

CONTACT INFORMATION

Office of Education for a Shared Ministry

Brethren Academy for Ministerial Leadership

615 National Road West

Richmond IN 47374

800-287-8822 (phone)

765-983-1840 (fax)

academy@bethanyseminary.edu or academy@brethren.org

Julie M. Hostetter

Executive Director of the Brethren Academy for Ministerial Leadership

615 National Road West

Richmond IN 47374

800-287-8822 (ext. 1820)

765-983-1820 (phone)

hosteju@bethanyseminary.edu

Fran Massie

Administrative Assistant

615 National Road West

Richmond IN 47374

800-287-8822 (ext. 1824)

765-983-1824

massifr@bethanyseminary.edu

TABLE of CONTENTS

SECTION I : Basic Information

- 1-A EFSM Brochure
- 1-B Prospectus: Education For a Shared Ministry 5
- 1-C Covenant of Congregational Participation 13
- 1-D Developing a Shared Ministry 15
- 1-E Congregational Training Group (CTG) Responsibilities/Procedures 21
- 1-F EFSM Student Transcript 23

SECTION II: Orientation

- 2-A From Orientation to Workshop: MIT Responsibilities 25
- 2-B EFSM Congregation Workshop 26
- 2-C Orientation Evaluation Form 27

SECTION III: Minister in Training Contracts

- 3-A Training for the Minister-in-Training 29
- 3-B MIT Contract 30
 - Program Contract 35
 - EFSM Record of Learning Units 36
 - Evaluation of Completed Program 37
 - Evaluation of Completed Program by Supervisor 38
 - Supervisor's Recommendations for Continuing Education 39
- 3-C Learning Unit Contract 41
- 3-D Learning Unit Assessment 43
- 3-E Learning Unit Contract (sample-Take a Number) 47
 - Learning Unit Contract (sample - Orientation) 49
 - Learning Unit Contract (sample-Adm.) 51
- 3-F Helpful Hints for Developing Your Learning Contract 53

SECTION IV: Leader in Training Contracts

- 4-A Expectations for Layperson-in-Training 55
- 4-B LIT Learning Units Summery 56
- 4-C Study Contract (LIT) 61

SECTION V: Training Resources

5-A	EFSM/TRIM Suggested Learning Experiences	63
5-B	What is an Ecumenical, Interfaith, or Intercultural Event?	65
5-C	EFSM Outside Event Subsidy Request	67
	EFSM Outside Event Subsidy Request (copy 2)	69
5-D	Ways to Increase Biblical Literacy in the Congregation	71
5-E	Tips for Journal Writing	79
5-F	Brethren Academy and SVMC Policy on Citation Style and Plagiarism	81

SECTION VI: Test Materials

6-A	Biblical Theological Awareness Inventory	83
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SECTION VII: Leader Materials

7-A	EFSM Pastoral Supervisor	93
7-B	EFSM Responsibilities of District Executive	95
7-C	Sample CTG Agenda	99
7-D	Supervisor Report Form	101
7-E	District Representative Annual Report	101
7-F	MIT Feedback Form	103
7-G	LIT Feedback Form	105
7-H	Vocational Certification of MIT—CTG Response	107
7-I	Vocational Certification of MIT—MIT Worksheet	109

EDUCATION for a SHARED MINISTRY
A Program of the Brethren Academy for Ministerial Leadership

A PROSPECTUS

I. The Challenge

Half of all Churches of the Brethren have fewer than 120 members. Provision of qualified leadership for these churches is a continuing problem, especially when a congregation lacks the financial resources to support a full-time professional minister. In such cases, congregations are often forced to use untrained leadership; consequently, the small church often has feelings of isolation and second-class citizenship within the larger church. There is a critical need for the small church to rethink its mission and ministry. Some form of part-time, self-supported ministry is one answer, but if it is to work, congregations and ministers must be engaged in “shared ministry,” a ministry in which both ministers and lay leaders assume responsibility for the tasks of the church.

II. A Response to the Challenge

EFSM proposes “education for a shared ministry.” It provides educational experiences both for the church and the people it calls into ministry. We believe the local church is an effective arena for learning. But it is more than that. Since, theologically, ministry is the function of the whole congregation, we believe the programs and concerns of the local church can be the very substance of ministerial training. In other words, the church as an educational arena for *teaching* ministry is at the same time an arena for the church to be *educated* for ministry.

The objectives of the program are thus as follows:

- A. To provide the small church with a model that affirms the congregation as an effective base for training for ministry.
- B. To enable four to six small churches per year to engage in goal setting and a redefinition of their mission.
- C. To provide four to six part-time pastors per year with a three-year program of ministry training through locally created and supervised units of learning, plus support for vocational training where needed.

- D. To train a team of five lay leaders in each participating congregation to assume ministry functions alongside their part-time pastor.
- E. To enable participants to achieve a greater sense of vitality, purpose, and connectedness with the larger church.

III. Sponsorship

EFSM is sponsored jointly by the Church of the Brethren Mission and Ministry Board, Bethany Theological Seminary through the Brethren Academy for Ministerial Leadership, and the 23 districts of the denomination. Representatives from these agencies meet as a denominational Ministry Advisory Council to set policy for several special training programs, including EFSM. In addition, district executives carry significant responsibilities for implementing the program in their areas.

The original funding for EFSM came from a generous grant by Lilly Endowment Inc. Currently, major funding for EFSM comes from the Church of the Brethren and from Bethany Theological Seminary. Districts also contribute an annual portion of the EFSM budget, determined by the number of churches participating in the program. All of the sponsoring agencies contribute services for EFSM.

- Each EFSM congregation is eligible for two annual \$850 subsidies from the denominational program budget, which may be directed toward attendance at outside required events.
- The amounts that each EFSM congregation contributes toward program costs include a \$325 entrance fee (per Minister in Training) and an annual congregation participation fee of \$200 for each of the three years of EFSM involvement. Fee increases are announced in advance of a change.
- Annual participation fees are billed in January, regardless of entrance month.
- In addition, the sponsoring district contributes \$200 per congregation for each year.

To implement the program, the Church of the Brethren and Bethany Theological Seminary jointly support the Brethren Academy for Ministerial Leadership which has an office at Bethany and coordinates non-degree ministry training on a denomination-wide basis. The Executive Director of the Brethren Academy works in close conjunction with the supervisor for an EFSM congregation.

IV. The Plan

The plan mobilizes the resources of small congregations for ministry. It features educational experiences for a “minister-in-training,” five (5) assisting lay persons, and the whole congregation. Congregations that meet one of the following two basic criteria will be invited to participate:

- A. A congregation with an average attendance of 100 or fewer persons, an annual budget of \$50,000 or less and with a commitment to develop a shared ministry involving a pastor and a team of lay leaders.
- B. A free church congregation of any size that wishes to use EFSM as a means of training persons newly called to the ministry team of that congregation.

The election of a person to be the minister-in-training will follow historical patterns within the Church of the Brethren (i.e., cooperative participation involving the related district and the local congregation). Qualifications for election as a minister-in-training include:

- Demonstrated Christian discipleship.
- Maturity and demonstrated leadership, or exceptional potential for ministry.
- Willingness to serve the congregation issuing the call and live within the community.
- A sense of personal calling.
- Eagerness to participate in the program of study.
- Agreement with the concept of a self-supported ministry.

The plan includes a Congregational Training Group that will meet once a month and will be composed of the following persons:

- The minister-in-training elected by the congregation.
- The additional five (5) lay persons from the congregation who will share central and basic ministerial functions with the minister-in-training.
- A nearby pastor who has a seminary degree, who is willing to work in a supervisory role with the minister-in-training. Such a pastor may be from the Church of the Brethren or from another denomination.
- A district-appointed liaison between congregation and district.

One purpose of the Congregational Training Group (CTG) is to help design and evaluate the educational experience. Specifically, the CTG is to develop, with the minister-in-training, nine learning units located within the congregation. They shall be designed to include congregational participation, feedback and evaluation. The group is also to provide counsel and approval for the three additional learning units outside the local congregation. Further, the training group will provide a forum for study units of lay leaders.

A second purpose of the CTG is to plan, coordinate and review the shared ministry of the pastor and lay leaders. Coordination of study and ministry will be sought at all times.

V. The Educational Program for the Minister-in-Training (MIT)

The program of training for the minister-in-training consists of twelve (12) learning units equivalent to 36 semester hours of college work. The units are normally to be completed within three (3) years. Each unit will have educational objectives and measurable means of evaluation. Each must be approved both by the Congregational Training Group (CTG) and by the training staff. The twelve units are:

- 1. Local Units** (carried out within the local congregation). Each of these units will include reading, research, journal writing, and related congregational projects and experiences.
 - a. Ministerial skills (4 units)
 - Administration/Leadership
 - Pastoral Care
 - Preaching and Worship
 - Teaching and Learning in the Church
 - b. Bible and Theology (4 units)
 - Old Testament Survey
 - New Testament Survey
 - Basic Brethren Beliefs
 - Christian Church History
 - c. Bethany Weekend (1 unit): Workshop in the MIT's congregation led by a teacher/student team from Bethany Seminary

- 2. Outside Learning Units**
 - a. Orientation Week at Bethany Seminary (1 unit)
 - b. Brethren Academy or equivalent event approved by Brethren Academy Executive Director (1 unit)
 - c. The Church's Life and Mission
 - Annual Conference
 - District Conference
 - Ecumenical, interfaith or intercultural gathering

In special circumstances, up to two of the nine local or congregational units may be fulfilled instead through outside learning events, subject to approval by the Brethren Academy Executive Director.

A second type of training may or may not need to be incorporated into the program. As already noted, EFSM assumes a part-time, self-supporting pastoral ministry. If the minister-in-training is mature and is already qualified by training and/or experience to earn family support, and is willing to do so within the community, vocational

certification may be granted without special training. Such certification must be recommended by the Congregational Training Group and approved by the director of the program.

If the person has no demonstrated vocational skill, or if a new vocation is imperative to allow time for ministry and study, a program of vocational training shall be required. The minister-in-training shall, in consultation with the Congregational Training Group, choose an acceptable and needed job for which vocational training is possible. The choice of vocational training should include considerations of time and workload and available employment within the community. The Congregational Training Group and the program director shall review vocational training progress annually. When the schooling or apprenticeship is completed, the appropriate certification attained, and the person has moved into regular work within the community, the director of the program shall certify the vocational training requirements have been fulfilled.

VI. The Education Program for the Local Congregation

The educational program for the local church focuses on congregational awareness, redefinition of mission, and training for a shared ministry with a part-time, self-employed pastor. The congregation must agree to the following:

A. In the area of congregational awareness:

- A required orientation session explaining the program and inviting participation.
- A follow-up decision-making meeting in which the congregation, by majority vote, agrees to support the program.
- Participation in a process of self-study and goal setting.

B. In the area of redefining or integration of current mission:

- Development of and commitment to annual goals and objectives growing out of the goal-setting process.
- An adjustment of previous programs and services that will show movement toward these new goals.
- Conducting regular worship services and church school at least once every two weeks.
- Participation in District and Annual Conference of the Church of the Brethren with appropriate delegate representation.

C. In the area of training for a shared ministry:

- Election of a person to be the minister-in-training.
- The election of five (5) lay persons to assume specific ministry functions and to be in training for those functions during the three years, meeting as needed to achieve these ends.

- Participation in a two-day congregational workshop on the church and its ministry at the beginning of the program.
- Participation in the Bethany Weekend learning unit.
- Participation by elected lay persons in at least two training events outside of the congregation over the three-year period.
- Congregational meetings each year to receive the annual report of the Congregational Training Group and participate in an evaluation experience, and to give basic approval to the Congregational Training Group's plans for the next year's training focus.

VII. Extending the Program

As noted above, the EFSM program is usually completed within three years. Occasionally, circumstances make it necessary to extend the program for a fourth year. When an EFSM training group determines that a fourth year is needed to complete the program, it will bring a proposal to that effect to the congregation. If the congregation supports the proposal, which includes a fourth year of congregational budget support, the CTG will bring the proposal to the district. If the district approves the proposal, which includes a fourth year of district budget support, the CTG will then work with ministry training staff in negotiating the details of the extended program.

VIII. Evaluation

In-process evaluation occurs by:

- A. Twice-monthly meetings or phone or e-mail consultations of the minister-in-training and the supervisor.
- B. Monthly Congregational Training Group meetings.
- C. Semi-annual meetings of the Ministry Advisory Council with the Brethren Academy staff.
- D. Regular annual position reviews of the congregational position descriptions and standards of performance by the Executive Director of the Brethren Academy for Ministerial Leadership.
- E. The congregation's evaluation of learning unit experiences.
- F. The annual evaluation meeting in which the progress of the educational program for the minister-in-training and the congregation is reviewed.
- G. Consultation with an outside evaluation agency at appropriate times to review progress on overall goals, educational objectives, and educational level of the learning units.

