Due: no later than October 1

SECTION I:

Learning/Serving Covenant between ___________________________ SBN_____

and________________________________ email ____________________________

at________________________________ from __/__/__ to __/__/__

1. The Field Education Handbook and Sexual Harassment Policy have been reviewed by both the
   supervisor and student _______ and______(initials).

2. Payment arrangements for stipend (and travel reimbursements if provided by site) have been made and
   appropriate paperwork completed.   _______ and______ (initials).

3. The student is expected to be on site a minimum of 8 hours each week with 2 or more
   additional hours in preparation. The total time commitment should not exceed 15 hours
   each week.

The Teaching Ministry student’s task is to design, carry out and evaluate activities within the context of
an effective adult education program. Working both independently (under the guidance of supervisor and
faculty mentor) and with others in the congregation, the student connects curriculum, methodology and
resources to the faith development of adult learners. This may include designing work-shops, retreats,
series of classes, etc. The student is strongly encouraged to have periodic joint meetings with the
Supervisor and Faculty Mentor and attend Christian education committee meetings as appropriate.

Is this placement being used to satisfy the church requirement for field education?

Yes___*        No___

*If yes, then the student will need to participate in worship leadership on a regular basis, provide pastoral
care, and preach at least once each semester. The minimum time spent on site should be increased to 10-
12 hours. The total time commitment should not exceed 15 hours each week.

Total weekly hours on-site _____Total weekly hours in preparation ________________

4. Weekly supervisory meeting: (day and time) ________________________________

   Days on-site _____________________ Vacation periods ________________________

5. The supervisor may designate or the student may choose lay members who covenant to meet
   with the student both individually and as a lay-committee to give feed-back and support. Please
   list ministers and lay persons who agree to give the student feed-back on sermon/teaching
   content and delivery, relational style, and worship leadership.

   ____________________________________________________
   ____________________________________________________
6. Faculty mentor: ___________________________________________

   Area of emphasis: ________________________________________________

SECTION II: On a separate sheet, describe the distribution of hours on site.

SECTION III: The practice of supervision ~ to be completed by supervisor (1 page, attach).

1. Describe the role and task of supervision.
2. How will you determine that the student has met his/her learning goals?
3. Describe the method from the Field Ed Handbook (p. 38) or other source you will use in supervision.
4. Which documents will you require the student to prepare as the basis for the hour of theological reflection (significant incident report, journal entry, verbatim, book report, other)?
5. List the areas for theological reflection you plan to explore with this student (See the Field Education Handbook p. 37 for suggestions).

SECTION IV: Student Goals ~ to be completed by student in conversation w/ supervisor (1-2 pages). Please refer to the Instructions for Completing the Teaching Ministry Learning/Serving Covenant handout when writing your goals.

Describe a learning goal, how you will achieve this goal, resources for learning and means for assessment for each of the five Field Education Handbook areas of development.

1. **Self Awareness** (e.g. time management, controlling behavior, acceptance of responsibility, projection of self-worth, sense of limits, boundary issues and dependability)
2. **Relationship Development** (e.g. being part of a team, ease with congregational care, working under supervision, dealing with diverse people, conflict)
3. **Skill Acquisition** (e.g. how to plan lessons, manage a group, facilitate discussion, plan work for others, develop a curriculum)
4. **Test/Affirm Vocational Call** (e.g. ease with teaching role, denominational identity, able to articulate call clearly, exercise authority with compassion and confidence)
5. **Integration** (e.g. ability to think theologically regarding specific acts of ministry/teaching the Word)

**EARLY TERMINATION**: This covenant shall not be terminated by either party without a joint conference between the Student Intern, Field Education Supervisor, Field Education Advisor, and the Director of Field Education. Details of the termination will be worked out at the conference. (See Field Education Handbook p.44)

**Signatures:**

Student: __________________________________________________________

Supervisor: ________________________________________________________

Faculty Mentor: ____________________________________________________

Date: ___________