

MENTORING HANDBOOK

REVISED FALL 2023

GEORGE W. TRUETT THEOLOGICAL SEMINARY

BAYLOR UNIVERSITY

LARRY PARSLEY, PHD

DIRECTOR OF MENTORING IN MINISTRY

ONE BEAR PLACE # 97126

WACO, TX 76798

TABLE OF CONTENTS

PREFACE	1
THE MISSION OF TRUETT SEMINARY	1
THE MENTORING PROGRAM	2
THE MENTORING TEAM.....	2
THE MENTORING SCHEDULE	3
GRADING FOR MENT 7V00	5
SELECTING A MENTOR	6
DEVELOPING A LEARNING SYLLABUS	7
THE SPIRITUAL AUTOBIOGRAPHY/CALL STATEMENT	7
DEVELOPING A SUPERVISORY LEARNING COVENANT	8
WRITING A THEOLOGICAL ANALYSIS OF THE MINISTRY CONTEXT	9
GUIDELINES FOR THE MENTORING TEAM.....	10
THE ROLE OF THE MENTOR	10
THE ROLE OF THE PROFESSOR OF RECORD	10
THE ROLE OF THE SITE TEAM.....	11
APPENDIX A: MINISTRY COMPETENCIES	15
PREACHING & WORSHIP.....	16
CHRISTIAN SCRIPTURES & THEOLOGY	16
LEADERSHIP & ADMINISTRATION.....	17
PASTORAL CARE.....	18
SPIRITUAL FORMATION & DISCIPLESHIP	19
WORLD CHRISTIANITY AND WITNESS	19
APPENDIX B: GUIDELINES FOR THE MENTOR’S EVALUATION OF THE STUDENT	20
APPENDIX C: SUGGESTED STUDENT/MENTOR AND STUDENT/PROFESSOR OF RECORD CONVERSATIONS.....	21
APPENDIX D: CHECKLIST FOR PROFESSORS OF RECORD	22
APPENDIX E: WRITING A RULE OF LIFE	23
INSTRUCTIONS: RULE OF LIFE	23
HOW TO CONSTRUCT A RULE OF LIFE	23
APPENDIX F: INTERNATIONAL MENTORING EXPERIENCES	25
APPENDIX G: OFFSITE DOMESTIC MENTORING EXPERIENCES	27
APPENDIX H: CLINICAL PASTORAL EDUCATION.....	28
APPENDIX I: MDIV/MSW DUAL DEGREE STUDENTS	29
APPENDIX J: MILITARY CHAPLAINCY	31
APPENDIX K: CRITICAL BOOK REVIEWS	32

APPENDIX L: CASE STUDY REFLECTION.....33
APPENDIX M: REQUIRED AND RECOMMENDED READING LIST35
 REQUIRED READING35
 RECOMMENDED READING35
APPENDIX N: RESIDENTIAL CHAPLAINCY.....36
APPENDIX O: ACADEMIC SETTINGS.....37
APPENDIX P: SAMPLE LEARNING COVENANT.....39
 STUDENT MINISTRY COMPETENCY GOALS.....39
APPENDIX Q: SAMPLE WEEKLY FIELD JOURNAL.....45
APPENDIX R: GRADING RUBRIC FOR MENTORING IN MINISTRY47
APPENDIX S: TRUETT MINISTRY RESIDENT PROGRAM51
WORKS CITED52

PREFACE

The Mission 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), the Master of Arts in Theology, Ecology, and Food Justice, the Master of Arts in Theology and Sports Studies, the Master of Arts in Contextual Witness and Innovation, and the Master of Theological Studies (MTS) degree. A Truett education is 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.

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 theological field education program (Mentoring in Ministry) is one of the four components of the Master of Divinity Degree, along with specified courses, lifelong formation, and spiritual formation groups. It is also a component of the various Master of Arts degrees at Truett.

THE MENTORING PROGRAM

The Mentoring Team

The Mentoring experience at George W. Truett Theological Seminary is designed to integrate ministry skills with the seminary education's intellectual and theological aspects. To fulfill this, the Student will be involved with the daily work of a local church, a mission organization, or another institution, and with volunteers and professionals in that area. The Mentoring Team will consist of the Student, Mentor, Professor of Record, Site Team (in congregational settings), and Director of Mentoring in Ministry.

The Student

The Student is responsible for identifying an appropriate mentoring context, 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 Mentoring in Ministry 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. The Student is also responsible for conducting the Site Team meetings in congregational settings.

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 preparing 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, provides appropriate ministry opportunities for the Student, 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 after the field experience. (See "Role of the Mentor," p. 10.)