XI. Anticipated Results

The minister-in-training will demonstrate:

1. Basic knowledge in the area of Bible, church history, theology, and ethics.
2. Basic performance abilities in pastoral care and teaching, preaching and administration.
3. The ability to work with people in the congregation to design and carry out a significant shared ministry (leadership).
4. The capability of earning full financial support within available community options.

For the local congregation we anticipate:

1. A new sense of self-understanding as a congregation.
2. A more intentionally lived out mission and program.
3. A core of at least five (5) people within the congregation, trained and willing to assume regular responsibilities for shared ministry.
4. A more positive self-concept as a congregation.
5. A more positive sense of belonging to the larger church.

For the denomination we anticipate:

1. A more adequate relationship with small-membership churches.
2. Appropriately trained ministers serving churches.

POSTSCRIPT: Frequently used abbreviations in the program:

CTG:	Congregational Training Group
EFSM:	Education for a Shared Ministry
LIT:	Laypersons-in-training
LU:	Learning Unit
MIT:	Minister-in-training
MAC:	Ministry Advisory Council

1- C

EDUCATION for a SHARED MINISTRY

A Program of the Brethren Academy for Ministerial Leadership

COVENANT OF CONGREGATIONAL PARTICIPATION

We the members of the _____ congregation of the Church of the Brethren believe that God has a purpose for our life together. We affirm our desire to explore more deeply our calling as the people of God, the body of Christ, and the fellowship of the Holy Spirit. As a way of equipping ourselves to carry out more fully and more effectively the ministry God gives us, we commit ourselves to faithful participation in the program Education for a Shared Ministry (EFMS).

1. We have called _____ to be a Minister-in-Training, and he/she has accepted the call. We will seek to undergird his/her ministry, training, and family with the love that binds us together in Christ, and with a readiness to respond with our own lives to new opportunities for discipleship.
2. We have called the following people as Laypersons-in-Training who will share the work of ministry with the Minister-in-Training. They have accepted this calling, and we will support them with our Christian love and commitment:

3. We commit ourselves to a process of defining specific goals and objectives for our congregational life through use of the planning process recommended to us and to act upon those goals and objectives.
4. We commit ourselves to take advantage of the training opportunities EFMS provides for the congregation as a whole, including participation in a weekend workshop launching the program, annual congregational evaluation meetings, and the Bethany Weekend Workshop.

5. We affirm that our congregation is part of a larger family of churches. As a way of growing in that larger relationship, we commit ourselves to sending delegates to Annual Conference and District Conference and to helping underwrite their expenses.

6. We will contribute to the EFSM budget a congregational entrance fee of \$325, to be submitted along with this covenant, and an annual congregation participation fee of \$200 per year (effective July 1, 2013 the fee will be increased) for the next three years, beginning in _____. Although this is only a small part of the total expenses of the program, it will symbolize our commitment to growth and renewal and to supporting the training of ministers within the Church of the Brethren.

7. We will seek at all times to maintain open channels of communication with all persons related to the program. If tensions and differences arise, we will endeavor to confront and resolve them in a caring manner in the Spirit of Christ.

We have made our decision to enter Education for a Shared Ministry in the light of this covenant and have approved that decision by a significant majority of members present at a congregational business meeting on

date

Signatures:

moderator or board chairperson

pastor/minister

church clerk

Church name and address:

phone number:

e-mail:

MIT's name and address:

MIT phone number:

MIT e-mail:

1 - D

DEVELOPING a SHARED MINISTRY

Why a “Shared” Ministry?

- Shared ministry is biblically rooted. In 1 Corinthians 12 and Ephesians 4, there is a clear statement of the bestowal of gifts for ministry on all persons in any given congregation.
- Shared ministry is a practical necessity in churches with part-time pastors. If the part-time pastors attempt to carry the entire ministry, either they will be overburdened, or the ministry will be a very limited one.
- Shared ministry allows gifts to be developed that might otherwise lie dormant. As the MIT and LITs work together, all grow together and help to release each other’s gifts and skills.
- Shared ministry provides a support team for those who minister. Instead of facing the challenges and crises of ministry alone, those who minister have colleagues for support and evaluation.
- Shared ministry equips a congregation for the future. If at some time in the future the pastor should move elsewhere, the church has a trained group of leaders to carry on its life and program.

What Ministry Do We Share?

- The ministry we share is actually twofold:
 1. It includes the things we do in church or on behalf of the church
 2. It also includes the way we serve God’s purposes in the larger world of home, school and work
- As far as specific activities that can be labeled “ministry,” we can easily make a list that runs from A to Z and still think of more.
 - a. Preach
 - b. Lead singing
 - c. Read scripture/lead prayer
 - d. Coordinate ushering
 - e. Administer Sunday School

- f. Teach Sunday school class
 - g. Lead a mid-week group
 - h. Lead a youth group
 - i. Coordinate prayer concerns
 - j. Visit new families
 - k. Disciple a new Christian
 - l. Visit the sick or the shut-in
 - m. Counsel troubled persons
 - n. Coordinate community service projects
 - o. Serve in the district office
 - p. Serve in a local ecumenical group
 - q. Serve as a deacon
 - r. Minister to prisoners
 - s. Serve on a disaster response team
 - t. Lead in day care center
 - u. Mentor emerging leaders
 - v. Chair a commission, committee, or church board
 - w. Care for church facilities/grounds
 - x. Maintain the church library
 - y. Teach in vacation church school
 - z. Plan fellowship events
- For the MIT and LITs in EFSM, shared ministry means several things:
 - a. It means working together to define the church's ministry to itself and to its community.
 - b. It means certain activities that the MIT and LITs actually do themselves.
 - c. It means coordinating and strengthening the work that others are doing in the church.

How Do We Develop a Shared Ministry?

1. The process begins when the church calls five LITs to serve and train together with the MIT.
 - a. This action confirms the church's commitment to a shared ministry.
 - b. And it lays the foundations for everything to follow.
 - c. Ideally, those chosen to serve will:
 - Be committed to growth and to serving the church.
 - Represent a good cross-section of the congregation: young and old, male and female, diverse gifts, etc.
 - Include some new *potential* leaders as well as trusted established members.

2. Next, it is important to determine how the MIT and LITs will relate to the existing structure of the church.
- Participants in the Orientation Week begin to reflect on possibilities here.
 - Later, the church board or council will need to work on this matter and confirm the structure.
 - Here are just a few examples of possible patterns of organization.

Figure 1.

Church with no existing Boards and Commissions other than Ministry Committee

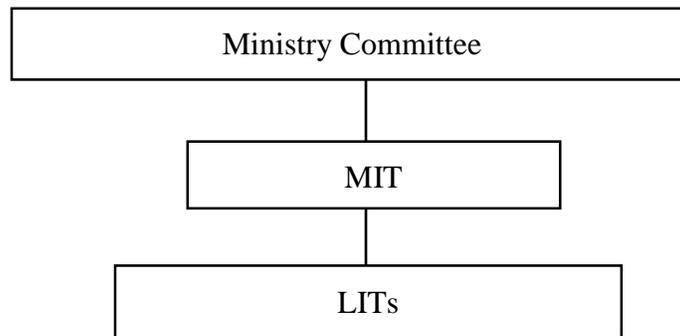


Figure 2.

Church with Deacon Board

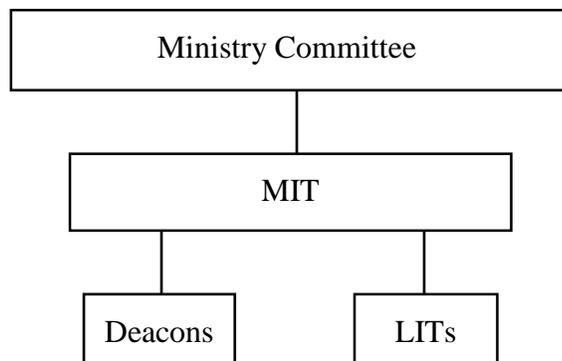


Figure 3.

Church with Church Board but no individual commissions

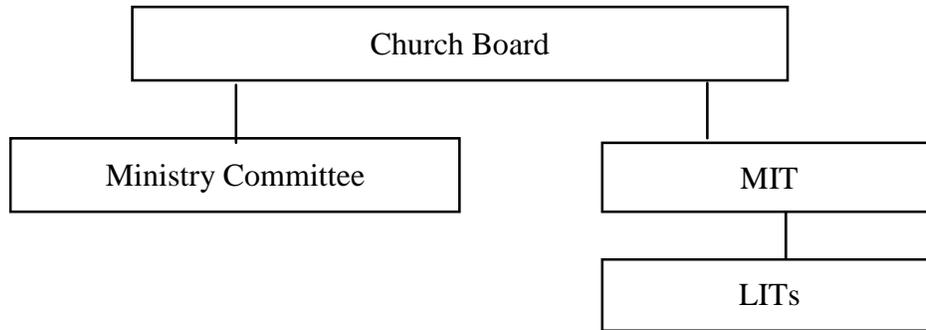
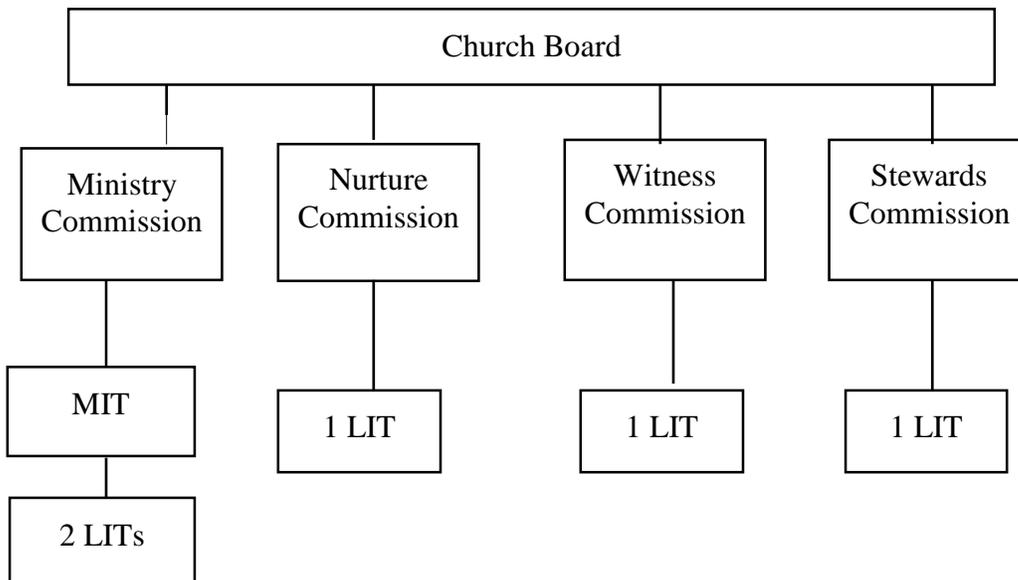


Figure 4.

Church with Church Board and commissions



3. Finally, the MIT, LITs, and congregation will be challenged to develop a more specific plan for shared ministry during the EFSM process:
 - a. Work on congregational planning to begin to clarify the overall scope of the congregation's ministry.
 - b. The MIT and LITs will work together to define the roles they have, or will have, within that larger ministry, and how they will coordinate and carry out those roles.
4. Month by month, the meetings of the CTG will provide an occasion for reviewing the shared ministry of MIT and LITs and for making adjustments as needed.

CONGREGATIONAL TRAINING GROUP

Responsibilities and Procedures

The training process in EFSM is lodged with a group called the Congregational Training Group (CTG). This group meets monthly to plan, review, and approve training events. EFSM will succeed as a training program to the extent that each CTG member participates regularly and actively in the group's meetings.

Members of the CTG

- Minister-in-Training (MIT)
- All five Laypersons-in-Training (LITs)
- Supervisor (well-trained and experienced pastor from a nearby congregation)
- District representative (usually a member of the district board or district ministry commission). Note: the district executive is not a member of the CTG but is welcome to sit in on CTG sessions when he or she is available.

Responsibilities of the CTG

1. Monitor overall training schedule of Minister in Training (MIT), adapt as needed. (Major changes should be cleared with the Brethren Academy Executive Director.) Review his or her workload and resources and recommend corrective action as needed.
2. Oversee the design of learning units and also supervise the Minister in training, reviewing his or her progress, evaluating the MITs performance and certifying that the MIT has fulfilled the objectives of the learning unit.
3. Discuss LIT study units in relation to MIT learning units. The CTG meeting provides a forum for sharing and discussion.
4. Plan, coordinate, review the shared ministry of MIT and LITs in the congregation, making sure the shared ministry concept becomes a reality.
5. Provide a support group for the MIT and LITs. The CTG meets not only to share ideas but to undergird one another in a caring relationship. CTG sessions should be times when both the MIT and LITs can share joys and concerns of congregational ministry.
6. Shepherd the MIT through the vocational certification process.

