m. Thursday 8:30 a.m.-5:00 p.m.	Total hours for the semester	49.0
Suggest one thing you would like to discuss your supervision meeting this week.			
This week I would like to discuss with Rev. Best how the process of planning sermons and worship over an extended time. How do you do 3 or 6 or 12 months of planning?			
Is there anything you need to discuss privately with your Professor of Record? If so, suggest a time?			
There is nothing to discuss at this time.			
Identify at least one activity that can be added to your evaluation form as evidence to demonstrate your developing competence. Be sure to acknowledge the competency and/or practice behavior addressed by the activity.			
Competency: A2: Plan a balanced program of preaching. I completed reading Stephen Nelson Rummage's book <i>Planning Your Preaching: A Step-by-Step Guide for Developing a One-Year Preaching Calendar</i> and sent my review to Dr. Ben Thair, my Professor of Record. I started a sermon planning notebook and sketched out a Lenten and Easter preaching series.			
Reflect briefly on how you see God working in your field education experiences this week? Problems? Learning? Relationships? Challenges?			
I have been praying for wisdom to be able to prepare a Bible Study lesson for the student ministry next week. Yesterday I got some clarity about how to approach that assignment. I think I'm learning to ask God for guidance and to listen for the Holy Spirit's direction.			
Date of Supervision Meeting: 9/9/ 2016 Time period of meeting: 1 hr Met with: Rev. Best			

APPENDIX S
GRADING RUBRIC FOR THEOLOGICAL FIELD EDUCATION

	A Exemplary	B Competent	C Developing	D Unacceptable
Student Growth in Competencies (This may be measured by the midterm and final evaluations received from the Mentor and Site Team, by the final oral debriefing done by the Professor of Record, and by the student's written evaluation of the mentoring experience)	20.0–18.1 The Student demonstrates creativity and engagement in the mentoring experience beyond requirements and demonstrates outstanding growth.	18.0-14.1 The Student meets expectations consistently and demonstrates good progress in growth and development of competency.	14–12.1 The Student meets expectations, performing to the level of his/her ability.	12.0–0 The Student's performance is unacceptable and is below the level of ability, showing little evidence of growth.
Punctuality*	10–9 The student turned in a complete portfolio at least one week before the last day of classes for the semester.	8.9–8.0 The student turned in a complete portfolio during the last week of classes.	7.9–7.0 The student turned in a complete portfolio before grades were due for the semester.	6.9–0 The student did not turn in a complete portfolio before grades were due and received an Incomplete.
Communication	10–9 The student communicated with the Professor of Record during the semester as agreed upon in the course syllabus.	8.9–8.0 The student occasionally failed to communicate with the Professor of Record as agreed upon in the course syllabus.	7.9–7.0 The student communicated with the Professor of Record infrequently.	6.9–0 The student failed to communicate with the Professor of Record during the semester

*Students completing their field education during the summer may negotiate a grade of incomplete with the professor of record without penalty. These categories would then apply in relation to the date negotiated for submission of the work.

	A Exemplary	B Competent	C Developing	D Unacceptable
Comprehensiveness (See Mentoring Portfolio Checklist or consult the student's syllabus)	20.0–18.1 The student's portfolio contained all the items agreed upon in the course syllabus.	18.0-14.1 The student's portfolio was missing one or two items agreed upon in the course syllabus.	14–12.1 The student's portfolio was missing three or four items agreed on in the course syllabus.	12.0–0 The student's portfolio was missing more than four items as agreed on in the course syllabus.
Quality of Written Work	20.0–18.1 The student's written work demonstrates thoughtful and thorough completion of the various assignments, including careful writing.	18.0-14.1 Portions of the student's work fail to demonstrate a thoughtful and thorough completion of the various assignments, including careful writing.	14–12.1 Much of the portfolio fails to demonstrate thoughtful and thorough completion of the various assignments, including careful writing.	12.0–0 The portfolio as a whole fails to demonstrate thoughtful and thorough completion of the various assignments, including careful writing.
Student Initiative	20.0–18.1 The student took appropriate initiative from the beginning of the experience in enlisting the Mentor and Professor of Record, developing a syllabus, solving problems that arose and arranging for a debriefing meeting with the Professor of Record.	18.0-14.1 The student required some prompting in enlisting the Mentor and Professor of Record, developing a syllabus, solving problems that arose, and arranging for a debriefing meeting with the Professor of Record.	14–12.1 The student required consistent help in enlisting the Mentor and Professor of Record, developing a syllabus, solving problems that arose, and arranging for a debriefing meeting with the Professor of Record.	12.0–0 The student required excessive help in enlisting the Mentor and Professor of Record, developing a syllabus, solving problems that arose, and arranging for a debriefing meeting with the Professor of Record.

- A (95-100)
- A - (90-94)
- B+ (87-89)
- B (84-86)
- B- (80-83)
- C+ (77-79)
- C (70-76)
- D (60-69)
- F (Below 60)

WORKS CITED

Ammerman, Nancy, Jackson Carroll, Carl Dudley, and William McKinney. *Studying Congregations: A New Handbook*. Abingdon Press, 1998.

Floding, Matthew, ed. *Welcome to Theological Field Education!* Herndon, VA: Alban Institute, 2011.

Patterson, Richard B. *Writing Your Spiritual Autobiography*. Thomas More Publishing, 2002.