

Ministry Leadership Practicum Syllabus/Handbook

**LS7401 Supervised Ministry Leadership Practicum
(3 credits)**

**LS7402 Supervised Ministry Leadership Practicum
(3 credits)**

for

Students in the
M.A. Ministry Leadership

Horizon College and Seminary

Ministry Leadership Practicum Handbook

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Introduction

The M.A. in Ministry Leadership includes the opportunity for the completion of two practicum courses: LS7401 Supervised Ministry Leadership Practicum 1 and LS7402 Supervised Ministry Leadership Practicum 2 (3 credits each).

The Ministry Leadership Practicum 1 and 2 may be fulfilled in whatever leadership context the student is already involved in, such as a church/parachurch, marketplace, or other relevant setting. For students who do not already have a location for their practicum, faculty instructors will assist to find placements.

Ministry Leadership Practicum 1 3 credits

This practicum is oriented *inwards* towards the student’s

- a) personal life and ministry formation and
- b) awareness of calling and vocation

With the reading assignment, the student will be asked to select a book with a more inward orientation.

Ministry Leadership Practicum 2 3 credits

This practicum is oriented *outwards* towards the student's

- a) ability to communicate effectively in diverse contexts and
- b) leadership skills and resilience in changing environments

With the reading assignment, the student will be asked to select a book with a more outward orientation.

Student Learning Outcomes

The intended learning outcomes of the M.A. Ministry Leadership Practicums are summarized below from the point of view of the student:

- Who I am as a leader (personal life management, styles, skills, etc.)?
- What I know about leadership theory and practice (in team relationships, ministry and marketplace organizations, etc.)?
- What I actually do to exercise effective leadership in all aspects of my personal life and my organization?
- How I relate my Christian faith to leadership (e.g., attitudes, values, ethics)?
- How do I integrate my biblical and theological awareness with leadership issues and apply leadership in practice?
- What challenges do I face as a leader (e.g., vision, change, conflict)?
- How do I relate and work with others, particularly in a team setting?
- How do I shape leadership to best fit with varying cultural contexts?
- How can I maintain continuous personal and professional learning for growth in effective leadership?

Identifying a Suitable Site for the Practicum Experience

Getting connected with the 'right' placement site and mentor-supervisor is a critical first step in setting up for the practicum experience.

The process for selection of a placement site and a mentor-supervisor will vary. Many will already be immersed in a ministry or work setting with available on-site personnel who may serve as a mentor-supervisor. Others may choose to engage in new situations with no previous relationship between the student and the site or mentor-supervisor. The common denominator is that the practicum is challenging, with new learning to be gained by and through the experience.

Through discussion with their faculty instructor, each student will determine an optimum site placement and mentor-supervisor.

Ministry Leadership Practicum Requirements

The fulfilment of one practicum includes several components:

- Prescribed hours of supervised practical experience
- Participation in a cohort group
- Submission of a learning covenant, student narratives, and self-evaluations
- Completion of case studies
- Required reading
- Attendance at retreats, seminars or presentations integrated with the cohort schedule
- Reports from mentor-supervisor

Details for each component are given below.

1. Supervised Practical Experience

Students must fulfil a minimum of 100 clock hours per semester (approximately 7 hours per week, or 1 day a week, for 15 weeks including preparation time) for each practicum course (3 credits). The ministry must be done under the guidance and oversight of a supervisor-mentor.

2. Participation in a Cohort Group

Cohort groups meet at least 2 to 3 times per semester. These meetings are for sharing case study experiences (more info below) and processing what is happening in each student's practicum setting. The meetings will be by zoom and/or onsite.

3. Submission of Learning Covenant, Student Narratives, and Self-Evaluations

a) Learning Covenant (10%)

Normally, there will be some dialogue and discernment between the student and a potential host site and mentor before either party commits to the practicum experience. Once a decision is made to proceed with the practicum, this mutual commitment is documented in the 'Learning Covenant' contained in Appendix 1. Complete, sign, and return this form to the faculty instructor by or before the beginning of the practicum.

b) Student Narratives (10%)

At the midpoint of each semester, take time to document personal reflections on specific events and/or experiences that are noteworthy for personal growth. Use the 'Narrative Form' in Appendix 2. Share and discuss each form with your mentor-supervisor prior to submitting it to your faculty instructor.

c) Self-Evaluations

At the end of each semester, complete the 'Student's Self-Evaluation Form' available in Appendix 3. These self-evaluations review and assess the overall practicum experience. Share and discuss each form with your site mentor prior to submitting it to your faculty instructor.