7. Allocate subsidies for training events. Each year for two years a subsidy is granted to assist the MIT and LITs to attend special training events. The CTG decides who gets how much each person gets and where they can use the funds.
8. Report on the training program at a congregational business meeting at least annually.

CTG Procedures

1. The first meeting of the CTG generally takes place during the congregation's orientation workshop.
2. Meetings should be scheduled once a month thereafter.
3. Establish a regular meeting time, consulting with each CTG member individually to find a mutually agreed upon meeting time.
4. The MIT and the Supervisor work together to prepare the agenda for a CTG meeting and find a place to meet.
5. The Supervisor will convene or chair the CTG meetings during the first twelve months. The MIT will convene meetings after the first year.
6. The Supervisor will share what happens in CTG meetings in his or her quarterly reports to the Brethren Academy Executive Director.
7. The CTG may meet wherever the members deem it most convenient.
8. The average time needed for a CTG meeting is 1½ to 2 hours. Each group's experience may vary.
9. If helpful, ask a member of the CTG to be a recorder to make meeting notes.
10. Report periodically to the congregation, perhaps during a congregational business meeting.
11. Consult with individuals or groups in the congregation when making decisions that will affect others.

1-F

Education For A Shared Ministry
A Ministry Training Program of the Church of the Brethren
Student Transcript
09/21/12

STUDENT INFORMATION:

NAME:
 Date of Birth:

EFSM INFORMATION:

Congregation Name:
 Congregation I.D. #:
 EFSM Supervisor
 District:

DATE OF COVENANT:

BTAI Enter:

	Title of Unit	Time Period Projected	Date of Completion
Ministry Skills	Administration		
	Pastoral Care		
	Preaching and Worship		
	Teaching		
Bible and Theology	Old Testament Survey		
	New Testament Survey		
	Basic Brethren Beliefs		
	Church History		
Bethany Weekend			
Other Required Educational Units	Orientation Week at Bethany Seminary		
	Congregational Kick-Off Weekend		
	Brethren Academy or equivalent event		
The Church's Life and Mission (must complete all 3 units for credit)	Annual Conference		
	District Conference		
	Ecumenical, Interfaith or Intercultural Experience		

Subsidies Received Year Amount

BTAI Exit:

Graduation Date:

ORIENTATION and WORKSHOP PREPARATION

Before orientation, complete the following:

1. Complete requirements of the orientation week learning unit contract:
 - a. Read and make notes on a book recommended for orientation.
 - b. Prepare the self-assessment section of the learning unit contract. Also complete pages 1 and 2 of the contract.
 - c. Write a statement on the meaning of ministry and sign the “statement of commitment” in the learning contract. a copy of the completed contract and your statement on the meaning of ministry for further work during the congregational weekend workshop.
2. Submit the completed contract by mail or email to the Executive Director of the Brethren Academy.

After orientation:

3. Reflect and confer with your supervisor on the shape of the first learning unit. Be ready to propose possible learning objectives, learning experiences, and means of evaluation at CTG meeting during weekend workshop.
4. MIT and LITs meet with the church board or other appropriate group to:
 - a. Discuss how MIT and LITs will relate to existing structures in the congregation.
 - b. Alert the church board to the upcoming planning process. (Recall your commitment to engaging in a goal-setting process in the covenant of congregational participation in EFSM.)
5. Make plans for a congregational weekend workshop:
 - a. Confirm date with congregation. **Encourage everyone to attend.**
 - b. Note the proposed workshop schedule on the other side of this page.

EFSM CONGREGATIONAL WORKSHOP

Proposed Schedule

Friday evening

Supervising pastor and Executive Director meet

Saturday

9:00 a.m.—12:00 p.m.

Meeting of Congregational Training Group,
Supervisor, Brethren Academy Executive Director

12:00—1:30 p.m.

Lunch

1:30—4:30 p.m.

Congregation Workshop

Sunday

Sunday school hour:

Study session for whole congregation.

Worship and commitment service for MIT and LITs

EFSM/TRIM ORIENTATION

Evaluation Form

Please circle a number on the continuum for each of the items below (5 is be a superior rating, 1 is a poor rating). Make any additional comments you choose.

1. Design/organization of the week

5 4 3 2 1

Comments:

2. Advance information and arrangements

5 4 3 2 1

Comments:

3. Bible study, worship, devotions, and prayer sessions

5 4 3 2 1

Comments:

4. EFSM/TRIM training sessions

5 4 3 2 1

Comments:

5. Other group sessions

5 4 3 2 1

Comments:

6. Servant leadership class

5 4 3 2 1

Comments:

7. Academy staff leadership

5 4 3 2 1

Comments:

8. Accommodations/meals

5 4 3 2 1

Comments:

3 - A

TRAINING for the MINISTER in TRAINING

Requirements for Certification of Completion of the Training Program

1. Completion of Twelve learning units as defined in the EFSM prospectus:
 - a. Nine local units (carried out within the local congregation). Each of these units will include reading, research, journal writing, and related congregational projects and experiences.
 - Ministerial Skills (4 units)
 - Administration/Leadership
 - Pastoral Care
 - Preaching and Worship
 - Teaching and Learning in the Church
 - Bible and Theology (4 units)
 - Old Testament Survey
 - New Testament Survey
 - Basic Brethren Beliefs
 - Christian Church History
 - Bethany Weekend (1 unit)
 - Workshop is held in the congregation, led by a teacher/student team from Bethany Seminary.
 - b. Three outside learning units:
 - Orientation Week at Bethany Seminary (1 unit)
 - Brethren Academy or equivalent event approved by Brethren Academy Executive Director (1 unit)
 - The Church's Life and Mission (1 unit)
 - This unit is built around Annual Conference, District Conference, and one ecumenical, interfaith or intercultural gathering.
 - c. As a special option, up to two of the nine local or congregational units may be fulfilled instead through outside learning events (such as college courses) with prior approval of the Brethren Academy Executive Director.

- d. Normally all units will be completed in a three-year period commencing with the congregation's decision to enter the program.
2. Participation in related groups and experiences over the three-year period, including:
 - a. Ongoing ministry service to the congregation(s) that called the MIT
 - b. Coordinating the combined ministry of the MIT and the five lay-persons sharing ministry functions
 - c. Attending Congregational business meetings, including the annual meetings in which the EFSM program is reviewed
 - d. Monthly meetings of the Congregational Training Group
 - e. Consultations with the EFSM pastoral supervisor at least twice a month
 - f. Consultations with the EFSM national staff as needed, but not less than twice per year
 - g. Annual Conference and District Conference
 3. Preparation of written instruments for both self-assessment and evaluation of the learning program by others. These will include:
 - a. Test materials that are part of learning units, including the orientation tests to be retaken at the end of the program
 - b. Completed learning unit contracts for each of the learning units that record learning objectives, proposed learning experiences, and a plan for the evaluation of work
 - c. A completed and revised learning contract for the whole program, including a plan for evaluation of the total experience and projections for continuing growth beyond the program

The Learning Contract

1. MITs commit themselves formally to this program of training through the preparation of an overall learning contract.
2. During the Orientation unit, MITs will work with the Executive Director of the Brethren Academy to begin writing a program contract.
3. The program contract shall include the following items:
 - a. Name of MIT
 - b. Name of the pastoral supervisor
 - c. Personal statement on the meaning of ministry, including a reflection on the concept of “shared ministry”
 - d. A chart or timeline projecting a schedule showing when each of twelve learning units will be completed over a three-year period.
 - e. A signed and dated commitment to follow through on the program of training
4. The projected sequence of learning units shall be shared with and confirmed by the CTG. It will be possible to modify the schedule as the program progresses, if changes are mutually agreed upon by the CTG. Any modifications should be reported to the coordinator of the Brethren Academy.

Learning Unit Contracts

1. Learning unit contracts shall include the following components:
 - a. Name of MIT
 - b. Title of Unit
 - c. Brief description of purpose of unit
 - d. Time period projected for unit
 - e. Learning objectives for MIT: three to six specific results (knowledge and skills) you hope to achieve through this unit.

- f. Learning objectives for LITs and/or congregation: one or two specific results (knowledge and skills) members of the congregation will achieve through this unit.
 - g. A list of specific learning experiences for the MIT (e.g., leading study groups, writing sermons, visiting people or groups, conducting interviews, reading and reviewing books, attending classes, writing papers, etc.) List in a measurable way whenever possible.
 - h. Means of evaluation to be used (congregational feedback, review by pastoral supervisor, tests, CTG evaluation). Each unit shall include several journal entries as one of the means of evaluation
 - i. The MIT's plan for self-assessment of completed unit.
 - j. The Supervisor's plan for assessment of completed unit (to include evaluative responses of other CTG members).
 - k. Supervisor's and Academy's goal of certification for credit.
2. Learning unit contracts shall be developed in the following way and sequence:
- a. Two months in advance of the beginning of the learning unit, the MIT will discuss possibilities for a learning unit with CTG and receive approval to proceed.
 - b. Six weeks in advance, the MIT will prepare a first draft of a learning unit contract and share it with the supervisor.
 - c. One month in advance, the MIT will revise the contract in light of the supervisor's recommendations and present the revised draft to the CTG.
 - d. The CTG will approve the contract, if suitable, and submit a copy to the Executive Director of the Brethren Academy.
 - f. The Brethren Academy Executive Director will approve the contract or ask for additional modifications. If those are met, the Executive Director will approve the contract.

3. Criteria for good learning units include:

- a. Specific objectives. An objective should be stated so that it can be measured in some way. For example, “I will preach two sermons each quarter.” “I will incorporate three scholarly views in each sermon.”
- b. Realistic objectives. Learning units should be ambitious but realistic. Don't plan more than there is time to do it in.
- c. Congregational involvement. At least one of your objectives and one of your learning experiences for each unit in the congregation should involve the congregation in some way.
- d. Congregational evaluation. At least one of the means of evaluation of a unit should include feedback from the congregation.
- e. Local relevance. Plan learning experiences that relate to the needs of your congregation or community.
- f. Balanced activities. Learning experiences for a given unit should include a balance of reading, doing, and reflecting.
- g. Flexibility. Remain open to modifying your plans when unanticipated circumstances arise.

Assessment

1. The MIT and the supervisor will inform the CTG when the learning unit has been successfully completed.
2. If the CTG concurs that the unit is successfully completed, the MIT and the supervisor will file the assessments of the completed unit with the contract. For outside units, instructors involved should also submit a written assessment.
3. The supervisor will certify the learning unit for credit and submit the assessment with the contract to the Executive Director of the Brethren Academy for Ministerial Leadership.
4. The Executive Director of the Brethren Academy will certify the learning unit for credit and make a notation of this in the learning contract. The learning unit may be returned to the supervisor if the coordinator feels that the contract has not been fulfilled.

Resources for Study

1. Reading lists for learning units may be developed by consulting one or more of the following:
 - a. Brethren Academy suggested reading lists.
 - b. Resource pages in *Messenger* and the study guide for *Messenger*
 - c. Resource pages in *Agenda*
 - d. The pastoral supervisor and books that she or he recommends
2. Books may be purchased from Brethren Press at www.brethrenpress.com or 1-800-441-3712.
3. Check local university and/or seminary libraries for available books.

3 – B (part 1)

PROGRAM CONTRACT

Name of MIT: _____

Name of Pastoral Supervisor: _____

Personal Statement on the Meaning of Ministry:

Statement of Commitment:

Affirming the call to a shared ministry that I believe God has extended to me, and eager to be equipped to carry out that calling more effectively, I commit myself to a three-year program of training in Education For a Shared Ministry. I acknowledge my willingness to seek the counsel of my brothers and sisters in Christ as I pursue this course, including my pastoral supervisor, my CTG, my congregation, and other leaders of the church.

Signature: _____ Date: _____

3 – B (pt. 2)

EFSM RECORD of LEARNING UNITS

<u>Title of Unit</u>	<u>Projected Time Period</u>	<u>Date Approved</u>	<u>Date Complete</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____
11. _____	_____	_____	_____
12. _____	_____	_____	_____

3 – B (pt. 3)

EFSM EVALUATION of COMPLETED PROGRAM by MIT

When all learning units have been finished and all requirements for EFSM have been completed, the MIT will undertake a self-evaluation. In the space below, please provide an overall evaluation of your work during the entire program. What do you see as your strengths for ministry? Where do you believe you are still growing? Where do you still need to work to improve you ministry?

Signature: _____ Date: _____

3 – B (pt. 4)

EFSM EVALUATION of COMPLETED PROGRAM by SUPERVISOR

When all learning units have been finished and all requirements for EFSM have been completed, the supervising pastor will undertake a final evaluation of the MIT. Supervisor, please comment in the space below on the EFSM experience, including your evaluation of the MIT and the partners in shared ministry. Talk about the strengths and weaknesses of the ministry and where you think the MIT and the congregation must go from here.

