

New Orleans Baptist Theological Seminary

SUPERVISED MINISTRY MANUAL

2005-2006



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Welcome

Welcome to the Supervised Ministry Program! As NOBTS prepares men and women for ministry in an ever-changing world, we recognize the need courses that seek to partner with churches and ministry-related agencies. The NOBTS Supervised Ministry program provides the student the opportunity to be involved in the practice of ministry under supervision as a part of their academic study and formal training while enrolled in the Master of Divinity degree program.

Students come to NOBTS seeking to be equipped as future leaders within Christian ministry. Students will eventually serve Jesus Christ as ministers within the local church, missionaries, denominational agencies, and various other ministries.

No academic program can begin to teach everything that future ministry leaders will need to know for successful and effective ministry. We at NOBTS value partnerships in shared education with students, congregations, and ministry agencies where practice and theory come together in evangelistic outreach and ministry to the world around us.

This handbook contains pertinent information for Master of Divinity students enrolled in Supervised Ministry courses, faculty, supervisors, congregations, and ministry agencies.

May each person participating in the Supervised Ministry program this year grow in faith, Christian maturity, and be blessed with a new passion for evangelism and ministry in the name of Jesus!

New Orleans Baptist Theological Seminary

Mission Statement and Core Values

Our Mission

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Our Core Values

Doctrinal Integrity

Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith and Message 2000.

Spiritual Vitality

We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Mission Focus

We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence

What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership

We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Our Target Healthy Churches

The health of a seminary is determined by the health of the churches its graduates lead.

Supervised Ministry Mission Statement

The purpose the Supervised Ministry program is to provide all students with training and experience in evangelism and ministry skills, under supervision and evaluation of faculty and qualified on-site supervisors.

Supervised Ministry is one of the ways that New Orleans Baptist Theological Seminary carries out its mission statement. The supervised ministry experiences required of all students who are enrolled in a Masters level program at New Orleans Baptist Theological Seminary involve significant participation in local church ministry. The first Supervised Ministry course requires the student to memorize and to utilize an evangelistic presentation as part of the evangelistic outreach of a New Orleans area church. The second Supervised Ministry course requires that the student fulfill substantial professional ministerial duties throughout the semester. These duties are planned and established at the beginning of the semester by the student and his/her supervisor who is chosen or assigned from an approved list of supervisors.

Philosophy and Purpose of Supervised Ministry

Central to preparation for Christian ministry in its variety of forms is empathetic understanding of the unique vocation, the failings, and the grace-filled life of the Christian church.

Theological education and curricular design start with the church's identity, mission, and reality rather than with an analysis of the nature of theological inquiry or a professional vision of ministry. Identifying the church within God's reign as an orienting point for theological education suggests the following:

1. The overall task of theological education is to support and renew the church in its mission.
2. Theological education in a seminary context is a dimension of the broader educational ministry of the church and is at the service of that ministry.
3. The theology and practice of Christian ministry find their roots in the nature and purpose of the church.
4. The church, local and international, serves as a partner in theological education. Congregations and other church-related programs are significant contexts for seminary accredited learning.
5. The faith and ministry of living and historic Christian communities and organizations are valued "texts" for curricular content and scholarly research.

The basic assumption for theological education at NOBTS is that it emerges out of a church-based paradigm. The NOBTS faculty believes that theological education for ministerial leadership extends far beyond the seminary campus. We believe a primary form of preparation occurs through the practice of ministry in a specific congregation or community agency where

intellectual concepts and theories are tested, clarified, or revised through daily work and living.

The central purposes of Supervised Ministry are: 1) to develop ministry skills; 2) to facilitate the integration of learning from personal experience and various theological disciplines; and 3) to develop self-awareness as a ministering person. Our particular method of learning in Supervised Ministry is based on an action/feedback/reflection/action loop. The method assumes that the quality of learning is enhanced by mindfully engaging in specific acts of ministry, receiving feedback from response groups and reflecting on the meaning(s) of issues raised with an experienced pastoral supervisor.

At its best this method not only concerns itself with skill development but also with the importance of the relationships between the student, the supervisor, the persons to whom s/he ministers in the formation of pastoral identity and mature personhood. Learning in such an intentional and accountable group process develops increasing self-awareness and greater ability to find the interconnections between different areas of personal experience and knowledge.

