

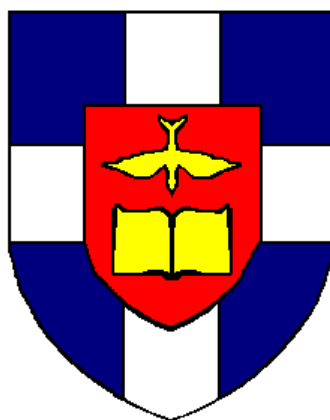
The Southern Baptist Theological Seminary
School of Theology and Billy Graham School

APPLIED MINISTRY
HANDBOOK

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**“But prove yourselves doers of the word,
and not merely hearers who delude themselves”**

James 1:22



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HANDBOOK FOR THE APPLIED MINISTRY PROGRAM

FOR THE SCHOOL OF THEOLOGY & THE BILLY GRAHAM SCHOOL AT SBTS

Applied Ministry is a course required for all students pursuing the Master of Divinity degree or the Diploma in Theology. In Applied Ministry (AM) the seminary student serves “on the field” and obtains practical learning experience in ministry under the supervision of a qualified minister.

The AM course is intended to enrich the overall education of the seminary student. Ministry preparation at the Southern Baptist Theological Seminary includes more than strictly intellectual training. Applied Ministry enables the student to apply classroom knowledge in a practical, face-to-face ministry situation. The result should not only be the growth of the student as a minister of Christ, but also blessing to the lives of others.

Occasionally, the question is asked whether a student’s previous ministry experience can be recognized as the equivalent of the AM course. Usually, the student is seeking to have the requirement for AM waived or to receive academic credit for the AM course based upon his or her experience in practical ministry. Accreditation policies, however, declare that academic credit cannot be granted for ministry experience regardless of the length or breadth of that experience, because the ministry activity had no recognized connection to, nor supervision from, the academic institution from which the academic credit is sought. In no way does this minimize the importance or the value that SBTS places upon that ministry experience. Rather the AM course is designed to take students from wherever they stand in terms of ministry experience and develop them to even more effective ministers for Jesus Christ.

I. Overview of Applied Ministry

- A. Applied Ministry students work in a ministry setting and receive direction from both a field supervisor and a faculty supervisor. The field supervisor is a person with the academic credentials and ministry experience sufficient (as determined by the Associate Vice president for Applied Ministries) to enable him or her to benefit the student in a ministry situation (see section IV. item C. on page 3). Within the past three years, this field supervisor must also have attended Southern’s Field Supervisor Certification Conference or viewed the Certification Video. Every student involved in AM must have a field supervisor. In addition to his or her field ministry, the student will meet with his or her field supervisor for one hour each week.
- B. In addition to a field supervisor, all AM students will have a faculty supervisor. In most cases, the student will receive faculty supervision from a professor in a classroom setting. This person will direct the weekly class meetings and seek to create a classroom climate where instruction and dialogue will enhance the AM experience. In a small number of cases (though more frequently with extension students) students will receive faculty supervision

from a professor on an individual basis. In these situations, the student will usually meet with his or her faculty supervisor three times during the semester and do additional work which their faculty supervisor will review when they meet.

II. Enrolling in Applied Ministry

A. Prerequisites:

1. Successful completion of Course 40150, Personal Spiritual Disciplines or its predecessor, 40010, Formation for Christian Ministry. Students are not permitted to take Personal Spiritual Disciplines and Applied Ministry in the same semester.
2. Watching the Applied Ministry Orientation Video
3. Having a certified field supervisor (see section IV. Item C. on pages 3 and 4)

B. Select the Applied Ministry course appropriate to your degree program:

1. 44905 Applied Ministry: Extension Centers
 - a. This is the course number and class to be chosen by all extension students taking AM.
2. 44910 Applied Ministry: Theology
3. 44920 Applied Ministry: Leadership 1
4. 44930 Applied Ministry: BGS Missions
5. 44935 Applied Ministry: BGS Evangelism
6. 44940 Applied Ministry: BGS 2+2 North America
7. 44945 Applied Ministry: BGS 2+2/3 International
8. 44950 Applied Ministry: Church Music & Worship
9. 44955 Applied Ministry: Women
 - a. Women from *all* schools—except the School of Music—will enroll in the class for women.
 - b. Exceptions to this requirement will frequently be granted, especially for female students in the Billy Graham School.
 - c. Women who want to enroll in one of the other AM classes should request permission from the professor of that class before registering.

C. Enroll for the class in the seminary's regular registration process.

1. You must register and pay for the AM course by the deadline set by the seminary.
2. Only one AM course may be taken in a single semester or summer term. (This applies to students whose degree plan calls for two AM courses or who are granted permission to take an AM course as an elective.)
3. NOTE: If you are receiving individual faculty supervision (as opposed to in a class), you must register for the class by means of the Independent Study contract found at <http://www.sbts.edu/documents/IndependentStudy.pdf>. The course numbers for this are the same as those above.

III. Finding a Place of Ministry

- A. Students must complete their AM requirements in any ongoing and functioning church, Christian ministry, military chaplaincy, or religious/denominational agency. Freelance ministry, therefore, is not an acceptable Applied Ministry placement. Additionally, students may not accomplish their AM project through employment at the Southern Baptist Theological Seminary.
- B. Ministry in the local church where the student is a member is the most common setting for AM. It is acceptable, however, for the student to complete his or her AM requirements in another church or ministry setting when such a temporary ministry is the only workable option or when it is of particular benefit to the student or the place of ministry.
- C. Students needing assistance in finding a place of ministry may contact the Ministry Resources Office or the Applied Ministry Office of SBTS. Many Baptist state conventions also offer ministry opportunities compatible with AM requirements, such as campus ministry internships.
- D. Participating in a Commissioning Service
 - 1. A commissioning service is recommended for students who will be doing their AM work in a church where they are unknown to the congregation. The purpose for the commissioning service is to introduce the student to the church family and explain the purpose for his or her work in the church.
 - 2. The service should include an explanation of the AM project to the congregation and should solicit the prayers of all the church members for the student and the success of his or her work within the church.
 - 3. The commissioning service itself may take a variety of forms and may be as simple as an announcement of the student's placement and a public prayer of dedication and support.

IV. Choosing a Field Supervisor

- A. Each AM student must be supervised on the ministry field. It is the student's job to select a qualified field supervisor to oversee his or her ministry experience. The field supervisor should be the same gender as the student.
- B. Duties of the field supervisor:
 - 1. He or she must be willing to meet with the student each week during the semester for one hour.
 - 2. He or she must be willing to discuss the student's progress, strengths, and weaknesses in a very open and candid manner.
 - 3. He or she will evaluate the student's progress in the field ministry project and personal learning goals and will offer a suggested grade to the seminary.
- C. Qualifications required of the field supervisor:
 - 1. He or she should hold a Master of Divinity degree or its equivalent, or a degree appropriate for the type and level of supervision required.
 - 2. He or she should have served a minimum of five years in vocational ministry.

