
Colgate Rochester Crozer Divinity School

Supervised Ministry Program

2010 - 2011

Director of Supervised Ministry

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Revised June - 2010

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Supervised Ministry in the Mission of Colgate Rochester Crozer Divinity School

The goal of Supervised Ministry at Colgate Rochester Crozer Divinity School (CRCDS) is to implement the mission statement of the school through practical experience in congregations and institutions where ministry is an explicit part of the mission of the institution. The Mission Statement of the CRCDS declares:

The Divinity School, responding to God's call as revealed in Jesus Christ, is an ecumenical and multiracial community of faith and theological inquiry. Embracing the legacy of the Social Gospel, we are enriched by local and global perspectives, and by our historic and continuing ties to American Baptist Churches. Enlivened by the Holy Spirit, the school seeks to transform persons, church, and society as it prepares women and men for lay and ordained ministry that is pastoral, prophetic and learned.

At the center of the experience of Supervised Ministry are the practices of ministry and the person of the minister - the acts and patterns of ministry and the persons whose vocations are believed to embody ministry - understanding ministry as *our response to God's call*. The contexts in which these practices are learned include a variety of interpersonal and institutional relationships in which the *transformation of persons, church, and society* occurs.

Persons and interpersonal relationships, as the most intimate context of ministry, are essential to the Supervised Ministry experience. Students learn the practices of ministry in the context of mentorship. Students' experiences are guided by qualified supervisors who are approved by the faculty of CRCDS and by committees that represent various members of the congregation or institution in order to teach students a range of vantage points on ministry. Students' ministry experiences are studied in relationship to the rest of the CRCDS theological curriculum in the Supervised Ministry class that includes the cohort of students taking Supervised Ministry, CRCDS faculty, Supervised Ministry supervisors, and special guests.

Site, understood as congregations, denominations, and agencies in which ministry is explicitly part of the mission, provides an institutional context for learning ministry. Students explore the practice of ministry as it occurs in a social ecology in which congregations and other institutions of ministry relate to the *local community* and region in which they minister. The *multiracial, ecumenical*, and interfaith relationships that exist within the Rochester community provide a context for understanding the practice of ministry as it relates to communities and other institutions.

Society, understood as the larger environment in which the institutions of ministry reside, is also part of the Supervised Ministry experience. Students study the ministry of their congregations and institutions as that ministry is shaped by social, regional, and *global* changes that challenge the ministries of congregations and institutions. In the second semester of their class experience, students reflect on such issues as the impact of social relationships among urban, suburban, and rural ministries, the changing economy of the Rochester region, the fact that New York borders another country, Canada, as some of the many factors that shape the ministries of their particular congregations and institutions.

In so doing, students gain experience in the meaning and practice of ministry that is

pastoral, prophetic and learned.

Student Prerequisites for Supervised Ministry

To be enrolled in Supervised Ministry students must:

1. Have successfully completed Evaluation I, in the course of which the Supervised Ministry site has been approved. If the student is not planning to do Supervised Ministry in the second year, that plan should be communicated to the Evaluation I committee.
2. Have filed paperwork required by CRCDS -- including the learning covenant, site supervisor's covenant, and the names of the site committee -- **by June 1. After June 1**, students whose paperwork has not been filed will be removed from the Supervised Ministry registration, and new students will not be enrolled for the Fall semester. Enrollment in the Spring semester requires permission of the Supervised Ministry faculty.)
3. Have filed paperwork required by the Supervised Ministry site and complied with any medical or other requirements of the institution in which they have negotiated a Supervised Ministry placement.

Selection of Supervised Ministry Sites

Supervised Ministry Sites are “Approved Sites” or “Partner Sites.” A file of these sites is kept in the academic life office.

“**Approved sites**” are approved by the faculty on a one-year provisional basis. This approval is sought at the initiation of the student or the site. The process of becoming an approved site begins with a conversation between the potential site supervisor and the Supervised Ministry faculty. After information is gathered about the site, including site supervisor resume and references, the full faculty approves the site, the supervisor, and the site committee.

Supervised Ministry Site Selection Process

Each candidate for the Master of Divinity degree is required to engage in a full academic year (Fall and Spring terms) of Supervised Ministry. Supervised Ministry is normally taken during the second year of study in the M. Div. program and involves twelve hours per week of practical, guided experience in a teaching site.

The site selection process for Supervised Ministry normally begins in February and includes the following:

1. **February:** Students must attend the Site Fair. This mandatory is where students gain information about the Supervised Ministry program, hear about possible sites for

- Supervised Ministry, and meet potential supervisors. Students may read the descriptions current Sites kept on file by Supervised Ministry faculty and staff.
2. Students in an ordination process shall consult with their denominations committee to gain clarity about denominational guidelines or field-based requirements.
 3. Students consult with the designated Supervised Ministry faculty and their faculty adviser whenever counsel or additional information will assist the site selection process.
 4. **March:** Students have two main tasks in March: 1. Complete the Background Check process and turn in the Release Form. 2. Network, by going to site and meeting with potential supervisors.
 5. **April 15:** Site Supervisor's Covenant is due.
 6. **May 15:** Learning Covenants and Time Log must be turned in to the Supervised Ministry faculty. The Supervised Ministry faculty shall send a formal confirmation of the site to the supervisor.

Teaching Site

The teaching site provides the field-based learning opportunity for one student and agrees to offer the student a wide exposure to the practice of ministry so that he/she may exercise leadership, initiative, and creativity in ministry.

The teaching site specifically affords each student the possibility to accomplish a wide range of learning goals in the many areas of personal and professional growth, as they are appropriate to the selected site. Sites should be selected with the students' learning goals in mind.

Each student should have some exposure to the following arts and activities of ministry: pastoral care, calling, hospital visitation, teaching, meeting leadership, baptisms, communion, weddings, wedding rehearsals, and funerals. When these ministries are not easily available within a congregation or agency, the Supervised Ministry program will augment the students' experiences by pairing the student for a particular experience with a supervisor and student from another site.