All features of the Supervised Ministry courses reflect the values of a church-based paradigm for theological education and the action/feedback/reflection method of learning. Students' actual experiences of ministry are the "texts" or "stories" that are explored through the lenses of the Learning Covenant, reflection in supervision, group discussion, writing, and evaluation. The work of reflection is sharply focused during Supervised Ministry because of the various angles of feedback and evaluation offered. Through this learning process we hope to cultivate the values of spiritual maturity, theological depth and discernment, wise practice of ministry, and personal commitment to God's reign of peace and righteousness in all Supervised Ministry students.

Supervised Ministry Overview

General Expectations

If, as some claim, it takes a village to raise a child, it takes a church to raise a pastor. To carry out the purposes of the seminary and graduate with an understanding of and experience in the actual practice of ministry, all students enrolled in the Graduate Program at New Orleans Baptist Seminary must take Supervised Ministry I, and all students enrolled in the Master of Divinity degree must participate in Supervised Ministry II. This is a partnership between the seminary and actual ministry sites. Generally, Supervised Ministry happens in a church setting, but some of the most exciting growth in ministry happens wherever ministry happens and wherever a caring supervisor can be found. The student needs to enter the Supervised Ministry setting with an enthusiasm to do actual hands-on ministry but an openness to learn about the subtleties of serving among the People of God. The supervisor must appreciate the service the student provides but must also be excited about helping to shape one who is called to the Ministry of Word. The church must look forward to the ministry of the student. The church must also accept the calling to be a teaching church; a setting in which one who is called by God can be shaped by God's people into a worthy servant and pastor.

SUPERVISED MINISTRY I

Supervised Ministry I (EVAN/PATH 5230) is a semester length course consisting of supervised training and experience in sharing the gospel with the non-Christian as well as some training and experience in teaching others how to witness. The course upholds the conviction that personal witness training with significant supervised experience in witnessing is a non-negotiable element of seminary training.

Students in Supervised Ministry I meet at regularly appointed times in a classroom setting, as well as meet at pre-arranged times in a local church. During the classroom sessions, students are instructed in a gospel presentation strategy and various methods and models of teaching others how to witness. During the off-campus sessions in a local church, students are provided the opportunity to share the gospel and instruct church members in how to share the gospel.

Specific requirements for the course may be accessed in the course syllabus.

Registration

Registration for Supervised Ministry I entails the student registering for Supervised Ministry I (EVAN/PATH 5230) during the regularly scheduled registration process. Students should check with the Registrar, or the Seminary calendar for their specific registration period. Be advised that late registration is usually penalized with a fee.

Placement

Placements in Supervised Ministry I settings is accomplished during the first class period of the semester. Students are assigned to (or sign up for) a specific local church, which has a prearranged time for weekly Outreach. Students should consider signing up for their local church, if it is available, or for a amenable time. Attendance at the local church weekly outreach is mandatory.

SUPERVISED MINISTRY II

Supervised Ministry II (PATH6230) is a semester length course. It is designed to guide each student in a ministerial internship compatible with curriculum within the student's respective degree program. Supervised Ministry II students are required to secure an internship location, attend course classes on campus, and serve on the ministry site to the best of their ability.

Registration

Registration for Supervised Ministry II is a two step process and is not complete until both steps are finished.

1. First, with the registrar, the student must register for Supervised Ministry II.
2. Second, each student must submit a completed Learning Covenant to the Director of Supervised Ministry. The office of Supervised Ministry will note the date that the covenant has been submitted. Registration is complete only when the covenant has been turned in. Because of this two-step process, the due dates for the covenant are during the first week of the semester.
3. Once the student has submitted the Learning Covenant, the Director of Supervised Ministry may require revisions. These revisions do not effect the date the covenant was submitted.

Placement

Placements in Supervised Ministry II settings generally begin in one of two ways. First, the student may have a likely Supervised Ministry site. If so, the student will discuss the possible site with the Director of Supervised Ministry and together they will determine if this is an appropriate setting for the student. Second, the student does not have a likely Supervised Ministry site, the Director of Supervised Ministry will suggest a placement. While it is not prohibited, it is strongly suggested that a student not do Supervised Ministry in the student's home church. Roles, responsibilities and expectations can easily become blurred when a student does Supervised Ministry his or her home congregation and often learning can be limited. It is also not recommended that a student's pastor become the student's supervisor. In such a relationship, the pastor necessarily ceases to be the student's pastor so the student is without a home pastor as the

student progresses through seminary training. Every student (and every pastor, for that matter) needs a pastor.