3. If your field supervisor doesn't have an M.Div. or equivalent degree, he or she must have 20-25 years of vocational ministry experience.
 4. He or she must be certified by the Applied Ministry Office of the Southern Baptist Theological Seminary.
 - a. Certification is achieved by meeting requirements listed in items 1-4 above plus watching a Field Supervision Certification Video. This video may change from semester to semester, so check with the AM Office for the current link.
 - b. This certification must be renewed every three years (that is, the field supervisor must watch the current certification video once every three years).
 - c. Before the student selects his or her field supervisor, the student should confirm whether the candidate has been certified in the past three years, or will be able to watch the Field Supervision Certification Video prior to the commencement of the AM project. Please contact the Applied Ministry Office (Norton 157 or email am@sbts.edu) for verification of field supervisor's certification.
- D. When the student is the senior pastor or head of the place of field ministry:
1. These students are encouraged to find a minister in another local church, a retired minister, or an associational Director of Missions/Executive Director to serve as supervisor.
 2. In some cases, a lay advisory committee of three to five people may function in the basic supervisory role. The chair of the committee is the only member *required* to watch the Field Supervision Certification Video. However, all members of the committee are encouraged to watch and become certified lay committee supervisors.
- E. When the student is in a ministry setting that has no qualified or certified individuals to serve as the field supervisor:
1. These students are encouraged to find a minister in another local church, a retired minister, or an associational Director of Missions/Executive Director to serve as the supervisor.
 2. In some cases, a lay advisory committee of three to five people may function in the basic supervisory role. The chair of the committee is the only member *required* to watch the Field Supervision Certification Video. However, all members of the committee are encouraged to watch and become certified lay committee supervisors.
 3. In all other exceptional cases, consult with the Associate Vice President for Applied Ministry.

V. Creating a Field Ministry Project

- A. Decide whether to improve an *existing* ministry or to develop a *new* ministry.
1. If you choose to improve a ministry in which you are already engaged, your challenge will be to find ways to measure and evaluate progress. The progress should represent improvement in the effectiveness of the ministry itself or in *your* effectiveness in that ministry. Do not create more "busy work" or simply evaluate something you are already doing and continue to do without change. Rather, design a project that would help you pursue a kind of progress that you and your supervisor believe would be glorifying to God and meaningful both to you and the recipients of your ministry.

2. If you choose to develop a new ministry, try, as far as possible, to create a ministry that could conceivably (a) produce lasting fruit in the life of the church or ministry setting, and (b) continue beyond the completion of your AM requirements (regardless of whether you are personally able to continue in the position).
 3. In either case, the project *must* be people-oriented, not research-oriented.
- B. Narrow your focus to one field ministry project
1. Consider your gifts and talents, and decide how you think you could best serve your church or ministry in light of what God has called you to do.
 2. Consider what is needed for the life of your church or ministry and how you could best contribute to that need.
 3. Brainstorm for ideas for field ministry projects, possibly including your field supervisor, other ministers or staff members, etc., in this process.
 4. Discuss your field ministry project idea with your field supervisor until you both agree on the project and its details. By the second week of the semester, this information must be recorded on your Field Ministry Project identification form and returned to the seminary.
- C. Spend twelve weeks (during a thirteen-week semester) working on your field ministry project.
1. This allows for a one-week break during the thirteen-week semester.
 2. Of course, the student's field ministry setting may require the student to continue his ministry during that week (if employed by a church, for example), but the student is not required to complete an AM time log, etc., that week.
 3. Students completing AM during a summer term may also have a one-week break since they are spending the same number of hours overall in AM during the summer term as are students in a thirteen-week semester. See section E.1. below.
 4. If the student did not begin his field ministry project work the first week of the semester, then that first week is the equivalent of a one-week "break" and the student must work on his field ministry project during each of the remaining weeks of the semester.
- D. Mission Trips: Receiving AM credit for ministry done in conjunction with mission trips.
1. While this is more frequently done among Billy Graham School students, this option is open to Theology School students as well.
 2. Only SBTS-led mission trips qualify. This insures the presence of qualified faculty supervision.
 3. The professor leading the mission trip is both the field and faculty supervisor.
 4. As with all AM projects, thirteen weeks (one semester) of work are required. This usually involves preparation before the trip as well as labors after the mission trip.
 5. The student should confirm with the professor leading the trip that he or she will indeed be willing to function as the supervisor for the student's AM requirements.
 6. In addition to signing up for the mission trip, the student should ensure that he or she is also registered for an AM course.
 7. The student should request from the professor a supplementary syllabus that applies only to the AM part of the trip. This syllabus will replace some of the required forms in the AM handbook.

E. Summer AM projects.

1. It is possible to complete the AM course during the summer. However, the student's weekly workload must be adjusted so that the same number of total ministry hours are completed as in a regular thirteen-week semester. In other words, the summer AM student will need to spend more hours per week on his or her AM project than in a regular semester.
2. The student should also confirm in advance with his field and faculty supervisors when his reports and other assignments are due. For example, Field Ministry Reports 2 and 3, which are normally due the eighth and twelfth weeks of the semester, will be due earlier.
3. As with all AM projects, the summer AM student must register for the course.

VI. Composing Personal Development Goals

- A. Students will determine and work toward three Personal Development Goals over the course of the semester. These goals are distinct from any goals you set for your field ministry project. These should benefit *the student* in a personal way.
- B. One way to brainstorm about personal goals is to ask yourself, "Has an indispensable part of my life suffered because of my ministry activities or my seminary studies?" If so, develop one or more Personal Development Goals in that area.
- C. Another way is to ask, "Where do I (or where does my Field Supervisor) perceive a lack of skill or a need for improvement?"

D. Types of Personal Development Goals

NOTE: The student will design three Personal Development Goals from the following areas. However, one *must be* an Interpersonal goal. The student may not design two goals of one type (that is, two family goals or two spiritual goals) without permission from your field supervisor. Also, the student may not develop goals that merely duplicate assignments required in other courses taken by the student in the same semester as Applied Ministry.

1. *Interpersonal*. These are "people skills" goals. Ideas for goals may come from the classroom text on this subject, from discussions with spouse, friends, or field supervisor, or from a sense of personal need. At least one of the student's Personal Development Goals must be of this type.
2. *Ministry skill*. These are goals related to learning practical ministry skills. These could include skills like making affective hospital visits, bereavement visits, visits to shut-ins, visits to senior adults, or skills related to other common ministry situations.
3. *Family*. Goals in this area relate to matters such as the inauguration or improvement of family worship [recommended], a date night with your spouse or children, etc.
4. *Devotional*. This kind of goal focuses on improving the consistency of your devotional life, the development of your practice of prayer, or another spiritual discipline, etc.
5. *Evangelistic*. Goals of this type are designed to create opportunities for sharing the Gospel, whether for you personally or as a part of your ministry.
6. *Disciple-making*. These goals are connected with the student's growth in one-on-one or small group discipling skills.

