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## **Frequently used abbreviations in the program:**

BAML:	Brethren Academy for Ministerial Leadership
CTG:	Congregational Training Group
EFSM:	Education For a Shared Ministry
LIT:	Laypersons-in-Training
LU:	Learning Unit
MIT:	Minister(s)-in-Training
MAC:	Ministry Advisory Council

## **1-B**

### **PROGRAM OVERVIEW**

#### **EDUCATION for a SHARED MINISTRY (EFSM)**

A Program of the Brethren Academy for Ministerial Leadership

##### **THE CONGREGATIONS**

Church of the Brethren congregations come in many different sizes, structures and styles of worship. The members of those congregations come each with their own personal stories and expressions of faith. As Brethren, we share a common commitment to “the priesthood of all believers”. Yet, no two of us are called in just the same way and for just the same purpose. God moves among us, individually and uniquely, even as God draws us together in one body of faith.

For this reason, the Church of the Brethren provides a variety of ways to train for ministry, both as clergy and as lay leadership. From free ministry to graduate degrees, there is a wide range of opportunities within our denomination. Regardless of a person’s stage in life, educational background, current employment or congregational affiliation, there is an educational path open to them.

EFSM is for small congregations that lack the financial resources to call a full-time, seminary-trained pastor. Some of these congregations face additional challenges such as geographic isolation or language barriers. In order to thrive, these families of faith need support and their leaders need accessible training.

EFSM is for large congregations with lay leaders serving in specialized areas, like music, visitation or Christian education. Often these leaders have talent and heart, but lack formal education in ministry.

EFSM is for congregations exploring the option of “team ministry”, calling out several members to serve together to meet the needs of the congregation. These are teams of enthusiastic, gifted people who need training to help them work together effectively for the sake of the whole church.

EFSM is for congregations, both English-speaking and Spanish-speaking, who seek to train ministers and grow together in ways that deepen their Biblical understanding, invite them into theological reflection and develop their skills for shared ministry.

EFSM is for Christ and for the Church, just one of the many ministry training programs of The Church of the Brethren and Bethany Theological Seminary.

## **THE PROGRAM**

Education for a Shared Ministry (EFSM) is a ministry training program designed to address challenges and celebrate the strengths of both small churches and specialized ministries. By providing training within the local congregation, both churches and their leadership develop new vision and purpose.

The objectives of the program are as follows:

- To provide churches with a model that affirms the congregation as an effective base for training in ministry, through the education of its pastor and the equipping of its lay leaders
- To enable small churches to engage in redefining and living out their mission with greater sense of vitality, purpose and connection
- To equip persons in specialized ministries with a solid grounding in biblical, theological and historical studies, while tailoring a ministry skills program which addresses their specific calling and enhances their knowledge of other aspects of ministry.
- To train ministry teams by developing ministry skills, increasing biblical knowledge and theological reflection, and exploring the challenges and opportunities of functioning as a team

## **SPONSORSHIP**

EFSM is sponsored jointly by the Church of the Brethren and Bethany Theological Seminary through the Brethren Academy for Ministerial Leadership and the 24 districts. Representatives from these agencies meet as a denominational Ministry Advisory Council (MAC) to set policy for several special training programs, including EFSM. In addition, district executives carry significant responsibilities in implementing the program in their areas.

The original funding for EFSM as a pilot program 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.

The amount that each EFSM congregation contributes toward program costs includes a \$360.00 entrance fee per Minister-in-Training (MIT) for 1-2 MITs or \$1,000.00 total entrance fee for 3-6 MITs. In addition, there is an annual congregation participation fee of \$245.00 for congregations with 1-3 Minister(s)-in-Training; \$355 for congregations with 4-6 MITs. The sponsoring district contributes an annual participant fee of \$245.00 for each congregation with 1-3 Minister(s)-in-Training; \$355 for congregations with 4-6 Ministers-in-Training. Participant fees are billed in two parts, with bills being mailed in January and in July.

Each EFSM congregation is eligible for two \$850.00 subsidies over the course of their studies which may be used toward attendance at outside, required events.