A committee of representatives of the congregation or agency, usually called a "site committee," works with the student on a regular basis to help the student learn from his or her experience. This committee represents a different place in the social structure of the institution than the supervisor and, therefore, broadens the point of view for interpreting the student's ministry.

Students spend three hours a week in class for twenty-six weeks. Students will have some limited preparation for class. Churches and agencies should expect students to spend approximately twelve hours per week throughout the academic year in Supervised Ministry (usually September through mid-May, excluding official school holidays and other designated times when class is not in session). The total of class and field placement time is 312 hours per year. Students are encouraged to establish their relationship with the site in the summer preceding the class and to begin to accumulate hours. If students work during summer or the

January term, the hours may be calculated in the total hours. Students will keep a log of hours and how they were spent. This twelve-hour time period includes preparation time for duties in the church or agency, as well as time actually spent in the site.

Students **may not** do Supervised Ministry in their “**home congregation.**” A home congregation is defined as a congregation that is recommending a student for ordination or guiding a student in the ordination process.

Churches and agencies should consult with the Supervised Ministry faculty whenever concerns arise within the Supervised Ministry site. Early consultation can be very helpful in resolving issues between the student and teaching site.

Supervision

Supervision at its best enables the learners to link their activities of ministry with their theological concepts of ministry, to select effective resources for understanding and addressing events for ministry, and to relate religious traditions and values to the human needs of the world. One finds a great deal of biblical precedence for this kind of process in the preparation of people for ministry.

(George I. Hunter, Supervision and Education Formation for Ministry)

See the official policy statement of the Association of Theological Supervised Ministry on “Excellence in Supervision” and the “Code of Ethics for Supervised Ministry Supervisors” provided in the Appendix of this Handbook.

Responsibilities of the Supervisor

Preceding Site Selection:

1. **February:** Attend the Site Fair
2. **March:** Meet with potential students, and negotiate learning covenants with students with whom the supervisor is willing to work, to be confirmed by CRCDS at the April Evaluation I.
3. **April 15.** The Site Covenant is due
4. **May 15 Due Date:** The Learning Covenant is due. After student completes April Evaluation I, submit signed learning goals, site supervisor covenant and site committees covenant with a minimum of two names with contact information.

During the Year:

1. Consider reading along with the student the assigned chapter for the Supervised Ministry class. Supervision and Supervised Ministry are theological practices. Help the student build his/her theology of ministry through reflecting theologically on experience and event at the ministry site.
2. Participate in a Orientation meet in the beginning of the Fall Term
3. Participate in the Supervised Ministry class at CRCDS when your student presents a case from their Supervised Ministry Site.
4. Hold weekly supervisory sessions at a designated time and place with the student for a minimum of one hour per week.
5. Prepare a mid-year evaluation report, due in December 1, and a final evaluation report, due by April 1 (please honor this due date as your insights and wisdom will assist in the Evolution II process – which is an advancement tool of CRCDS). Lastly, assist with the collection of site committee evaluations each semester.

General Comments for the Site Supervisor

1. Supervisors must submit their résumé for faculty approval each year that they participate in the Supervised Ministry program.
2. Supervisors and sites that wish to be considered as approved Supervised Ministry sites must participate in the Supervised Ministry Site Fair and Orientation.
3. No more than one student may be placed in a site at a time.
4. Support for Supervised Ministry supervision, including a publications list, can be found on web page of the Association of Theological Supervised Ministry, at: <http://www.atf.org>
5. In appreciation for the supervisor's service, the supervisor will be given notice that enables him or her to audit a CRCDS class tuition-free or attend a continuing education event for a reduced price. This appreciation "gift" must be used within 3 years from the date issued.

The Site Committee

Suggestions for Formation

1. The site committee should be formed through whatever process is normally employed in respect to the establishment of a committee in the teaching site. It is helpful for the site committee to be formed in the summer prior to placement.
2. The site committee in a teaching church should represent various elements of the congregation: male and female, young and old, liberal and conservative, etc. These persons should be committee members of the church who are involved in its life and worship and mission.
3. The site committee in a teaching agency could be established so that (a) the members represent the clientele of the agency, i.e., those who are the recipients of the student's ministry; or (b) the members represent other staff of the agency who are professionals in their own right, but lay persons in respect to professional ministry; or (c) a combination of (a) and (b).
4. The site committee shall **not** have current a CRCDS student as a member
5. The **site committee shall be a new committee**, rather than a standing committee of the site; that takes on the responsibility of working with a Supervised Ministry Student.
6. The site committee should be composed of 4-6 persons.
7. The supervisor names a convener. The convener's duties are:
 - To notify members and student of meeting times and places;
 - To plan each meeting agenda with the student;
 - To assure that minutes are recorded at each meeting and that the student is provided with a copy of the minutes;
 - To convene and end the meetings on time, and to see that leadership for each meeting is provided;
 - To send the required written evaluations of the seminarian to the Supervised Ministry faculty by December 1 and May 1;
 - To attend an Orientation meeting at CRCDS in the beginning of the Fall Term.

The Tasks of the Site Committee

1. The site committee shall meet monthly (September through April) for at least one hour with the student. The supervisor should not attend the site committee meetings as a regular practice. The supervisor and site committee convener shall be in close communication during the year and especially within the month prior to each required evaluation of the student's performance.
2. The focus of reflection and discussion is the student's performance of ministry in a given situation. The special feature of the site committee is to communicate their perspective on the student's activities, responsibilities, relationship to persons, etc.
3. The focused discussion and reflection have a mutual benefit: i.e., that the student does not "lose touch" with their perspective and grows in valuing and respecting the essential input which site members of the teaching site have to make; by the same token, if an important part of professional ministry is mutuality, the student can be helpful in shaping the committee member's understanding of his/her own ministry.