7. *Administrative.* Such goals might be used to improve the student's time management (in ministry), or skills in delegation, planning, supervision, budgeting, etc.
 8. *Counseling.* The development of goals in this facet of ministry should help the student improve his or her counseling skills. Sitting as an observer in counseling sessions approved by your field supervisor is acceptable.
 9. *Individual.* This kind of goal is designed to strengthen some aspect of the student's personal life, such as stewardship of time or money, use of the television or Internet, etc.
- E. Your Personal Development Goals will be recorded on your Personal Development Goals Agreement form. Progress toward these goals will be recorded on your Field Ministry reports and discussed with your Field Supervisor on a regular basis.

VII. Choosing a Faculty Supervisor

- A. Nearly all students—especially those at the Louisville campus—will receive faculty supervision in a classroom setting. At the time of registration, these students should then know when and where their AM class meets, just like any other class for which they register.
- B. A small percentage of students on the Louisville campus (though a larger percentage, in most cases, of online and extension students) will receive faculty supervision on an individual basis (Independent Study).
1. Some students will find this method of receiving faculty supervision the only alternative due to the unusual circumstances of the field work, or because it is a hardship to attend the classes offered for faculty supervision, or because they are online or extension students and no class for faculty supervision is being offered.
 2. Some students will choose individual faculty supervision because of a close relationship they have with a faculty member who is willing to supervise them.
 3. Some students will choose individual faculty supervision out of preference.
 4. The student who seeks faculty supervision individually should realize that it is his or her responsibility to persuade a faculty member to provide this supervision. The student should also realize that his or her request means extra work for the professor and a semester-long commitment from the professor, but with virtually no additional compensation for the time and work invested. For this and several other reasons relating to availability, schedule coordination difficulties, etc., very few faculty members can provide individual supervision.
 5. The student who persuades a faculty member to provide individual supervision should remind the faculty member to notify the Applied Ministry Office of this relationship so that the faculty member can receive the syllabus from the AM Office.
 6. The student who receives faculty supervision individually must devote as much time and do as much work each week as students who receive faculty supervision in class. The workload for both is outlined in the next section.

VIII. Additional Course Requirements

- A. For students receiving faculty supervision in a *class*:
1. The student must spend one hour each week in a field supervision meeting.
 2. The student will spend four hours in class and/or class related work each week. These four hours also include the student's pursuit of his or her Personal Development Goals.
 3. The student must spend at least four hours in face-to-face field ministry each week. Up to one hour of travel and preparation for field ministry may be included in this total. Only once during the semester may "extra" hours from one week be rolled over to another week.
- B. Independent Study: For students receiving faculty supervision *individually*:
1. The student must spend one hour each week in a field supervision meeting.
 2. The student will meet with his or her faculty supervisor as necessary to get his or her input and/or signature on the forms required to be submitted to the AM Office the first two weeks of the semester.
 3. The student will meet at least three times—preferably for an hour each time—with his or her faculty supervisor throughout the semester.
 4. In lieu of the time that other students spend receiving faculty supervision in class, the student will keep a weekly journal of all activity related to AM, including actual field ministry, thoughts related to Personal Development Goals, reflections upon meetings with both supervisors, books read for AM, etc. This journal should include entries totaling at least five-hundred (500) words per week for each week of the semester, except for one. In a thirteen week semester, for example, there should be entries totaling at least five-hundred words per week for twelve weeks. The student's faculty supervisor must oversee and approve this. The student must still complete the weekly Applied Ministry Time Log to be submitted to the field supervisor.
 5. The student must read the same books required on the syllabus developed for class use by the Associate Vice President for Applied Ministries. The student is encouraged to discuss these books with his or her faculty supervisor, and the student must comply with any additional assignments required by the faculty supervisor. Most of these assignments will parallel those on the syllabus used by students receiving faculty supervision in a class.
 6. The student must spend at least three hours per week in activities 4 and 5 above. These three hours also include the student's pursuit of his or her Personal Development Goals.
 7. The student must spend at least five hours in face-to-face field ministry each week. Up to one hour of travel and preparation for field ministry may be included in this total. Only once during the semester may "extra" hours from one week be rolled over to another week.

[Student: please make a copy of the following pages for your field supervisor.]

A NOTE TO THE FIELD SUPERVISOR

Thank you for agreeing to serve as a field supervisor for this student! As an experienced minister, you are probably more aware than the student of the potential benefit your supervision may bring to this student's future ministry. May the Lord greatly bless your ministry of supervision to this student.

As soon as possible after agreeing to serve as field supervisor, if you're not certified yet, please watch the Field Supervisor's Orientation Video, and be sure the student watches the Student Applied Ministry Orientation Video in order to receive credit for the course. The current video links are available by emailing am@sbts.edu. Please complete the Orientation and Certification form and the Field Supervisor's Bio form. If the student has not provided these forms, please request them from him/her. These are due the first week of the semester, as is the student's Ministry Placement Form, which also requires your signature.

By the second week of the semester, the student must return three more forms (namely, the Field Supervisory Agreement form, the Personal Development Goals Agreement, and the Field Ministry Project form), all of which require interaction between you and the student, as well as your signature. Please help the student process these in a timely manner.

After the second week, you will be asked to complete three Field Ministry Reports at regular intervals, the last of which will include the grade you suggest the student should receive from the seminary for the Applied Ministry course.

The following information is provided to "jump-start" your thinking about the process of forming your evaluation of the work of the student(s) under your supervision this semester. One of the goals of the Applied Ministry process is to assist the student to develop a more accurate ability to evaluate himself or herself in ministry. Your direct, candid, and honest feedback may be one of the best learning experiences your student will ever have.

In the Applied Ministry program, frank and sincere evaluations about a minister's *gifts and strengths* in ministry are encouraged. Ministers need to know when they have done well and where their strengths lie. The Applied Ministry program also encourages frank and sincere evaluations about a minister's *shortcomings, errors, and areas of need for change and growth*. Ministers need to know when they have done poorly. They need mature insight to help them avoid repeating mistakes, and to help them grow in their ministering abilities.

I. Applied Ministry uses two types of evaluations:

- A. Evaluations made *during* the semester. There are several evaluations during the course of the semester that will help the student know how others (especially the supervisor) see his or her ministry abilities.

- B. Evaluations made *at the end* of the semester. This evaluation is made at the end of the period of supervision to mark the progress the student made in relation to former levels of competence and the accomplishment of stated goals.

