# Seattle Pacific Seminary

Contextual Education Handbook

Adopted by the Graduate Curriculum Committee, May  $19^{th}$  2010 Revised by Dean of the SOT and the ADGS, March  $13^{th}$  2013



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#### CONTEXTUAL EDUCATION HANDBOOK

#### **INTRODUCTION:**

In graduate theological education, "contextual education" (commonly known as "field education") is supervised ministry, taken for academic credit, and carried out in a local congregation, clinical setting (hospital, prison, etc.), parachurch agency, or church-related non-profit organization. This *Handbook* sets forth the objectives and learning outcomes of the SPU Contextual Education Program, and describes the process by which prospective ministry settings are selected, the process by which site supervisors are trained, and the means by which students' site-specific ministry activities are assigned, supervised and assessed. For the sake of clarity, the term "Contextual Education Coordinator" is used throughout this Handbook. Normally, the person serving in that capacity will be the Associate Dean of Graduate Studies.

#### CONTEXTUAL EDUCATION COURSES

The Seattle Pacific Seminary has two courses that M.Div. and M.A. students can take to complete their contextual education requirements. These courses, along with their approved catalogue course descriptions, are as follows:

**THEO 6940 Contextual Education (2 cr.):** Supervised ministry, taken for academic credit, and carried out in a local congregation, clinical setting (hospital, prison, etc.), parachurch agency, or church-related non-profit organization. 12 credits of Contextual Education are required for the M.Div. degree, and 6 credits are required for the Business and Applied Theology, the Reconciliation and Intercultural Studies, and the Student Ministry and Culture, tracks of the M.A. in Theology degree. Minimum time commitment per quarter is 10 hours per week at the placement site for 10 weeks. M.Div. students will ordinarily take their first 6 credits of Contextual Education by enrolling in 2 credits of THEO 6940 per quarter during 3 consecutive quarters in the same academic year. They may take the remaining 6 credits either by enrolling again in THEO 6940 (2 credits of which may be in an approved Clinical Pastoral Education program) or by taking THEO 6941 Contextual Education Internship (see below). M.A.T. students will ordinarily take all 6 of the required Contextual Education credits by enrolling in 2 credits of THEO 6940 per quarter during 3 consecutive quarters in the same academic year. All sites at which SPS students can satisfy their Contextual Education requirement must be approved by the Dean of SOT or the Associate Dean of Graduate Studies and must agree to abide by the SPS Contextual Education Handbook.

**THEO 6941 Contextual Education Internship (6 cr.):** Intensive on-site supervised ministry that provides students with an opportunity to reflect on the practice of ministry in light of prior learning in THEO 6940 and other courses. All 6 credits will be completed in one quarter or summer (30 hours per week for 10 weeks). May not be taken in conjunction with any more than 3 additional quarter credits of course work. Internships must be approved by the Dean of SOT, the Associate Dean of Graduate Studies, or the SPU faculty member assigned to teach this course during the quarter in which the in-

<sup>&</sup>lt;sup>1</sup> A list of suggested contextual education resources will be available from the Contextual Education Coordinator and/or posted on the School of Theology website.

ternship takes place. All sites at which SPS students can satisfy their Contextual Education requirement must be approved by the Dean of SOT or the Associate Dean of Graduate Studies and must agree to abide by the SPS Contextual Education Handbook.

What follows are the objectives and learning outcomes for these courses. The objectives are intended primarily to guide SOT administration and graduate faculty in understanding how contextual education fits into the overall graduate curriculum. The learning outcomes are intended primarily to guide SOT administration and graduate faculty in selecting suitable CE sites, and to guide CE supervisors (who function as affiliate SPU faculty, subject to the provisions of this Handbook) in structuring student learning.

#### CONTEXTUAL EDUCATION COURSE OBJECTIVES

Upon completion of THEO 6940 and/or THEO 6941, students will be able to:

- 1. Integrate the academic study of theology with their life as Christian disciples, especially through their practice of the means of grace (works of piety, mercy, and justice). Model a vital faith and active discipleship, particularly through spiritual accountability structures (e.g., class meetings). [Integration of academy and abbey]
- 2. Articulate and live out a missional framework for theological reflection and prophetic action, including the demonstration of intercultural understanding. [Integration of academy and apostolate]
- 3. Engage the theological disciplines in order to cultivate a pattern of ministry that is appropriate for a particular ministry setting. [Integration of theory and praxis]
- 4. Discern and articulate their faith journey and ecclesial identity. Understand the steps necessary to realize their vocational goals. Discern their gifts and passions, as well as their strengths and weaknesses in various ministerial competencies. Understand how ministry affects family life. [Vocational self-understanding]
- 5. Be able to exegete the socio-cultural and organizational context of their ministry setting, both in the church and in the local community. Be equipped to assess the community's needs and the social function of the church within the community. [Contextual understanding]
- 6. Demonstrate administrative competencies appropriate for effective ministry in various settings, including the understanding of polity, budgeting, finances, time management, decision-making, strategic planning and other executive skills. [Administrative competency]
- 7. Demonstrate pastoral competencies appropriate for effective ministry in various settings, such as preaching, teaching, worship leadership, pastoral care, etc. [Pastoral competency]
- 8. Exhibit and use the interpersonal relational skills that are necessary for effective ministry. Demonstrate a leadership style that is attentive to organizational dynamics among ministerial teams, both volunteer and staff. [Interpersonal competency]

#### CONTEXTUAL EDUCATION LEARNING OUTCOMES AND LEARNING ACTIVITIES

An approved contextual education site will normally provide students with opportunities for supervised learning and growth in the six areas listed below. Students and site supervisors are expected to develop a learning agreement that will bear in mind the "academy," "abbey," and "apostolate" elements in all six of these areas. (Note: A list of the fourteen SPS Learning Goals, organized according to the AAA curriculum model, is printed as Appendix A to this Handbook.)