Suggestions for Structuring the Site Committee/Student Meetings

1. Hopefully, each member will have opportunities to establish a relationship with the student beyond that of the meetings of the site committee and student.
2. The meeting itself may be informal, but it must have structure to it and a clear agenda. An outline of a meeting might include:
 - a. **Set Agenda:** Convener and student share their plans for the meeting. Other members of the committee are invited to share concerns to be addressed. The agenda is revised, if necessary.

The concerns of both the student and the site committee should be listed. These receive a priority for discussion.

- b. **Discuss each concern in turn.** For each agenda item:
 - Describe the concern, experience, or event clearly and briefly;
 - Identify the issue as the student is experiencing it;
 - Analyze the issue;
 - Generalize from this analysis. What can be learned about ministry? What can the student learn about himself/herself as a minister? What is the theological grounding for this ministry?
 - c. **Conclude:** Each person is invited to share learnings from the meeting and give suggestions for next meeting's agenda.
 3. Whether this precise format is followed is secondary. What is important is that some agenda be followed, minutes are recorded and that there be a movement into those issues that are on the minds of the student and of committee members at some level deep enough to be helpful to the student.

Other Functions of the Site Committee

1. Help interpret the student's role to the site.
 2. Listen to the concerns of the student, including his/her achievements and frustrations, and then help him/her see these in a realistic perspective.
 3. Serve as a channel of “feedback” for the student with respect to his/her work in the site agency. Feedback is a way of helping another person to consider changing his/her behavior. It is communication with another, which offers information about how one affects others. It aims to assist another in achieving his/her goals because it focuses on a style of acting and interacting that is appropriate to the goal.
- Some criteria for useful feedback:
 - a. It takes into consideration the needs of both the receiver and the giver of feedback.
 - b. It is directed toward behavior that the receiver can do something about.
 - c. It is well timed and is checked to insure clear communication.
 - d. When feedback is given in a group, both the receiver and giver have the opportunity to check with others the accuracy of the feedback. Is this one impression or an impression shared by many?
 - e. It is invited, rather than imposed. When the receiver can frame the question well, it opens up the possibility of giving him/her useful answers and observations that directly relate to the issue. Example: “Can you share with me your response to my sermon? Did I speak to your life experience? Relate Scripture clearly?”

Evaluation

Evaluation of ministry is an issue that many congregations avoid. Many congregations avoid evaluation of ministers and ministry because congregants are afraid that in “criticizing” their leaders they are being “unChristian.” Another problem of evaluation of ministry is that the actual criteria for evaluation are elusive -- many committees who must evaluate candidates for ministry (in the ordination process or in the call/appointment process) “know it when they see it” but struggle to name what they know. Without evaluation, however, expectations and disappointments may never be clarified. Conflicts may erupt that leave persons feeling blind sided and betrayed. Congregations and ministers cannot change course -- a death knell to congregations and ministers in a climate of significant social change.

We at CRCDS invite our students to be curious about critique so that they can discover their growing edges. A good evaluation process in Supervised Ministry is necessary so that students experience the value of evaluation. Satisfying evaluations can help students learn to lead congregations in evaluations that enhance rather than detract from ministry. Such evaluations can help all of the participants live more faithfully and meaningfully. Evaluation that is collaborative and leads to small confirmations and adjustments builds confidence in the mission and direction a congregation and a minister have chosen. Evaluation and reevaluation are an ongoing process.

Evaluation as it is understood in Supervised Ministry is a collaborative exercise in which the student, supervisor, site committee, and faculty participate. It is guided by the concrete, measurable learning goals that are usually found in a Learning Covenant. The specific learning goals of the student, however, aim toward lifelong learning and formation: the development of practical wisdom.

This lifelong learning goal involves at least three interrelated ideas that relate to practical endeavors, such as ministry – technical competence, vocation, and practical wisdom. This triad offers some clarification of the more elusive sense that “we know good ministry when we see it.”

Technical competence: Effective ministry involves “technical knowledge” or skills. Such skills contribute toward or express a minister’s understanding of ministry.

They include the following skills:

1. To communicate clearly and effectively, both orally and in writing;
2. To proclaim the Christian Gospel through preaching and other forms of communication, and to interpret the Scriptures with fidelity to the tradition and sensitivity to the human condition;
3. To teach and to design educational programs appropriate to the content to be taught, and the needs and abilities of the learners;
4. To observe sensitively and perceptively the lives of individuals and of human society, and to analyze and interpret human events at both the individual and societal levels in the light of biblical faith;

5. To engage with diverse ideas and persons to maintain a clear sense of purpose, but to tolerate frustration and ambiguity, and to relate to persons and cultures whose background, experience, and history differ;
6. To participate with persons, families, and groups in a healing, restorative, and corrective fashion, and to act responsibly in relation to their needs;
7. To understand and to move with skill in the midst of systems, structures, and institutions;
8. To deal creatively with conflict and to enable others to do so;
9. To be an agent of change at individual and institutional levels;
10. To exhibit a style of leadership which will set loose the creative abilities of others and develop their ministries within the body,
11. To lead a congregation or body of persons in the discovery of commitment to those goals and objectives which will define its mission;
12. To work in a collaborative fashion with others, both those within the profession and those outside it.

Evaluation is an ongoing process -- in class, in supervision, in site committees. Twice a year, however, the student, the supervisor, the site committee, and the faculty require formal, written evaluations. Copies of the evaluation forms with specific guidelines are included in the Appendix of this manual. Evaluations are guided by the learning covenant and also offer an opportunity to revise the learning covenant, as appropriate. Evaluations also reflect upon the triad of technical competence, vocational development, and practical wisdom described above.