II. Evaluating Applied Ministry students

When evaluating a student's strengths and weaknesses in ministry, you are to use Field Ministry Report forms provided to you by the student. On these forms, you may consider the following areas:

sensitive to people	uses resources well	evangelistic
friendly	capable teacher	dresses appropriately
interesting speaker	inspires people	humble
helps people to grow	keeps confidences	diligent
prayerful	well organized	self-starter
makes appropriate visits	teachable (still learning)	listens well
capable leader	relates adequately to all ages	speaks the truth in love
cheerful (smiles enough)	reads Scripture in public well	open to suggestion
acceptable grooming habits	works with committees well	courteous
speaks clearly	spiritually minded	knows Bible well
finishes what is started	effective counselor	handles group interaction well
accepts wise counsel	committed to missions	loves the church
honest and truthful	always well prepared	accepts criticism well
keeps commitments	pays attention to details	encourages people

A NOTE ON CONFIDENTIALITY

1. In Ministry

- A. Most information that a minister receives in confidence, such as that of a spiritual and confessional nature, should never—for any reason—be revealed or shared with anyone. However, there are several exceptional circumstances in which a minister must share the confidential information that he has received. These circumstances are: (a) threat of suicide, (b) threat or confession of homicide, and (3) evidence (even hear-say evidence) of child abuse; especially assaultive behavior such as physical violence and sexual advances.
- B. Anyone having knowledge of these types of activities and who does not make a report of that knowledge to the appropriate authorities (family physician, county health office, sheriff or police authorities, social services, juvenile authorities, etc.) within a short period of time (in Kentucky, 48 hours) may be held accountable as an accessory after the fact. Ministers are not excused from the state laws that require this information to be shared, and ignorance of the law is no excuse. “Failure to report” is a violation of the law that can result in fines and even a jail term.

2. In the Classroom

- A. Per SBTS policy, students may make a request to tape record any regular presentation made in any class at Southern Seminary by a professor or other member of the professional staff. However, this privilege does not apply to student presentations of confidential ministry events or peer-group conversations about those events of the actual practice of ministry.
- B. Students are urged to exercise extreme care and to maintain strict confidence related to situations of ministry in churches and agencies. This is true of information shared by peers in Applied Ministry group meetings and of written and copied materials. Students should take care to return all written materials to the presenter at the conclusion of all group meetings.
- C. When considering the following material on case studies, please bear the above information in mind.

CASE STUDY METHODS

The reporting of actual ministry occurrences is sometimes a useful strategy in the Applied Ministry curriculum. When such a ministry event is presented in a carefully prepared report, the ministry dimensions are then available to the faculty supervisor and peer consultants for observation, evaluation, and feedback for the reporting student. Such reports are called *case studies*.

Faculty supervisors may or may not choose to use case studies as part of their supervisory curriculum. In some situations, case studies may be adaptable for use by the field supervisor who will require them of the student, or by the student who finds case studies helpful in eliciting guidance from the field supervisor. But in other situations the field supervisor may find the use of a case study too formal for the supervisory relationship with the student, or the student may consider the field supervisor too close to the people or circumstances involved to discuss them in this manner.

I. Introduction to the Case History Report

- A. A variety of written methods have been used to present case studies in Applied Ministry classes. One particular format, known as a *case history report*, has proven popular and is generally satisfactory for presenting a written report of a case study.
- B. The case history report may generally be presented in one well-written page and includes three vital sections:
 - 1. *Background/context*. In this section of about one paragraph, sufficient facts concerning the context of the case study are provided to allow members of the class to understand the basics of the setting in which the event occurred.
 - 2. *Report of the event*. In one or two paragraphs, the story of the event is reported, distilled to the most essential elements that make the case worthy for group discussion.
 - 3. *Reflection/analysis*. The final paragraph should offer the presenter's reflections on the most important issues of the case, serving to prompt the class to focus on these matters in the time allotted for discussion.

II. Example of a Case History Report

You may find the following example of a case history report helpful in guiding your preparation of a written case study. Note the development of the three areas previously described.

Confidential Ministry Report: by Jack Smith, Second Baptist Church

[Note: the names and places are fictional.]

Case History Report: Ministry to a Church Building Committee.

Background: In this 69-year-old rural church, I have been pastor for two years. A building project was proposed, but it had been voted down twice with opposition from the "old guard" faction led by the deacon chairman. A new young deacon, (N.D.) made the motion again at a regular business meeting with me presiding as moderator. I was caught off guard, but saw that the new members present were able to pass the motion on the spot.

Description: N.D. made the motion, seconded by the youngest son of the deacon chairman. Claiming sage wisdom from the past, the deacon chairman spoke winsomely against the motion. Fifteen minutes of discussion saw tempers begin to heat up. I interrupted the flow of debate, surrendered my chair to the assistant moderator, and made the first political speech of my pastorate. I urged patience, counseling them not to decide such an important issue in fifteen minutes. They were not disrespectful to me, but the majority wanted to vote immediately. I made a substitute motion for a committee appointed by a moderator to meet and bring a recommendation to the church within a month of the committee report. There was some murmuring, but the motion passed unopposed. There was a cool atmosphere after the meeting.

The following Sunday, I announced the committee: myself as chairperson, deacon chairman, trustee chairman, Sunday School Superintendent, Church Training Director, W.M.U. Director, Choir President and N.D., the motion maker. The committee is composed of three (3) “old guard” members, three (3) newcomers, two (2) adult children of the “old guard” members, and myself. The first two meetings of the committee identified needs and outlined needed space. The committee vote was 7-2; I voted with the majority in favor of the construction. The report will be presented to the church in two weeks; the vote taken two weeks later. The “old guard” is very bitter.

Reflection/analysis: I was taken by surprise in a situation which could have been handled in a better way. I responded strongly, but have set myself up for rejection by the losing side. I balanced the committee so all sides would have a spokesperson. I did risk a deadlock. The major tragedy was to allow this sleeping issue to go unattended. My negligence caused the issue to appear at an unplanned time. I also see I’m not as close to the people as I thought I was. The new members’ actions without consulting me speaks loudly that they may not trust me. My stand for patience and respect for everyone’s opinion set up a broad pastoral base for ministry. I don’t want to lose anyone, but I am prepared to pay some price for progress.

END OF CASE HISTORY REPORT

III. Suggestions for using the Case History Report in a class or small group session

- A. The written case material should be distributed to the instructor and group at the beginning of the meeting. (It will be even better if arrangements have been made to distribute the written case history a few days in advance).
- B. The discussion of the report could be divided as follows:
 - 1. *Clarification and information.* Collect necessary facts from presenter; no analysis or evaluation here. This is to emphasize the need for a clear understanding of what happened and in what sequence. Information to “fill in the blank spaces” may also be asked. (Examples for above case: Did you detect any rumblings in advance of this issue coming to the surface? How many “old guard” persons are likely to be offended by the impending action? What pastoral care actions have you already taken toward the “old guard” members? Toward the “newcomers”?) This should comprise about ten percent of the discussion time.