1. Worship: Appropriate learning activities for this outcome could include: preaching; reading Scripture; leading prayers; assisting in the celebration of sacraments/ ordinances, if appropriate; helping to develop and officiate at services on holidays and special occasions (dedications/baptisms, communion service, funerals and weddings,

- as denominational polity permits); delivering children's sermons; leading choral, instrumental and/or congregational music.
- 2. Christian Education: Appropriate learning activities for this outcome could include: leading Christian education/spiritual formation classes for children, youth or adults; leading or assisting with youth programs or fellowship groups; recruitment, training and/or supervision of CE leaders; attending Christian education committee meetings.
- 3. Pastoral Care: Appropriate learning activities for this outcome could include: visiting the sick, the shut in and/or the bereaved (in homes, hospitals, nursing care facilities etc.); facilitating prayer groups, covenant accountability groups and/or discipleship groups; participating in Stephen Ministry, shepherding or equivalent programs; informal counseling with members and families.
- 4. Evangelism and Mission: Appropriate learning activities for this outcome could include: participating in outreach programs and short-term missions, developing congregational or institutional promotional materials; attending planning meetings of relevant committees; participating in collaborative (denominational, ecumenical, and/or parachurch) outreach and missions programs.
- 5. Congregational/Organizational Administration and Leadership: Appropriate learning activities for this outcome could include: assisting with staff management and development, participating in general congregational/organizational administration and calendar management; attending meetings of church council or equivalent; program planning and implementation; conflict resolution.
- 6. Stewardship and Financial Management: Appropriate learning activities for this outcome could include: assisting with budgeting process, fund-raising events and stewardship campaigns; attending meetings of board of trustees, finance committee, stewardship committee, etc.)

#### CONTEXTUAL EDUCATION CONTRACT

The Contextual Education Contract (CEC) is a document that organizes the agreement between the supervisor, student, and Contextual Education Coordinator. The Contract explains the *requirements*, *responsibilities*, *and expectations* of each role as all parties work together to meet the Contextual Education objectives at a particular ministry site. Most importantly, the CEC outlines the student's ministry learning goals and activities, which are developed in partnership with the supervisor, and serves as a reference for accountability and evaluation throughout the contextual education process. Each student will submit one contract for the full academic year,² and a completed CEC form must be signed by all involved parties and should be submitted to the Contextual Education Coordinator by the end of the second week of the first quarter in which Contextual Education is registered.

#### **SUPERVISORS**

The Supervisor plays a crucial role in the development of the CEC and the overall process of mentoring a student in ministry. All supervisors must meet the requirements for eligibility, complete the specific responsibilities as listed, and adhere to the general expectations.

Requirements of Supervisors:

- 1. Service in a related full-time ministry position for a minimum of three years.
- 2. Active service in current position for at least one year.
- 3. Formal theological training (e.g., seminary-level theological training or equivalent<sup>3</sup>).

<sup>&</sup>lt;sup>2</sup> The CEC can be amended if necessary; however, substantial changes in the contract must be submitted and approved by the Contextual Education Coordinator.

<sup>&</sup>lt;sup>3</sup> Exceptions for special cases can be made with approval of the Contextual Education Coordinator.

- 4. Commitment to spending at least one hour per week in one-on-one meetings with the student.
- 5. Commitment to completing required assignments in a timely manner (including completion of the CEC with the student at the start of the internship and evaluation of the student's work at the end of each quarter).
- 6. Participation in a supervisor orientation and training session.

#### **Supervisor Application:**

In addition to these requirements, supervisors must complete an application and participate in an orientation and training session. An approved application must be submitted to the Contextual Education Coordinator prior to Contextual Education registration.

#### Specific Responsibilities of the Supervisor:

- 1. Collaboratively develop the CEC with the student during the first two weeks of the first quarter in which Contextual Education is registered.
- 2. Facilitate the constructive participation of the church (e.g. lay leadership) or institution in the ministry of the student.
- 3. Oversee a weekly one-on-one meeting with the student for discussion, theological reflection, and prayer, with an emphasis on the learning goals, activities, and spiritual formation of the student.
- 4. Submit a formal evaluation of the student's work each quarter to the Contextual Education Coordinator.

#### General Expectations of the Supervisor:

- 1. Help students to integrate theological study with practical ministry.
- 2. Provide guidance and support for the student's professional growth and competence, spiritual and theological formation, and vocational discernment.
- 3. Create a structure that is challenging and educational in an atmosphere that is open and honest about the opportunities and difficulties of ministry.
- 4. Provide personal support and encouragement to the student as appropriate over the course of the Contextual Education.

#### **STUDENTS**

The student is responsible for adhering to the objectives and guidelines as described in this Handbook. General questions and formal inquiries should be directed to the Contextual Education Coordinator.

#### Specific Responsibilities of the Student:

- 1. Craft learning goals and activities in partnership with the Supervisor that correlate with both the objectives in the Contextual Education Handbook and the particularity of the ministry site.
- 2. Oversee the completion of the CEC form before it is submitted to the Contextual Education Coordinator.
- 3. Fulfill the course requirements as set by the Contextual Education Coordinator, including quarterly responses to reflection questions (see Appendix B).
- 4. Complete a year-end evaluation of the site and supervisor at the end of the Contextual Education process.

#### General Expectations of the Student:

1. Honor the commitment of 10 hours per week of on-site involvement (or 30 hours/week for Contextual Education Internships).

- 2. Adhere to the Community Standards and Policies of the University as stated in Appendix C.
- 3. Students are expected to work during major church holidays that fall in the quarter in which they are registered for the internship. Other holiday work schedules are to be negotiated between the student and the site supervisor.

#### CONTEXTUAL EDUCATION AND CLINICAL PASTORAL EDUCATION

- An SPS MDiv student may satisfy 2 of his or her 12 required Contextual Education credits at a certified Clinical Pastoral Education site. The cost of taking a CPE program will be borne by the student. Regular tuition for the academic credits awarded for successful completion of the CPE program must also be paid to Seattle Pacific University.
- 2. A certified CPE Supervisor is not expected to reconfigure his or her program in accordance with the SPS Learning Goals listed in Appendix A or the SPS Learning Outcomes stated on pp. 3-4 above. But he or she is expected to work with the student and the Contextual Education Coordinator in developing a Contextual Education Contract that delineates the ministry learning goals and activities characteristic of his or her program, and to complete the Summative Evaluation Form (printed below) when at the student completes the program.

#### CONTEXTUAL EDUCATION LEARNING OUTCOMES FOR MAT STUDENTS:

For MAT students, any 3 of the 6 learning outcomes (see pp. 3-4 above) that are deemed by the faculty instructor, the site supervisor and the student to be relevant to the student's vocational objectives may be selected, taught to, and assessed for. Approximately similar weight should be given to each. The reduction in *hours* (from 12 for MDiv students to 6 for MAT students) is thus paralleled by the reduction in *learning outcomes* (from 6 to 3), while the time devoted to each of the remaining learning outcomes remains the same, namely 2 credits' worth.