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 submits a final grade to the Academic Records Office, as with other courses. In the case of international field experiences, the Professor of Record has additional specific responsibilities (See Appendix F, "International Theological Field Education." See also "Role of the Professor of Record," pp. 10–11 and Appendix D, "Checklist for Professor of Record.")

The Site Team

In congregational settings, the Student will interact with a selected Site Team consisting of four or five members of the congregation enlisted by the Mentor. The Site Team meets with the

Student and the Mentor four times to discuss the Student's call and vision for ministry, hear the Student's reflection on the spiritual journey, and provide constituents with a perspective on church and ministry. The use of the Site Team will be applied in congregational field experiences. This component aims to allow the Student to work with congregational lay leaders, conduct meetings, and listen to lay leaders as they talk about their church and ministries. In cases where the Student already has such experience, such as when the Student is mentoring in the context of a congregation where they serve on the staff, this component may be omitted with the consent of the Director of Mentoring in Ministry. (See "The Role of the Site Team," pp. 11–14.)

The Director of Mentoring in Ministry

The Director of Mentoring in Ministry orients the Student 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 Mentoring in Ministry also provides guidance and support for the Student, the Mentor, the Professor of Record, and the Site Team throughout the field experience.

The Mentoring Schedule

One or two semesters before the semester of Mentoring

At least one semester before entering their field experience in MENT 7V00, Students will self-enroll in a Canvas site that will introduce the mentoring process, prepare them to apply for the program, and guide them in developing their learning syllabus. The link to self-enroll is found on the Truett Mentoring webpage. After completing this online workshop, Students will confer with the Director of Mentoring in Ministry as needed to complete the registration process.

Before receiving a permit to register for MENT 7V00, the Student will:

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

MSW/MDIV dual-degree Students, CPE Students, and those engaging in military chaplaincy training will omit this step and directly contact the Director of Mentoring in Ministry to prepare for application and registration.

During the Mentoring semester

As the semester of Mentoring unfolds, 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 a discussion of the autobiography and call statement and the signed agreement of the Mentor/Student covenant. (See sample covenant in Appendix P.)
- Meet with the Site Team in congregational settings four times during the field education semester to reflect on Christian growth, the church and ministry, and the work of clergy and laity. The Site Team should 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 the summer term, this team will meet every three weeks for four meetings.
- Communicate with the Professor of Record *weekly*, as agreed upon with the professor, to ensure that the Student's experience is valuable 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. (See Appendix K for the format of these assignments.). The reading will contain certain items required for MENT 7V00 and other items approved by the Professor of Record. These readings should be primarily in the area where the Student is doing their field education but 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.) If the Student is taking other than a nine-hour field education experience, the amount of required reading will be pro-rated.
- 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 with the Mentor. (See Sample in Appendix Q.)
- Write a biblical, theological, and pastoral reflection on a case study selected from the field education experience. (See Appendix L.)
- Invest approximately 400 hours in field education experience, including work in 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.)

One week before the final day of classes of the Mentoring semester

As the end of the semester approaches, the Student will complete their final responsibilities.

The Student will preserve the completed Mentoring Portfolio in their Baylor Box account in a well-organized folder and share it with the Professor of Record and the Director of Mentoring in Ministry. Students will use the following format for the file name:

Year.Semester.LastName.FirstName. (E.g., 2023.Fall.Jones.Jane).

The portfolio will typically 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 theological case study reflection
- Critical reviews of books and 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
- A personal rule of life. (See Appendix E)
- 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, including photos or other media.

Students mentoring in the MSW/MDIV, CPE, and Military Chaplaincy programs will submit the items described in the appropriate appendices.

The Student and the Mentor will discuss the Student's progress in all aspects of the field education experience. The Mentor will send a recommended grade to the Professor of Record. After evaluating the Student's portfolio, the Professor of Record will record the final grade with the Academic Records Office.

The Student will meet with the Professor of Record to debrief the field education experience. The Student is responsible for scheduling this meeting, which should be included in the initial syllabus.

The Director of Mentoring in Ministry will send an online evaluation questionnaire to the Mentor, the Site Team members, and the Professor of Record to complete before the end of the class, which will be used to help judge the effectiveness of the Student's seminary education.

Grading for MENT 7V00

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 their ability level.

- (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 below the ability level, 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. The grade should consider 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) or if an "Incomplete" grade must 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 fails to communicate with the Professor of Record.
- If the quality of materials submitted in the Mentoring Portfolio does not reflect careful work.

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

Selecting a Mentor

To take the greatest advantage of the mentoring experience, the Student should imagine where following their calling might lead them in the next five years. Then they should match their mentoring context to that vision so that they can gain practical, supervised experience in that field.