2. *Evaluation by the class.* The presenter receives feedback from the other class members as they focus on the actions of the minister in the case. This is a time for comments on what the presenter actually did. At this point, suggestions for performance options are also included. The class should assess theological issues in the case. What theological considerations were relevant in this ministry case? What issues relative to the nature and meaning of ministry surfaced? What items concerning the nature of the church/agency are apparent, or the needs and values of persons involved? Strengths are to be praised; weaknesses identified and confronted. The instructor interjects only to insure that the conversation moves with energy and relevance to address the most important issues and, finally, to make the transition to the final phase of the class discussion. This part of the discussion should take about seventy-five percent of the time allowed.
3. *Reflection by the presenter.* The presenter responds to the class, emphasizing what was helpful. He/she comments on the specific suggestions that have been heard. Additional questions and clarifications may be appropriate as time permits. During this segment, the instructor may also offer meaningful feedback on the issues that have emerged. The final fifteen percent of the discussion should be devoted to this.

**APPLIED MINISTRY CHECKLIST
FOR STUDENTS RECEIVING FACULTY SUPERVISION *IN A CLASS***

1. _____ I have watched the AM Orientation Video, and emailed the AM Office the date I watched the video. (See Orientation and Certification form for link.)
2. _____ I have read the complete Applied Ministry Handbook and understand my responsibilities.
3. _____ I have registered for the class.
4. _____ I know when and where my faculty supervision class meets.
5. _____ I have secured a place of field ministry.
6. _____ I have chosen a qualified field supervisor and he/she has agreed to serve in that capacity.
7. _____ I have confirmed with the SBTS Applied Ministry Office (Norton 157 or emailed am@sbts.edu) that my field supervisor has been certified within the last three years or will be certified **before my project begins**.
8. _____ My Field Supervisor has watched the Field Supervisor's Certification video unless he was certified less than 3 years ago. (See Orientation and Certification form for link.)
9. _____ My field supervisor has completed the Applied Ministry Field Supervisor's Bio form and returned it to me **(due the first week of the semester)**.
10. _____ My field supervisor has completed his/her part of the Orientation and Certification form and returned it to me **(due the first week of semester)**.
11. _____ I have completed my part of the Orientation and Certification form and attached my field supervisor's bio form to it. **(due the first week of semester)**.
12. _____ I have delivered or mailed my field supervisor's bio and the Orientation and Certification forms to the AM Office, Norton 157 **(due the first week of the semester)**.
13. _____ I have completed my Ministry Placement Approval form **(due the first week of the semester.)**.
14. _____ I have copied and completed an Applied Ministry Time Log for my first week and given a copy to my field supervisor.
15. _____ I have made photocopies of the above forms before submitting them to my faculty supervisor and the AM office (Norton 157).
16. _____ I have completed the Field Supervisory Agreement form **(due the second week)**.

(see next page)

17. _____ I have formulated my Personal Development Goals and completed the Applied Ministry Personal Development Goals Agreement form (due the second week).
18. _____ I have created a field ministry project and completed the Field Ministry Project form (due the second week).
19. _____ I have made photocopies of the above forms before submitting them to my faculty supervisor.
20. _____ I have copied and completed Applied Ministry Time Logs for every week through the time to submit Field Ministry Report #1, had them signed by my field supervisor, and submitted them to my faculty supervisor.
21. _____ I have met with my field supervisor weekly, and after he or she completed the Applied Ministry Field Ministry Report #1, I have submitted them to my faculty supervisor (due the fourth week).
22. _____ I have copied and completed Applied Ministry Time Logs for every week through the time to submit Field Ministry Report #2, had them signed by my field supervisor, and submitted them to my faculty supervisor.
23. _____ I have met with my field supervisor weekly, and after he or she completed the Applied Ministry Field Ministry Report #2, I have submitted them to my faculty supervisor (due the eighth week).
24. _____ I have copied and completed Applied Ministry Time Logs for every week through the time to submit Field Ministry Report #3, had them signed by my field supervisor, and submitted them to my faculty supervisor.
25. _____ I have met with my field supervisor weekly, and after he or she completed the Applied Ministry Field Ministry Report #3, I have submitted it to my faculty supervisor (due the twelfth week).
26. _____ I have made photocopies of the above forms before submitting them to my faculty supervisor.
27. _____ I have completed the Student's Course Evaluation form and returned it to the SBTS Applied Ministry office (Norton 157) (due by the last week of the semester).

Please be sure you have all required signatures and have copies of all completed forms for your own records prior to turning in to your Faculty Supervisor.

**APPLIED MINISTRY CHECKLIST
FOR STUDENTS RECEIVING FACULTY SUPERVISION *INDIVIDUALLY*
(INDEPENDENT STUDY)**

1. _____ I have watched the AM Orientation Video, and emailed the AM Office the date I watched the video. (See Orientation and Certification form for link.)
2. _____ I have read the complete Applied Ministry Handbook and understand my responsibilities.
3. _____ I have registered for the class (be means of the Independent Study Contract at <http://www.sbts.edu/documents/IndependentStudy.pdf>).
4. _____ I have secured a place of field ministry.
5. _____ I have chosen a qualified field supervisor and he/she has agreed to serve in that capacity.
6. _____ I have confirmed with the SBTS Applied Ministry Office (Norton 157 or emailed am@sbts.edu) that my field supervisor has been certified within the last three years or will be certified **before my project begins.**
7. _____ I have chosen a faculty supervisor and he/she has agreed to serve in that capacity.
8. _____ I have reminded my faculty supervisor to notify the AM office of this supervisory relationship so that he/she can request a syllabus from the AM office (Norton 157).
9. _____ My field supervisor has watched the certification video unless he was certified less than 3 years ago. (See Orientation and Certification form for link.)
10. _____ My field supervisor has completed the Applied Ministry Field Supervisor's Bio form and returned it to me **(due the first week of the semester).**
11. _____ My field supervisor has completed his/her part of the Orientation and Certification form and returned it to me **(due the first week of the semester).**
12. _____ I have completed my part of the Orientation and Certification form and attached my field supervisor's bio form to it. **(due to the Applied Ministry Office Norton 157 the first week of the semester).**
13. _____ I have delivered or mailed my field supervisor's bio and the Orientation and Certification forms to the AM Office, Norton 157 **(due the first week of the semester).**
14. _____ I have completed my Ministry Placement Approval form **(due the first week of the semester).**

(see next page)