A Supervised Ministry Assignment Requires ...

- Registering for Supervised Ministry II.
- A supervisor who is both engaged in some kind of ministry and has a theological degree. A Supervisor must also have three years experience in the ministry.
- A setting (church, institution or an agency) where a student can practice ministry in its many forms and functions and a setting in which the student and the supervisor can negotiate a supervised ministry covenant. Congregations that assume this calling are recognized as Teaching Churches.
- A Learning Covenant that outlines the goals and objectives of the student. The Learning Covenant is the student's final step in the registration process.
- Approval from the Director of Supervised Ministry. This approval completes the student's registration process.

How Supervised Ministry Units are Earned

A Supervised Ministry unit is 120-180 hours of involvement per semester. This equates to about 8-12 hours per week in a church/site for each of the following:

September through December

January through May

June through August

A student can receive credit for only one supervised ministry assignment at a time.

Texts

The Supervised Ministry Student is required to read *Experiencing Ministry Supervision* by William T. Pyle and Mary Alice Seals, editors, {Broadman & Holman Publishers, Nashville, TN., 1995.}

The Supervisor is required to read *The Supervision of Ministry* by Regina Cole, C.S.J., {The Liturgical Press, Collegeville, MN. 1992.}

Learning Covenants

In many ways, Supervised Ministry is like an independent study. The supervisor is appropriately known as the Teacher in the Field. The Learning Covenant becomes the curriculum for the

course. In the Learning Covenant, the student and the supervisor formulate learning goals and objectives. These goals and objectives are based on the areas of learning needed by the student and the areas of service available in the Supervised Ministry setting. The Director of Supervised Ministry must approve all Supervised Ministry covenants.

Learning Covenants must be completed and signed by the student and the supervisor. Please note that Supervised Ministry units will not be granted for any supervised ministry experience unless the Learning Covenant is submitted on time.

Evaluations

Evaluations enable the Director of Supervised Ministry to maintain written contact with each student throughout the Supervised Ministry placement. These evaluations also help the Director of Supervised Ministry monitor the fulfillment of the goals and objectives included in the Learning Covenant. As such, evaluations are a critically important component of Supervised Ministry. Copies of all evaluations are included in this manual.

Documentation Responsibility

EACH STUDENT IS RESPONSIBLE FOR ALL DOCUMENTATION in his or her ministry file in the Office of Supervised Ministry. It is ultimately the student's responsibility to see that Learning Covenants, self-evaluations, and supervisor's evaluations are completed and submitted on time. Each student and supervisor is to retain a copy of all these documents.

Other Policies

No supervised ministry units will be awarded for ministry that a student does with a relative.

A student who fails to maintain the Supervised Ministry responsibilities as set forth in an approved Learning Covenant will receive a failing grade for that Supervised Ministry unit. This determination will be made at the discretion of the professor of the Supervised Ministry class in consultation with the Director of Supervised Ministry, the student, and the student's supervisor. Such action usually includes the termination of the relationship between the student, the supervisor and the ministry setting.

A student's Supervised Ministry files are confidential. No information from them may be released without the written consent of the student. All such files are in the custody of the Director of Supervised Ministry.

EVANGELISM TEAMS & SUPERVISORS

EVANGELISM TEAMS

Teams will be comprised of 2-3 students who are able to spend a minimum of 1.5 hours a week for 10 weeks participating in personal evangelism ministry together.

Teams CANNOT be comprised of one male and one female only.

A team can be comprised of 2-3 females with no males ONLY in specialized circumstances.

Teams will partner with a local church through one of the following two avenues:

Teams may serve with the church of which students are members or in which students are actively involved.

If a team of 2-3 members cannot be formed from students in the class and a student would like to serve with his/her church, then he/she must enlist at least one other church member to participate on an evangelism team during the semester. In this case, the student will assume responsibility for training his/her team member(s) in the class evangelism training tool (the *NET*).