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 field where supervision is offered.
- Competence. Mentors should have displayed a ministry life of competence in their field.
- Compatibility. The Mentor should agree 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 the 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 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 invest a significant amount of time with the Student for the sake of the Student's education and future ministry.

Developing a Learning Syllabus

The Learning Syllabus for Mentoring is a detailed plan for carrying out field education requirements. The syllabus forms the contract between the Student and the Professor of Record. During the semester before 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 (10–12 for M.Div. degree and 8–10 for M.A. degrees) that will be addressed in the field education experience, based on the guidelines in Appendix A. Each learning competency should be accompanied by 3–5 specific learning activities the Student will engage in to help them grow in that competency.
- 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 (if applicable)
- 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 their Ministry Competency Checklist
- A schedule of specific dates for the completion of the reading and writing assignments
- Any additional assignments or events 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 Mentoring in Ministry in a digital form. (A digital file of a Sample Syllabus is available on the Canvas site and the Truett Mentoring website.)

The Learning Syllabus can remain flexible throughout the semester, being revised as circumstances shift. The Professor of Record should approve any changes to the syllabus.

The Spiritual Autobiography/Call Statement

Early in the semester (or before the semester) of field education, Students will write a “spiritual autobiography,” describing their background, how 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. The statement should include reflection on the extent to which the Student sees themselves as a minister. This call statement will be given to the Mentor before the semester begins and 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.

Developing a Supervisory Learning Covenant

The Student will prepare a learning covenant to guide the subsequent field education experience. As the Learning Syllabus defines the relationship between 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 structure the Mentor/Student relationship while allowing for and facilitating growth. This covenant should be negotiated and accepted by both the Mentor and Student and may be revised as needed.

The Learning Covenant between the Mentor and the Student is to provide for the best supervisory relationship possible during the field education semester. It allows the Mentor and the Student to outline desired results of the supervisory experience. The Student is responsible for taking the initiative in designing their 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. 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 state their commitment to maintaining communication with the Professor of Record throughout the semester's progress.
- 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, reporting and reflecting on these items, and teaching and mentoring opportunities for the Mentor with the Student.
- The covenant might also include other ministry items the Mentor considers essential and items the Student desires.
- The covenant should clarify how the Mentor and Student will deal with problems and differences that might develop.
- It should be clear that the covenant may be revised and renegotiated as necessary.

A sample Learning Covenant is found in Appendix P.

Writing a Theological Analysis of the Ministry Context

Christian ministry occurs in a specific place, with specific people, at a specific moment. Effective ministry requires one to know and understand that context well. As a part of MENT 7V00 (or before 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. This assignment mimics the work of a reflective professional practitioner. This is what an effective minister would undertake in any new ministry context.

GUIDELINES FOR THE MENTORING TEAM

The Role of the Mentor

The George W. Truett Theological Seminary invites Mentors to enrich the education of seminarians by introducing them to the daily work of the church, 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 church's future. The Mentor's responsibilities in this experience include the following:

- 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.
- Consult with the Student before the beginning of the field supervision to assist in developing a syllabus, outlining dates, tasks, and other expectations for the term. The Student will then submit the learning syllabus to the Professor of Record and the Director of Mentoring in Ministry.
- Enter a signed covenant with the Student at the beginning of the semester. This covenant should be negotiated at the first Mentor-Student session and may be renegotiated at any time during the semester.
- Communicate with the Student's Professor of Record or the Director of Mentoring in Ministry.
- Evaluate the Student's progress at mid-term and end of the supervision using the online form provided by the Director of Mentoring in Ministry and discuss these evaluations with the Student.
- Spend at least one hour weekly in direct contact with the Student, discussing and evaluating the Student's ministry experiences. The Student is responsible for the agenda of these meetings and should come prepared to initiate the discussion. This is a time for reflection, understanding, and learning.
- Appoint a Site Team if the mentoring occurs in a congregational setting and meet with that group during its conferences with the Student.
- Complete a final online evaluation.
- Seek remuneration for the Student for room, board, and a small stipend from the sponsoring church or organization, if feasible, since the Student may have no way of supporting themselves during the field education semester.