#### CONTEXTUAL EDUCATION CONTRACT

The Contextual Education Contract (CEC) is a document that organizes the agreement between the supervisor, student, and Contextual Education Coordinator. This CEC form outlines the student's ministry learning goals and activities which are developed in partnership with the supervisor, and serves as a reference for accountability and evaluation throughout the contextual education process. A completed CEC form must be signed by all involved parties and should be submitted to the Contextual Education Coordinator by the end of the second week of the first quarter in which Contextual Education is registered.

Specific Responsibilities of the Student:

- 1. Craft learning goals and activities in partnership with the Supervisor that correlate with both the objectives in the Contextual Education Handbook and the particularity of the ministry site.
- 2. Oversee the completion of the CEC form before it is submitted to the Contextual Education Coordinator.
- 3. Fulfill the course requirements as set by the Contextual Education Coordinator.
- 4. Complete a year-end evaluation of the site and supervisor at the end of the Contextual Education process.

#### STUDENT INFORMATION

NAME:									
		Last			First			Midd	le Initial
ADDDEGG									
<b>ADDRESS:</b>									
					Street / P.O. Box				
			City			State			Zip
PHONE:	(	)				(	)		
THORE		_/		Day				Evening	
E-MAIL:									

#### STUDENT LEARNING GOALS

What particular spiritual, theological, and vocational goals are you pursuing in Contextual Education? These goals should be congruent with both the specific Contextual Education Objectives as well as the broader Seattle Pacific Seminary Goals as stated in the Handbook.

STI	IDENT	LEARNING	<b>ACTIVITIES</b>

What particular tasks, responsibilities, and activities will enable you to accomplish your learning goals? The structure of your work in ministry should reflect both the specific learning goals in this contract as well as the larger Contextual Education Learning Outcomes as stated in the Handbook.

#### **CEC AGREEMENT**

Please read the following statement, and sign/date where indicated:

I have read the Contextual Education Objectives and Learning Outcomes and agree to the student learning goals and activities as laid out in this contract. I am also in agreement with the responsibilities and expectations as stated in the Contextual Education Handbook.

Student Signature:	Date:
Supervisor Signature:	Date:
Contextual Education Office Use:	
Date submitted:	_
Date approved:	_
Contract Approved by:	



#### CONTEXTUAL EDUCATION SUPERVISOR APPLICATION

Supervisors: Please submit this completed application form to the Contextual Education Coordinator.

*Eligibility Requirements of Supervisors:* 

- 1. Service in a related full-time ministry position for a minimum of three years.
- 2. Active service in current position for at least one year.
- 3. Formal theological training (e.g. seminary-level theological training or equivalent<sup>1</sup>).
- 4. Commitment to spending at least one hour per week in one-on-one meetings with the student.
- 5. Commitment to completing required assignments in a timely manner (including completion of the CEC with the student at the start of the internship and evaluation of the student's work at the end of each quarter).
- 6. Participation in a supervisor orientation and training session.

City				
	Street /	P.O. Box		
City				
City		State		Zip
)	Day	(	)	Evening
			lities do y	ou oversee?
			Dates _	
y other relevan	t experience wit	hin the last thi	ree years.	
	PROFESSION ur current work	PROFESSIONAL EXPERIEN ur current work in ministry; w	PROFESSIONAL EXPERIENCE ur current work in ministry; what responsibi	PROFESSIONAL EXPERIENCE ur current work in ministry; what responsibilities do ye

<sup>&</sup>lt;sup>1</sup> Exceptions for special cases can be made with approval of the Contextual Education Coordinator.

			Dates
Are yo	ou ordained or licensed for ministry?	NO 🗆	YES 🗖
If so, v	what is your specific ordination or license?		
	CATIONAL BACKGROUND  be begin with the most recent institution you	u have attend	ded.
Colleg	e/University/Seminary		
Dates	of Attendance	to	
Degree	e Awarded		
Colleg	e/University/Seminary		
Dates	of Attendance	to	
Degree	e Awarded		
Please Specific 1. 2. 3.	read the following responsibilities and exponsibilities of the Supervisor: Collaboratively develop the CEC with the study which Contextual Education is registered. Facilitate the constructive participation of the ministry of the student. Oversee a weekly one-on-one meeting with the prayer with an emphasis on the learning goal Submit a formal evaluation of the student's with dinator. In Expectations of the Supervisor: Help students to integrate theological study with Provide guidance and support for the student and theological formation, and vocational distinct Create a structure that is challenging and education the opportunities and difficulties of mine Provide personal support and encouragement Contextual Education.	dent during the e church (e.g. le student for est, activities, are work each quare with practical receivant in an instry.	e first two weeks of the first quarter in ay leadership) or institution in the discussion, theological reflection, and ad spiritual formation of the student. ter to the Contextual Education Coorministry.  I growth and competence, spiritual atmosphere that is open and honest
I am ii	n full agreement with these responsibilities	s and expecta	tions.
Applic	cant Signature:		Date:



#### CONTEXTUAL EDUCATION QUARTERLY STUDENT EVALUATION

This form is intended to provide constructive and formative feedback to the student at the end of each quarter of his/her internship. The supervisors will complete a more intensive assessment of the student's call and gifts of ministry at the end of the internship; that "summative" assessment will be kept on record for interested ecclesial bodies to view. The present form is retained in the Contextual Education office and no one other than the staff of the CE office and designated SPS faculty members have access to it.

The supervisor is encouraged to review the Summative Evaluation document prior to completing quarterly evaluations so as to gain a sense of the goals of Contextual Education. The purpose of the internship is educational, so the expectation of the supervisor and the student is that discovery and growth ought to occur in the course of the internship. These evaluations provide an opportunity for the supervisors to provide helpful information to the student and to help the student grow in his/her sense of ministerial vocation.

Name of Student Intern:		
Name of Supervisor:		
Name of Ministry Site and Address:		
Dates of Internship:	to	
Quarter/Year of Evaluation:		

#### **PART ONE**

Rather than rate the student's gifts as in the Summative Evaluation, in the Quarterly Evaluation the supervisor will provide constructive comments regarding the areas of ministry pertinent to that quarter's internship.