A team may include a student who is not a member of that particular church. In this case, the student who is not a member is encouraged to be actively involved in that church during the semester.

Teams may serve as “missionaries” with a church in the New Orleans area that has requested a team of students for personal evangelism ministry.

In this case, the students on a team are encouraged to be actively involved in that particular church during the semester.

SUPERVISORS

The supervisor should NOT be an undergraduate or masters-level seminary student and should meet at least TWO of the following requirements:

A church staff member.

A seminary graduate.

Ordained and/or licensed by a Baptist church.

Have at least three years of church leadership experience in evangelism.

*If no one at a particular church meets these requirements and the church would still like to enlist an evangelism team, provision for a supervisor may be made through the Supervised Ministry staff. Please indicate the need for such provision on the Supervisor Response Form.

The supervisor should be able to make the following commitments:

Provide a student evangelism team with personal evangelism ministry opportunities for a minimum of 1.5 hours a week for 10 weeks.

Meet twice with the team during the semester to reflect on the team's personal evangelism ministry experience.

Evaluate the evangelism team at the end of the semester, providing positive and constructive feedback for their future personal evangelism ministries.

The supervisor should be able to attend a class session during the second week of classes with the evangelism team. If the supervisor is unable to attend class on that date, the evangelism team will be responsible for ensuring that the supervisor watches a video supplied by the Supervised Ministry staff which provides an overview of the goals of the class as well as the expectations for the teams and supervisors.

Selecting a Supervised Ministry II Site

The Steps

As was noted earlier (“Placements”) there are generally two ways that a student can set up a Supervised Ministry site.

First, you may have a possible site in mind. If so, this is what you’ll need to do:

1. Talk with the Supervised Ministry professor or Director of Supervised Ministry about your Supervised Ministry site.
2. Once you have received approval, talk with your supervisor. Be sure that your supervisor knows what he or she is getting into. Take a Supervised Ministry Manual for Supervisors along on your interview. If your supervisor has not supervised before, your supervisor will need to agree to participate in the Supervisor’s Training session taught at the seminary.
3. When the basic questions are answered and it seems like a good placement for you in Supervised Ministry, talk with your advisor. Your academic advisor will help you make sure that you’ve got all the academic bases covered.
4. Register for the course at the appropriate time.
5. With your supervisor, put together a Learning Covenant. Be sure to pay particular attention to deadlines.
6. Submit your Learning Covenant to the course professor and wait with bated breath for approval.

Second, if you do not have a Supervised Ministry in mind this is what you’ll need to do:

1. Talk with the Supervised Ministry professor or the Director of Supervised Ministry. The Supervised Ministry office maintains a list of churches and pastors who are willing to supervise a student.
2. Do steps 2 through 6, above!

Site Selection Summary

Identify a site

Clear the site with the Director of Supervised Ministry

Meet with the supervisor

Meet with your advisor

Develop a Learning Covenant

Submit the Learning Covenant to the Director of Supervised Ministry

The Learning Covenant

Definition

A learning covenant is a written commitment between a student and a field supervisor based on mutually agreed objectives and plans for implementation of those goals. It is written by the student in consultation with the supervisor. Either party may initiate changes and renegotiate the covenant anytime during the semester, but both must agree to the changes. The student's church may need to be informed of these changes which impact local programs.

Reasons for Using Learning Covenants

Learning covenants are especially useful in Supervised Ministry because they are negotiated at the beginning of the supervised experience and they provide a control document throughout the semester. The learning covenant should help:

1. Build Relationships

Covenanting should involve both the student and the supervisor in such a way that they begin to develop a trust/risk relationship. The covenant can function as a means of bringing the "expectations" (that is, what both parties want from the relationship) and the "assumptions" (the uncommunicated ideas the parties have in regard to their relationship with one another) to the surface for discussion. It may also, therefore, serve as a means of detecting latent conflict between the student and the supervisor. If so, the two can begin to develop the kind of communications which can prevent problems later on.

2. Promotes the Negotiation of an Intentional Ministry

Intentionality is doing ministry with a clear focus on specific objectives, a plan to reach these objectives, and persistent follow-through of the plan.