GUIDELINES FOR THE PREPARATION OF THE LEARNING COVENANT

See Exhibit B

Learning Goals

Learning goals or objectives are formulated by the student with the assistance and consultation of the supervisor, and also of community members if they are involved in the process in the site. A goal is stated in a way so that it can be reviewed at the end of a semester to see if there is any behavioral or phenomenological way of knowing whether the goal has been met.

Learning goals can be job related, i.e.,

- To learn to teach a sixth-grade Sunday School class;
- To learn to conduct an every-member canvass;
- To learn to train laity to be youth group advisers;

Or, goals can be oriented toward personal growth, i.e.,

- To gain poise and confidence in leading public worship;
- To continue to grow in listening to ideas of others without becoming defensive;

Or, goals may focus on one's relationship with God and the Church, i.e.,

- To understand the relationship between the concept of "Laos of God" and "those

people who seem to have only a passive interest in the Church.”

Once goals or objectives are determined, state them in concrete terms. For instance, even with something as ethereal as God's presence in healing, the Learning Covenant can include such things as participation in the healing services, calling on parishioners who attended such services and/or participation in a group, which concerns itself with healing. From these experiences, evaluate with the supervisor, objectively and subjectively, what is going on with the healing ministry. Unless learning goals are set, it is difficult to evaluate anything beyond outward performance in the job.

Learning goals themselves can be evaluated in light of the lifelong learning of development in skills, vocation and practical wisdom.

WITHDRAWAL FROM A SUPERVISED MINISTRY PLACEMENT

Once a supervisor and a site have been accredited and the student has filed the required paperwork and registered for Supervised Ministry, a letter of confirmation will be sent to the supervisor and to the student formalizing the relationship of student, site, and supervisor with the school. After that point, it is assumed that the Supervised Ministry course will be completed in that site.

In the event that questions arise about the viability of a student's placement, the Director of Supervised Ministry shall be contacted immediately. Termination of the relationship is an option, but it shall not be considered until the Students, Director of Supervised Ministry and the Supervisor have engaged in a process of conflict transformation to respond to the questions or issues that threaten the viability of the placement.

If for any reason the student, supervisor or site committee convener initiates a termination of the placement, the procedure is carried out according to policy on “withdrawal from a course” as stated in the Campus Handbook, pp. 20 - 21. The student must then retake this required course in order to complete the M. Div. degree.

BACKGROUND CHECK POLICY

All students participating in the Supervised Ministry Program (the “Program”) at Colgate Rochester Crozer Divinity School (the “School”) shall be required to undergo a background check (the “Background Check”) which will include the following:

- Residency History;
- Social Security Verification; and
- Law Enforcement Records, including sex offender registrations.

The Background Check must be ordered and paid for by the student no later than March 31st of the Spring session prior to enrollment in the Program for the next academic year. The student must also submit an Authorization/Release for Background Check form to the Director of the Program. The failure to order and pay for the Background Check and submit the required form by March 31st will result in the student being denied entrance into the Program for the upcoming academic year.

The Background Check is one of the resources needed for the Program, much like the books needed for a class. The Authorization/Release for Background Check form authorizing the School to review the results of the Background Check will be provided for students at the Site Fair which is held during the first 10 days of February as well as instructions to guide students through the process of ordering the Background Check. Please note that the cost of the Background Check is currently under \$50.00.

The review of background information has become the best practice for persons working in helping professions, and in some of those professions, legally required. The Program requires the Background Check for two reasons: (1) to model a “best practice” for our students to demonstrate a proactive approach regarding the health, well-being and safety of the people we serve; and (2) to insure that the students that we send out from the School to the Program sites are people of integrity who serve from a place of wholeness, i.e. being the people God is calling the students to be.

The Background Check reports will be initially reviewed by the Director of the Program to determine the student’s suitability for the Program, and the School shall use reasonable care to keep the report confidential. The student is obligated to provide the School with any new information which would otherwise be set forth in an updated Background Check report.

The following may result in the denial of admission to, or the dismissal from, the Program and/or other action pursuant to the applicable policies and procedures of the School:

- (1) a felony conviction;
- (2) a misdemeanor conviction involving any crime involving prohibited substances or any crime against a person, including, but not limited to,

- physical or sexual abuse such as lewd conduct, sexual battery, sexual exploitation, rape or statutory rape); or
- (3) a sex offense registration, or an offense that under current law would result in registration.

For purposes of this policy, the term “conviction” shall be interpreted broadly to include pleas of no contest, withheld judgments, suspended sentences or similar dispositions. The student shall notify the Director of the Program in writing of any new information (e.g., arrests or pending charges) that would otherwise be provided in a new Background Check. If a student has pending charges that, if a conviction resulted would result in the denial of admission to, or the dismissal from, the Program, the student may be prohibited from enrolling, or continuing, in the Program until the final disposition of the charges. The existence of a conviction does not automatically disqualify a student. Relevant considerations may include, but are not limited to, the date, nature and number of convictions, the relationship the conviction bears to the Program, and successful efforts towards rehabilitation.

If the Background Check report contains or the student informs the School of information that may lead to the denial of admission to, or the dismissal from, the Program, or other appropriate action, he or she will be notified and required to meet with, and/or submit information to, the Director of the Program and Academic Dean. This will be done to afford the student the opportunity to be heard before any denial or dismissal.

While the School will use reasonable care to keep a student’s background information confidential, it may be shared with the School’s legal counsel and others who the Director of the Program identifies as having a need-to-know. If any background information requires additional investigation, the School may proceed **to request** additional information from the student and/or appropriate third parties. In addition, the School may require the student to obtain an updated Background Check at any time.

The School will make reasonable efforts to keep students informed of any changes in this policy; however, the School reserves the right, in its sole discretion, to amend or repeal this policy, in whole or in part, at any time.