#### **Worship**

- 1. The student is an effective worship leader.
- Demonstrates authenticity in worship leading.
- 3. Organizes and plans services with skill and care.
- 4. Demonstrates promise in the ability to administer the sacraments.
- 5. Demonstrates an ability to lead the congregation in the reading Scripture and prayer.
- 6. Speaks clearly and articulately.
- 7. Preaches the gospel with effectiveness.
- 8. Preaches the gospel with power and reverence.

Areas of Effectiveness in Ministry:

Suggestions for Development and Improvement:

#### **Christian Education and Spiritual Formation**

- 1. The student encourages those in the church to grow in and practice their faith (i.e. small group formation).
- 2. Demonstrates theological competence needed to perform the primary tasks of ministry.
- 3. Thinks theologically in a way that is both faithful to the tradition and responsive to the challenges of our time.
- 4. Can effectively teach people of various backgrounds, life stages, and with disabilities.

Suş	ggestions for Development and Improvement:
<u>Pa</u>	storal Care
1.	The student is effective in the ministries of caring (including hospital and home visitations, funerals, contacting homebound persons, etc.).
2.	Demonstrates appropriate pastoral presence (boundaries, empathy, and accessibility).
3.	Enables and empowers the laity in the caring ministry of the church.
Are	eas of Effectiveness in Ministry:
Suş	ggestions for Development and Improvement:

#### **Evangelism & Mission**

Areas of Effectiveness in Ministry:

- 1. The student takes seriously the mission and vision of the church.
- 2. Demonstrates ability and sensitivity to think ecumenically and globally considering the church in the larger community.
- 3. Engages in mission and evangelism by encouraging the church to invite others into Christian discipleship.
- 4. Invites the church to take seriously the needs of poor and marginalized.
- 5. Is sensitive and understands the denominational traditions and practices in the field education setting.

Areas of Effectiveness in Ministry:

Suggestions for Development and Improvement:

#### **Congregational Administration and Leadership**

- 1. The student uses time well, completes required tasks in a timely manner, and appropriately prioritizes duties.
- 2. Works well within committees and other small group teams.
- 3. Is able to manage high-stress situations, work within irregular schedules, and function in the face of uncertainty
- 4. Responds appropriately to needs (reacting to emergencies):
- 5. Understands his/her role and its functions within the church as defined in student's Contextual Education Contract.
- 6. Demonstrates initiative appropriate to the field ministry context (self-motivated, creative, anticipatory).
- 7. Uses appropriate language.
- 8. Honors confidentiality.
- 9. Dresses appropriately for both the task and context.
- 10. Engages relationships with ministerial staff appropriately.
- 11. Engages relationships with lay leaders appropriately.
- 12. Understands and manages conflict in a constructive manner.
- 13. Respects and honors all persons.
- 14. Is punctual and prepared.

Areas of Effectiveness in Ministry:

Suggestions for Development and Improvement:			
<b>Stewards</b>	ship and Financial Management		
	udent possesses an adequate knowledge of the financial and legal issues required to ain a fruitful ministry.		
2. Demon	nstrates a lifestyle that honors the values and mission of the church.		
3. Unders	stands the management of church budgets and fund raising campaigns.		
	ses a theology of work, vocation, and stewardship that will empower the church to efly carry out its mission.		
	ffectiveness in Ministry:  ns for Development and Improvement:		

### **PART TWO**

	How effective was the intern in accomplishing his or her learning goals as or Contextual Education Contract?	ıtlined in the
	What learning goals do you think might be important to include for the studnext internship for the purpose of developing his/her sense of ministerial vo	
	Comment on the intern's work habits and preparedness for the realistic dentry.	nands of minis-
	What specifically should this student be working on in the next quarter in the	e following ar-
A	A. Personal Faith	
I	B. Relationships	
(	C. Theological Formation	
I	D. Ministerial Effectivenss	
	Additional Comments that would be helpful for the student and the CE Officestudents prepare for ministry.	ee to better help
Supe	ervisor Signature:	Date



#### CONTEXTUAL EDUCATION SUMMATIVE STUDENT EVALUATION

This form is intended to provide constructive and helpful feedback to the student intern, as well as useful information to ecclesial bodies. In contrast to the quarterly reviews, this evaluation is a summative assessment for the entire internship, taking into consideration the ministerial growth and development of the intern. The perspectives and views provided by the student's CE supervisor will be among the most important s/he will receive prior to graduation, particularly if s/he is called to the public vocation of ordained or consecrated ministry. For this reason we ask you, the supervisor, to fill it out with great care and consideration.

Confidentiality: This form is retained in the Contextual Education office. No one other than the staff of the CE office and designated SPS faculty have access to this document, unless a student waives confidentiality. In addition, this form may be requested by interested ecclesial bodies once the waiver has been signed. This material belongs to the student and is used by the seminary to access student growth and to counsel students in their ministerial vocation. *This evaluation is also used to fulfill denominational recommendations for ordained ministry.* 

School and church officials use information from many different sources in making decisions on a student's progress in school and ministry. If there is an item of concern not covered in this form, feel free to communicate in writing to the school with a copy for the student. This form must be completed by the supervisor and signed by both s/he and the student. The student must see that the completed and signed form is submitted to the CE office by the assigned due date.

Name of Student Intern:	
Name of Supervisor:	
Name of Ministry Site and Address:	
Dates of Internship: to	
Quarter/Year of Evaluation:	
I have reviewed the contents of this evaluation and understand that it is ested ecclesial bodies.	may be viewed by inter-
Student Signature:	 Date

## PART ONE

On a scale of 1-5 please assess the student on the following areas of ministry.