The Role of the Professor of Record

As a part of their teaching responsibilities at George W. Truett Seminary, faculty members regularly serve as Professors of Record in the Mentoring Program. That role includes the following responsibilities:

- Advise the Student on syllabus preparation.
- Maintain contact with the Mentor to ensure the Student's work is going well.
- Set expectations for the Student's communication with the Professor of Record during the Mentoring semester (at least once every two weeks is recommended). Receive weekly ministry reports and other assignments during the Mentoring semester.
- Receive and grade the Student's required written assignments and the final portfolio at the end of the semester.
- Be available for consultation with the Student during the field education term.
- Debrief the Student following the supervised ministry experience (The Student is responsible for scheduling this session.) and forward any feedback that might improve Student experiences to the Director of Mentoring in Ministry.
- 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.
- Submit the grade by email to the Academic Records Office before semester grades are due.
- Assess the Student's performance on the Theological Reflection Essay (Appendix L) and submit the assessment to the Director of Mentoring in Ministry.
- Complete an online evaluation of the Student's progress at midterm and at the end of the semester.
- In the case of a Student's completing a field education experience internationally, ensure that the Student complies with all the requirements in Appendix F, that the Student clearly understands the context in which they 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 also outlined in Appendix F.

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. The George W. Truett Theological Seminary allows Students to engage in study, dialogue, and theological reflection with selected laypersons from the Student's field education site. The biblical concept of the priesthood of all believers confirms the value of shared reflection for both the Student and Site Team members.

Qualities of an Effective Site Team

The Site Team will extend support and hospitality to the Student as they begin a relationship with the congregation. This team will facilitate a Student's more profound understanding of the church's work. The varied perspectives of those from diverse backgrounds will enrich the Student's understanding of those served during ministry.

The Site Team will meet four times during the Student's field education to discuss with

the Student their sense of call to ministry and reflect on the spiritual journey, contemporary challenges to faith, and 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 evaluate the Student's internship with the Student and the Director of Mentoring in Ministry.

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 evaluates the Student's progress as a natural part of each meeting.

Site Team Guidelines

The following guidelines offer direction to the Site Team:

- 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 (such as a personnel committee or youth ministry committee) but a particular 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 Student's field education experience aims for learning and growth. Although productivity is essential 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 to organize itself and receive training by the Mentor before the Student arrives. 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.

Models for Site Team Meetings

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

Organizational Meeting

- Team members introduce themselves to each other. Team Leader is identified.
- The team reviews the Student's resume, familiarizing themselves with their intern.
- The purpose and role of the team are 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 a first meeting with the Student

Meeting #2

- 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.
- The mentor will introduce the Student and invite questions.
- The Student will read the 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 for future meetings
- Adjourn with prayer for guidance and love

Meeting #3

- Welcome
- Read Ephesians 2:17-22. How might this text inform our thinking in this meeting? Follow with prayer.
- Timeline of personal histories and theological development of Team
- Each member explains why they give time to the church
- Ask the Team to bring to the next meeting a list of five qualities they think 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.

Meeting #4

- 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.

Meeting #5

- Welcome
- Review notes from the 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 seems to be the Student's primary values?
- How does the Student's spiritual nature express itself?
- How do they 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 Student's strengths, allowing them to restate their commitment to their intended work.
- Close with the reading of an appropriate scripture passage.
- Adjourn with prayer for the Student's future effectiveness in the ministry.

Meeting #6: Evaluation Meeting

- The Site Team conducts one final meeting to evaluate the Student's work in field education and complete the online evaluation form.
- The Site Team also evaluates the role played by the congregation and their contribution as a team to the Student's ministerial training: How have we helped or hindered the Student in achieving their 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 learnings and disappointments from serving on this team?

APPENDIX A: MINISTRY COMPETENCIES

The field education experience is designed for the Student to acquire ministry competencies that will enable the Student to begin their ministry confidently and competently. This appendix provides a sample list of competencies that apply in various ministry settings. This list will guide the Student and Mentor during the semester before field education in developing 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 they believe will be important to their 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 in the task and discuss that later. The goal is to get as close to the actual performance of the competency as possible.

Suppose the Student finds themselves in a situation where it is not feasible to complete all their chosen competencies. In that case, changes can be made to the ministry competency checklist if agreed to by the Professor of Record. The Student should plan to address 10-12 competencies for a nine-hour field education experience (MDiv or MA in Contextual Witness and Innovation) or 8-10 for a 6-hour field education experience (MACM and other MA degrees). 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 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 completing all learning activities, 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 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 Residential Chaplaincy or the Truett Ministry Resident Program for their field education experience will not develop a competency list.

The following are sample competency statements. A Student may develop additional statements as they form their 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 a 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 orchestras.
- 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

Congregational Competencies

- 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 shared vision for ministry.
- Communicate the 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 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 practical fundraising approaches for church capital campaigns.
- Explain critical 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 ministry volunteers
- 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 daycare program.
- Manage a church's insurance coverage.
- Develop a church marketing plan.
- Practicing hospitality and inclusion in hosting and implementing events
- Plan and implement service projects
- Work collaboratively with other organizations
- Manage a recreational facility.
- Develop a program of congregational recreation.
- Develop a program of community recreation.