E X H I B I T S

EXHIBIT A

SITE SUPERVISOR'S COVENANT

Due April 1

Page 1 of 2

Dear Site Supervisors,

Thanks for your willingness to participate as a site supervisor in Colgate Rochester Crozer Divinity School's Supervised Ministry Program. We appreciate your willingness to offer your time, knowledge, and wisdom to our student and share in the process of honing her/his skills for ministry.

Please read the Supervised Ministry Handbook thoroughly to ascertain the responsibilities of the site Supervisor. As you and the student negotiate the learning covenant, the student is in effect applying to be your mentee, and you are applying to be his/her supervisor. Final negotiations are confirmed by the faculty when you and the student have submitted the learning covenant,;

1. To return the paperwork for approval for the site, including your résumé or curriculum vitae with your supervisor covenant for approval by the faculty.
2. To read and review supervisor's documents as requested on the syllabus.
3. To meet weekly with your student for supervisory sessions.
4. To assist your student in setting up the site committee.
5. To be involved in the class when your student presenter a case.
6. To attend an Orientation meeting. If you are unable to attend, I will meet with you individually.
7. To provide written evaluations in a timely fashion, due in December 1 and April 1st.
8. To participate in a review of premature termination should that become necessary.

In appreciation for your service, you will be given a coupon that enables you to register as an auditor for a CRCDS class for free or continuing education event for a reduced price. Coupons may not be used for credit courses.

SITE SUPERVISOR'S COVENANT

Page 2 of 2

We are deeply appreciative of your service and look forward to a good year. You will receive a written confirmation of this agreement from the Supervised Ministry faculty.

Agreed to by:

Site Supervisor: Please print name and sign: _____

(Print on this line) _____

Address: _____

Phone: _____

Email address: _____

Seminary Representative _____

Student: _____

Contact information for Site:

Congregation/Agency: _____

Address: _____

Phone: _____

Email address: _____

EXHIBIT B

LEARNING COVENANT (Sample Outline)

Due May 15

Page 1 of 2

STUDENT _____

SITE _____

A. LEARNING GOALS

1.

2.

3.

(etc.)

Average Weekly
Time in Hours

B. TASKS AND RESPONSIBILITIES

Sunday Morning

(average time)

(Outline duties and times)

Other than Sunday Morning Responsibilities

(average time)

(Outline specific duties and responsibilities)
(Indicate when, i.e., "Monday afternoon")

Preparation Time

(average time)

(Specify for what purpose)

Staff Time

(average time)

(Staff meeting or instruction time for student)

Supervision

(average time)

(Indicate when, i.e., "Tuesdays at 4:00 p.m.")

LEARNING COVENANT (Sample Outline)

Page 2 of 2

Site Committee Meeting (average time)

(indicate when, i.e., “3rd Monday at 8:00 p.m.”)

Travel - to and from Site (average time)

Any Specific Agreements between Supervisor and Student

The above agreement will be reviewed at the end of each semester during the evaluation period and modified according to the mutual consent of student and supervisor in accordance with the learning process of the student and the needs of the site.

Student’s Signature

Supervisor’s Signature

Date

The student is responsible to see that a copy of this covenant and any revisions are forwarded to the Supervised Ministry faculty by the due date.

(Format for this covenant has been borrowed from Pastoral Education and Formation: A Manual for Supervised Ministry, by the Rev. Edward R. Morgan, III, D. Min., Virginia Theological Seminary.)

EXHIBIT C

SITE COMMITTEE COVENANT

Due May 15

Dear Site Committee Members,

Thanks for your willingness to participate as a Site Committee Members in Colgate Rochester Crozer Divinity School’s Supervised Ministry program. We appreciate the gifts of time and wisdom that you are offering to our Student.

Please read the portions of the Supervised Ministry Handbook that deal with the role and responsibilities of the Site Committee. The information found on these pages will guide your work through the Supervised Ministry Education year. I respectfully request that you do the following:

1. Attend the Orientation Meeting in the Fall.
2. Meet with your Student monthly and prepare minutes of your meeting. Your Student is required to turn in minutes from your meetings, three sets of minutes for the Fall Term, and three sets of minutes for the Spring Term. To read and review supervisor’s documents as requested on the syllabus.
3. To meet monthly with your student for reflection and to review progress on learning goals.
4. To provide written evaluations on December 1 and May 1.

Congregation/Agency: _____

Student: _____

Site Committee Convener e-mail and name (please print name) _____

Site Committee Convener’s Signature

Site Committee Member’s Signature

Site Committee Member’s Signature

Site Committee Member’s Signature

Site Committee Member’s Signature

Site Committee Member’s Signature

Please select at least two members of the Site Committee by May 15. The remaining members can be selected in the Fall and this form amended.

EXHIBIT D

SUPERVISOR

MIDYEAR EVALUATION FORM

Due December 1

COLGATE ROCHESTER CROZER DIVINITY SCHOOL

Supervised Ministry PROGRAM

STUDENT _____ EVALUATION DATE _____

SUPERVISOR _____

SITE _____

Guidelines

For each area, summarize the performance, personal and professional growth, and the use of resources helpful to the student.

1. Entry into the Site: Is the student sufficiently “on board” in relationship to you, the site committee, and people of site? What steps did the site take to welcome the student into the community? How has the student integrated him/herself into the life of the site?
2. Learning Covenant: Review the student’s progress and goals/objectives pertinent to this semester. Any revisions to the Learning Covenant must be attached to this evaluation form.
3. Supervision: Review type and consistency of supervision, satisfaction, growth, and problems.
4. Site Committee: How did the process of forming the committee go?
5. General Comments: Include summary remarks about student’s skills, vocational development, growing edges for the Spring Term and practical wisdom.