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 appropriate Brethren Academy staff work in close conjunction with the supervisor for an EFSM congregation.

## THE PLAN

The plan mobilizes the resources of congregations for ministry. It features educational experiences for a Minister-in-Training or Ministers-in-Training, five (5) assisting laypersons, and the whole congregation. (See “The Congregations”)

The election of a person or persons to be the **Minister(s)-in-Training (MIT)** 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 MIT 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** which will meet once a month and will be composed of the following persons:

- The Minister(s)-in-Training (MIT) called by the congregation.
- The additional five (5) **Laity-in-Training (LIT)** from the congregation who will share central and basic ministerial functions with the MIT.
- A nearby pastor who has a seminary degree and who is willing to work in the role as **Supervising Pastor** with the MIT. Such a pastor may be from the Church of the Brethren or from another denomination.
- A **District Representative** between congregation and district (appointed by 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 MIT, the 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 any learning units outside the local congregation. Further, the training group will provide a forum for learning units of lay leaders.

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

## **THE EDUCATIONAL PROGRAM FOR THE MINISTER(S)-IN-TRAINING**

*The program of training for the MIT consists of eight (8) learning units and six (6) experiences, equivalent to 36 semester hours of college-level work. The program is anticipated to be completed in three to five years. Each learning unit and experience must be approved both by the Congregational Training Group and by the appropriate Brethren Academy staff. A break-down of the learning units and experiences are as follows:*

**Learning Units (8)** are independent studies most of which are carried out within the local congregation. Each of these units will include reading, research, journal writing, and related congregational projects and experiences. One to three of these units are to be completed by taking a BAML course.

### Bible and Theology (4 units)

1. Old Testament Survey
2. New Testament Survey
3. Basic Brethren Beliefs
4. Christian Church History

### Ministerial Skills (4 units)

5. Administration/Leadership
6. Pastoral Care
7. Preaching and Worship
8. Teaching and Learning in the Church

### **Experiences (6)**

1. Orientation: includes completing Intro to Biblical Studies
2. Congregational Workshop Weekend
3. Bethany Weekend (to be completed at the mid-point of the program)
4. Annual Conference
5. District Conference
6. Ecumenical, Intercultural, Interfaith

## **THE EDUCATIONAL PROGRAM FOR THE LOCAL CONGREGATION**

*The educational program for the local church focuses on congregational awareness, redefining of mission, and training for a shared ministry with a part-time self-employed pastor.*

The congregation must agree to the following:

In the area of congregational awareness:

- A required orientation session during the Congregational Workshop Weekend 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.



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 which 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.

In the area of training for a shared ministry:

- Election of a person to be the Minister(s)-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 the 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 CTG's plans for the next year's training focus.

## **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 a Congregational 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.

## **ANTICIPATED RESULTS**

Upon successful completion of the EFSM program, the MIT will have fulfilled the educational requirements needed for commissioned ministry.

The Minister(s)-in-Training will demonstrate:

- Basic knowledge in the areas of Old Testament, New Testament, Brethren beliefs and Christian church history.
- Basic performance abilities in pastoral care, teaching, preaching and administration.
- The ability to work with congregational leadership to design and carry out a significant shared ministry.
- The capability of earning full financial support within available community options.

For the local congregation we anticipate:

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

For the denomination we anticipate:

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

## 1- C

# COVENANT OF CONGREGATIONAL PARTICIPATION

## Education for a Shared Ministry

(To be completed by the participating congregation and returned to the District Executive, who will review it and submit it to BAML)

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.

- 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.  
---OR---
- We have called \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ to be Minister(s)-in-Training and they have accepted the call. We will seek to undergird their ministry, training, and families with the love that binds us together in Christ, and with a readiness to respond with our own lives to new opportunities to discipleship.
- We have called the following persons as Laypersons-in-Training who will share the work of ministry with the MIT(s), who have accepted this calling, and whom we also will support with our Christian love and commitment:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 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.