Academic Competencies

- 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.

Pastoral Care

- Provide premarital counseling to a couple.
- Make initial and follow-up bereavement visits to a grieving family.
- Offer effective spiritual direction to others.
- Exercise basic listening skills.
- Explain an essential theoretical perspective from which to work with parishioners' family and personal problems.
- 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 to 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.
- Practice a ministry of presence.

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.
- Implement personal spiritual formation practices.
- Develop a Rule of Life
- Develop a philosophy of teaching
- Practice evangelism and discipleship in an athletic context

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.
- Develop skills in engaging in interfaith dialogue.

APPENDIX B: GUIDELINES FOR THE MENTOR'S EVALUATION OF THE STUDENT

The Mentor will provide a mid-term and final evaluation of the Student's experience using the online evaluation form. The Mentor will share this evaluation in a face-to-face meeting with the Student. Copies of both the mid-term and final evaluations will be submitted online as soon as possible after meeting with the Student.

The evaluation will include the following:

- 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 taking the concepts from previous learning and translating them into practice. Please relate incidents that illustrate your evaluations.
- Evaluation of the Student's ministry identity. Evaluate the Student's perception of their role identity as a minister and their ability to fulfill that role with integrity.
- Evaluation of the Student's identity. Evaluate the Student's perception of who they are and their ego strength.
- Evaluation of the Student's ability to deal with stress.
- Evaluation of how the Student fulfilled their 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: SUGGESTED STUDENT/MENTOR AND STUDENT/PROFESSOR OF RECORD CONVERSATIONS

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

APPENDIX D: CHECKLIST FOR PROFESSORS OF RECORD

- Syllabus to Professor of Record (Due before the beginning of the 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.
- Mentoring Portfolio submitted one week before grades or due or as agreed to by the Professor of Record and the Student.
- Final evaluation from Mentor to Professor of Record
- Assessment of Theological Reflection Essay submitted to Director of Mentoring in Ministry
- End of semester debriefing with Professor of Record. (The Student is responsible for scheduling this meeting.)
- The Professor of Record submits the final grade to the Office of Academic Records.

APPENDIX E: WRITING A RULE OF LIFE

Instructions: Rule of Life

A rule of life for the Christian is a way of concretizing, often through spiritual disciplines, one's desire to live a life centered in Christ. If a rule of life is constructed after careful prayer and profound reflection, it supports the attempt to involve Christ in how one spends their time, energy, and resources. The gift of the rule of life is to support the individual's desire to open all of their life to Christ.

When constructing a rule of life, consider consecrating all areas of your life to Christ. These areas would include **resources** and **money** (loving God with wealth), **service** (loving God in others), participating in covenanted **community** (submitting oneself to God in other Christians), **study** (loving God with your mind), **prayer** (telling God you love God and letting God love you), **ecology** (celebrating and caring for God's creation), **care for your health** (loving God through stewardship of your body), **involvement in civic responsibilities** (loving God through healing societal structures), **time** (sharing your schedule with Christ), etc.

How to Construct a Rule of Life

A rule of life is an instrument that helps to bring all of one's life under the Lordship of Christ. At least once a year or at any significant life change (i.e., marriage, ordination, accepting a new call to ministry, the birth of a child, serious illness, when death touches one's family), one should outline on paper one's attempt to order one's life around Christ.

A rule of life should deal with issues such as:

Life of Prayer

What is my schedule for prayer? How much time do I spend with God in personal prayer, reflection and listening to God? (Honoring Christ as Redeemer)

Stewardship of Time

Do I pray about how I spend my time each day? Do I live each day as if it belonged to the Lord and myself? (Honoring Christ as Redeemer)

Stewardship of Money

What percentage of my income goes to God's work? (Honoring Christ as Redeemer)

Care for Oneself

How much weekly time do I spend on recreation and exercise? Do I try to eat properly? Do I have regular medical and spiritual checkups with a physician and a spiritual director or spiritual support group whose members hold me accountable? (Honoring Christ as Creator)

Stewardship of Gifts

How much time do I spend trying to grow intellectually in my vocation and other talents God has given me? (Honoring Christ as Creator)

Stewardship of Relationships

How much time do I spend with my spouse? Is it enough to support intimacy within my marriage? How much time do I spend with my children? Are my relationships with my family filled with charity and forgiveness? Do I regularly encourage my spouse and children and ask their forgiveness when I am wrong? (Honoring Christ as Creator and Redeemer)

Service

Do I spend some time each week serving someone outside my congregation who cannot pay me back? (Honoring Christ as Redeemer)

These are the sorts of questions you should ask yourself about how you are a steward to the gifts of life, talents, relationships, and opportunities God gives you. If we do not try to have some regular spiritual check-up, like taking time for a retreat and constructing a rule of life, then we can go for long periods without knowing we are closing Christ out of some part of our life.