15. _____ I have copied and completed an Applied Ministry Time Log for my first week and given a copy to my field supervisor.
16. _____ I have made photocopies of the above forms before submitting them to my field supervisor.
17. _____ I have completed the Field Supervisory Agreement form (due the second week).
18. _____ I have formulated my Personal Development Goals and completed the Applied Ministry Personal Development Goals Agreement form (due the second week).
19. _____ I have created a field ministry project and completed the Field Ministry Project form (due the second week).
20. _____ I have made photocopies of the above forms before submitting them to my field supervisor.
21. _____ I have copied and completed Applied Ministry Time Logs for every week through the time to submit Field Ministry Report #1, had them signed by my field supervisor, and submitted them to my faculty supervisor.
22. _____ I have met with my field supervisor weekly and have submitted to my faculty supervisor the Applied Ministry Field Ministry Report #1 he or she completed (due the fourth week).
23. _____ I have copied and completed Applied Ministry Time Logs for every week through the time to submit Field Ministry Report #2, had them signed by my field supervisor, and submitted them to my faculty supervisor.
24. _____ I have met with my field supervisor weekly and have submitted to my faculty supervisor the Applied Ministry Field Ministry Report #2 he or she completed (due the eighth week).
25. _____ I have copied and completed Applied Ministry Time Logs for every week through the time to submit Field Ministry Report #2, had them signed by my field supervisor, and submitted them to my faculty supervisor.
26. _____ I have met with my field supervisor weekly and have submitted to my faculty supervisor the Applied Ministry Field Ministry Report # 3 he or she completed (due the twelfth week).
27. _____ I have copied and completed Applied Ministry Time Logs for every week through the time to submit Field Ministry Report #3, had them signed by my field supervisor, and submitted them to my faculty supervisor.

(see next page)

28. _____ I have kept a weekly journal of all activity related to Applied Ministry.
29. _____ I have read the books required on the syllabus developed for class use by the Associate Vice President for Applied Ministries.
30. _____ In accordance with the provisions of the handbook, I have discussed Applied Ministry related work with my faculty supervisor at least three times during the semester.
31. _____ I have completed the assignments given to me by my faculty supervisor.
32. _____ I have completed the Student's Course Evaluation form and returned it to the SBTS Applied Ministries office (Norton 157) (due by the last week of class).

Please be sure you have all required signatures and have copies of all completed forms for your own records prior to turning in to your Faculty Supervisor.

ORIENTATION AND CERTIFICATION
MANDATORY FOR CREDIT
for Applied Ministry Courses

STUDENT:

Must watch following AM Orientation Video Link before AM project is started:

mms://video.sbts.edu/webcourses/greenway/applied_ministry.wmv

Date Watched _____

Student's Name
(Please Print Clearly) _____

Student's Signature _____

CERTIFIED FIELD SUPERVISOR:

Must meet following requirements for Field Supervisor certification:

1. M.Div. plus 5 years of vocational ministry experience, or
2. 20-25 years of vocational ministry experience, or
3. Request for exemption from item 1 and 2 in writing to am@sbts.edu. Exemption request must be approved by Dr. Adam W. Greenway *before* project is started.
4. All certified Field Supervisors must be recertified every three years

If one of the above has been met, prospective field supervisor or field supervisor due recertification must watch the following video link:

mms://video.sbts.edu/webcourses/greenway/field_supervisor_orientation.wmv

Date Watched _____

Field Supervisor's Name
(Please Print Clearly) _____

Field Supervisor's Signature _____

Address _____

City, State, Zip _____

Phone _____

Email _____

Student: Please attach a copy of the Field Supervisor's Bio to this form and give it to your Faculty Supervisor the FIRST week of the semester.

APPLIED MINISTRY FIELD SUPERVISOR'S BIO FORM**FIELD SUPERVISOR'S NAME (please print)** _____**STUDENT(S) YOU ARE SUPERVISING** _____

PERSONAL

Age: _____

Years married: _____

Employer: _____

Street address: _____

City, state, ZIP: _____

Office phone: _____ Home phone: _____

Mobile phone: _____ FAX: _____

Email address: _____

EDUCATION

Degree earned

School

Year

VOCATIONAL MINISTRY EXPERIENCE

Date

Position

Place

REVIEW STUDENTS SUPERVISED FOR APPLIED MINISTRY CREDIT

Name

Semester & Year

DATE OF LAST SBTS FIELD SUPERVISOR CERTIFICATION CONF. OR VIDEO

OTHER SUPERVISORY TRAINING COMPLETED (Supervision I, CEU, etc.) AND WHEN**THIS FORM IS DUE TO YOUR FACULTY SUPERVISOR DURING THE FIRST WEEK OF THE SEMESTER.**

MINISTRY PLACEMENT APPROVAL FORM

STUDENT NAME _____ I.D. NO. _____

CAMPUS BOX _____ EMAIL _____

STREET ADDRESS _____

CITY/STATE _____ ZIP _____

PHONE #1 _____ PHONE #2 _____

MINISTRY TITLE _____

PLACEMENT NAME (e.g., First Baptist) _____

PLACEMENT ADDRESS _____

CITY/STATE _____ ZIP _____

PHONE _____ FAX _____

YOUR PREVIOUS LENGTH OF SERVICE, IF ANY, IN THIS PLACEMENT _____

YOUR WEEKLY TIME COMMITMENT TO THIS PLACEMENT DURING A.M. _____ hrs.

THIS POSITION FOR YOU IS (check one) PAID _____ VOLUNTARY _____

FACULTY SUPERVISOR'S NAME _____

FIELD SUPERVISOR'S NAME _____

FIELD SUPERVISOR'S TITLE/POSITION _____

LAY COMMITTEE CHAIR (if applicable—see section IV.E in the handbook)

NAME _____ PHONE _____

EMAIL _____

REQUIRED SIGNATURES:

STUDENT _____ DATE _____

FIELD SUPER. or COMM. CHAIR _____ DATE _____

FACULTY SUPERVISOR _____ (Print last name _____) DATE _____

(THIS FORM IS DUE TO YOUR FACULTY SUPERVISOR DURING THE FIRST WEEK OF THE SEMESTER.)

FIELD SUPERVISORY AGREEMENT FORM

QUALIFICATIONS:

1. He or she should hold a Master of Divinity degree or its equivalent, or a degree the Associate Vice President for Applied Ministries approves as appropriate for the type and level of supervision required.
2. He or she should have served a minimum of five years in vocational ministry.
3. He or she must be certified by the Applied Ministries office of SBTS, or affirm that he or she will watch the SBTS Field Supervisor Certification Video prior to the commencement of the student's Applied Ministry field project. Please email am@sbts.edu the video viewed date .

COMPENSATION:

Three year certification recognition as a field supervisor following completion of a Field Supervisor Certification Conference; supervisor training without charge; opportunities to use your experience and maturity to develop future ministers; personal development through supervisory sessions; assistance from an SBTS student in the church or ministry.