- We commit ourselves to take advantage of the training opportunities EFSM 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.
- 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.
- We will contribute to the EFSM budget a congregational entrance fee of \$360.00/Minister-in-Training to be submitted along with this covenant (unless the district pays this entrance fee), and an annual congregation participation fee (currently \$230.00 for 1-3 Minister(s)-in-Training; \$340.00 for 4-6 Ministers-in-Training) for each year of participation. 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.
- 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

---

minister-in-training

---

church clerk

Church Name & Address:

Phone Number: \_\_\_\_\_

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 involves both Minister(s)-in-Training and Congregational Training Group in a process of discernment with the entire congregation, identifying goals and objectives that carry out the vision that God has given to their congregation. Learning units, while focused on the EFSM participants’ required areas of study, can be shaped in such a way that they support and enhance this process of discernment.
- 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 concept of the priesthood of believers, treasured by Brethren since their founding in Germany, is the basis for the concept of shared ministry. The writer of 1 Peter exhorts the early church, “But you are a chosen race, a royal priesthood, a holy nation, God’s own people, in order that you may proclaim the mighty acts of him who called you out of darkness into his marvelous light. Once you were not a people, but now you are God’s people; once you had not received mercy, but now you have received mercy.” (1 Pet. 2:9-10).

Additionally, the apostle Paul taught the Galatians that through their baptism, all were clothed with Christ and formed into a fellowship where ethnic, class, and gender divisiveness is transformed into unity in Christ Jesus. (Gal. 3:27-28). In this light, our baptism is the catalyst that leads to our ordination to ministry as baptized believers in Christ.

All followers of Christ receive this new calling of discipleship through baptismal waters and begin the journey of faith, service, and witness in Christ's name. Brethren believe that all followers of Jesus are empowered by their baptism to use their God-given gifts in service within the church, in the community, and in the world.

Healthy congregations, then, build on that initial baptismal experience by undertaking the work of discerning the gifts of the members and encouraging them to use those gifts in ministries that edify the body of Christ and serve the wider community. These gifts, in which believers carry out the priesthood of all believers, are outlined in key scriptures in the New Testament such as 1 Corinthians 12, Romans 12, and Ephesians 4.

As the early church carried out this ministry, so Brethren congregations also do so in a variety of ways.

For example,

- the gift of **administration** is expressed as members lead ministry teams, organize outreach projects in the community, serve as moderators or treasurers of the congregation, etc.
- Those with gifts of **teaching** lead church school classes, discipleship groups, Bible study groups, Vacation Bible School, etc
- Those with gifts of **compassion** serve as deacons, welcome refugee families, visit the sick and imprisoned, comfort the grieving, stand in solidarity with those abused or bullied, offer respite care for caregivers of the elderly, etc.
- Those with gifts of **prophetic speech** express a hunger for God's justice and peace in ways that witness to Christ's saving love within the church and in the world.
- Those with gifts of **helping** lead the congregation in disaster relief ministries, serve in shelters or soup kitchens, provide rides to appointments, clean the kitchen after carry-in meals, etc.

The list of gifts is more extensive than this small beginning and each congregation calls out and affirms the gifts of its members in unique ways. Together, persons joyfully using their spiritual gifts carry out the Apostle Peter's call to be a royal priesthood, "proclaiming the mighty acts of the One who called you out of darkness into his marvelous light."

### How Do We Develop a Shared Ministry?

1. The process begins when the church calls five Laypersons-in-Training (LIT) to serve and train together with the Minister(s)-in-Training (MIT). The LITs should be individuals who exhibit interest and willingness to learn with and support the MIT through reading, study, and conversation. This action confirms the church's commitment to a shared ministry and lays the foundations for everything to follow.

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. Determine how the MIT and LITs will relate to the existing structure of the church. This conversation can take place at any point at the beginning of the process, but will be considered more fully at Orientation at Bethany (for the MIT) and at the Congregational Workshop Weekend (with the CTG). This structure must be confirmed by the church board/council/leadership team. (See appendix for suggested congregational patterns of organization)
3. 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.
4. Ultimately, the goal of EFSM is to help a congregation plan for their life together, beyond the EFSM program.
  - a. What is the scope of the congregations' calling to ministry? To whom, for whom and to what purpose are they called to serve in their unique setting? The MIT and the LITs will help lead the congregation through this conversation.
  - b. Together, the MIT and LITs will work to define their roles in responding to this calling. They may seek guidance from their supervising pastor, their district and their congregation.