When you see that you are not doing what you want to do in some area of your life, ask Christ to change your heart so that you desire those things that Christ desires for you. You should have enough time (i.e., a retreat) to ask Christ what your particular rule of life should look like and in what areas Christ is asking you to grow. As Baptists, we believe works follow grace. Do not make your rule of life a matter of work, but something you and Christ construct together as a goal toward which, with the help of the Holy Spirit, you will want to grow! If the idea of a rule of life seems harsh or burdensome to you, then Christ is not asking it of you now. Consequently, for now, find a spiritual director (friend) who will help you be accountable for those areas in which you feel Christ is asking you to grow.

A rule of life is like a car manual -- looking at it lets you know what part of your spiritual life needs servicing.

If you plan to use spiritual disciplines which you have learned at Truett, please include these categories in your Rule of Life:

Verbal Prayer—Adoration, Thanksgiving, Confession, Intercession, Commitment

Contemplative Prayer—Lectio Divina, Centering Prayer, the Jesus Prayer

Journaling—reflecting on your life and ministry at least once a week.

Times of Renewal—Sabbath time 3 hours a week of rest and reflection

Silent Retreat—At least one day every two months alone with God

Self-Care—Attention to diet, recreation, establishing a support group, annual physical, and prioritizing weekly time with spouse and children.

Worship—Seek to worship God weekly when you are not leading others.

You may find it helpful to look online for sample rules of life others have created to think about how you would want to form yours. For example, see <http://www.ruleoflife.com>.

APPENDIX F: INTERNATIONAL MENTORING EXPERIENCES

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

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

- Students will write a one-line report on personal health and physical condition every other day. This report will be mailed to the Professor of Record and the Director of Mentoring in Ministry every other day.
- Students will identify two Site Team members as contact persons and provide that information to the Professor of Record and the Director of Mentoring in Ministry within the first two weeks of placement.
- Students will identify a primary health care center to be used in case of medical need. The Student will provide this information to the Professor of Record and the Director of Mentoring in Ministry within the first week of stay in the field education location.
- Students will identify the nearest police station and collect all the pertinent information. Students will provide this information to the Professor of Record and the Director of Mentoring in Ministry within the first week of stay in the field education location.
- Suppose the Student does not send a report after four days (96 hours). In that case, the Professor of Record and the Director of Mentoring in Ministry will take the necessary steps to contact any of the contact persons provided.
- If none of the contact persons knows anything about the Student's whereabouts, or if the Student's physical integrity is compromised, the Professor of Record and the Director of Mentoring in Ministry will contact the pertinent authorities beginning with the Dean at Truett Theological Seminary.
- Suppose the Student travels from the assigned location for more than twelve hours. In that case, the Student will provide an itinerary to the Professor of Record and the Director of Mentoring in Ministry.
- If the State Department identifies any travel risks, the Student will identify what measures will be taken to mitigate those risks.

The Professor of Record is responsible to:

- See that the Student complies with all the Center for Global Engagement requirements.
- 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 Mentoring in Ministry (office, home, and cell)
 - General Truett and Baylor phone 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 MENTORING EXPERIENCES

Academic programs may require academic credit through experience in clinical or other business locations 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. Student participants in off-site programs are encouraged to carefully plan all aspects of the off-site experience to maximize the academic experience and minimize potential safety or health problems.

- Obtain, read, and carefully consider materials related to the off-site location, particularly 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 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 coverage, particularly health insurance, in case of sickness or injury during the program.
- Inform next of kin and others who 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 continuously.
- 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 the Baylor Department of Public Safety (254.710.2222) of an emergency or if you need assistance.

APPENDIX H: CLINICAL PASTORAL EDUCATION

For Clinical Pastoral Education to be acceptable for the Mentoring requirement, the CPE program must be an approved Clinical Pastoral Education program. 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. The Student will request the Instructor/Director of the CPE program in which the Student is enrolled to email a final recommended 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 Mentoring in Ministry after the CPE experience. The portfolio will include the following items where they apply to the program completed:

- The syllabus is approved and followed in the CPE program in which the Student is involved.
- The Covenant Agreement (called "Contract" in CPE terms) is a part of the approved program. This will include the Student's goals for the program and the methods 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
- Personal and Program 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 Weekly Ministry Journal, which will include the Student's activities for each week 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 must 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.