John Biersdorf, in his book, *Creating an Intentional Ministry*, makes a strong case for the need of better ministerial skills in the process of negotiation and the development of intentionality (v. Chapter 1). Negotiation is crucial to the growth of healthy relationships, and intentionality enables a minister to model a proactive rather than a reactive ministry. Contracting with another party is an excellent way

of learning how to negotiate that kind of positive style of ministry. Biersdorf also points out that the more intentional we become, the stronger our motivation in ministry.

3. Serves as a Useful Instrument to Measure Growth

The learning covenant helps the intern to establish where he/she is at the beginning of the supervised experience. If it is properly prepared, it causes the student to give some thought to his/her strengths, weaknesses, needs, hopes, etc. It also establishes criteria by which the student can evaluate the degree of growth by achieving objectives by the end of the semester.

4. Offers a Valuable Tool for Working with Individuals and Groups for Which You Have Supervisory Responsibilities

Some students and supervisors have seen enough benefits in covenanting with one another that they have used this as a tool with their leaders in church responsibilities.

Preparation of the Learning Contract

1. Before you actually make the covenant (using the self-evaluation and work sheets) you will...

1. Assess where you believe yourself to be at this point in your ministry.
2. List your ministerial strengths.
3. List your most important needs for personal and professional growth.
4. Prioritize these needs and try to understand what motivated you to determine your priorities in this order.
5. Identify these ministerial skills you sense the greatest need for development.
6. Write down what you recognize as the needs of your church to which you want to respond.
7. Try to take a good, long, objective look at the place where you are serving and think about the contribution you can make there.

2. Suggestions of things to do when you actually begin writing the covenant:

1. Clear Purpose

Be clear about what you hope to accomplish in your field experience before you go to your Supervisor to work on the covenant. Most supervisors want students to have specific thoughts about their objectives and methods before they come for the supervisory conference.

2. Expectations

The covenant delineates the specific expectations to be established in the supervisory relationship. Opportunity should also be given to the two of you to spell out the ground rules for your relationship.

Example: Some of the expectations supervisors have sounded like this:

“Let’s agree that what we share in these conferences will be kept in strict confidence.”

“We expect an attitude of respect for each other and the possibility of developing a lasting friendship.”

“I expect you to be on time for our conferences.”

Example: Student expectations have sounded like this:

“I want to find out what my strengths and weaknesses are as they relate to the specific areas of service in which we have agreed to work.”

“I hope that we can develop sufficient trust between us that we both can be honest with each other and do some risking.”

Note: Expectations should not be written from just the perspective of the student or the supervisor, but should reflect the kind of expectations both persons might agree upon.

3. Overall Objective

What is the one thing you want to accomplish in this relationship more than anything else? Set it down in writing.

Example: “To have a sound biblical basis for the different kinds of things I do as a minister.”

Example: “My overall goal is to learn how to better relate to youth and then how to motivate them in spiritual matters.”

4. Covenant Objectives

Go to that conference with your supervisor understanding that the covenant is a joint effort between the two of you. Don’t present the covenant to the supervisor as a fait accompli for him/her to sign. Keep your mind and covenant open to

changes by the supervisor. Certainly, the supervisor should be free to suggest alterations in the objectives you are setting for yourself and the methods by which these objectives can be reached.

5. Learning Objectives

The covenant objectives need to suggest learning objectives you are setting for yourself during the supervised time. Bear in mind the following things:

- Avoid putting down too few or too many objectives. Ordinarily 2-4 learning objectives are as many as most can hope to work on at any given time.
- Be as sharp and precise in stating your objectives as possible. Robert Mager in his excellent book, *Goal Analysis*, says that many of us fail to reach our objectives in life because we either fail to decide what they are or we conceive of them in such broad and vague terms that they are impossible to reach. In Mager's words, "Try to get the fuzzies" out of your objectives by writing it as succinctly as possible.

6. Ministry Projects

In this area you will want to list the activities by which you plan to reach each objective which you have set for yourself. Please keep the methods that you develop for each objective numbered in such a way that it will be easy for the supervisor to understand which methods go with which objectives. Please try to be as innovative as possible in thinking of methods to reach your objectives. The better you think through the design for reaching objectives, the better will be your covenant and the possibility of ministerial skill development.