## **1- E**

### **CONGREGATIONAL TRAINING GROUP: Small Congregation Track**

#### **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 learning experiences. 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 BAML Staff.) 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 learning units in relation to MIT learning units. The CTG meeting provides a forum for sharing and discussion.
4. Plan, coordinate, and 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 discernment process.
7. Allocate subsidies for training events. Two subsidies are available through the duration of the program 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.



9. 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. In most cases, the Minister-in-Training is already qualified and/or experienced to earn family support, and is willing to do so within the community. In other cases, the MIT may need the support and counsel of the Congregational Training Group in pursuing a vocation compatible with his/her ministry. See 7-D for resources of assessment

### **CTG Procedures**

1. The first meeting of the CTG generally takes place during the Congregational Workshop Weekend
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 bi-annual reports to the BAML Staff.
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.

## **SAMPLE CTG AGENDA**

Supervising pastors will lead the first year of CTG meetings. In subsequent years the MIT will take leadership of these meetings.

### **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 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?
- 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 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 BAML Staff.

# 1-F

**Education For A Shared Ministry**  
**A Ministry Training Program of the Church of the Brethren**  
**Student Transcript**  
**01/30/18**

**STUDENT INFORMATION:**

NAME:

Date of Birth:

**EFSM INFORMATION:**

Congregation Name:

Congregation I.D. #:

EFSM Supervisor

District:

**DATE OF COVENANT:**

BTAI Enter:

	Learning Unit	Time Period Projected	Date of Completion
<b>Ministry Skills</b>	Administration		
	Pastoral Care		
	Preaching and Worship		
	Teaching		
<b>Bible and Theology</b>	Old Testament Survey		
	New Testament Survey		
	Basic Brethren Beliefs		
	Church History		
	<b>Experiences</b>		
	Orientation: Intro to Biblical Studies		
	Spiritual Discernment		
	Congregational Workshop Weekend		
	Bethany Weekend		
	Annual Conference		
	District Conference		
	Ecumenical, Interfaith or Intercultural Experience		

**Subsidies Received**

**Year**

**Amount**

BTAI Exit:

Graduation Date:

## 1-G

# **Brethren Academy for Ministerial Leadership POLICY OF CITATION AND PLAGIARISM**

### **Citation policy**

The standard citation style can be found in the most recent edition of Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations: Chicago Guides to Writing, Editing, and Publishing* (Chicago: University of Chicago Press). Instructors have the option of specifying a different style, and they will state the required style on each course syllabus. Faculty may require students to rewrite an assignment that fails to conform to the specified style.

### **Plagiarism policy**

Integrity is central to life in community. In the 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.

Plagiarism is using the work of other people without giving them credit, whether in written assignments or formal oral presentations. A glaring example of plagiarism would be submitting an entire essay 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. For further examples and appropriate ways to cite, please see the most recent edition of Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations: Chicago Guides to Writing, Editing, and Publishing* (Chicago: University of Chicago Press), especially sections 4.2.3, 7.9, and 25.1.

The consequences for plagiarism will vary according to the extent of the offense, but even "minor" instances are considered serious enough to incur penalties. These may range from rewriting the assignment, non-crediting the assignment, or non-crediting the course, up to dismissal from the program. Any instances of plagiarism will be reported by the instructor to the student, the student's program coordinator, the district coordinator, the Academy Director, as appropriate.

Students sometimes ask whether they can submit in one course the work they have done for a prior course. The general answer is no, though it is always good to speak with the instructor about this issue.

(Adapted from *Bethany Theological Seminary Student Handbook, 2018-19*, p. 78. See also the Church of the Brethren 2008 Annual Conference Ethics in Ministry Relations Paper, Part III. The 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).