RESPONSIBILITIES:

Confer for one hour each week with the student about his or her Personal Development Goals, as well as his or her development of ministry skills, attitudes, understandings and character; personally observe the student's ministerial performance; pray with and for the student; evaluate the student's progress in these areas at end of semester; complete the evaluation reports for each month at the appropriate time.

I accept the above responsibilities for the current semester. I have been informed that the

Faculty Supervisor is _____ and may be contacted at
(phone) _____ (email) _____

Field Supervisor's Signature

Date

FIELD SUPERVISOR _____ TITLE _____

FIELD SUPERVISOR'S EMAIL _____ PHONE _____

NAME OF CHURCH/MINISTRY _____ PHONE _____

ADDRESS _____

STUDENT'S NAME _____

STUDENT'S MINISTRY TITLE _____

STUDENT'S SIGNATURE _____ DATE _____

THIS FORM IS DUE TO YOUR FACULTY SUPERVISOR DURING THE SECOND WEEK OF THE SEMESTER.

FIELD SUPERVISORY AGREEMENT FORM

FOR LAY COMMITTEE CHAIRPERSONS (see Handbook IV.E)

QUALIFICATIONS:

1. He or she should be a faithful member and/or leader of the local church or ministry where the student is called to minister.
2. He or she should be appointed or elected by the church or ministry (or in some cases by the pastor) to perform as committee chairperson.
3. He or she should be able to be present as the student works in his field ministry project and willing to fulfill the duties of a committee chairperson.
4. He or she must be certified by the Applied Ministries office of SBTS, or affirms that he or she will attend the SBTS Field Supervisor Certification Conference prior to the commencement of the student's Applied Ministry field project. Please email am@sbts.edu the video viewed date.

COMPENSATION:

Three year certification recognition as a field supervisor following completion of a Field Supervisor Certification Conference; supervisor training without charge; opportunities to use your experience and maturity to develop future ministers; personal development through supervisory sessions; assistance from an SBTS student in the church or ministry.

RESPONSIBILITIES:

Confer for one hour each week with the student about his or her Personal Development Goals, as well as his or her development of ministry skills, attitudes, understandings and character; personally observe the student's ministerial performance; pray with and for the student; evaluate the student's progress in these areas at end of semester; complete the evaluation reports for each month at the appropriate time.

I accept the above responsibilities for the current semester. I have been informed that the

Faculty Supervisor is _____ and may be contacted at
(phone) _____ (email) _____

Field Supervisor's Signature

Date

CHAIRPERSON'S NAME _____ TITLE _____

CHAIRPERSON'S EMAIL _____ PHONE _____

NAME OF CHURCH/MINISTRY _____ PHONE _____

ADDRESS _____

STUDENT'S NAME _____

STUDENT'S MINISTRY TITLE _____

STUDENT'S SIGNATURE _____ DATE _____

THIS FORM IS DUE TO YOUR FACULTY SUPERVISOR DURING THE SECOND WEEK OF THE SEMESTER.

PERSONAL DEVELOPMENT GOALS AGREEMENT

Student's Name _____ Date _____

Phone #1 _____ Phone #2 _____

Campus Box _____ Email _____

Ministry Title _____

Ministry Placement _____

In light of my personal growth needs in life and ministry, and the opportunities for ministry in my place of service this semester, I pledge to achieve or to grow toward the following goals:

1. Interpersonal Goal (including the measurable way by which I will quantify progress toward it)

2. Goal #2 (including the measurable way by which I will quantify progress toward it)

3. Goal #3 (including the measurable way by which I will quantify progress toward it)

Field Supervisor
or Lay Committee Chair

Faculty Supervisor

Student's Signature

THIS FORM IS DUE TO YOUR FACULTY SUPERVISOR DURING THE SECOND WEEK OF THE SEMESTER.

FIELD MINISTRY PROJECT

Student's Name _____ Date _____

Phone #1 _____ Phone #2 _____

Campus Box _____ Email _____

Ministry Title _____

Ministry Placement _____

My project for the current semester will be:

Field Supervisor
or Lay Committee Chair

Faculty Supervisor

Student's Signature

THIS FORM IS DUE TO YOUR FACULTY SUPERVISOR DURING THE SECOND WEEK OF THE SEMESTER.

APPLIED MINISTRY WEEKLY TIME LOG, Week #____ of 12 Date _____

The purpose of this form is to help the student account for the time required each week in field ministry. ***The student should make one copy of this form for each week of the semester (see Handbook V.C.).*** Completed forms should be submitted to the field supervisor. Perhaps the best time for the student to submit the forms is during the weekly supervisory meetings. The field supervisor can then submit the forms each time he or she submits Field Ministry Reports to the AM office.

STUDENT NAME _____ I.D. NO. _____

CAMPUS BOX _____ EMAIL _____

PHONE #1 _____ PHONE #2 _____

FIELD SUPERVISOR _____

FIELD SUPERVISOR'S EMAIL _____ PHONE _____

Applied Ministry Task	Hours on Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

Total AM hours this week: _____ **Required AM hours per week (see below):** _____

If you receive faculty supervision in a *class*, according to Handbook sections VIII.A.2 and 3, you “must spend at least *four* hours in face-to-face field ministry each week. Up to one hour of travel and preparation for field ministry may be included in this total. . . . The student must spend *one* hour each week in a field supervision meeting.”

If you receive faculty supervision *individually*, according to Handbook sections VIII.B.6 and 7, you “must spend at least *five* hours in face-to-face field ministry each week. Up to one hour of travel and preparation for field ministry may be included in this total. . . . The student must spend *one* hour each week in a field supervision meeting.”

If you are taking AM in the summer or another term less than regular, thirteen-week semester, according to Handbook section IV.D.1, your “weekly workload must be adjusted so that the same number of total ministry hours are completed as in a regular thirteen-week semester. In other words, [you] will need to spend more hours per week on [your] AM project than in a regular semester.”

Note: only once during the semester may “extra” hours from one week be rolled over to another week.

Did you meet with your field supervisor for one hour this week? _____ Yes _____ No

FIELD SUPERVISOR'S SIGNATURE _____

COMMENTS _____

APPLIED MINISTRY FIELD MINISTRY REPORT #1 (Date _____)

Student's Name _____

Ministry Title _____

Ministry Placement _____

To the Field Supervisor: This program is designed (1) to discover and encourage the student's ministry gifts and strengths; and (2) to uncover the student's ministry growth edges and weaknesses, all in an effort to help the student to develop into a more fruitful and faithful servant of Christ. Refer to the handbook section entitled "A Note to the Field Supervisor" for helpful information.