7. Procedure for Evaluation

When we draw up objectives for ourselves we need to decide what criteria will determine our reaching the objective. You should list the procedures in such a way that it will be easy for the mentor to understand the objective to which the procedures refer. You will also want to be as innovative as possible in determining criteria.

8. Regular Meeting Times

Set a definite time to meet each week. If you try to negotiate your conference times from week to week, you will find that you will begin skipping conferences because they are crowded out by busy schedules.

Use of the Learning Covenant

The usefulness of the Learning Covenant only begins when it is completed, signed by the student and Supervisor. It can be even more helpful as a general guide throughout the entire experience. From time to time the student and the supervisor should review the covenant in the supervisory conferences and evaluate how well they are moving along in it. Don't be afraid that the covenant has locked you into some objectives, for it can be revised at any time during the Supervisory period. If you need to amend the document, turn it over and on the back put the date of the amendment and that change which you and the mentor desire to make. The amendments can refer to any part of the covenant and will be an indication that this is a dynamic process tool.

FORMS

The following section contains all the proper forms for Supervised Ministry I and Supervised Ministry II.

SUPERVISED MINISTRY I
EVANGELISM REFLECTION # _____

NAME: _____ **DATE:** _____

CONTEXT:

- Person with whom you shared: _____
- Accompanied by: _____
- Opportunity a result of: _____

INTERACTION

- What did you learn about this person?
- How did you transition into sharing the gospel?
- Evangelistic tool/specific gospel presentation used:
- In your opinion, how clear was your explanation of the gospel message? Did you leave out any of the elements of the Gospel?
- What key issues and/or questions surfaced during your conversation?
- Were there any hindrances to your conversation?
- How did you address these hindrances?
- Did you call for a response? Why or why not? If you did, how did they respond?
- If the person did not respond positively, what do you think is preventing him/her from receiving Christ?

- What plans did you make to talk again?

EVALUATION

- What did you do well?
- What would you do differently next time?
- What did this experience teach you about disciple-making?

SUPERVISED MINISTRY II PATH6230
NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY
SUPERVISOR'S EVALUATION OF STUDENT'S PERFORMANCE

NAME OF STUDENT: _____ **DATE:** _____

PLACE OF ASSIGNMENT: _____

Please evaluate:

1. Student's attitude toward your ministry:

2. Student's co-operation:

Did this student make significant contributions or did he/she impose limitations upon the program?

Please list any problems encountered with this student:

Overall evaluation of student's performance: **GOOD** _____ **FAIR** _____ **POOR** _____

Number of hours completed at your ministry site [**48 hours minimum**] _____

Supervisor's Signature _____

Student's Signature _____

Note: This evaluation will be used if needed in counseling the student regarding his/her ministry and will not effect his/her grade. Use back of sheet for additional comments if necessary. Please go over your evaluation with the student and let the student return this form to our office.

SUPERVISED MINISTRY II - PATH6230

Weekly Report Form (1-6) NAME _____

W e e k	Type of Ministry	Hours Involved	Description of Ministry Activity	Comments
1				
2				
3				
4				
5				
6				

SUPERVISED MINISTRY II - PATH6230

Weekly Report Form (7-12) NAME _____

W e k	Type of Ministry	Hours Involved	Description of Ministry Activity	Comments
7				
8				
9				
10				
11				
12				

SUPERVISED MINISTRY II PATH6230
Urban Ministry Involvement Form

NAME OF STUDENT: _____ **DATE:** _____

PLACE OF ASSIGNMENT: _____

Please list any problems encountered with this student:

Overall evaluation of student's performance: **GOOD** _____ **FAIR** _____ **POOR** _____

Number of hours completed at your ministry site [**5 hour minimum**] _____

Supervisor's Signature _____

Student's Signature _____

Note: This evaluation will be used if needed in counseling the student regarding his/her ministry and will not effect his/her grade. Use back of sheet for additional comments if necessary. Please go over your evaluation with the student and let the student return this form to our office.

**PROJECT APPROVAL FORM
NOBTS - SUPERVISED MINISTRY II PATH6230**

Name of Field Supervisor	Name of Student
Name of Ministry	Address
Address	City
City, State, and Zip	Phone (include Area Code)
Phone (include Area Code)	Student's Ministry Position

I have established a learning agreement with the above-named student in the Supervised Ministry II program of New Orleans Baptist Theological Seminary for a minimum of 12 weeks of supervised experience.