4. Submission of Case Studies (10% for each assignment, for a total of 20%)

Participation in a cohort group includes the preparation and sharing of two case studies each semester. Student narratives may be used as the basis for some of these case studies. Use the 'Case Study Form' in Appendix 4 as a template for each report.

5. Required Readings (10%)

Ministry Leadership Practicum 1 and 2 will each have required readings in selected topical areas. Though not required for the supervisor-mentor, an ideal approach would be the discussion of a book, jointly selected and read by both the student and the supervisor-mentor. Use the 'Report Form for Assigned Reading' in Appendix 5 for each reading. Share each report and discuss the topics/issues with your mentor-supervisor before handing it in to the faculty instructor.

With LS7401, the student will be asked to select a book of choice with a more inward or personal growth orientation, reading at least 150 pages. Some sample book titles with a more inward orientation include:

- Carty, Austin. *The Pastor's Bookshelf: Why Reading Matters for Ministry*. Grand Rapids: Eerdmans, 2022.
- Chambers, Oswald. *So Send I You: Recognizing and Answering God's Call to Service*. Grand Rapids: Oswald Chambers Publications Association, 1930.
- Hudson, Trevor. *In Search of God's Will: Discerning a Life of Faithfulness and Purpose*. Colorado Springs: NavPress, 2024.
- Eswine, Zach. *The Imperfect Pastor: Discovering Joy in Our Limitations through a Daily Apprenticeship with Jesus*. Wheaton: Crossway, 2015.
- Martin, Karl. *The Cave, The Road, The Table and the Fire: Leading from a Deeper Place*. Edinburgh: Kilfinan Press, 2023.
- Morse, MaryKate. *Making Room for Leadership: Power, Space and Influence*. Downers Grove: IVP Books, 2008.
- Nieuwhof, Carey. *At Your Best*. New York: Waterbrook, 2021
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*.
- Scazzero, Peter. *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Grand Rapids: Zondervan, 2015.
- Trull, Joe E. and R. Robert Creech. *Ethics for Christian Ministry*. Grand Rapids: Baker, 2017.
- Or a book of choice selected by the student or perhaps selected and read by both the student and the supervisor-mentor.

With LS7402, the student will be asked to select a book of their choice with a more outward orientation and read at least 150 pages. Some sample book titles with a more outward orientation include:

- Blanchard, Ken and Jesse Stoner. *Full Steam Ahead: Unleash the Power of Vision in Your Work and Your Life*. Second edition
- Cox, Rodney. *Leading from Your Strengths: Building Close-Knit Ministry Teams*. Revised edition.
- Habecker, Eugene. *The Softer Side of Leadership: Essential Soft Skills that Transform Leaders and the People They Lead*. Sisters, Oregon: Deep River Books, 2018.
- Kim, Matthew D. *7 Lessons for New Pastors. Your First Year in Ministry*. Second ed. Eugene: Cascade Books, 2021.
- Norman, Steve, *The Preacher As Sermon: How Who You Are Shapes What They Hear*. Carol Stream, IL.: Christianity Today, 2021.
- Robinson, Haddon. *Biblical Preaching: The Development and Delivery of Expository Messages*, 2nd ed., Grand Rapids: Baker Academic; 1980, 2001.
- Or a book of choice selected by the student or perhaps selected and read by both the student and the supervisor-mentor.

6. Attendance at Retreats, Seminars, Presentations, etc.

Site mentors and/or faculty instructors may find relevant professional development events occurring during the practicum. When desirable and feasible, such events may be included in the practicum experience. Reflections on these events may be included as ancillary material in student report forms.

7. Reports from Mentor-Supervisor (50%. 10% for the first assessment; 40% for the final assessment)

At the middle and end of each semester, the mentor will complete the 'Evaluation Form for Mentors' available in Appendix 5, discuss contents of the evaluation with the student, then submit a copy to the faculty instructor. The second and final evaluation can be an extension of the first evaluation, with additional thoughts either dated or presented in a different colored font.