Only the Mentor's final evaluation will be submitted to the Director of Mentoring in Ministry at the end of the fall semester. All materials submitted for 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 Mentoring in Ministry after 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 are 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/verbatim 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 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 done for SWO 5492 or 5790, or 5490 with any clients, colleagues, or agencies de-identified.
- A thorough reflection on the relationship between social work practice 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 it 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 between 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

A Student must be enrolled in the Military Chaplaincy Training Program before being allowed to register for MENT 7V00. 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. The training program director will be asked to forward a grade to the Director of Mentoring in Ministry on the 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 Mentoring in Ministry after 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 included in the program.
- An outline of the Student's daily/weekly/monthly schedule and the complete training the Student is expected to accomplish as part of the program.
- A ministry journal will include the Student's immediate reflections (personal, spiritual, scriptural, and theological) on each activity 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 theology that must be practiced in Military Chaplaincy ministry.
- A case study reflection outlined in Appendix L of the Mentoring Handbook.
- A written reflection on the uniqueness of military chaplaincy, with a personal response about the Student's willingness and ability to do well in this ministry.

APPENDIX K: CRITICAL BOOK REVIEWS

For each book in their reading list the Student will write a 1250-1500 word critical review using the following structure:

- An introductory paragraph that answers two questions:
 - o Who is the writer, and what do they know?
 - o 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.)
- A 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 should implicitly answer the author’s question.)
- One paragraph assessing the effectiveness of the author’s case. Do you think the author has made a case for the thesis? Is it true? Has the subject been established? Why or why not? Is anything important omitted? Is any of the evidence or any of the argument mishandled?
- One paragraph assessing the significance of what you have read. If it is true, what are the implications for you? So what?
- One paragraph answering the question “Now what?” What do you intend to do with your encounter with this book?

APPENDIX L: CASE STUDY REFLECTION

The theological reflection essay provides an opportunity to assess the accomplishment of two Truett Seminary's Program Goals for the Master of Divinity Degree and the Master of Arts in Christian Ministry Degree. According to the Seminary Catalog: "Graduates of the George W. Truett Theological Seminary should be able to: . . .

- Interpret The Christian Scriptures accurately and apply them effectively to ministry tasks (e.g., preaching, teaching, discipleship).
- Reflect critically and theologically upon the acts and experiences of Christian ministry.

The Student will read Richard Osmer's *Practical Theology: An Introduction* (Grand Rapids: William B. Eerdmans, 2008) in preparation for writing the theological reflection essay. Reading this work early in the mentoring semester would be advantageous since it would provide the Student with a lens through which to view various ministry experiences and select the most appropriate one to use as the basis of this essay.

The Student will select an experience in ministry during their field education semester. This should be one of those experiences in which the Student senses, in Osmer's words, being "brought up short." Those moments in ministry that are puzzling or confusing or in which the Student feels inadequate make the best material for theological reflection. The Student should consult with their mentor or professor of record when choosing the experience they will use for reflection.

Following Osmer's model, the Student will write an essay of approximately 3000 words (exclusive of footnotes) reflecting on the selected experience biblically, theologically, and pastorally. The essay should closely follow Osmer's four tasks of practical theology. Formal introductions and conclusions are not necessary for this paper.

1. The Descriptive-Empirical Task. (What's going on?) The Student will provide a detailed description of the experience in question and the context of the event. This may require the Student to engage in empirical research to understand the situation more fully.
2. The Interpretive Task. (Why is this going on?) In this section, the Student should bear upon the situation as much of their theological and academic training to make sense of the experience. Especially important for this essay is to reflect on what Christian Scripture has to say about the matter at hand. Which of the church's theologians provides categories to help me understand the issues involved in this case? What does my leadership theory or social science training have to contribute?
3. The Normative Task. (What ought to be going on?) Here the Student specifically thinks through the biblical, theological, and ethical norms that should guide their thinking about the experience. What norms were followed? Which may have been ignored or violated? What does my understanding of what a normative role for a Christian minister has to say about what should have happened? Again, Students should accurately demonstrate the ability to engage with Christian Scripture and theology in this section.
4. The Pragmatic Task. (How might we respond?) The final task is to think thoroughly about where one goes from this point. How does one incorporate what has been learned through this experience? What does it mean to be a servant leader in this context following this event? What should happen next?