- I. It is my understanding that my responsibilities include:
1. Supervise the involvement of the student in the various aspects of this ministry.
 2. Meet with the student each week to discuss his experience in this ministry.
 3. Help the student discover his/her strengths as well as lesser strengths.
 4. Make a final evaluation report to the Supervised Ministry office.
- II. The student's responsibilities will include:
- 1.
 - 2.
 - 3.
 4. Others.... (use back if necessary)

Field Supervisor

Date

Please retain a copy of this form for your personal file.

Learning Covenant Supervised Ministry

We, whose signatures appear below, hereby enter into a mutual agreement for supervised ministry. The local church or denominational institution will offer the opportunity for the development of proficiency in various skills. The supervised ministry student will participate in the following field responsibility.

Student's Name: _____

Name of Church: _____

Expectations and Assumptions

Discussion time should be devoted at this time to the expectations and assumptions you are bringing into the relationship.

It is agreed between the intern and the mentor that the specific expectations (ground rules) for this relationship be:

Overall Objective

It is agreed between the student and the ministry supervisor that the overall objective in this relationship will be :

Covenant Objectives

1. It is agreed between the student and the ministry supervisor that the intern will seek to render the following service to the church and community:

2. It is agreed between the intern and the mentor that the church can expect to experience the following from the student:

Learning Objectives and Ministry Projects

It is agreed between the student and the ministry supervisor that during the course of the semester the student will achieve the following learning objectives:

1. _____

It is agreed that the student will engage in the following ministry projects to implement movement toward this objective:

1. _____
2. _____
3. _____
4. _____

Learning Objective 2:

- _____
- _____

Ministry Projects

1. _____
2. _____
3. _____
4. _____

Learning Objective 3:

- _____
- _____

Ministry Projects

1. _____
2. _____
3. _____
4. _____

Learning Objective 4:

Ministry Projects

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Procedures for Evaluation:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Regular Meeting Times

It is agreed upon that the supervisor will meet with the intern:

- Once a week
- Once every other week
- Once each month

For supervisory counseling and reflection. It is also agreed that the supervisor will meet with the student on _____ (a specific day of the week) at _____ (specific time). The ministry supervisor may report periodically to the Supervised Ministry professor.

Signature of Student _____ Date: _____ .

Signature of Supervisor _____ Date: _____ .

Signature of Professor _____ Date: _____ .

Amendments: _____

Signature of Student _____ Date: _____ .

Signature of Supervisor _____ Date: _____ .

**PASTOR'S RESPONSE FORM
SUPERVISED MINISTRY 1 & 2
FOR FALL 2005 and SPRING 2006**

Please provide the following Information:

Pastor's Name* : _____

Church: _____

Church Address: _____

Church Phone No.: _____

Church email address: _____

Pastor's Phone No.: _____

Pastor's email address: _____

*If you are unable at this time to supervise a team/student and there is another qualified church staff member (i.e. Associate/Asst. Pastor, Minister of Education) who would be able to supervise a team/student, please provide the above information for that staff member and have them respond to the items below. We will contact them with any necessary information. Also, please feel free to copy this form and have any other staff member(s) respond if they are also . Willing to serve as a supervisor during these semesters.

If you feel comfortable doing so, please let us know if you would be willing to continue your commitment for the Spring 2006 semester. This will help us a great deal in our planning!

Please Check all that apply:

_____ I will be available to supervise an evangelistic team with **Supervised Ministry I** students during the 2005-2006 academic year.

_____ Fall 2005 (which begins August 22, 2005)

_____ Spring 2006 (which begins January 22, 2006)

_____ I will be available to supervise a student in **Supervised Ministry II**

_____ Fall 2005 (which begins August 22, 2005)

_____ Spring 2006 (which begins January 22, 2006)

_____ I would like to find out more about what would be involved.

_____ I will not be available to supervise during the 2005-2006 academic year.

_____ I will attend the Supervisor's training on **[DATE]** from noon to 1:30 p.m.
(Lunch will be provided).

If you indicated that you are interested in supervising students during the Spring 2006 semester, we contact you in January 2006 with the appropriate dates and times for meeting with spring semester Supervised Ministry students.