Prepare your evaluation summary and attach to this sheet. Return to the Supervised Ministry Faculty by December 1

Student's Signature

Supervisor's Signature

EXHIBIT E

SITE COMMITTEE MIDYEAR EVALUATION FORM

Due December 1

COLGATE ROCHESTER CROZER DIVINITY SCHOOL

Supervised Ministry PROGRAM

STUDENT _____ EVALUATION DATE _____

Site COMMITTEE CONVENER _____

SITE _____

Guidelines

For each area, summarize the performance, personal and professional growth, and the use of resources helpful to the student.

1. Entry into the Site: What steps did the site take to welcome the student into the community? How has the student integrated him/herself into the life of the site?
2. Learning Covenant: Review the student's progress and goals/objectives pertinent to this semester. Any revisions to the Learning Covenant must be attached to this evaluation form.
3. Site Committee: Comment on planning of agenda, content, and process of the meetings.
4. General Comments: Include summary remarks about student's skills, vocational development, growing edges for the Spring Term and practical wisdom.

Prepare your evaluation summary and attach to this sheet. Return to the Supervised Ministry Faculty by December 1.

Student's Signature

Supervisor's Signature

Site Committee Convener's Signature

Site Committee Member's Signature

Site Committee Member's Signature

Site Committee Member's Signature

Site Committee Member's Signature

Site Committee Member's Signature

EXHIBIT F

-

STUDENT

MIDYEAR EVALUATION FORM

Due December 1

COLGATE ROCHESTER CROZER DIVINITY SCHOOL

Supervised Ministry PROGRAM

STUDENT _____ EVALUATION DATE _____

SUPERVISOR _____

SITE _____

Guidelines

For each area, summarize the performance, personal and professional growth, and the use of resources helpful to you.

1. Entry into Site: Are you sufficiently “on board” in relationship to your supervisor, site committee, site as a whole? How were you welcomed into the community? What steps have you taken to become involved in the life of the site?
2. Learning Covenant: Review progress and goals/objectives pertinent to this semester. Any revisions to the Learning Covenant must be attached to this evaluation form.
3. Supervision: Review type and consistency of supervision, satisfaction, growth, and problems.
4. Site Committee: How did the process of forming the committee go? Comment on planning of agenda, content, and process of the meetings.
5. General Comments: Include summary remarks about your skills, vocational development, growing edges for the Spring Term and practical wisdom.

Prepare your evaluation summary and attach to this sheet. Return to the Supervised Ministry Faculty by December 1.

Student's Signature

Supervisor's Signature

EXHIBIT G

SUPERVISOR

FINAL EVALUATION FORM (page 1 of 2)

Due April 1

COLGATE ROCHESTER CROZER DIVINITY SCHOOL

Supervised Ministry PROGRAM

STUDENT _____ EVALUATION DATE _____

SUPERVISOR _____

SITE _____

Please comment in regard to each of the following: * (use extra pages if needed)

1. Application to learning about and understanding of the ministry context:
2. Willingness and effort to build relationships in the ministry context:
3. Openness to listen to and learn from others, including ability to receive criticism:
4. Evidence of creative thinking and willingness to take initiatives:
5. Ability to risk and response to failure:
6. Ability to communicate in up-front situations:
7. Punctuality:
8. Evidence that student is well-prepared for set tasks:
9. Capacity to relate and work in a team situation:

SUPERVISOR

FINAL EVALUATION FORM (page 2 of 2)

10. Ethically appropriate behavior:

11. Ability to make decisions and get a job done:

12. Capacity to address tense situations rather than withdraw from them:

13. Sensitivity to the needs and feelings of others:

14. Capacity to support others:

15. Respect for opinions, beliefs and ideas of others:

16. Respect for authority and healthy exercise of power:

17. Integration of theology and the practice of ministry:

18. Appropriate balance between ministry and personal life:

19. Signs of growing ministerial identity and self-awareness:

20. Comment on the students potential for Pastoral Ministry.

Signature of Supervisor

Date

Signature of Student

Date

*Prepare your evaluation summary and attach to this sheet. Return to the Supervised Ministry Faculty by **April 1.***

* Some questions from the Handbook of Trinity Theological College – The United Church in Australia,

EXHIBIT H

SITE COMMITTEE

FINAL EVALUATION FORM (page 1 of 2)

COLGATE ROCHESTER CROZER DIVINITY SCHOOL

Supervised Ministry PROGRAM

Due May 1

STUDENT _____ EVALUATION DATE _____

SITE COMMITTEE CONVENER _____

SITE _____

Please comment in regard to each of the following: * (use extra pages if needed)

1. Application to learning about and understanding of the ministry context:

2. Willingness and effort to build relationships in the ministry context:

3. Openness to listen to and learn from others, including ability to receive criticism:

4. Evidence of creative thinking and willingness to take initiatives:

6. Ability to risk and response to failure:

6. Ability to communicate in up-front situations:

7. Punctuality:

8. Evidence that student is well-prepared for set tasks:

9. Capacity to relate and work in a team situation:

10. Ethically appropriate behavior:

11. Ability to make decisions and get a job done:

SITE COMMITTEE

FINAL EVALUATION FORM (page 2 of 2)

- 12. Capacity to address tense situations rather than withdraw from them:

- 13. Sensitivity to the needs and feelings of others:

- 14. Capacity to support others:

- 15. Respect for opinions, beliefs and ideas of others:

- 16. Respect for authority and healthy exercise of power:

- 17. Integration of theology and the practice of ministry:

- 18. Appropriate balance between ministry and personal life:

- 19. Signs of growing ministerial identity and self-awareness:

- 20. Comment on the students potential for Pastoral Ministry.

Prepare your evaluation summary and attach to this sheet. Return to the Director of Supervised Ministry by May 1.