Signature: _____

Date: _____

3 – B (pt. 5)

SUPERVISOR'S RECOMMENDATIONS for
CONTINUING EDUCATION

At the end of the program, when the MIT and the congregation have completed all requirements of the program, the supervisor will provide a list of recommendations for continuing education for both the MIT and the congregation. These recommendations will help the MIT and the congregation continue to grow in leadership and ministry. The recommendations should address the growing edges or weaknesses cited in the supervising pastor's evaluation of the program

Certification of Completion of the Training Program:

Supervisor

Date

Executive Director, Brethren Academy

Date

3 - C

LEARNING UNIT CONTRACT

Name of MIT: _____

Title of Unit: _____

Purpose of Unit: _____

Projected Time Period for Unit: _____

Learning Objectives for MIT: (What will I know or be able to do when the study is complete?)

1.

2.

3.

4.

5.

Learning Objectives for LITs and/or Congregation:

1.

2.

3.

4.

Learning Unit Contract (p. 2)

Name of MIT: _____

Title of Unit: _____

Learning Experiences Planned: What will I read, study, attend, and explore to reach unit my objectives.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Means of Evaluation to be Used: How will I know I have achieved my objectives?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

4. How were others in the congregation most directly related to the work you did in this unit? How did they respond?

5. What follow-up do you envision for this unit in the immediate or long-range future? How do you plan to build on what you have learned?

MIT Signature

Date

4. Where do you feel you were particularly helpful as the supervisor in the development and carrying out of this unit?

5. At what specific points would you recommend further study or follow-up for the MIT in relation to this unit?

As supervisor, I certify that the learning unit is acceptable for credit.

Supervisor's signature

Date

Academy Executive Director's signature

Date

Note: The Executive Director of the Brethren Academy will certify the learning unit for credit, attach the certification to the learning unit contract, and post credit to the transcript. If the Executive Director feels that the contract has not been fulfilled, the learning unit may be returned to the supervisor and MIT for further work.

3 – E (1)

LEARNING UNIT CONTRACT (sample 1)

Name of MIT: Count M. Good

Title of Unit: Take a Number

Purpose of Unit: Increase basic math and financial skills necessary for my family's everyday transactions.

Time Period Projected For Unit: March 1—June 15, 2009

Learning Objectives for MIT:

1. Will know the multiplication tables through 10 x 10.
2. Increase facility in the use of fractions, 1/2 through 1/10.
3. Learn the basic principles of writing checks and making checkbook entries.
4. Learn operating procedures for Texas Instrument calculator, model EZ-666.
5. Become familiar with at least 3 methods of family budgeting and record-keeping.

Learning Objectives for LITs and/or Congregation:

1. Children will develop budgets for weekly allowances.
2. Family will learn how to determine lowest prices in supermarket.

Learning Experiences Planned:

1. Read chapters 1-9 of Ken U. Figurit, *Arithmetic Is Easy* (City, Schoolbook Publishers, year), and do the exercises accompanying each chapter.
2. Use arithmetic flash cards for multiplication and fractions until recall of information is instantaneous.
3. Take part in three sessions on “Your Family’s Use of Money” at First National Bank of Brethrenville, March 7, 14, 21, 1996.
4. Open checking account at First National Bank.
5. Use resources from sessions mentioned above at our weekly family time on March 29, 1996, to work on budgeting for allowances.
6. Make at least three family visits to supermarket to do comparative pricing.
7. Spend 1 hour learning operation of TI calculator.
8. Read at least 300 pages of following books:
 - a. Bea A. Bookie, *Putting Numbers to Work* (City: Mafia Press, year).
 - b. Dewitt Wright, *Planning Family Finances* (City: Adam Smith & Sons, year).
 - c. Ima Whizkid, *Using Flash cards to Improve Your Recall* (City: Educational Gimmicks, Inc., year).

Means of Evaluation to be Used:

1. Compare answers in appendix to *Arithmetic is Easy* with my own answers to exercises.
2. Self-assessment of ability to respond instantly to flashcard questions.
3. Correspondence of bank statements in April, May, and June with my own balancing of checkbook.
4. Interview with home study counselor of Brethrenville High School on above learning experiences, May 26, 1996.
5. Check-in with children at April 25, 1996 family-time on how budgeting is working.
6. Reduction in family food expenditures evident by May 31, 1996.

3 – E (2)

LEARNING UNIT CONTRACT (sample 2)

Name:

Title: **Orientation**

Purpose: Explore the meaning of ministry (for leaders and the whole church) and become familiar with the EFSM program of training for ministry.

Time Period: March 2012

Learning Objectives for Participants:

1. Will be able to identify at least six biblical themes and/or practical issues related to ministry.
2. Will have developed a three-year schedule for training program.
3. Will understand training requirements and how to construct contracts used in training program.
4. Will be able to introduce basic features of goal-setting plan to congregation.
5. Will know at least six Bethany and denominational staff persons.
6. Will have a more accurate measure of one's biblical/theological knowledge and of the personal traits one brings to ministry.
7. Will be able to define how LITs and MIT work together with the congregation to develop a shared ministry.

Learning Objectives for Congregation:

1. Congregation will know what happened at Orientation Week no later than second Sunday after Orientation.
2. Congregation will know scope and purpose of forthcoming EFSM workshop and make necessary preparations.
3. Church board and other leaders will grasp implications of program for church structure and activity in months ahead.

Learning Experiences:

1. Participate in five sessions of worship and Bible study.
2. Participate in other teaching/learning sessions dealing with ministry and with EFSM.
3. Make use of one or more testing instruments, including BTAI.
4. Engage in hands on work with forms and other materials used in program.
5. Read and report on one specific book dealing with ministry.
6. Hear a report from a denominational staff member and a Mission and Ministry Council board member.
7. Prepare a report to share with the congregation.

Means of Evaluation:

1. Results from testing instruments mentioned above.
2. Discussion with leaders and participants in group sessions.
3. Book report.
4. One or more journal entries on experiences of week.
5. Congregational response to report on week and related sharing.

3 – E (3)

LEARNING UNIT CONTRACT (sample 3)

Name of MIT: Alexandra Mack-Sauer

Title of Unit: Administration

Purpose of Unit: To comprehend the church as a living system, to discover ways the church can organize to minister more effectively and to faithfully pursue its mission, and to discern the administrative role of the pastor as an enabler of leaders.

Time Period Projected For Unit: September 1, 2013 through December 31, 2013

Learning Objectives for MIT:

1. Will be able to delineate and describe five or six basic areas of the church's life and ministry.
2. Will be able to spell out three or four biblical themes which relate to the task of administration.
3. Will be familiar with organizational plan of congregation -- and how well it is being followed.
4. Will be able to identify three or four areas in which leadership skills have increased through coordinating of congregational planning process.
5. Will be able to articulate and illustrate at least half a dozen marks of an effective administrator.
6. Will have a detailed plan for organizing my own files, records, resources.

Learning Objectives for LITs and/or Congregation:

1. At least two LITs will be familiar with the organizational plan of the congregation and how well it is being followed.
2. LITs and MIT will have an agreed upon plan on how they will work together in a shared ministry.

Learning Experiences Planned:

1. Read at least a combined 500 pages in the following three books:

Alvin Lindgren, *Foundations for Purposeful Church Administration* (Abingdon)

Carl Dudley, *Making the Small Church Effective* (Abingdon)

Lyle Schaller, *Getting Things Done* (Abingdon)
2. Read and use *A Guide for Congregational Planning--Vision and Ministry for the 1990s*.
3. Consult with three area pastors for their insights on administration as a part of their ministry.
4. Study the constitution and other official records of a local congregation; compare it with the section of *Manual of Polity* that deals with local the congregation.
5. Keep track of hourly use of time for one month using the chart from the time management session at Bethany.

Means of Evaluation to be Used:

1. Notes from a twice monthly conversation with supervisor, and monthly CTG discussions.
2. A five-page report on Lindgren's book, submitted to supervisor by November 30.
3. Checklist I will prepare for LITs with which they will be able to rate me on specific leadership skills/abilities at the end of the unit.
4. Three to six journal entries.

3 – F

HELPFUL HINTS for DEVELOPING YOUR LEARNING CONTRACT

1. Your contract should begin as follows:

Title of Unit: Orientation 3 Time Projected: July 2015

2. It is suggested that you allow a three to four month block of time for each unit, *two months* for the Bethany weekend and *one month* for the outside learning units (i.e. Orientation and Bethany Extension School) -- the month in which the event is held or the unit is completed.
3. It is suggested that you alternate **content** units (e.g. Church History and Old Testament) with **skill** units (e.g. Preaching, Counseling), or at least avoid scheduling more than two content units in sequence.
4. The Church's Life and Mission Unit involves full participation by the MIT(s) in Annual Conference, District Conference, a church goal-setting process, and an ecumenical event. When planning this unit, be sure to include all of these events.
5. The Bethany Weekend unit needs to be arranged according to the availability of Bethany professors and in consideration of the number of EFSM churches in any given year.
6. Helpful dates and locations:
Annual Conference:
2013 Charlotte, North Carolina
2014 Columbus, Ohio
2015 Tampa, Florida
2016 Greensboro, North Carolina

Brethren Academy Courses: TBA
7. Schedule your final unit to be completed three years from the kick-off weekend.
8. Additional notes:
 - A. A subsidy is available to help with transportation and/or registration costs for outside learning events.
 - B. Average reading for the MIT is 500 to 1,000 pages per unit. It is helpful to balance different approaches to a subject.
 - C. Consider a variety of learning experiences in addition to reading -- videos, outside resource persons, field visits, interviews, etc.

4 – A

EXPECTATIONS for LAYPERSONS-in-TRAINING

1. Serve in a shared ministry with the MIT and other LITs, working together as a team to guide the congregation in its total ministry.
2. Make use of LIT learning contract to keep a record of training and ministry throughout the three-year program.
3. Complete at least two LIT study units, using the appropriate contract for these units. (Ambitious LITs are free to do as many such units as they choose.) For each of these units, which will be coordinated with the related unit of the MIT, the LIT will:
 - a. Set two or three learning objectives
 - b. Read one or two books (Get input)
 - c. Share in CTG discussions of unit.
4. Read at least two articles per month from *Messenger*. Encourage LITs to subscribe.
5. Take part in the meetings of the Congregational Training Group. (See sheet on “CTG Responsibilities/Procedures” for more details.)
6. Participate in at least three training events *in* the congregation over the three-year period.
 - a. Two-day congregational workshop at the beginning of the program.
 - b. Involvement in meetings related to congregational planning process for EFSM.
 - c. Bethany Seminary weekend workshop to be held in congregation during the second or third year.
7. Participate in at least two training events *outside* the congregation over the three-year period. Possibilities include Annual Conference, District Conference, district workshops, Brethren Academy for Ministerial Leadership, and others suggested on the annual list of events. (Note: Cost of attending these events may be partially covered by EFSM training subsidies.)

4 - B

LIT LEARNING UNITS SUMMARY

Name of LIT: _____

Congregation: _____

Statement of Commitment:

Accepting the call of my congregation to participate as a layperson-in-training in Education for a Shared Ministry, I commit myself to faithfully pursue the opportunities I find to learn and to serve. I promise, with God's help, to participate actively in the Congregational Training Group, to work together with the MIT and other LITs in a shared ministry, and to enrich my ability to minister to others through reading books and articles and through participation in special training events both within and beyond my congregation.

Signature _____ Date _____

Books I Have Read:

1. Author

Title

2. Author

Title

3. Author

Title

4. Author

Title

- 5. Author
Title

- 6. Author
Title

- 7. Author
Title

- 8. Author
Title

- 9. Author
Title

- 10. Author
Title

Outside Learning Events in Which I Participated

	Name of Event	Area of Learning	Date
1.			
2.			
3.			
4.			

EFSM Events in the Congregation in Which I Participated:

Name of Event	Date
1.	
2.	
3.	
4.	
5.	
6.	

Congregational Ministries in Which I Participated:

- 1.
- 2.
- 3.
- 4.
- 5.

LIT Study Contracts Completed:

Topic of Study	Date Completed
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Self-Evaluation of Study and Work as LIT (to be completed at end of training program, using reverse side of sheet to complete comments):

LIT signature

Date

Date reviewed by Brethren Academy Executive Director

4 - C

LIT STUDY UNIT CONTRACT

Name of LIT: _____

Congregation: _____

Topic of Study: _____

Related MIT Learning Unit: _____

Projected Time Period for Study: _____

Learning Objectives (What will I know or be able to do when the study is completed?):

- 1.
- 2.
- 3.

Learning Experiences (What will I read, study, attend, explore to help me reach above objectives?)

- 1.
- 2.
- 3.

Evaluation Opportunities:

1. Dates discussed with MIT:
2. Dates discussed with CTG/LITs:

Final Assessment of Study:

LIT Signature

Date

Date Completed

Date reviewed by Brethren Academy Executive Director

5 – A

SUGGESTED LEARNING EXPERIENCES for MITs and LITs

The following are offered as suggestions for use with an EFSM Congregational Training Group.