This report will be *based on your early impressions* of this student in the ministry role and tasks assigned at the beginning of the semester. Your honest and direct assessment will be of great value to the student. Learning how one is perceived in a "first impression" is vital to the development and growth of every minister. *At this point in the semester, very few students should receive the "exceptional" (A or A-) rating.*

Evaluate each item below the chart according to the seminary's grading scale:

Exceptional		Strong		Good		Average		Weak		Poor	Fail
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

_____ Relates to people in an open, caring manner and in appropriate ways

_____ Has been made aware of any major weaknesses in people skills and received this acceptably

_____ Seems to be a self-starter (demonstrates initiative)

_____ Has shown faithfulness to tasks and assignments

_____ Has begun measurable work on Personal Development Goals

_____ Appears humble and teachable

_____ Manifests a desire to pay attention to both spiritual "life and doctrine" (1 Timothy 4:16)

(see next page)

APPLIED MINISTRY FIELD MINISTRY REPORT #1 (cont.)**Student's Name** _____

2. As you, the field supervisor, have related to this student, give your overall first impression of him/her as a minister:

3. Please give your first impression of this student's specific strengths in ministry.

4. Please give your first impression of this student's specific areas of need for growth.

5. Has the student informed you of all the due dates for future field reports? ☐ yes ☐ no
6. Number of supervisory meetings to date: _____
7. Average length of time for each conference: _____
8. Has your supervisory process to this point gone well? ☐ satisfactory ☐ needs improvement
9. Any comments regarding your answer to the previous question?

Field Supervisor's Signature
or Lay Committee Chair_____
Date_____
Student's Signature_____
Date

DURING A FALL OR SPRING SEMESTER, THIS FORM IS DUE **THE FIFTH WEEK**.
DURING A SUMMER OR OTHER ABBREVIATED TERM, IT IS DUE ONE-THIRD OF THE WAY INTO THE TERM.
AT THE BEGINNING OF THE TERM, CONFIRM WITH YOUR FACULTY SUPERVISOR THE EXACT DUE DATE.

APPLIED MINISTRY FIELD MINISTRY REPORT #2 (Date _____)

Student's Name _____

Ministry Title _____

Ministry Placement _____

To the Field Supervisor: This form is designed to help you reflect on your supervisory experience thus far with this student.

Specific comments on student's progress toward his or her Personal Development Goals:

a. Interpersonal Goal:

b. 2nd Goal:

c. 3rd Goal:

Are there any "people skills" issues with this student you need to call to his or her attention?

(see next page)

APPLIED MINISTRY FIELD MINISTRY REPORT #2 (cont.)**Student's Name** _____

Is there a problem or an unusual theme that keeps recurring in your supervisory sessions that needs attention?

Does this—or another matter—need to be addressed more aggressively now that the student's Applied Ministry experience is halfway completed?

What strength or strengths do you need to more diligently encourage with this student?

Are there any other mid-course corrections you feel the need to make in your supervision of this student?

Other comments:

Approximate number of hours spent supervising student during the semester: _____

Field Supervisor's Signature
or Lay Committee Chair

Date

Student's Signature

Date

DURING A FALL OR SPRING SEMESTER, THIS FORM IS DUE **THE TENTH WEEK.**
DURING A SUMMER OR OTHER ABBREVIATED TERM, IT IS DUE TWO-THIRDS OF THE WAY INTO THE TERM.
AT THE BEGINNING OF THE TERM, CONFIRM WITH YOUR FACULTY SUPERVISOR THE EXACT DUE DATE.

APPLIED MINISTRY FIELD MINISTRY REPORT #3 (Date _____)

Student's Name _____

Ministry Title _____

Ministry Placement _____

To the Field Supervisor: This final field ministry report for is an opportunity for you to give the student a frank evaluation of himself or herself in ministry from your point of view. Hopefully, you will highlight gifts and strengths clearly, as well as describe areas where growth is needed, all in an effort to encourage and challenge the student toward greater fruitfulness in ministry.

Final evaluation of the student's progress toward his or her Personal Development Goals:

Interpersonal Goal:

2nd Goal:

3rd Goal:

This student clearly exhibits the following gifts or strengths:

(see next page)

APPLIED MINISTRY FIELD MINISTRY REPORT #3 (cont.)**Student's Name** _____

This student would be more effective in ministry if he or she grew in the following ways:

Did the student invest the number of hours required to be spent each week in his or her AM project?

Was the student willing to meet with you for the required one hour supervisory conference each week?

The number circled below indicates this student's overall grade in Applied Ministry this semester. This is the field supervisor's *final grade* of the student's work for the semester and will be seriously considered in processing the student's final grade from the seminary.

Exceptional		Strong		Good		Average		Weak		Poor	Fail
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

Thank you for giving of yourself and your experience this semester. Having completed the task, what are your suggestions on how we may improve the Applied Ministry experience, either for the student or the field supervisor?

Approximate number of hours spent supervising the student during this semester: _____

Field Supervisor's Signature
or Lay Committee Chair

Date

Student's Signature

Date

**THIS FORM IS DUE DURING FINALS WEEK.
AT THE BEGINNING OF THE SEMESTER, CONFIRM THE EXACT DUE DATE
WITH YOUR FACULTY SUPERVISOR.**

INDIVIDUAL FACULTY SUPERVISION ACCOUNTABILITY FORM
for students enrolled in Applied Ministry
who receive faculty supervision individually (Independent Study)

I, _____ (student's name), have been faithful to complete my weekly journal of all activity related to Applied Ministry. I have also shown it to my field supervisor for approval.

Field Supervisor's Signature Date
or Lay Committee Chair

Student's Signature Date

I, _____ (student's name), have conferred with my faculty supervisor concerning my ministry project and learning goals at least three times during the semester.

Faculty Supervisor's Signature Date
or Lay Committee Chair

Student's Signature Date

THIS FORM IS DUE IN THE SBTS APPLIED MINISTRIES OFFICE (NORTON 157)
DURING FINALS WEEK, BUT BEFORE THE LAST DAY OF FINALS.

STUDENT'S EVALUATION OF APPLIED MINISTRY

Ministry Placement: _____

- a. Evaluate your field ministry placement by circling a number below:

Exceptional		Strong		Good		Average		Weak		Poor	Fail
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

- b. What are the main reasons why you chose this particular grade for your ministry placement?

- c. Other comments?

Field Supervisor: _____

- a. Evaluate your field supervisor by circling a number below:

Exceptional		Strong		Good		Average		Weak		Poor	Fail
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

- b. What are the main reasons why you chose this particular grade for your field supervisor?

- c. Other comments?

(see next page)

Faculty Supervisor: _____

- a. Evaluate your faculty supervisor by circling a number below:

Exceptional		Strong		Good		Average		Weak		Poor	Fail
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

- b. What are the main reasons why you chose this particular grade for your faculty supervisor?

- c. Other comments?

In what ways has this course helped you?

How could this course be improved?

Student Signature (optional)

**THIS FORM IS DUE IN THE SBTS APPLIED MINISTRIES OFFICE (NORTON 157)
DURING FINALS WEEK, BUT BEFORE THE LAST DAY OF FINALS.**