_____ Student's Signature	_____ Supervisor's Signature
_____ Site Committee Convener's Signature	_____ Site Committee Member's Signature
_____ Site Committee Member's Signature	_____ Site Committee Member's Signature
_____ Site Committee Member's Signature	_____ Site Committee Member's Signature

EXHIBIT I

STUDENT
FINAL EVALUATION FORM
COLGATE ROCHESTER CROZER DIVINITY SCHOOL
Supervised Ministry PROGRAM
Due May 1

STUDENT _____ EVALUATION DATE _____

SUPERVISOR _____

SITE _____

Please comment in regard to each of the following: * (use extra pages if needed)

1. Application to learning about and understanding of the ministry context:

2. Willingness and effort to build relationships in the ministry context:

3. Openness to listen to and learn from others, including ability to receive criticism:

4. Evidence of creative thinking and willingness to take initiatives:

7. Ability to risk and response to failure:

6. Ability to communicate in up-front situations:

7. Punctuality:

8. Evidence that student is well-prepared for set tasks:

9. Capacity to relate and work in a team situation:

STUDENTS

FINAL EVALUATION FORM (page 2 of 2)

10. Ethically appropriate behavior:

11. Ability to make decisions and get a job done:

12. Capacity to address tense situations rather than withdraw from them:

13. Sensitivity to the needs and feelings of others:

14. Capacity to support others:

15. Respect for opinions, beliefs and ideas of others:

16. Respect for authority and healthy exercise of power:

17. Integration of theology and the practice of ministry:

18. Appropriate balance between ministry and personal life:

19. Signs of growing ministerial identity and self-awareness:

20. Comment on the students potential for Pastoral Ministry.

*Prepare your evaluation summary and attach to this sheet. Return to the Supervised Ministry by **Due May 1.***

Student's Signature

Supervisor's Signature

* Some questions from the Handbook of Trinity Theological College – The United Church in Australia,

EXHIBIT J

Colgate Rochester Crozer Divinity School A Code of Ethics for Supervised Ministry (Adapted from the Columbia Theological Seminary Code of Ethics)

Supervised Ministry at Colgate Rochester Crozer Divinity School seeks to prepare men and women for pastoral and public leadership in the Church and in society. Toward that end, theological students serve in Supervised Ministry settings with teaching congregations or agencies and alongside approved supervisors in order to learn through direct practices of ministry. From personal engagement with God's people, interns have the opportunity to integrate what they have learned from life itself and from their educational experiences with the actual practice of ministry.

We believe that pastoral responsibilities must be fulfilled through healthy means of relating to one another. Pastoral integrity is absolutely critical to ministry praxis.

We, therefore, commit ourselves to the following "Code of Ethics for Supervised Ministry."

Regarding Working Relationship and Interrelationship of Supervisors and Students.

- A. Students and Supervisors will honor their educational responsibility to engage one another seriously in pastoral and theological reflection.
- B. Students and Supervisors will avoid imposing their own theology upon those they serve or supervise.
- C. Students and Supervisors will not abuse their relationship with each other to meet personal needs for sex, affection, affirmation, or power.
- D. Students and Supervisors will not look to the other for personal therapy, even if the other has counseling credentials. Supervision involves attending to the Student's emotions, but therapy, if warranted, will need to be provided by a third person outside of the supervisory relationship.

Regarding Appropriate Interpersonal Boundaries

- A. Students and Supervisors will not engage in sexual, racial, or other harassment or exploitation of one another or other people.
- B. Students and Supervisors will not enter into intimate sexual relationships with parishioners or clients, even if the relationship is consensual.
- C. Students and Supervisors will avoid conflict-of-interest relationships (e.g., seeking financial help from church members, or using confidential information for personal advantage) that have the potential of impairing judgment or increasing the risk of personal or financial exploitation.
- D. Students and Supervisors will be truthful and honest in their dealings with one another and with others. They will refrain from spreading false or malicious gossip about persons who are not present.
- E. Students and Supervisors will not disclose pastoral confidences to anyone *except* when 1) it is mandated by law, 2) it may prevent a clear and immediate danger to self and or others, 3) it is used for the purpose of pastoral supervision, or 4) it is authorized in previously obtained written permission. Students will inform those encountered in pastoral care situations about these limits of confidentiality; and supervisors, more generally, will inform congregants about these limits.

Regarding Other Matters of Personal Integrity

- A. Students and Supervisors will be faithful stewards of funds entrusted to their care and shall avoid exploiting the trust of others for financial gain.
- B. Students and Supervisors will practice pastoral care within the reasonable realms of their competence. More specifically, unless professionally trained and certified, they will not present themselves as “counselors” or “therapists.” When called upon to function outside their realm of competence, they will enlist the guidance of others or refer to other professionals.
- C. Students and Supervisors will give appropriate credit for sources quoted publicly and shall observe copyright laws.
- D. Students and Supervisors will refrain from alcohol and drug abuse, and if it should occur, they will seek professional help to overcome the problem.
- E. Students and Supervisors will not discriminate against or refuse to offer ministry to others because of their race, gender, age, national origin, physical ability or sexual orientation.

Students and Supervisors are required to subscribe to this Code of Ethics for Supervised Ministry before

Beginning any internship under the auspices of Colgate Rochester Crozer Divinity School. This signed document will shall be kept on file in the Office of **Supervised Ministry** as long as the student is enrolled in the degree program Please make a copy for the personal file of the Supervisor and for the Student.

Please sign, then print name and date.

Student (sign) _____ date _____

(print) _____

Supervisor (sign) _____ date _____

Print name _____

EXHIBIT K

Authorization/Release for Background Check

Due March 31

I am submitting this form in conjunction with my application for enrollment in the Supervised Ministry Program (the “Program”) at Colgate Rochester Crozer Divinity School (the “School”).

I hereby authorize the School to receive and review the following background information which I will provide in connection with my application to the Program in the form of a background check report and updates, if necessary: (1) residence history; (2) social security verification; and (3) criminal background information, including, but not limited to, sex offender registrations and law enforcement records. This background check is being conducted for the purpose of assisting the School in evaluating my suitability for the Program. I will provide the School with a background check report and agree to update the report in the event there is new information (e.g., arrests or pending charges) which would otherwise be set forth in a new report. The release of information as set forth herein is expressly authorized.