Bible Study/ Helps

Use Biblical sections of the BTAI as discussion starters or for selecting texts to study

Memorize key Biblical passages, such as:

I Corinthians 13:1-13

Matthew 5:1-12

Psalm 23

John 1:1-13

Romans 12:1-21

Do a “group” Course Equivalent Unit (CEQ) or Learning Unit on a Bible section, i.e.

Wisdom literature

Minor prophets

Paul's travels

Study and portray a series of Bible characters

Become familiar with use of the lectionary

Church of the Brethren Denomination

Demonstrate or practice the following:

a service of anointing

baptism

child consecration

graveside service

Love Feast

Read and discuss the denominational *Manual of Polity*

Read and report on articles in *Messenger*

Volunteer as a camp leader; discuss the experience

Discuss the church board structure and its effectiveness

Preach a sermon and ask for critique. Possible topics:

simple life

stewardship

social justice

family harmony

peace in the workplace

Invite a representative from a denominational agency:

Outdoor Ministries Association

On Earth Peace

Church of the Brethren

District Board

Brethren Benefit Trust
Congregational Life Ministries
Annual Conference

Read and discuss Annual Conference statements on ethics: Congregational Ethics and Ethics in Ministry Relations.

Use Videos as Educational Tools:

Dale Brown series on church beliefs
William R. Eberly series on church history
Journey in Jesus' Way series
Contemporary movies with a theme
See Brethren Press for video resources
Contact your district office for video resources

Invite Guest Presenters/Community Resources Personnel

medical doctor
mental health provider
funeral director
hospice nurse
nursing home administrator
nursing home chaplain
missionary
area pastor from other denomination
priest or rabbi
district executive/minister
divorce mediator
retired pastor from the denomination

Ministers/Families Self-care

Meet for a meal with spouses or families
Share humorous anecdotes appropriate for sermons
Discuss the pastor's appropriate use of humor in preaching
Tour an area facility, such as a hospital or county jail
Share resources for personal spiritual growth and devotions

Expectations, Encouragement, Support

Share stories of daily events and personal feelings
Take turns sharing your theology; explain how it is in process
Encourage individuals to participate locally:
teaching Sunday School
volunteering for disaster work
volunteering for Habitat for Humanity
working with ecumenical or interfaith events
Spend time affirming, praising, supporting one another
Use the case study method to deal with real situations in ministry
Set and discuss personal goals in ministry
Discuss what qualities make a "good" pastor

WHAT IS an ECUMENICAL, INTERFAITH or INTERCULTURAL EVENT?

In the learning unit entitled The Church's Life and Mission, one of the required components is participation in an **ecumenical, interfaith or intercultural experience**. What qualifies as an ecumenical, interfaith, or intercultural event?

The Church of the Brethren is a distinct Christian body that serves God and God's people. Beyond our own denomination, however, are numerous denominations in the United States and around the world with similar structures, and we often work together through *ecumenical* (interdenominational) organizations such as Church World Service, CROP, Heifer International, and the National Council of Churches of Jesus Christ. What's more, the world-wide church shares the planet with other religions. On occasion, Christians joined with other religious bodies, such as Jews and Muslims, to work together for the good of the world and to honor the God of us all. Our association with other Christians is called "ecumenism" and our association with people of other faiths is called "interfaith dialog."

For a gathering to qualify as **an ecumenical or interfaith event**, it needs to be an experience through which students learn how the Church of the Brethren works together with other Christian bodies as a part of the larger church or how Brethren work together with people of other religions. It is not enough to simply attend a service where Christians from several different churches happen to show up, or to attend a religious observance of another faith. Some possibilities for ecumenical or interfaith activities include:

1. Attending a meeting of an interdenominational council of churches, whether worldwide, national, statewide, or local
2. Attending a meeting of religious bodies who gather to explore commonalities, differences, or ways to meet people's basic needs.
3. Participating in a plan to carry out of a special ecumenical or interfaith gathering at the local or regional level
4. Participating in the development and implementation of a cooperative interchurch ministry or interfaith mission in your community, such as a food pantry or shelter for the homeless.
5. Spending a day at New Windsor to learn how churches work together in Church World Service and other agencies.
6. Participating in the activity of a local pastors' association or meeting of religious leaders—Christian and non-Christian

Finally, **an intercultural experience** is an experience that brings you into contact with a culture other than your own. It could include a dialogue or focus on people from another country, a culture other than your own, or a different ethnic group. Such experiences might include a learning tour to Haiti, a sister church relationship with a congregation in another country, or an urban-rural sister church relationship, to name a few.

EFSM OUTSIDE EVENT SUBSIDY REQUEST
(for congregational use)

1. Church _____

2. Name/Address of person submitting requests

3. Subsidy request for MIT to attend event for outside learning unit.
 - a. Name of outside event _____

 - b. Date/Location _____

 - c. Estimated amount needed for registration, food, lodging, and travel \$ _____

4. Subsidy request for LIT members to attend outside training events
 - a. Name of LIT _____

 - b. Name of event _____

 - c. Date/Location _____

 - d. Estimated amount needed for registration, food, lodging, and travel \$ _____
 - a. Name of LIT _____

 - b. Name of event _____

 - c. Date/Location _____

 - d. Estimated amount needed for registration, food, lodging, and travel \$ _____
 - a. Name of LIT _____

 - b. Name of event _____

 - c. Date/Location _____

 - d. Estimated amount needed for registration, food, lodging, and travel \$ _____

- a. Name of LIT _____
- b. Name of event _____
- c. Date/Location _____
- d. Estimated amount needed for registration, food, lodging, and travel \$_____

- a. Name of LIT _____
- b. Name of event _____
- c. Date/Location _____
- d. Estimated amount needed for registration, food, lodging, and travel \$_____

5. Total amount requested in items 3 and 4 _____. (Note: Total request may not exceed \$850 unless otherwise negotiated.)

6. Subsidies requested will be paid by check payable to the local congregation.

Date

 Signature of person submitting request

 Signature of MIT (if other than person above)

 Signature of Supervisor

Submit to:

Brethren Academy for Ministerial Leadership
 Bethany Theological Seminary
 615 National Road West
 Richmond, IN 47374

EFSM OUTSIDE EVENT SUBSIDY REQUEST

1. Church _____

2. Name/Address of person submitting requests

3. Subsidy request for MIT to attend event for outside learning unit.
 - a. Name of outside event _____

 - b. Date/Location _____

 - c. Estimated amount needed for registration, food, lodging, and travel \$ _____

4. Subsidy request for LIT members to attend outside training events
 - a. Name of LIT _____

 - b. Name of event _____

 - c. Date/Location _____

 - d. Estimated amount needed for registration, food, lodging, and travel \$ _____
 - a. Name of LIT _____

 - b. Name of event _____

 - c. Date/Location _____

 - d. Estimated amount needed for registration, food, lodging, and travel \$ _____
 - a. Name of LIT _____

 - b. Name of event _____

 - c. Date/Location _____

 - d. Estimated amount needed for registration, food, lodging, and travel \$ _____

- a. Name of LIT _____
- b. Name of event _____
- c. Date/Location _____
- d. Estimated amount needed for registration, food, lodging, and travel \$_____

- a. Name of LIT _____
- b. Name of event _____
- c. Date/Location _____
- d. Estimated amount needed for registration, food, lodging, and travel \$_____

5. Total amount requested in items 3 and 4 _____. (Note: Total request may not exceed \$850 unless otherwise negotiated.)

6. Subsidies requested will be paid by check payable to the local congregation.

Date

Signature of person submitting request

Signature of MIT (if other than person above)

Signature of Supervisor

Submit to:

Brethren Academy for Ministerial Leadership
Bethany Theological Seminary
615 National Road West
Richmond, IN 47374

WAYS to INCREASE BIBLICAL LITERACY in the Congregation

Things a Pastor Can Do:

1. Model from the pulpit different participatory approaches: responsive readings, antiphonal readings, lining out passages, etc.
2. Encourage the use of Bibles in worship, Bibles in pews; better yet, bringing personal Bibles.
3. Train and support lay members to lead Bible study.
4. Share up to date biblical information with congregation.
5. Teach a Kerygma or Disciple Bible study class.
6. Read Scripture with *expression* from the pulpit!
7. Preach biblically informed, interesting and relevant sermons.
8. Strongly encourage church officers and leaders to be involved in Bible study.
9. Not assume the congregation is biblically literate: don't use jargon, teach basic skills.
10. Pastor as educator, be available for support and resource of others who teach the Bible.
11. Use lectionary in preaching and print lectionary passages for coming week in Sunday bulletin. Also, in church newsletter.
12. Clearly communicate strong, committed support and valuing of biblical literacy for all ages.
13. Preach first-person sermons telling the stories of Bible characters.
14. Encourage private, personal, daily Bible devotionals.
15. Prepare and preach sermon on basis of study by pastor and small group.
16. Arrange for opportunities for members of congregation to discuss the sermon.
17. Involve the congregation in Sunday worship Bible readings.
18. Present Scripture in a variety of ways in worship service: dramatic reading, antiphonal reading, prayerful reading, etc.
19. Give brief introduction/explanation of Scripture passage prior to reading; could print brief background notes in the bulletin.
20. Promote daily Bible reading programs for members, groups, whole congregation.
21. Work with staff and CE committee to plan "A Year With the Bible" to include daily devotions, weekly sermons, weekly Bible study, and monthly commentaries in the newsletter.
22. At church officer meetings include a participatory devotional with Bible reading, reflection, and prayer.
23. Prepare Advent and/or Lent devotionals based on appropriate scriptures, for family use.

24. Occasionally use different Bible translations in preaching and teaching.
25. Publicize sermon topics and Bible passages a month in advance, form small groups to discuss.
26. When reading Scripture from pulpit -- give background, occasionally read from children's Bible storybook, speak in simpler words, read with expression, read immediately before sermon.
27. Co-teach with church educator a short-term or long-term course.
28. Work with lay readers to equip them to read scripture effectively, with expression.
29. Offer special class like "The Bible from Scratch."
30. Meet with CE committee, teachers, others to address the issue of biblical literacy/literacy.
31. Personally invite new members to participate in small group for Bible study and fellowship.

Things a Church Educator Can Do:

1. Enjoy and pass on enthusiasm for Bible study.
2. Provide support and be a Bible study resource to teachers.
3. Provide workshops and learning opportunities for improvement of Bible teaching skills.
4. Make adult Bible study a high priority.
5. Arrange for adequate, age-appropriate Bibles for all learners.
6. Offer Bible study opportunities other than Sunday morning.
7. Be knowledgeable of ecumenical training opportunities and encourage teachers to attend.
8. Commit to Bible study as a personal priority.
9. Equip parents to share biblical knowledge and faith in the home.
10. Teach a Bible study class for teachers modeling a variety of teaching methods.
11. Keep up-to-date and informed about Bible study curriculum for all ages.
12. Develop leadership training opportunities so that teachers can develop good Bible skills.
13. See that curriculum offered includes on a regular basis, basic Bible study skills.
14. Make sure church classes have uniform translations of the Bible for each student, plus additional translations available for use by older students.
15. Create a short guide for understanding and use of the Bible...include bibliography of church's Bible resources (i.e., concordances, commentaries, dictionaries, etc.) in church library.
16. Teach short, creative, non-threatening, fun Bible classes for adults and youth.
17. Teach strategies for leading Bible-based devotionals to officers for their use with committees.
18. Place copies of Children's Bible in 365 Stories on table in sanctuary for use by children during worship.

19. Prepare thematic quarterly programs for entire church school on Bible characters, events, etc.
20. Organize Bible Fair with learning centers.
21. Provide Bible story list (with note regarding books in church library) for parents to encourage reading at home.
22. Assign each class/group a Scripture passage to illustrate for a rotating bulletin board display.
23. Plan a "Jesus As Teacher" Bible study for teachers.
24. Provide resources and encouragement for family study and devotions at home.
25. Plan an intergenerational Bible study group or special program.
26. Include brief Bible study as part of a fellowship meal or other all-church program.
27. Develop a resource center with many different resources for Bible study for teachers and members.
28. Support the development of a church library and encourage its regular use.
29. Inform members about what is offered and available through bulletin, newsletter, posters, etc.
30. Arrange for displays of Bible resources at all church gatherings.
31. Intentionally model ways of teaching the Bible when working with teachers and leaders.
32. Plan a strategy for presenting Bibles to children and/or youth at appropriate times.
33. When children/youth receive new Bibles develop a strategy for helping them learn to use their Bibles.
34. Stay aware of what is offered by the American Bible Society and involve members in special emphasis with the Bible.