4 = Ef 3 = Gr 2 = In 1 = La	ery effective fective rowth area effective cks ability in the Not Applicable					
Wors	<u>ship</u>					
To you	ır knowledge h	as the student o	completed a wo	orship course?		
9.	The student is	s an effective w	orship leader.			
	N/A	1	2	3	4	5
10	. Demonstrates	s authenticity in	n worship leadi	ng.		
	N/A	1	2	3	4	5
11.	Organizes and	d plans services	with skill and	care.		
	N/A	1	2	3	4	5
12	. Demonstrates	s promise in the	e ability to adm	inister the sacr	aments.	
	N/A	1	2	3	4	5
13	. Demonstrates	s an ability to le	ead the congreg	ation in the rea	ding Scripture	and prayer.
	N/A	1	2	3	4	5
To you	ır knowledge h	as the student o	completed a pro	eaching course	?	
14	. The student s	peaks clearly a	nd articulately.			
	N/A	1	2	3	4	5
15	. Preaches the	gospel with effe	ectiveness.			
	N/A	1	2	3	4	5
16	. Preaches the	gospel with pov	ver and reverer	ice.		
	N/A	1	2	3	4	5

Comm	ents:					
Sugge	stions for Deve	elopment and I	mprovement:			
Examj	oles of Growth	:				
<u>Chris</u>		on and Spirit				
1.	The student of group format		se in the churcl	n to grow in and	d practice their	faith (i.e. small
	N/A	1	2	3	4	5
2.	Demonstrate	es theological co	ompetence need	led to perform	the primary tas	sks of ministry.
	N/A	1	2	3	4	5
3.	Thinks theole challenges of	ogically in a wa four time.	y that is both fa	aithful to the tra	adition and res	ponsive to the
	N/A	1	2	3	4	5
4.	Can effective	ly teach people	of various back	kgrounds, life s	tages, and with	disabilities.
	N/A	1	2	3	4	5
Comm	ents:					
Sugge	stions for Deve	elopment and I	mprovement:			

Examples of Growth:						
<u>Pasto</u>	ral Care					
4.	The student is tions, funeral	s effective in the s, contacting he	e ministries of omebound pers	caring (including sons, etc.).	ng hospital and	home visita-
	N/A	1	2	3	4	5
5.	Demonstrates	s appropriate pa	astoral presenc	e (boundaries,	empathy, and a	accessibility).
	N/A	1	2	3	4	5
6.	Enables and e	empowers the la	aity in the carii	ng ministry of tl	he church.	
	N/A	1	2	3	4	5
Comm	ents:					
Sugges	stions for Deve	lopment and In	nprovement:			
Examp	oles of Growth:	:				
<u>Evanş</u>	gelism & Mis	sion_				
6.	The student t	akes seriously t	he mission and	l vision of the c	hurch.	
	N/A	1	2	3	4	5
7.		s ability and ser larger commur		k ecumenically	and globally co	onsidering the
	N/A	1	2	3	4	5

8.	Engages in m Christian disc		ngelism by enco	ouraging the ch	urch to invite o	thers into
	N/A	1	2	3	4	5
9.	Invites the ch	urch to take sei	riously the need	ds of poor and 1	narginalized.	
	N/A	1	2	3	4	5
10	. Is sensitive ar ucation settin		the denomina	tional tradition	s and practices	in the field ed-
	N/A	1	2	3	4	5
Comn	nents:					
Sugge	stions for Deve	lopment and Ir	nprovement:			
Exam	ples of Growth:					
Cong	regational Ad	lministration	and Leaders	ship		
1,	O			ired tasks in a t	imely manner,	and appropri-
	ately prioritiz		1 1		,	11 1
	N/A	1	2	3	4	5
2.	Works well w	ithin committe	es and other sn	nall group team	ıs.	
	N/A	1	2	3	4	5
3.	Is able to mar the face of un		s situations, wo	ork within irreg	ular schedules,	and function in
	N/A	1	2	3	4	5
4.	Responds app	propriately to n	eeds (reacting	to emergencies	).	
	N/A	1	2	3	4	5

į	5.		his/her role and lucation Contra		within the chur	ch as defined ir	n student's
		N/A	1	2	3	4	5
(	6.	Demonstrates tive, anticipat		opriate to the f	ield ministry co	ontext (self-mo	tivated, crea
		N/A	1	2	3	4	5
,	7.	Uses appropri	iate language.				
		N/A	1	2	3	4	5
8	8.	Honors confid	lentiality.				
		N/A	1	2	3	4	5
(	9.	Dresses appro	opriately for bo	th the task and	context.		
		N/A	1	2	3	4	5
]	10.	Engages relati	ionships with n	ninisterial staff	appropriately.		
		N/A	1	2	3	4	5
]	11.	Engages relati	ionships with la	ay leaders appr	opriately.		
		N/A	1	2	3	4	5
]	12.	Understands	and manages co	onflict in a cons	structive mann	er.	
		N/A	1	2	3	4	5
]	13.	Respects and	honors all pers	ons.			
		N/A	1	2	3	4	5
-	14.	Is punctual ar	nd prepared.				
		N/A	1	2	3	4	5
Con	nm	ents:					

Sugges	Suggestions for Development and Improvement:						
Examp	Examples of Growth:						
Stewa	ırdship and I	Financial Mar	<u>nagement</u>				
5.		ossesses an ade fruitful ministr		lge of the finan	cial and legal is	sues required	
	N/A	1	2	3	4	5	
6.	Demonstrates	s a lifestyle that	honors the val	ues and missio	n of the church		
	N/A	1	2	3	4	5	
7.	Understands	the managemer	nt of church bu	dgets and fund	raising campai	gns.	
	N/A	1	2	3	4	5	
8.		eology of work ry out its missi		stewardship th	at will empowe	r the church to	
	N/A	1	2	3	4	5	
Comm	ents:						
Suggestions for Development and Improvement:							
Examples of Growth:							

## PART TWO

6.	How do you evaluate the intern's sense of "call to ministry" at this point in his/her journey?
7.	How effective was the intern in accomplishing his/ her learning goals as outlined in the Contextual Education Contract?
8.	What happened in the life of the intern at the level of personal faith?
9.	Comment on the intern's preparedness for the realistic demands of ministry taking into account family considerations (as appropriate).
10.	Describe the nature and quality of the intern's relationships.  With you:
	With the staff:
	With members of the congregation/agency:

11.	How would you describe the intern's general temperament/disposition as s/he has been experienced in your ministry (e.g. angry, nervous, confident, causal, careless, serious, joyful, flexible, controlling, adaptive to change, warm, etc.)?
12.	How would you describe his/her level of maturity, particularly his/her ability for self-awareness and self-criticism.)?
13.	In what areas of ministry or in what personal ways has the intern demonstrated growth through the course of the internship?
14.	Describe the intern's ability to integrate theory and practice, theology and ministry.
15.	How would you describe his/her personal work habits (e.g. appearance, punctuality, self-discipline, ability to establish realistic work objectives, tact, time management, etc.)?
16.	Please summarize what you perceive to be the intern's greatest strengths for ministry.