I understand that information contained in the background check report may result in my being: (1) denied admission to the Program or dismissed from the Program; and (2) denied or dismissed from other programs at the School, including the School itself. I also understand that I will be afforded the opportunity to be heard before any such denial or dismissal in accordance with the School’s policies.

I understand that reasonable efforts will be made by the School to protect the confidentiality of this information, but that the results of the background check may be reviewed by the Director of the Program, Academic Dean, the School’s legal counsel, and others that the Director of the Program identifies as having a need-to-know.

If adverse information is contained in my report, I understand that I will be notified by the School and will be asked to meet with, and/or provide information in writing to, the Director of the Program and the Academic Dean. If any information requires additional investigation, the School may proceed to request additional information from appropriate third parties. I understand that admission decisions made by the School are final and not subject to appeal.

Finally, I understand that I am responsible for all costs associated with this process.

Authorization/Release for Background Check

[Signature Page]

Signature: _____ Date: _____

Print Name: _____

GLOSSARY

Defamation, Slander and Libel

Since the boundaries between defamation, gossip, and rumor can be hazy, students and their supervisors would do well to avoid criticizing others in public (even “for their own good”), to create an atmosphere where gossip is unwelcome, to verify facts and get permission (particularly about death and illness) before publishing information in newsletters, never to make jokes at someone else’s expense, and not to allow harmful charges or innuendoes to circulate about themselves. (Presbyterian Theological Field Educators; page 13)

Students should ask permission before sharing information about others and have clarity regarding what can be shared.

See also page 1 of the Campus Life Handbook

Abuse and Neglect Reporting

Should a situation of abuse or neglect arise, the student should consult with the supervisor in order to process the event(s) before reporting takes place, unless the situation presents an immediate danger. The supervisor shall communicate with the appropriate agency if necessary. If resolution is not achieved regarding the event(s), the student should report to the Supervised Ministry Director. (Presbyterian Theological Field Educators; page 14)

Fraud

Definition: All acts that deceive [including negligent misrepresentations], omit, and/or conceal to deceive, and which result in damage to another person.

If there is a suspicion of misrepresentation of credentials of a student, then the Supervised Ministry Director should be notified. (Presbyterian Theological Field Educators; page 17)

Privileged Communication, how is it defined?

Expectation that any sensitive or complex information shared by a parishioner or agency client to the student would be shared with the supervisor but not with the site committee. (Needs to be covered in orientation.) For the purposes of Supervised Ministry, no communication will be considered “privileged communication” regardless of a student’s ordination status.

Supervisors may, from time to time, request that the student hold in confidence certain issues and concerns. The issue of confidentiality is a two-way street.

Supervisors and Students should have a mutual understanding of conversations and confidences.

IMPLICATIONS

Any case study presentations in class should not include privileged information. These refer to confidential realities in the Supervised Ministry relationship. *Should be in handbook.*

How is confidentiality defined?

Gets at how information about students is shared. Students have access to records of their own. Difficulty comes when individuals come back seeking recommendations for students. Records are kept for three years for Methodists. Baptists want actual form.

To receive a recommendation for ordination, the student must send a written request to the faculty. *What are we willing to release?* We will release what is required by judicatories. Supervisors need to understand that anything put in the final evaluation may potentially be passed on. The form should also include a place for the student to give permission for the evaluation to be released to judicatories as requested with the sign off to be initialed. (Presbyterian Theological Field Educators; page 12)

See appendix 5 of Campus Life Handbook for reference.

Breach of Fiduciary Duty

A fiduciary duty is a duty of utmost good faith, confidence, and candor owned by the fiduciary (person in whom another party has placed special trust and confidence) to the beneficiary, a duty to act with the highest degree of honesty and loyalty towards another person and in the best interests of that person (Black's Law Dictionary). This duty is concerned with trust; traditionally trust with regards to someone else's property or money. When a minister is sued in civil court for breach of fiduciary duty, it often involves the minister's having divulged confidence or having used a counseling session to initiate or engage in sexual activity. *Columbia Theological School Code of Ethics for Supervised Ministry, page 28, #2*

Undue Influence

Misuse of position of confidence or taking advantage of another person's weakness, infirmity, or distress to change improperly that person's action (Black's Law Dictionary).

Undue influence is related to fiduciary duty, in that is, too, addresses the behavior of a person entrusted with some authority who uses that authority for his or her own best interests, rather than the best interest of the congregational member, the intern, etc. The source of power and authority in a ministerial relationship are many and can be subtle or remain unrecognized. Students are often unaware of the power ascribed to them merely by virtue of their position as a ministry inter. Self awareness and an understanding of both the obvious and the more inconspicuous sources of authority can guard against the potential misuses of power. *Columbia Theological School Code of Ethics for Supervised Ministry, page 28, #3.*

Spiritual Abuse

Read chapter 6, [Ethics and Spiritual Care](#) by Karen Lebacqz & Joseph D. Driskill

Intentional Infliction of Emotional Distress

Intentionally causing another person severe emotional distress (a highly unpleasant emotional reaction such as anguish, humiliation, or fury) through one's extreme or outrageous acts. (Black's Law Dictionary). (This refers to) behaviors so outrageous, and harmfully anti-social that a reasonable person would be extremely shocked and upset.

Columbia Theological School Code of Ethics for Supervised Ministry, page 28, #4.

Sexual Misconduct and Harassment

Students shall follow the guidelines listed in the *Campus Life Handbook, Appendix 3*.

Wisdom from the Partner Sites – Supervised Ministry Advisory Board:

The shortest distance between here and chaos is to date in your ministry setting; therefore, dating within the ministry setting is to be discouraged.