Things a Christian Education Committee Can Do:

1. Establish classroom goals for biblical literacy with an understanding of developmental stages.
2. Encourage purchase and use of pew Bibles for use during worship.
3. Participate as members or teachers in the educational ministry of the church.
4. Make available to church school teachers an alternate time for adult class Bible study for them.
5. Covenant with each other for regular personal Bible study.
6. Review regularly current curriculum in use and resources already available for use by Bible study groups within the church.
7. Budget for ample and quality resources for biblical study in classroom that are age appropriate.
8. See that classrooms have adequate tools for studying the Bible: concordances, dictionaries, etc.
9. Select a publicity chairperson from the committee to have responsibility for publicizing Bible study opportunities through phone calls, newsletters, word of mouth, flyers, etc.
10. Equip and train the committee so they have thorough knowledge and understanding.
11. Clearly define goals and objectives to overcome biblical illiteracy.
12. Evaluate curriculum based on goals and objectives and choose and purchase appropriate curriculum resources.
13. Invite a person from denominational staff, seminary, or college to conduct teacher training event on available resources for teaching the Bible and how to use them.
14. Plan a midweek series of Bible studies during Advent or Lent.
15. Sponsor a VBS (or other program) in which biblical stories are reenacted.
16. Plan for an alternative summer church school Bible study, writing own curriculum based on key Bible stories.
17. Decide strategy for giving Bibles to children and youth; at baptism a children's Bible story book, at third or fourth grade, the Good News Bible, and at confirmation an NRSV study Bible.
18. Brainstorm, dream, envision ways to teach and study the Bible that they have never heard about or experienced.
19. Committee members occasionally visit classrooms to tell Bible story and at the same time get a "feel" for what is happening in the class.
20. Begin with themselves - open committee meetings with Bible study to nurture renewed enthusiasm for Bible study.
21. Provide and promote the use of a well-stocked, lay-oriented church library including good reference material to support the curriculum being used. Promotion could include book reviews in church newsletter and book jackets on bulletin board.
22. Survey congregation to gauge level of interest and needs in Bible study.
23. Provide a variety of study options aimed at various age levels, offered at different time slots, for various lengths of time, including intergenerational opportunities.
24. Provide for effective leadership training, especially in Bible skills and knowledge.

25. Select curricula which intentionally encourages biblical literacy and use of variety of translations of the Bible.
26. Establish a dialogue with neighboring churches to share resources, curricula, programs, and activities that contribute to biblical literacy.

Types of Programs/Classes/Seminars/Groups that Would Appeal to Youth and/or Adults:

1. Midweek program (w/dinner) that offers Bible study using a variety of learning situations (lecture, small group, drama, centers, etc.)
2. A game like "Jeopardy" with open Bibles, concordances, dictionaries, etc.
3. Small group format (a) tied in to lectionary passages and/or sermon topics; (b) that encourages group building by engagement with the Bible.
4. Experts to lead retreats and special studies.
5. A Bible study that will lead to a service project.
6. A series on current world crisis and what the Bible says in relation to them (i.e., "The Christian Ponders the Middle East Crisis").
7. Youth and adults Bible study that culminates in a service project which youth and adults do together, with a debriefing time afterward, while sharing a meal.
8. In-depth Bible study like Kerygma.
9. Bible study that focuses on practical applications to life situations (i.e., Shalom, interpretation, Action.
10. Short term study groups with signed covenants regarding participation level.
11. Home Bible studies, family Bible school or early morning breakfast study.
12. At least two seminars during the year in the congregation with a noted biblical scholar as the leader.
13. A non-threatening systematic Bible study that is publicized as being for beginning learners.
14. An all-church retreat using a biblical theme or book.
15. Use video-based Bible study, break into small groups to discuss.
16. Study scripture that relates to social issue and use dramatic reading to get into the story.
17. Use Lion Bible story books with children; they read and then respond on activity sheets.
18. Combine a 3-hour progressive dinner with Bible study and discussion.
19. Have a breakfast tail-gate party in church parking lot with Bible study following.
20. Have a "Last Supper" event with twelve tables (learning centers) and a disciple at each table.
21. Read story, such as Mary and Martha, and discuss. Which are you? Which would you want to room with? Etc.
22. Develop a correspondence course for children and their families.
23. Plan for "visits" from biblical personalities; conduct interviews.
24. Dramatize or role-play "persons who met with Jesus."

25. Study Bible story and prepare a puppet show to present to others in church.
26. Produce a video based on a particular Bible story.
27. Bible verses posted/announced each week, related to sermon or lesson, inviting persons to memorize.
28. Arrange Bible events or personalities in chronological order, using index cards or teaching pictures.
29. Using music, drama, art to make Scripture come alive.
30. Develop and encourage participation techniques in the adult and youth classrooms.
31. Journaling used in class setting, and through the week.
32. Games which really involve people.
33. Partners Bible Class - matching one adult, one teen, a small group in a larger class.
34. Reflective time built into each class session - a little bit of Sabbath time.
35. Photo scavenger hunt (w/Polaroid) give out Bible passages, find examples in the "real" world that illustrate these texts - at the end, group makes a poster of their photos, and shares with class.
36. Adults/youth produce visual (poster - video - slides). Presentation interpreting a biblical narrative and share with another group.
37. Create banners on themes from the Bible.
38. Use audio visuals: pictures, videos, slides, etc.
39. Storytelling; retell Bible stories, create parables or others examples of biblical literature.
40. Drama - role playing, mime, interviews, news reports, musicals.
41. Creative writing - hymns, parables, litanies, prayers using scripture, newspapers.

Ways to Publicize, Promote, and Interpret Opportunities for Bible Study:

1. "Sandwich board" signs worn by different members of congregation during coffee fellowship times.
2. Singing telegrams visit committee meetings and other church gatherings.
3. Newsletter, bulletin inserts, bulletin boards.
4. Assigned personal phone calls - one-on-one - to invite another.
5. At worship - have someone who has participated tell what it means to them.
6. Don't be subtle!! Make the message direct, (especially to church leaders).
7. Dramatic role-play of character from Bible study.
8. Local newspaper and grocery store bulletin boards.
9. Question a week (in bulletin) to find out the answer attend Bible study class.
10. Set up an attractive banner on the church lawn.
11. Minute for Mission in worship service.
 - a) Bible character in costume to make the announcement
 - b) A Bible "teaser" quiz - come to class to get the answer
 - c) Witness from previous class member
 - d) Drama or skits
12. Encouragement by pastor from pulpit.

13. Pass out favor or sample or invitation at door before church. Person also could be dressed in costume.
14. Kick-off celebration such as educational fair or celebration featuring the Bible.
15. Mail invitations to target group and follow-up with a telephone call.
16. Personal, verbal invitation to specific people ... "We have invited you because..."
17. Posters and flyers with attractive illustrations, creative newsletters, and church bulletins.
18. For children/youth ... place message in balloon that must be inflated to retrieve ... keep parents informed of what they are doing and what is planned ... include the parents in the activities ... plan a scavenger hunt.
19. Prepare a brief video announcement and present during coffee hour and at other church gatherings.
20. Prepare a longer video that communicates the importance of Bible study and show some examples of Bible study opportunities available in the church ... books in library for personal study; midweek covenant courses such as Kerygma; Sunday morning classes; special seasonal offerings.
21. Incorporate brief Bible readings/studies in all church meetings and activities.
22. Model a brief, sample Bible study at a family night supper as an invitation to attend a group or class.
23. Use flyers that are creative, colorful, and informative.
24. Use bulletin board that changes at least monthly that features "products" of the Bible study classes of all ages.
25. Regular newsletter column.
26. "Print shop" posters mounted at strategic places.
27. Poster similar to book jacket or movie review quoting members who experienced the class.
28. Identify and involve persons with advertising gifts to assist with the publicity.
29. Prepare annual or semi-annual catalog of course offerings.
30. Do a needs assessment regarding what is really needed/wanted.
31. In church bulletin or newsletter ... reports to stimulate interest, - article on "why study", - "homework" questions each week with answers the next week, - publish monthly Bible study devotional for use at home, - note readings for next week's sermon, - Bible book reviews.

These 163 suggestions were developed by participants in continuing education events at Austin Presbyterian Seminary, November 5-7, 1990, Presbyterian School of Christian Education, April 1-5, 1991, and Knox College, Toronto, Canada, May 10-13, 1991.

TIPS for JOURNAL WRITING

Henri Nouwen

General Ideas

The following ideas simply are intended to spark some creativity in you. Feel free to borrow anything you find helpful: use it, change it, discard it.

- try writing your journal in the form of a letter; a letter to a friend, a parent, to yourself, to God ...
- write it as a meditation, an image: for example, “the Word became Flesh”
- if you normally write with white paper and blue ink, try colored paper and colored ink. Write on the back of a wrapping paper that catches your attention.
- be creative, sketch something
- keep a book or file of quotations. Why did you keep this one?
- find a quotation that appeals to you (from a book, the newspaper, the Bible). Break down the structure of the sentence or paragraph and make it into a poem
- take any kind of prose and make it into a poem, or visa versa
- begin to listen to all these things. Go over what you have written after six months. What seems to be continuous themes?
- don't feel you have to write for hours at a time. Be content with little steps. Set limits. Write for 15 minutes. If you are feeling pressure, or a desert, write one sentence and stop.

Some Notes on Journal-Keeping

- If you find you cannot keep up with all of your thoughts (and you want to or need to get them all down), use a tape recorder, or,
- Type
- reflect on someone else's journal or writing. Simply state, for instance, "I react to Augustine's *Confessions* in this way ..."
- if you find you become really anxious when beginning to write, you may want to adopt the tape recorder method and go for a walk. It helps.
- listen to some music. How does it make you feel?
- use music to help set limits for yourself. For example, write as long as it takes to listen to Side I of the Brandenburg Concertos. When it is over, your time for writing is over.
- don't expect so much, especially if you are a beginning. In some ways, beginning now is like learning a musical instrument at our age. We quickly become impatient because we would like to be proficient and feel we ought to be able to write elevated prose or poetry, or earthy honest stuff. If you are beginning, it is a bit like learning to talk or, to mix metaphors, it is like learning to use a new tool without knowing what you are going to build
- affirm your sense of frustration
- write what you are thinking about in the form of a liturgy, a prayer, a psalm
- be aware of the time it takes to develop this kind of self-reflection. It is as if a seed is planted within and you must carefully attend to it, water it, nurture it, encourage it. It will grow.

Brethren Academy and SVMC Policy on Citation Style and Plagiarism

Plagiarism policy

Integrity is central to life in community. In the Christian academic community, integrity means giving proper credit to people for the ideas and information we receive from them. It also means that the work we submit and represent as our own is really work we ourselves have done. The Church of the Brethren 2008 Annual Conference Ethics in Ministry Paper (2008) Part III Code of Ethics for Ministerial Leaders states:

“I will give credit for all sources quoted or extensively paraphrased in sermons and prepared papers. I will honor all copyrights” (p. 8, Letter M).

Plagiarism is using the work of other people without giving them credit, whether in written assignments, oral reports and sermons. A glaring example of plagiarism would be submitting an entire essay or preaching a sermon written by someone else and claiming it was your own. It is also plagiarism to use, without giving credit, someone else’s ideas or phrases. This definition applies to words and images, to manuscripts, and to ideas gleaned from spoken communication.

The consequences for plagiarism will vary according to the extent of the offense. These may range from rewriting the assignment, non-crediting the assignment, or non-crediting the course. The instructor will report any instance of plagiarism to the student and to those supervising the instructional programs. Students who wish to challenge the charge of plagiarism could contact their district executive and/or the Church of the Brethren Office of Ministry.

Guidelines for Writing Research Papers

The Training in Ministry (TRIM) Notebook – handed out at orientation and available online at the Brethren Academy for Ministerial Leadership website – contains a section on *Guidelines for Writing TRIM Research Papers* (pp. 48- 49). These guidelines were written by Marilyn Lerch in consultation with Dr. Daniel Ulrich, a Bethany Theological Seminary professor, and Craig Gandy, a Brethren Academy instructor.

Additional resources for writing, further examples and appropriate ways to cite, include:

- Core, Deborah. *The Seminary Student Writes*. St. Louis: Chalice Press, 2000. This very easy to read book outlines practical guidance for

beginning students. Choosing and researching a topic; outlining, writing and editing a paper; and proper formats for citation are addressed.

- Vyhmeister, Nancy Jean. *Quality Research Papers: for Students of Religion and Theology*. Grand Rapids: Zondervan, 2001. This book explores in more depth research (definition, planning, thinking), finding sources, choosing a topic, bibliographies, papers (organizing, writing, formatting), and research (biblical exegesis, descriptive, program development, case study).
- Turabian, Kate L. *A Manual for Writers of Research, Theses, and Dissertations: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2007. This is the definitive resource for advanced research papers and projects. *A Turabian Style: Quick Reference Guide for Students* is available online as a downloadable pdf at the Bethany Theological Seminary website.