17.	Please identify and comment on areas in which the intern needs further growth. What new insights, knowledge, or skills does s/he need to develop in preparation for further ministry?
18.	Do you perceive any barriers to effective ministry in this student?
19.	What specifically should this student be working on in the next year?
20.	Comments on any areas not covered already.

### PART THREE

#### Student Intern's Response

- To be completed by the Intern after reviewing Parts I and II
- To be signed by student and Supervisor

Check one:	
I have read my supervisor's assessment and agree that it is a fair evaluation of me an my Contextual Education experience.	ıd
I have read my supervisor's assessment and agree with the evaluation with the follow exceptions or additions (write below):	ving
Student Signature:	
Date	
Supervisor Signature	

The Contextual Education staff thanks you for the time and serious consideration you have given to this evaluation.

Date



#### CONTEXTUAL EDUCATION SUPERVISOR AND SITE EVALUATION

This form is intended to provide feedback to the Contextual Education Office regarding CE supervisors and sites. The CE office wishes to match students to sites and supervisors that will best prepare them for their ministerial vocation. The information you provide will help identify the areas of strengths and weaknesses for each internship placement. By providing constructive and helpful feedback you will assist future students in the placement of their internships.

Na	me of Student Intern:
Na	me of Supervisor:
Na	me of Ministry Site and Address:
Da	tes of Internship: to
Ple	ease respond to the questions below with helpful comments.
As	sessment of the Ministry Site
1.	Did the ministry site provide an opportunity for you to accomplish the learning goals as outlined in the Contextual Education Contract?
2.	Were you provided the opportunity to engage in the areas of ministries as outlined in the CE Learning Outcomes?
3.	Did the site provide you an opportunity to minister to people of diverse backgrounds?
4.	Were you able to work in a team environment with both ministerial staff and lay leaders?
5.	Did the site possess existing opportunities with the community to engage in mission and evangelism?
6.	Did you find the people at the site receptive to the ministry of interns?
7.	In what particular areas of ministry does this site enable the student to receive especially valuable mentoring?
8.	In what particular areas of ministry does this site provide few opportunities for students to

engage in and/or to receive effective mentoring?

9.	If you were paid for your internship, do you consider your compensation to be fair and appropriate?
10.	Would you recommend this site for future internships?
11.	Any additional comments.
As	sessment of the Supervisor
12.	Was the supervisor effective in helping you accomplish the learning goals outlined in the Contextual Education Contract?
13.	Was the supervisor available so as to provide the necessary supervision of your internship?
14.	Do you believe that your supervisor is competent and knowledgeable of you to be capable of providing a fair evaluation of your gifts and call to ministry?
15.	What particular areas of ministry is your supervisor gifted in to serve as a mentor for interns?
16.	Did you find your work consistent to what was agreed upon with your supervisor?
17.	Would you recommend your supervisor to continue to supervise CE internships?
18.	Any additional comments.
OT	dont Signatura
stu	dent Signature:  Date

#### APPENDIX A: SEATTLE PACIFIC SEMINARY LEARNING GOALS

As an **academy** we foster an intellectual community that promotes a thoughtful faith. We teach so that, students will:

- 1. Develop an informed and reflective faith.
- 2. Develop confidence in the Christian faith.
- 3. Be able to interpret Scripture deftly and thoughtfully.
- 4. Understand how the divine revelation of Scripture and the canonical tradition is informed by reason and the experience of the Holy Spirit.
- 5. Learn and evaluate different worldviews operative from the perspective of Christian faith.

As an **abbey** we foster a relational community that promotes love for God and neighbor. We teach so that students will:

- 6. Shape their lives around Christian character and values.
- 7. Cultivate personal spiritual disciplines in their lives.
- 8. Engage others of different beliefs in civil discourse and with a catholic spirit.
- 9. Be able to nurture others in Christian faith.
- 10. Recognize their membership in the body of Christ, entering into the moral and theological discourse of the one, holy, catholic, and apostolic Church.

As an **apostolate** we foster a missional community that promotes service in the Church and the world. We teach so that students will:

- 11. Be prepared to discern, own, and be equipped for their vocation.
- 12. Be deeply rooted in the worship and ministry of a local congregation.
- 13. Articulate their faith in a winsome and engaging manner, in order to share it with others.
- 14. Be prepared to engage global and intercultural settings.

#### APPENDIX B: CONTEXTUAL EDUCATION REFLECTION QUESTIONS

Suggested Reflection Questions to be answered in connection with THEO 6940 Contextual Education (i.e., yearlong, 10 hour/week CE placements)

The answers to the following four questions must be submitted in essay form to the Contextual Education Coordinator no later than the last day of each academic quarter in which you are enrolled in THEO 6940.

- 1. Describe in as much detail as possible a significant *interpersonal encounter* you had this quarter with one or more people associated with the congregation, institution or agency you are serving. Who initiated the encounter, and why? How long did it last? What was said by whom? What was the emotional tone of the exchange? What issues of spiritual, moral and/or theological significance arose, and how did you address them? How did the conversation end? If you could go back and do the conversation over, what would you say or do differently, and why?
- 2. Describe in as much detail as possible a significant event (e.g., a worship service, business meeting, Sunday School class, youth group meeting, social gathering, etc.) that took place this quarter in your congregation, institution, or agency you are serving. What was your role in planning and executing this event? Who did you work with? What theological themes were implicit or explicit in what transpired? How did your analysis of sociocultural and organization context of your ministry setting shape the way you contributed to the planning and execution of the event? What administrative competencies (e.g., your knowledge of church polity, budgeting, finances or technology), and/or executive skills (e.g., in time management, decision-making or strategic planning) did you bring to bear on this event? What surprises occurred before, during or after the event? If you could go back and do it over, how would you "stage-manage" it differently, and why?
- 3. Describe the concrete ways in which your work in the classroom was put to use in your ministry setting this quarter. Be as specific as possible—note the particular concepts (from lectures, readings, or class discussions) or materials (books, articles, etc.) that you engaged and the particular classes in which you encountered them.
- 4. You are a practical theologian. The diligent study of Scripture, church history, theology and ethics, and the faithful practice of the means of grace (prayer, meditation, journaling, fasting, almsgiving, etc.) are not simply *preparatory* to your career in ministry. Rather, they are integral, indispensible and ongoing *parts* of faithful and effective ministry. What did your time devoted to God this quarter teach you...
  - A. about God's nature, or about God's activity in your own life, in the life of those with whom you minister, or in the wider the world? [Answer this with specific reference to things you have learned in connection with the "academic" and "apostolic" components of the SPS program.]
  - B. about your vocation as a minister of the gospel, about your responsibilities as a husband/wife, father/mother, friend, and citizen, and about handling the tensions and conflicts among these various roles? [Answer this with specific reference to things you have learned in connection with the "abbey" component of the SPS program.]