The Student should refrain from lengthy quotations when referring to Scripture in this essay. Chapter-verse references will suffice. Likewise, references to or quotations from theologians or other sources should appear in footnotes rather than in the essay's text.

APPENDIX M: REQUIRED AND RECOMMENDED READING LIST

Required Reading

Every Student working in a congregational setting will read and write a critical review of *Engage: A Theological Field Education Toolkit*. Edited by Matthew Floding. Lanham: Rowman & Littlefield Publishers, 2017.

Every Student will read Richard Robert Osmer's *Practical Theology: An Introduction* (Grand Rapids: William B. Eerdmans, 2008) in preparation for theological reflection in the Case Study assignment.

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: RESIDENTIAL CHAPLAINCY

A Student 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 after 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 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
- A rule of life
- A written comprehensive reflection of the entire field education experience

APPENDIX O: 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 Mentoring in Ministry a letter of recommendation from a Truett faculty member.

The Student will enlist a Mentor in an academic institution of higher education other than Truett Seminary who will agree to mentor the Student in the profession. Professors on the Baylor campus often generously fill this role, but a faculty member from another institution can serve as well. Additionally, the Student will enlist a Professor of Record at Truett Seminary to grade the their 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 Mentoring in Ministry 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 an academic setting
- Critical reviews of books and 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 institutions of higher education.
- Explain the faith development needs of 18–25-year-olds.

Reading should include works on the profession, not simply the Student's intended 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 P: SAMPLE LEARNING COVENANT

The learning covenant is a written agreement between the Student and the Mentor that clarifies the relationship, sets expectations, and focuses on 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 your 10–12 Ministry Competency Statements for MDiv or MA in Contextual Witness and Innovation (8–10 for all other MA or MACM degrees).

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 the Mentor about how he prepares a candidate for baptism.
- Talk to the 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 the chair of the deacons at Skunk Creek about how she sets up and organizes deacons for communion.
- Read articles and 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.

2. 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 at Skunk Creek or another nearby church 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, and 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, announcing what subjects/issues will be discussed beforehand. 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 the Mentor to communicate via text to their cell phone (999-999-9999).

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

Schedule

Week 1

First Site Team Meeting (led by Team Leader):

- o Review learning covenant/call statement and agree on topics for future meetings
- Mentor/Student Meeting:
 - o 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)
 - o Site Team Personal Histories/their reasons for service in the 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)
 - o Each member of the Site Team discusses five qualities and five skills for ministers
- Ministry Competency: Job Descriptions
 - o 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)
 - o Observations from the 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 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 the 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 congregation's life to the degree possible during the field education semester.
- Prepare and lead a children's Sunday School class during March.
- Preach twice during the pastor's absence.
- Accompany the pastor on weekly hospital visitation.
- Attend weekly staff meetings.
- Serve as a sponsor for the 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.

APPENDIX Q: SAMPLE WEEKLY FIELD JOURNAL

Theological Field Education Program Field Journal and Supervisory Agenda

Instructions: Please complete this journal, log 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 Lernen	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
<p>Suggest one thing you would like to discuss your supervision meeting this week.</p> <p>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?</p>			
<p>Is there anything you need to discuss privately with your Professor of Record? If so, suggest a time?</p> <p>There is nothing to discuss at this time.</p>			
<p>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.</p> <p>Competency: A2: Plan a balanced program of preaching.</p> <p>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.</p> <p>I started a sermon planning notebook and sketched out a Lenten and Easter preaching series.</p>			

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 R: GRADING RUBRIC FOR MENTORING IN MINISTRY

	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 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 the 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)

B (84-86)

C (70-76)

A - (90-94)

B- (80-83)

D (60-69)

B+ (87-89)

C+ (77-79)

F (Below 60)

APPENDIX S: TRUETT MINISTRY RESIDENT PROGRAM

A Student accepted into the Truett Ministry Resident Program (TMRP) 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 someone in their ministry context who is qualified to help think theologically about ministry and a professor of record from among the Truett faculty.

Students who fulfill their MENT 7V00 requirement by participating in the TMRP are expected to complete all work and materials required by the program. Students in this program are not required to produce a learning syllabus or a ministry covenant. In addition to doing all work required by the TMRP, the Student will present a Mentoring Portfolio to the Professor of Record after the semester. The portfolio will include the following items:

- Training notes and all written material produced by the Student in the TMRP, including all handouts and materials in the program.
- Any other materials the Student deems appropriate to demonstrate their work (videos, photos, etc.)
- A spiritual autobiography/call statement
- Critical reviews of books and 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 TMRP
- A weekly 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](#)
- A rule of life
- A written comprehensive reflection of the entire field education experience

•

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.