Adapted from the Policy on Citation Style and Plagiarism for
Earlham School of Religion and Bethany Theological Seminary

Affirmed by the Ministry Advisory Council May 11, 2010

6 - A

BIBLICAL/THEOLOGICAL AWARENESS INVENTORY

Name _____

Date _____

Score _____

I. Identifying Quotations

Each of the persons or writings listed below is a source of one of the quotations that follow. Write the name of the person or writing on the line preceding the quotation.

Genesis	Micah	I Peter
Deuteronomy	Matthew	I John
I Kings	John	Revelation
Job	Acts	Augustine
Psalms	Romans	Francis of Assisi
Ecclesiastes	I Corinthians	Westminster Catechism
Isaiah	II Corinthians	John Bunyan
Jeremiah	Philippians	Paul Tillich
Daniel	Hebrews	Dietrich Bonhoeffer
Amos	James	Martin Luther King

1. _____ You have made us for yourself, O Lord, and our heart is restless until it rests in you.
2. _____ Behold, the days are coming, says the Lord, when I will make a new covenant with the house of Israel and the house of Judah.
3. _____ Now there are varieties of gifts, but the same Spirit; and there are varieties of service, but the same Lord; and there are varieties of working, but it is the same God who inspires them all in everyone.
4. _____ Who is this that darkens counsel by words without knowledge? Gird up your loins like a man, I will question you, and you shall declare to me.
5. _____ Vanity of vanities, says the Preacher, vanity of vanities! All is vanity.
6. _____ Behold my servant, whom I uphold, my chosen, in whom my soul delights; I have put my Spirit upon him, he will bring forth justice to the nations.
7. _____ The Word became flesh and dwelt among us, full of grace and truth.
8. _____ I saw in the night visions, and behold, with the clouds of heaven there came one like a

son of man, and he came to the Ancient of Days and was presented to him.

9. _____

So faith by itself, if it has no works, is dead.

10. _____

Bless the Lord, O my soul; and all that is within me, bless his holy name.

11. _____

It is not some religious act which makes a Christian what he is but participation in the suffering of God in the life of the world.

12. _____

But you shall receive power when the Holy Spirit has come upon you; and you shall be my witness in Jerusalem and in all Judea and Samaria and to the end of the earth.

13. _____

So God created man in his own image, in the image of God he created him; male and female he created them.

14. _____

Think not that I have come to abolish the law and the prophets; I have come not to abolish them but to fulfill them.

15. _____

So I saw in my dream, that just as Christian came up with the cross, his burden loosed from off his shoulders, and fell off his back.

16. _____

For Christ has entered, not into a sanctuary made with hands, a copy of the true one, but into heaven itself, now to appear in the presence of God on our behalf.

17. _____

Hear, O Israel: The Lord our God is one Lord; and you shall love the Lord your God with all your heart, and with all your soul, and with all your might.

18. _____

Take away from me the noise of your songs; to the melody of your harps I will not listen. But let justice roll down like waters, and righteousness like an ever flowing stream.

19. _____

Therefore, if any one is in Christ, he is a new creation; the old has passed away, behold the new has come.

20. _____ Even though we face the difficulties of today and tomorrow, I still have a dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed ... that all men are created equal.
21. _____ And Elijah came near to all the people, and said, "How long will you go limping with two different opinions? If the Lord is God, follow him; but if Baal, then follow him."
22. _____ For to this you have been called, because Christ also suffered for you, leaving you an example, that you should follow in his steps.
23. _____ The chief end of man is to glorify God, and to enjoy him forever.
24. _____ Then I saw a new heaven and a new earth; for the first heaven and the first earth had passed away, and the sea was no more.
25. _____ He has showed you, O man, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?
26. _____ If any one says, "I love God," and hates his brother, he is a liar; for he who does not love his brother whom he has seen, cannot love God whom he has not seen.
27. _____ But now the righteousness of God has been manifested apart from the law, although the law and the prophets bear witness to it, the righteousness of God through faith in Jesus Christ for all who believe.
28. _____ Lord, make me an instrument of thy peace. Where there is hatred, let me sow love; where there is injury, pardon.
29. _____ Have this mind among yourselves, which is yours in Christ Jesus, who, though he was in the form of God, did not count equality with God a thing to be grasped, but emptied himself, taking the form of a servant, being born in the likeness of men.

30. _____

Faith is the state of being ultimately concerned: The dynamics of faith are the dynamics of man's ultimate concern.

II. Matching Books and Categories

Each of the biblical books listed below resembles or is an example of one of the types of literature listed on the right. Match the names of the biblical books with the types of literature.

Acts	_____	Apocalyptic
Visions	_____	Court History
Amos	_____	Folk Wisdom
Galatians	_____	Historical Novel
Job	_____	Hymnbook
Jonah	_____	Letter
Mark	_____	Philosophical
Proverbs	_____	Prophetic Oracles
Dialogue	_____	Short Story
Psalms	_____	Popular Biography
2 Samuel	_____	
Revelation	_____	

III. Chronological Sequence

Below is a list of key events in the biblical story, some from the Old Testament period, some from the New Testament era. Place these events in the correct sequence on the lines that follow:

- Reign of Herod the Great
- Call of Abraham
- Writing of the Gospels
- Josiah's reform
- Reign of David
- Journeys of Paul
- Ministry of Isaiah
- Exodus from Egypt
- Crucifixion of Jesus
- Exile in Babylon

Below are ten more events to place in chronological sequence, this time from church history. Place in order on the lines that follow.

- First Great Awakening
- Luther posts his 95 theses
- Council of Chalcedon
- Second Vatican Council
- Edict of Milan/Christianity now legal
- Destruction of Jerusalem by Titus
- Final schism between Roman and Eastern churches
- Baptism of first eight Brethren
- Formation of World Council of Churches
- Publication of King James Version of Bible

IV. Fill in the Blanks

Provide the correct word or words on the blank lines opposite the items below. To help you out, we have supplied the first letter for you.

- I _____ Theological term for God assuming human form in Jesus Christ.
- M _____ Early collection of rabbinic law, around 200 A.D. organized into 63 tractates on various subjects.
- H _____ Technical term for the theory or principles for interpreting the Bible.
- L _____ Movement stressing that God's salvation is linked to struggle for political freedom and economic justice (two words).
- C _____ Biblical term for treaty or agreement between two parties, divine and/or human.
- T _____ Word meaning law or instruction, and name Jewish community uses for first five books of the Bible.
- I _____ Religious images or art-forms, especially important in Eastern Orthodox worship.
- J _____ Celebration to be held every fifty years according to Leviticus, featuring return of land to families or originally owned it, freeing of servants (two words).
- J _____ Belief that salvation results from God's grace and our acceptance of that grace, not from our own merit or achievement (three words).
- P _____ One of two movements influencing the early Brethren, a reaction against the formalism of the state church, stressing religious devotion, small group fellowship, and practical faith.
- T _____ Technical term for view that bread and wine of Eucharist become literally the body and blood of Christ.
- A _____ Collection of Jewish writings not found in Hebrew canon, but used by early church and included in the

	Scriptures of some (but not all) Christian bodies today.
N _____	Historic church council in 325 A.D., linked to popular creed used in many churches.
P _____	A literary form used extensively by Jesus, amply illustrated in Gospels.
H _____	Systematic destruction of six million jews in Europe between 1936 and 1945.
F _____	Religious movement committed to inerrancy of Scripture, strict orthodoxy of belief, and aggressive evangelism.
P _____	Group in Jesus' day committed to uphold law strictly and apply it in a thoroughgoing way to everyday life.
C _____	Term used to describe the blending of religion with the goals and policies of the nation (two words).
G _____	According to this ancient heresy, salvation is the freeing of the soul from captivity to the material world through special wisdom or knowledge.
Q _____	Name of the community by the Dead Sea which produced the famous Dead Sea Scrolls.

V. Matching Persons and Callings

Use the letters opposite the descriptive words below to identify the people listed in the right hand column. (Not all letters are used.)

A. Warrior	_____	Karl Barth
B. Translator	_____	Benedict
C. Reformer	_____	John Calvin
D. Prophet	_____	Catherine of Siena
E. Pilgrim	_____	Deborah
F. Philosopher	_____	Hosea
G. Mystic	_____	James
H. Monk	_____	Soren Kierkegaard
I. Modern Theologian	_____	Marcion
J. Missionary	_____	D.L. Moody
K. Latin Father	_____	Phoebe
L. King	_____	Sarah
M. Judge	_____	Harriet Beecher Stowe
N. Heretic	_____	Tertullian
O. Evangelist	_____	William Tyndale
P. Educator/Philanthropist		
Q. Deacon/Patroness		

- R. Bishop
- S. Apostle
- T. Abolitionist

VI. Brethren Heritage

A. Supply the correct answer for the items listed below, each of which deals with Brethren heritage.

- | | |
|--|---|
| | Moderator who will preside at the next scheduled Church of the Brethren Annual Conference. |
| | Number of districts in Church of the Brethren at the present time. |
| | Famous Brethren woman preacher in the nineteenth century. |
| | Co-founder of Bethany Bible School along with E. B. Hoff. |
| | Owned and operated famous German-language printing press in colonial Pennsylvania. |
| | Pioneer Brethren missionary to Nigeria; Nigerian training school bears his name. |
| | Founder of the Heifer Project, active in both camping and peace movements. |
| | Publisher of the <u>Gospel Visitor</u> , forerunner of today's MESSENGER. |
| | Village in Germany where first Brethren were baptized. |
| | Year in which the first eight "Brethren" were baptized. |
| | Name of Pennsylvania city where Brethren first settled in Colonial America. |
| | Noted woman missionary to India, writer, teacher at Bethany Seminary in the 1940's. |
| | Name of the denominational program founded in 1948, initially only for youth, as a way of serving others. |

_____ Number of colleges existing today that were originally founded as Church of the Brethren schools. Name one.

_____ Horseback preacher of the South, killed by a gunshot during the Civil War era.

B. Describe briefly the various steps of the process by which a query from a congregation reaches the floor of Annual Conference.

1. _____

2. _____

3. _____

C. Give the New Testament basis for the following Brethren emphases or practices, citing book and chapter for each:

- | | | |
|-----|-------|---|
| 1. | _____ | Feetwashing |
| 2. | _____ | Counting the cost |
| 3. | _____ | Refusing to take oaths |
| 4. | _____ | Anointing |
| 5. | _____ | Nonresistance |
| 6. | _____ | Head covering |
| 7. | _____ | Triune immersion |
| 8. | _____ | Discipline/Reconciling differences |
| 9. | _____ | Not going to law with a brother or sister |
| 10. | _____ | Nonconformity to world |
| 11. | _____ | Good Samaritan |
| 12. | _____ | Simple Living |

PASTORAL SUPERVISORS

The pastoral supervisor plays an indispensable role in EFSM. Because EFSM does not have a ready-made curriculum but rather encourages each training group to develop its own learning agenda, it is important to have a skilled person on location to guide that process. The supervisor is that person. And because EFSM is concerned not only with academic content but also with preparing trainees for ministry, it is important to have an experienced practitioner to guide that preparation. Also, EFSM is a program for congregations who care about quality relationships, so it is important to have a supervisor who cares for the life of the people in a congregation. Coach, friend, colleague, consultant, resource person—all are applicable to the person we call the “supervisor.”

Qualifications for Supervisors

1. At least the MDiv level of theological training; a DMin degree or other advanced pastoral training is preferable.
2. Pastoral experience, including experience with small congregations where possible, either in the Church of the Brethren or another Christian communion.
3. Desire and ability to work constructively in a supervisory relationship that encourages others to grow and develop.
4. Commitment to the goals and basic vision of shared ministry as delineated in the program.
5. Freedom to devote the time required (8-10 hours per month) to the responsibilities outlined above over a three-year period, as approved by the supervisor's employing congregation where necessary.

Training for Supervisors

Each person named as supervisor is expected to take part in the congregational kick off for EFSM that includes the district coordinator, the Executive Director of the Brethren Academy, the supervising pastor, the Congregational Training Group, and all others involved in the joint program. At this event, supervisors will become familiar with the learning process of EFSM, meet and begin working with their trainees, and explore the meaning and character of supervision in this program.

The district in which the EFSM congregation resides will arrange for the services of an EFSM pastoral supervisor. Some districts may choose to provide a small stipend for supervisors as well as cover travel expense. Other districts may choose to negotiate with

the pastoral supervisors to serve on a volunteer basis but reimburse all or part of their travel expense.