The following two questions (in addition to the four above) are to be answered at the conclusion of the academic year.

- 5. Describe the means by which you came to understand the socio-economic and organizational context of your ministry setting. What challenges did you face in this process? What did you learn that will be useful in interpreting future ministry settings?
- 6. Describe your current vocational self-understanding, integrating the theological/missional vision that frames your ministry with your assessment of your current pastoral, administrative, and relational strengths and weaknesses. Be sure to indicate concretely how this ministry placement helped to shape this vocational self-understanding.

## Suggested Reflection Questions to be answered in connection with THEO 6941 Contextual Education Internship (i.e., full-time CE placements)

The answers to the following four questions must be submitted in essay form to the Contextual Education Coordinator no later than September 20 of the year in which you are enrolled in THEO 6941.

- 1. Describe in as much detail as possible three significant *interpersonal encounters* you had with one or more people associated with the congregation, institution or agency you are serving. Who initiated the encounters, and why? How long did the encounters last? What was said by whom? What was the emotional tone of the exchanges? What issues of spiritual, moral and/or theological significance arose, and how did you address them? How did the conversations end? If you could go back and do the conversations over, what would you say or do differently, and why?
- 2. Describe in as much detail as possible three different significant events (e.g., a worship service, business meeting, Sunday School class, youth group meeting, social gathering, etc.) that took place in your congregation, institution, or agency you are serving. What was your role in planning and executing these events? Who did you work with? What theological themes were implicit or explicit in what transpired? How did your analysis of socio-cultural and organization context of your ministry setting shape the way you contributed to the planning and execution of the events? What administrative competencies (e.g., your knowledge of church polity, budgeting, finances or technology), and/or executive skills (e.g., in time management, decision-making or strategic planning) did you bring to bear on these events? What surprises occurred before, during or after the events? If you could go back and do it over, how would you "stage-manage" the events differently, and why?
- 3. Describe the concrete ways in which your work in the classroom was put to use in your ministry. Be as specific as possible—note the particular concepts (from lectures, readings, or class discussions) or materials (books, articles, etc.) that you engaged and the particular classes in which you encountered them.
- 4. You are a practical theologian. The diligent study of Scripture, church history, theology and ethics, and the faithful practice of the means of grace (prayer, meditation, journaling, fasting, almsgiving, etc.) are not simply *preparatory* to your career in ministry. Rather, they are integral, indispensible and ongoing *parts* of faithful and effective ministry. What did your time devoted to God during the internship teach you...
  - A. about God's nature, or about God's activity in your own life, in the life of those with whom you minister, or in the wider the world? [Answer this with specific reference to things you have learned in connection with the "academic" and "apostolic" components of the SPS program.]
  - B. about your vocation as a minister of the gospel, about your responsibilities as a husband/wife, father/mother, friend, and citizen, and about handling the ten-

sions and conflicts among these various roles? [Answer this with specific reference to things you have learned in connection with the "abbey" component of the SPS program.]

- 5. Describe the means by which you came to understand the socio-economic and organizational context of your ministry setting. What challenges did you face in this process? What did you learn that will be useful in interpreting future ministry settings?
- 6. Describe your current vocational self-understanding, integrating the theological/missional vision that frames your ministry with your assessment of your current pastoral, administrative, and relational strengths and weaknesses. Be sure to indicate concretely how this ministry placement helped to shape this vocational self-understanding.

## APPENDIX C: SEATTLE PACIFIC UNIVERSITY COMMUNITY STANDARDS AND POLICIES

These Community Standards and Policies can also be found in the "Student Life" section of the Graduate Catalog.

#### **Behavioral Expectations**

Seattle Pacific University's standards for behavior are representative of the University's identity and are designed to provide a positive learning environment while promoting the intellectual, social, spiritual, and physical well-being of students. The context for Seattle Pacific community standards, explained below, reflects the University's commitment to its Christian philosophy of education in the tradition of its Wesleyan heritage. Any questions regarding these statements should be addressed to the chief judicial officer or the dean of student life in the Office of Student Life.

#### **Context for Community Standards**

As the University develops and implements its policies relative to lifestyle expectations, the standards are shaped and informed by four sources: legal authority (local, state, and federal law), Scripture, historic Christian tradition, and the mission of the University.

**Legal Authority.** Local, state, and federal laws address matters that directly influence University policy. Theft, possession or use of illegal substances, under-age use or possession of alcohol, any kind of harassment, physical abuse against persons or property (rape, assault, and vandalism), possession of firearms on campus, and violations of copyright laws are examples of the way laws interface with policy.

**Scripture.** Scripture addresses issues relating to matters of character and integrity that impact the community and the relationships of those who are a part of the community. We affirm that all persons are of sacred worth and affirm that God's grace is available to all.

The University provides counseling services for those who need help in clarifying personal character issues, relational and behavioral; or those struggling with issues of morality and moral behavior.

**Historic Christian Tradition and the University Mission.** This area is the most difficult to define because our community is diverse in its concerns over certain issues. Nonetheless, our roots and values are deeply connected to the Free Methodist and other evangelical Christian churches. Evangelical churches are those that find their authority in God's word and stress the need for a personal, redemptive faith in Jesus Christ.