Estimate of Time Investment (individual time investments may vary)

Classroom time	N/A	N/A	Assignment Weighting
Learning Covenant:	5 hrs	Sept 15	10%
Field ministry (includes meetings with supervisor-mentors):	100 hrs	Nov 5, Dec 14	50%
Reading and Discussion:	15 hrs	Dec 7	10%
Narrative and Case Studies (plus related cohort meetings:	15 hrs		30% (10% each)
Case Study 1			

Narrative Reading Case study 2		Oct 5, Nov 9, Nov 30	
Interactions/meetings with faculty instructor:	5 hrs		
Total =	140 hrs		

All assignments are due at 8pm **SK time**, unless otherwise indicated.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward demonstrating

competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated minimal progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences, or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction (potentially including future online video courses) and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Appendix 1

Learning Covenant

The student and mentor complete this form together in conference with each other. Forward one copy to the faculty instructor by or before the start of the apprenticeship. Both student and mentor retain copies of this 'Learning Covenant' for future reference and evaluation.

This form does not leave adequate space for answering each area of questions. Use the electronic version of the form as a template for a document that includes all the information that is requested.

Student name:

Phone or cell number:

E-mail:

Supervisor-Mentor's name:

Phone or cell number:

Mentor's role/position:

Name of church or organization:

Location:

Student's Role (describe the formal job description or position)

Activities and Goals for the Practicum

Indicate all *major* activities for the semester together with goals for such activities. In a local church setting, areas for specific goals may include the following: Pastoral care, administration, worship, preaching and teaching, or evangelism and outreach (mission).

In a marketplace setting, areas for specific goals may include the following: Management functions, goalsetting, team leadership, reporting protocols, or customer service.

List every area of activity for the practicum that is apparent and write clear statements of goals for each area. The heart of the exercise is to clearly capture, before the beginning of the practicum, what it is the student will aim to experience. Examples are provided below:

Personal Development Goals

- **Goal 1:** *To understand my family background and discuss with my mentor how my family background influences my current way of leading people or groups.*

Continuing Education / Professional Growth Goals

- **Goal 1:** *To learn about the process and content for training small group leaders.*
- **Goal 2:** *To participate in a membership or baptism class and learn about the requirements for participants.*

Teaching/Preaching

- **Goal 1:** To teach the book of Philippians in an adult Sunday School or small group setting over 4 sessions.
- **Goal 2:** To preach at least once during the practicum experience.

An essential element of the practicum for student growth is a weekly conference meeting with the mentor/supervisor. Specify the day and time each week for this meeting to occur.

Financial Arrangements (optional)

Make note of any financial arrangements that may be part of the experience. A salary, stipend, or honorarium is not a required part of a practicum. However, the host organization is required to provide funds for any costs to the student for actual fulfillment of ministry/leadership responsibilities.

In Summary

The mentor-supervisor is committed to providing the student with regular personal supervision every week and being diligent in the completion of all evaluation forms. The student is committed to 'showing up' faithfully for all designated responsibilities and completing all requirements set out in this Handbook. The host organization recognizes its responsibility as a training center to receive the student both as a learner and as a leader.

Signed:

(Student)

(Mentor/Supervisor)

Date of Agreement: _____

Approved by: _____
(Faculty Instructor)

Appendix 2

Narrative Form

“At the midpoint of each semester, take time to document personal reflections on specific events and/or experiences that are noteworthy for personal growth. Use the ‘Narrative Form’ in Appendix 2. Share and discuss each form with your site mentor prior to submitting it to your faculty instructor.”

Use the following guidelines to write each narrative:

- a) Select one or more key events or experiences that have occurred during the designated time period of the practicum. The event may have been something that was particularly challenging, thought-provoking, puzzling, painful or exhilarating.
- b) Give a brief description of the event/experience to provide background and context. Also include the date, place, and people involved.
- c) Explain how you responded/reacted to the situation(s). Include reference to your internal processing of what happened, what you actually said and did, the emotional and mental and spiritual challenges you faced, etc.
- d) Also comment on any interpersonal issues and/or challenges that arose with other people involved in the situation, any ‘victories’ won and/or losses sustained (i.e., positive or negative consequences with other people), etc.
- e) Include reference to any theological and/or leadership issues that arose and related points of discussion.
- f) Reflect on what was learned from the experience.
- g) Share and discuss the narrative with your mentor prior to submitting it to your faculty instructor.