Responsibilities of Supervisors

1. Assist the MIT in developing learning unit proposals to bring to the CTG for feedback, modification and approval.
2. Negotiate and follow through with MIT on assignments, schedules, and test and review procedures for learning units, and prepare supervisory assessment of each completed learning unit.
3. Consult with the MIT twice a month to evaluate progress on given learning units, discuss pastoral experiences of MIT, provide feedback and support. If the MIT and supervisor live more than 25 miles from each other, one of these twice-monthly consultations may be by telephone or Skype.
4. Prepare the agenda for and chair the monthly meetings of the CTG during the first year of the program, and assist the MIT in assuming these responsibilities for the remainder of the program.
5. Submit to the Executive Director of the Brethren Academy a two-page report twice each year on the progress of the MIT and the work of the CTG. A report form is provided for this purpose. Normally this report should be submitted during the week following a CTG meeting.
6. Notify the Executive Director of the Brethren Academy for Ministerial Leadership in the event of any unusual problems or circumstances related to the program.
7. Take part in special congregational events related to the program, including the two-day congregational workshop at the beginning of the program, the annual congregational business meeting at which the CTG's report and recommendations are received, and the celebration of the completion of the program at the end of the third year.
8. Serve as a consultant to the MIT and his or her congregation as they work through a congregational self-study and the process of goal-setting.
9. Keep the district informed about the progress of the EFSM congregation through regular reporting to the appropriate persons (District Executive, Ministry Commission, etc.)

7-B

RESPONSIBILITIES of the DISTRICT EXECUTIVE

Preliminary Assignments

1. Consult with the District Ministry Commission/District Board to secure district backing for involvement in EFSM, including budgeting of district support for program.
2. Contact the church board of congregations to be considered for entry into the program to determine tentative interest in EFSM.
3. Submit an application form for district participation in EFSM, along with sheets describing and rating congregations proposed for entry.
4. Promote EFSM as a potential program for ministry training and congregational renewal in selected congregations.

Assignments after Congregation is Admitted to the Program

1. Set up a meeting for Executive Director of the Brethren Academy for Ministerial Leadership) to introduce EFSM in congregations.
2. Serve as a link between congregations and the Brethren Academy Executive Director.
3. Send a copy of the Covenant of Congregational Participation to the Brethren Academy office when received from the congregation.
4. Secure a seminary-trained person to serve as a supervisor of the Minister-In-Training. Take the initiative in clarifying how the district will reimburse the supervisor for expenses.
5. Secure someone at the district level to serve as the official district representative to the Congregational Training Group, preferably a member of the District Board or the District Ministry Commission.
6. Take the initiative in contacting the district representative to confirm the frequency and method by which the latter will report to the district.
7. Prepare a descriptive profile on each congregation that enters EFSM (specifications to be provided by Brethren Academy staff).

8. Participate, as able, in a two-day workshop launching EFSM in each congregation.
9. Participate, with the Executive Director of Brethren Academy, in annual evaluation visits to churches in program.
10. Prepare an evaluation of EFSM in each congregation at conclusion of the EFSM.
11. Work with district officials in determining appropriate recognition of training when completed, and take part in final celebration of accomplishments.

Cost to District

1. Contribute to the Brethren Academy an annual participation fee per EFSM congregation per year of participation in EFSM. Annual fees are billed by the academy in January, regardless of the month a congregation begins.
2. Reimburse EFSM Supervisors for expenses as agreed.

SAMPLE CTG AGENDA

I. Opening

Begin with devotions, prayer, and personal sharing, perhaps with a lead-in question such as, How are you feeling about the church and its ministries? Responsibility for opening the meeting can be rotated among the group members.

II. Support for MIT

Offer an opportunity to clarify, affirm, comfort, be present with, or listen to the MIT regarding any situation appropriately needing support from the CTG.

III. Current Unit

- A. How is the MIT progressing with learning experiences to meet objectives?
- B. How are LITs who are completing this unit progressing?
- C. What is the involvement of the congregation in this unit?
- D. Are all necessary resources available and/or in hand?
- E. Are there any special factors or problems that need to be considered?
- F. Take time to discuss or hear a report or be otherwise involved with the MIT's current unit.

IV. Next Unit(s)

- A. MIT discusses possibilities for an upcoming learning unit, or the MIT presents the first draft of a potential learning unit (see document “Training in Ministry for the Minister in Training)
- B. CTG offers suggestions, comments, criticism, or recommendations for MIT’s proposal regarding a learning unit, **or** CTG approves the contract. (Are the objectives appropriate? Are they beneficial to the congregation? Are they realistic? Are they interesting and varied? Are they clear and measurable?)

V. Congregational Involvement

Keep the entire congregation in mind while being involved in the EFSM process. Consider matters such as the following:

- A. How will the CTG report to the congregation?
- B. Who will report? newsletter? bulletin paragraph?
- C. How might the congregation give evaluation or feedback?
- D. How can folks in the congregation be affirmed for what they are doing?
- E. Is ministry truly being shared among all baptized members?

VI. Special Matters

- A. Is there any correspondence from the Brethren Academy that needs attention?
- B. Are there decisions to be made regarding a request for the EFSM subsidy, such as who will attend which events?
- C. Do any changes need to be made in the three-year proposed schedule?
- E. Is there any planning necessary for upcoming events, such as a Bethany Weekend or an evaluation meeting?

VII. Confirm the Next Meeting Time and Place

It's best to schedule a regular meeting time and place. It can be altered later if necessary.

These are suggestions only, which may need to be adapted to individual congregations and situations. However, they reflect the basic components expected in a monthly CTG meeting. When in doubt, check the EFSM notebook, call another EFSM supervisor for ideas and recommendations, or contact the Executive Director of the Brethren Academy for Ministerial Leadership.

7 - D

SUPERVISOR REPORT FORM

Name of Supervisor: _____

Name of MIT: _____

Date of Report: _____

Status of Current Unit (describe progress of MIT on learning unit on which she or he is currently working):

Plans for the Next Unit (note plans underway for next learning unit):

Relationships and Process (share observations about your supervisory relationship with the MIT and the functioning of the CTG):

Other observations or concerns:

DISTRICT REPRESENTATIVE ANNUAL REPORT

1. Name of representative _____

2. Name of EFSM congregation _____

3. Year covered in report _____

4. CTG meetings attended during the year (list by date).

5. Describe the overall mood or atmosphere of the CTG meetings you have attended.

6. Describe briefly the work of the CTG during the past year.

7. How fully did various members participate in CTG discussions, planning, etc.?

8. In what ways do you contribute to the work of the CTG?

9. In what specific ways are ways the MIT and LITs are working at a *shared* ministry?

10. How fully is the larger congregation involved in the program?

11. Describe any special problems you detect in the CTG or congregation.

12. How could the district be more helpful to you or the CTG in your work together?

13. List District Board or Ministry Commission meetings attended this year, if any. List date, type of meeting, how you reported on EFSM.

Signature _____ Date _____

7 - F

MIT FEEDBACK

1. Name _____ Date _____
2. Congregation _____
3. According to your records:
 - a. What learning units have been completed and certified during the past twelve months?

 - b. List learning units underway but not yet completed and/or certified.
4. What would you identify as your two or three *most* significant learnings over the past twelve months?

5. In what areas of your ministry do you perceive the greatest growth during the past twelve months? What has contributed to this growth?

6. On the average, about how much time each week do you spend?
 - a. In ministry-related study/training experiences _____
 - b. In ministry to the congregation _____
 - c. In vocational training experiences _____

7. In what learning experiences outside the local church did you participate during the past twelve months? List by date and name of event.

8. How well is the goal of a “shared ministry” between the MIT and LITs working in your congregation? Be as specific as possible.

9. What goals and objectives has the congregation pursued or achieved during the past calendar year?

10. In what ways has your supervisor been helpful or unhelpful as you have worked together over the past year?

11. What have been the greatest joys and deepest disappointments in your training and ministry during the past year?

12. Other comments or suggestions:

Signature _____ Date _____

7 - G

LIT FEEDBACK

1. Name _____ Date _____

2. Congregation _____

3. How much time do you personally spend each week in ministry and study?

_____ Less than 1 hour

_____ 1-2 hours

_____ 2-4 hours

_____ More than 4 hours

4. In the past year, you have done a lot of reading. List one insight you gained from this reading and name the book or article that led to this new insight:

5. How well is the goal of a "shared ministry" of MIT and LITs working out in your congregation? Describe in your own words, and give a specific illustration of the sharing of ministry in your congregation:

6. How would you rate the MIT as she or he leads your ministry team and the congregation?

Circle an appropriate number on each continuum below:

Committed to ministry	5	4	3	2	1	0	Lacks clear commitment
Organizes work well	5	4	3	2	1	0	Thrives on chaos/disorder
Cares about others	5	4	3	2	1	0	Wrapped up in own affairs
Sensitive toward others	5	4	3	2	1	0	Ignores or offends others
Stimulates & motivates	5	4	3	2	1	0	Uninspiring and dull
Supports co-workers	5	4	3	2	1	0	Leaves me alone/stranded
Communicates clearly	5	4	3	2	1	0	Confuses and mystifies
Offers helpful insights	5	4	3	2	1	0	Has little to offer
Shares responsibility	5	4	3	2	1	0	Works alone
Warm and personable	5	4	3	2	1	0	Cold and aloof

7. Reflecting on your own ministry during the past year, what stands out? Where are you making your greatest contribution to the life and ministry of the church?

8. If you have any special joys, concerns, or needs related to EFSM, please use the remaining space to name them.

7 - H

VOCATIONAL CERTIFICATION OF MIT

CTG Response

1. Name of MIT _____

2. Check "yes" or "no" to following statement:

We believe that the present income of the MIT is sufficient to meet family needs, that the weekly workload is reasonable, and the MIT should be certified as vocationally self-supporting.

_____ Yes (if you answer "yes," skip items 3, 4, 5, and go on to item 6)

_____ No

3. If the answer to item 2 is "no," please check the reason(s) below:

_____ Workload for the church is too heavy

_____ Workload at an outside job is too heavy

_____ Income from the church is inadequate

_____ Income from an outside job is inadequate

_____ Other _____

4. On the basis of the reason(s) checked in item 3, we will take the following action to help the MIT become vocationally self-supporting. (Check as many as apply.)

_____ Negotiate with the church to reduce workload

_____ Negotiate with another employer to reduce workload

_____ Negotiate with the church for higher salary and benefits

_____ Negotiate with another employer for higher salary and benefits

_____ Find new outside job for MIT with more satisfactory hours and income

_____ Secure training for MIT to enable MIT to advance in present job

_____ Other _____

5. If vocational training is needed for MIT, please indicate:

A. Type of training: _____

B. Where training will take place: _____

C. Projected time period of training: _____

D. Approximate cost: _____

E. Amount of subsidy requested: _____

Signature of MIT

Date

Signature of Supervisor

Date

Signatures of other CTG members

Date _____

VOCATIONAL CERTIFICATION OF MIT

MIT Worksheet

1. How I spend my time

- _____ Hours per week spent in outside job or self-employment
- _____ Hours per week spent in travel to and from outside job
- _____ Hours per week spent in work for congregation (including time for sermon preparation, committees, etc.)
- _____ Hours per week spent with family, including meals
- _____ Hours per week spent in household maintenance, chores, shopping
- _____ Hours per week spent for your own "sabbath," that is, hobbies, relaxation, recreation, devotion
- _____ Hours per week spent in sleep

2. As you look at the breakdown of time above, respond to the following questions:

a. Where are you spending *more* time than you would like?

b. Where are you spending *less* time than you would like?

c. Do you believe your total workload is reasonable and manageable? If not, why not?

d. What, if any, changes would you like to make in your use of time?

e. If any changes you propose involve your employment, what options are available to you? _____

3. Annual financial needs (To be determined by MIT and spouse).
- | | |
|--|----------|
| Housing (rent, house payments, upkeep, utilities, taxes) | \$ _____ |
| Food | \$ _____ |
| Clothing | \$ _____ |
| Insurance (life, health, car, home) | \$ _____ |
| Pension/retirement benefits (including social security) | \$ _____ |
| Car (payments, fuel, upkeep) | \$ _____ |
| Medical and dental expenses | \$ _____ |
| Books/professional growth | \$ _____ |
| Charitable gifts/offerings | \$ _____ |
| Entertainment/vacations | \$ _____ |
| Taxes | \$ _____ |
| Miscellaneous | \$ _____ |
| TOTAL | \$ _____ |

4. Annual Income:
- | | |
|---|----------|
| Salary from church | \$ _____ |
| Housing allowance, if any | \$ _____ |
| Travel allowance, if any | \$ _____ |
| Income from other employment | \$ _____ |
| Investment income (interest or dividends on
savings, stocks, etc.) | \$ _____ |
| Income from spouse's job | \$ _____ |
| Other income | \$ _____ |
| TOTAL | \$ _____ |

5. As you look at the totals for items 3 and 4, does your income adequately cover your financial needs? _____ Yes _____ No

6. If you answered "no" to number 5, what options do you see for either increasing income or decreasing expenses?

7. Considering both workload and income, do you regard your present situation as stable enough to remain in ministry on a long-term basis in your congregation?

_____ Yes _____ No

8. If you answered "no" to number 7, what changes would have to occur to make your situation stable or viable?

Be prepared to share all items with the CTG except numbers 3 and 4, which are confidential and need not be shared unless you wish.