#### **Conduct Code**

Community expectations are the general standards that govern the personal conduct of all students and student organizations at SPU. Behaviors for which students or student organizations are subject to disciplinary action include, but are not limited to the following:

 Actions that constitute violations of municipal, state, or federal law. The University reserves the right to follow its normal conduct process whenever a student is accused of a

- criminal act, regardless of the location of its occurrence and regardless of whether civil or criminal proceedings have been instituted against the student.
- Actions that interfere with the educational process or the administration of the University, including those that obstruct or disrupt the use of University premises, buildings, rooms or passages, or which incite a disturbance.
- Dishonesty such as cheating or plagiarism; knowingly furnishing false information; alteration or unauthorized use of University documents, records or property; or the misuse of student identification.
- Participation in any actions that involve discrimination or harassment based on race, color, national origin, religion, disability, or gender.
- Any form of coercive or unwelcome sexual behavior, including sexual assault, rape, acquaintance rape, indecent liberties, or related actions.
- Activities that cause or threaten emotional, mental, or physical harm or suffering; that demean the dignity of any individual; or that interfere with one's academic process. Examples of such actions are verbal threats or abuse, harassment, intimidation, threatened or actual physical assault, or consistent disregard for the rights and welfare of others.
- Conduct or activities that are lewd, indecent, or obscene, whether demonstrative, visual, verbal, written, or electronic (see the Acceptable Use Policy Statement).
- Failure to comply with the directions of authorized University officials in the performance of their duties, including the failure to comply with the terms of disciplinary sanction. This also includes the failure to identify oneself when requested to do so.
- False reporting or warning of an impending fire, bombing, crime or emergency, or tampering with safety equipment.
- Unauthorized possession of, or damage to, University property or services, or property belonging to others. Unauthorized presence in, or unauthorized use of or duplication of keys to, University premises or property.
- Possession, use or display on University property of any firearms, weapons, fireworks, live ammunition, incendiary devices, or other items that are potentially hazardous to members of the campus community.
- Activities that may cause damage or constitute a safety or health hazard or interfere with
  the academic process. Such activities include, but are not limited to, entering or exiting
  buildings through the windows; throwing, projecting, or dropping items that may cause
  injury or damage; and pranks that create safety and health hazards for others and/or
  cause damage to University or personal property.

#### Seattle Pacific University Nondiscrimination/Grievance Policy

It is the policy of Seattle Pacific University not to discriminate on the basis of race, color, national origin, sex, age, or disability in its programs or activities, as required by applicable laws and regulations.

As a religious educational institution operating under the auspices of the Free Methodist Church of North America, Seattle Pacific University is permitted and reserves the right to prefer employees or prospective employees on the basis of religion.

If you have any questions regarding this policy, please contact either of the following persons:

Associate Vice President for Academic Affairs/Dean of Student Life Campus Location: Room 209, Student Union Building Seattle Pacific University 3307 Third Avenue West, Suite 212

Seattle, Washington 98119-1950 206-281-2481

Director of Human Resources Campus Location: 330 West Nickerson Street Seattle Pacific University 3307 Third Avenue West, Suite 302 Seattle, Washington 98119-1957 206-281-2809

If you believe you may have been discriminated against in violation of this policy, please immediately contact one of the individuals designated above. Copies of the grievance procedures may be obtained from the above designated individuals; the Office of Student Life; the Office of Human Resources; and copies of the grievance procedures are also found here.

This publication is certified as true and correct in content and policy as of the date of publication. The University reserves the right, however, to make changes of any nature in programs, calendar, academic policy, or academic schedules whenever these are deemed necessary or desirable, including changes in course content, class rescheduling, and the canceling of scheduled classes or other academic activities.

#### **Disciplinary Appeals**

Students have the opportunity for a self-initiated appeal of a disciplinary action. Appeals may be addressed in writing to the appropriate University official within 48 hours of receipt by the student of the written notice of disciplinary action. The University attempts to provide ample information about community structures, expectations, and practices to all members, especially to those who are new each year. If you would like more information about behavioral standards or the disciplinary process, contact the chief judicial officer or the office of the dean of student life.

#### **Sexual Harassment**

Seattle Pacific University is committed to maintaining an academic and social environment free of sexual harassment and assault. Members of our community have the right to work, study, and communicate with each other in an atmosphere free from unsolicited and unwelcome communication of a sexual nature. Sexual harassment is a form of misconduct that violates the integrity and trust in human relationships. Sexual harassment does not refer to occasional appropriate compliments.

Rather, it is behavior that is personally intrusive, offensive, debilitating to morale, and insulting to human worth and dignity. Sexual harassment of students is marked by inappropriate sexually oriented attention by anyone (faculty member, staff member, or student) who is in a position to determine a student's grade or to adversely affect the student's academic performance, job performance, professional future, participation in campus activities, use of campus services and facilities, or ability to function comfortably in the SPU community.

Students who believe they have been sexually harassed or who have concerns about the appropriateness of faculty, staff, or student behavior may seek support and counsel from among a variety of helpful campus resources and people trained in the prevention of sexual harassment. The consultation will remain confidential if the student wishes. Formal complaints of sexual harassment may be addressed to the dean of student life (206-281-2481), the director of human resources (206-281-2809) or the Office of Academic Affairs (on campus, 206-281-2125). Further information and SPU's complete statement concerning sexual harassment is available from

the Office of Student Life (206-281-2481), Human Resources (206-281-2809), or Safety and Security (206-281-2922).

#### **Drug-Free Workplace and Drug-Free Schools and Communities**

SPU is subject to the requirements of the federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989. The University strongly supports the 1988 and 1989 acts and consistently ensures compliance with them. SPU annually distributes information regarding the restrictions and consequences of violations of each act. Any student who has not received copies of the statements should contact the Office of Student Life in the Student Union Building (SUB), second floor, or Human Resources at 330 West Nickerson.

The purpose of SPU's Alcohol, Tobacco, and Drug Use Policy is to support the educational mission of the University with standards of personal health, moral integrity, and social consciousness. The policy is also intended to provide guidelines for members of the University community who are sensitive to the varieties of Christian perspectives represented on campus, the Free Methodist Church, and the community at large.

If the abnormal behavior resulted from prescription drug use in compliance with a physician's instructions, then the policy may be waived. If the behavior is a result of drug abuse or alcohol use, the student will be subject to further disciplinary action, up to and including dismissal and referral for prosecution. If the behavior results in a conviction of a violation of criminal drug or alcohol laws, the disciplinary actions will be dictated by the Drug-Free Workplace regulations.

If a student is required to complete a drug treatment and rehabilitation program as part of the disciplinary action resulting from a violation of this policy, official records of the diagnosis or treatment will be kept for three years in the student's records. The file will be held in the strictest confidence and will be used only as evidence to governmental and granting agencies that the University did in fact take steps toward correcting the problem.