Length: 2 to 3 pages (500-750 words)

Note: These narratives are confidential and will be read only by your supervisor-mentor and the faculty instructor. If you have reason to not share the narrative with your mentor, confer directly with the faculty instructor to determine how to proceed.

Appendix 3

Student's Self Evaluation Form

“At the end of each semester, complete the ‘Student’s Self-Evaluation Form’ available in Appendix 3. These self-evaluations review and assess the overall practicum experience. Share and discuss each form with your site mentor prior to submitting it to your faculty instructor.”

Student: _____ Date: _____

Supervisor-Mentor: _____

In a separate document, work through the following sequence of self-evaluation:

1. Review your Learning Covenant and the goals stated there for each area of intended activity.
 - a) Assess to what extent you have achieved your goals in each area.
 - b) Describe areas where goals have been modified and why that happened.
 - c) Explain how and why any goals have been dropped and/or new ones added.
 - d) Summarize to what degree you are content that your practicum experience has achieved what you hoped to gain from it.

2. Respond to what extent you have grown in each of the student learning outcomes associated with the practicum:
 - a) Who I am as a leader (personal life management, styles, skills)?
 - b) What I know about leadership theory and practice (in team relationships, ministry and marketplace organizations)?
 - c) What I actually do to exercise effective leadership in all aspects of my personal life, my organization?
 - d) How I relate my Christian faith to leadership (e.g., attitudes, values, ethics)?
 - e) How I integrate my biblical and theological awareness with issues of leadership, and implement leadership in actual practice?
 - f) Challenges that I face as a leader (vision, change, conflict)?
 - g) How do I relate and work with others, particularly in a team setting?
 - h) How do I shape leadership to best fit with varying cultural contexts?
 - i) How can I maintain continuous personal and professional learning for growth in effective leadership?

3. Name some things that you learned about yourself, about leadership and/or ministry, and about yourself in leadership/ministry that you had not anticipated learning during your practicum.

4. Rate yourself on your interpersonal relationships: (circle one for each item)

a) Dependability	Excellent	Good	Fair	Poor
b) Listening ability	Excellent	Good	Fair	Poor
c) Self-expression	Excellent	Good	Fair	Poor
d) Initiative	Excellent	Good	Fair	Poor
e) Sensitivity to others	Excellent	Good	Fair	Poor
f) Open to suggestions	Excellent	Good	Fair	Poor
g) Open to criticism	Excellent	Good	Fair	Poor
h) Relating to authority	Excellent	Good	Fair	Poor
i) Relating to peers	Excellent	Good	Fair	Poor

5. What do you value most about this ministry/leadership experience?

6. What strengths have you developed during this time?

7. Evaluate your ability to do theological reflection on the daily events and experiences of life.

8. Name specific ways in which your ministry/leadership could be improved.

9. List some things you would do differently 'next time' you would be in situations comparable to those experienced during the practicum.

10. Based on your experience during this practicum, what are some learning goals that you should include in future plans?

11. To what extent (i.e., what percentage) did you complete of all the requirements set out for this practicum?

90-100% ____ 80-90% ____ 70-80% ____ less than 70% ____

12. Other comments.

Signed:

(Student)

(Mentor/Supervisor)

Date: _____

Appendix 4

Case Study Form

“Participation in a cohort group includes the preparation and sharing of two case studies each semester. Student narratives may be used as the basis for two of these case studies. Use the ‘Case Study Form’ in Appendix 4.”

A case study is a retelling of something you have experienced in your ministry practice. You describe an event or incident, pose a problem or issue, and raise a question to be answered. It is presented to the cohort group for analysis and evaluation. Details and names of participants are suitably masked so that identification of persons is not possible.

Open a new document, clearly label it with your name, the date, and Case Study 1 (or 2, 3, or 4). Using the following elements, construct a case study for presentation to the cohort. Continuation of a case study from study #1 to #2 and ongoing is appropriate, as long as new insights are being generated through the process.

1. The problem or issue

- Give some background including any demographic or factual data that is important to the description of the event or experience.
- Explain why the problem or issue was important.
- Explain how you or someone else came to identify the problem.

2. Steps taken to address the problem

3. Results

4. Challenges that occurred and how, or if, they were met

5. Lessons you learned about yourself and/or group dynamics

6. A question you pose to the cohort group that arises from the problem or issue?

- Example 1 - *Was there another way to handle this that would have reduced conflict in this particular issue?*
- Example 2 - *How should I resolve the discrepancy between my convictions and what the church chairman expected me to do?*

Appendix 5

Report Form for Required Reading

LS7401 and LS7402 will each have required readings in selected topical areas. Use the 'Report Form for Assigned Reading' in Appendix 5 for each reading. Share each report and discuss the topics/issues with your mentor-supervisor before handing it in to the faculty instructor."

Open a new document for each readings report, clearly label it with your name, the date, and the title of the assigned reading.

Your report will be a combination of a 'reflective response' and a 'critical review' of the assigned reading. The faculty instructor will set the length of each report depending on the nature of the reading assignment. See the guidelines below for framing your report.

A reflective response:

- Is an overview of your personal response/reaction(s) to the required reading.
- You share the following:
 - Specific highlights of the content that stimulate your response to the topic
 - Concerns or issues that arise in your mind as you read the author's perspective(s), arguments, conclusions
 - Suggestions you might have to add to, or take away from, how the author approached the topic
 - Other responses that arise from the more affective domain of your perceptions related to the assigned reading

A critical review:

- Is not just a summary of the material you have read!
- Rather, it is a personal assessment and evaluation of the content, issues, questions raised by the author
- Your goal is to demonstrate:
 - Your understanding of the author's purposes for writing
 - Your awareness of key content, arguments, and conclusions that the author puts forward
 - Your ability to interact with the material in a manner that illuminates the significance, the strengths, the weaknesses of what the author has to say
 - Other responses that arise from the more cognitive and analytical domain of your perceptions related to the assigned reading

Appendix 6

Evaluation Form for Mentor-Supervisor

At the middle and end of each semester, the student's mentor will complete the 'Evaluation Form for Mentors' available in Appendix 6, discuss contents of the evaluation with the student, then submit a copy to the faculty instructor. The second and final evaluation can be an extension of the first evaluation, with additional thoughts either dated or presented in a different colored font.

Name of Student _____ Date _____

Mentor-Supervisor's Name _____

Location of Placement _____

Note: This form is to be completed by the mentor-supervisor, and then discussed with the student. Both sign the form then the supervisor-mentor forwards it to the faculty instructor.

Open a Word document and respond to the questions below with as much data or anecdotal information as possible.

1. Comment on the progress made by the student towards the accomplishment of his/her learning goals.

2. How well does the student discuss his/her personal faith? How well does he/she enable others to discuss their faith? What helps? What hinders?

3. How well organized is the student in matters of time, preparation, worship leadership, program leadership, administration, public speaking, any other areas of relevant leadership activity? What helps? What hinders?

4. Rate the student on his/her interpersonal relationships: (circle one for each item and add comments to illustrate if possible)

a) Dependability	Excellent	Good	Fair	Poor
b) Listening ability	Excellent	Good	Fair	Poor
c) Self-expression	Excellent	Good	Fair	Poor
d) Initiative	Excellent	Good	Fair	Poor
e) Sensitivity to others	Excellent	Good	Fair	Poor
f) Open to suggestions	Excellent	Good	Fair	Poor
g) Open to criticism/feedback	Excellent	Good	Fair	Poor
h) Relating to authority	Excellent	Good	Fair	Poor

i) Relating to peers Excellent Good Fair Poor

6. Comment on the student's personal qualities for ministry under the following headings:

- a. Sensitivity to others
- b. Flexibility
- c. Leadership skills
- d. Theological reflection skills
- e. Ability to enable others to reflect theologically
- f. Ability to say "yes," ability to say "no"
- g. Spiritual practice
- h. Public communication skills (voice, writing, etc.)
- i. Dealing with the unexpected
- j. Integration of theoretical learning with practice of ministry

7. Comment on your degree of satisfaction or dissatisfaction with the work of this student in the placement since last reporting (or, for the first report, since the student began):

8. What do you think the student has learned since this placement began (or since the last report)? How have you seen him/her change or grow?

9. How does the student cope with disappointments, setback, or even failure? What helped? What hindered?

10. Comment on the supervisory sessions with the student: frequency, style, usefulness. Who sets the agenda?

11. What potential gifts/strengths do you detect in the student which you would like to see further developed?

12. What areas for growth do you detect in the student which should be addressed?

13. Has there been any common theological thread or image running through this placement? If so, what is it, and why is it there?

14. Additional comments.

Mentor/Supervisor's signature

Date: _____

Student's signature