## Guidelines for Writing Research Papers

The Training in Ministry (TRIM) Notebook – available online at the Brethren Academy for Ministerial Leadership website <https://bethanyseminary.edu/brethren-academy/training-notebooks/> – contains a section on *Guidelines for Writing TRIM Research Papers* (pp. 46-47). 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

## **1-H**

### **Program Expectations and Time Parameters**

In any given calendar year, a student must complete a minimum of one learning unit or experience to remain in good standing. Each fall a summary report is sent from the Academy office to each participating district for their use to determine student progress in EFSM. If a student fails to make adequate progress, their district may decide to remove a student from the program. This is to be done in consultation with the supervising pastor, the student, and at times the Coordinator of the English-Language Ministry Training Programs of the Brethren Academy.

The EFSM program is designed to be completed in three to five years. In special cases permission to extend a program of study will be granted by the Brethren Academy staff upon request of the student and recommendation of the supervising pastor. Such requests and recommendations will provide an adequate rationale for the extension. Students may remain enrolled in the EFSM program a maximum of ten years without incurring penalty. After ten years, students will begin losing EFSM learning unit credits, beginning with the first year of their enrollment. They will lose one year of credits for each year they remain in the program. To avoid this penalty, a student may take an official Leave of Absence (see page 99).

### **Leave of Absence**

A student may take an official Leave of Absence for up to two calendar years (four academic sessions) if faced with health, family, professional, financial or other concerns that interfere with their studies. A student must apply for a Leave of Absence using the form provided (in “Appendix and Additional Forms” Section VII) or from the Brethren Academy website and follow all aspects of the Leave of Absence policy. Leave time granted may not total more than two calendar years/four academic sessions per EFSM student.

### **Withdrawal**

If a student finds that EFSM is not the appropriate ministry training for themselves and chooses to withdraw, the student must notify their district and report the decision to the Brethren Academy Office.

## 1-I

### **EFSM Exit Exam**

The last component of the student's program, along with final evaluations, is the completion of the Exit Exam. This exam is a series of essays that will allow the student to demonstrate the "Competencies for Ministry" as described in the *Readiness for Ministry Program*, developed by the Church of the Brethren Office of Ministry. These same Competencies are outlined in the next section of this manual.

Through successful completion of the core requirements and experiences, students should have a solid foundation on which to complete the exam. The essays include case studies (exhibiting various ministry skills), biblical exegesis, as well as questions about Church of the Brethren history and the contemporary church, Church of the Brethren ordinances and practices, and spiritual disciplines.

When the student begins in their final Learning Unit, the Brethren Academy will send the exam. The student may complete the exam at their own pace and do any additional research that seems necessary to answer the questions successfully. The exam may be submitted any time after the conclusion of the final Learning Unit. A student will not be able to complete their program (TRIM or EFSM) until the exam has been evaluated.

Evaluations of Exit Exams are done by staff members of the Brethren Academy. The evaluation committee meets monthly. Evaluations will identify strengths as well as areas in which the student needs continued growth. General results will be provided to the student, the district coordinator or supervising pastor, as well as the student's district executive.



## 1-J

### **Competencies for Ministry**

The TRIM program has as its goal the preparation of individuals called to ministry. While no program can completely prepare one for the complexities that ministry involves, it should be the goal of every TRIM student to obtain a wide range of emerging and developed skills that will be a resource in the years ahead.

Below is a list of ministerial competencies as suggested by the Church of the Brethren Ministry Office in its Ministerial Leadership Manual. District TRIM coordinators and students are expected to observe these competencies as a guide for considering areas of study as well as a source of discussion in determining whether a well-balanced education program is being constructed and carried out that will provide a strong base for future learnings and solid ministry in the name of Jesus Christ.

**1. Familiarity with the biblical sources of the Christian community and competency in interpreting those sources:**

*The Bible bears witness to God's deeds and guides the church in its quest to live as God's people.* Thus, it is important for ministerial leaders to know the writings that comprise the Bible and the story of the people of God out of which these writings arose. It is also important that ministers acquire skills in interpreting scripture more effectively and that they understand how and why Christians interpret the Bible differently. It is especially important that they be able to use scripture appropriately in the various ministries of the church and that they be able to facilitate the study and discernment of the biblical message on the part of the congregation as a whole.

**2. Familiarity with and ability to reflect theologically on the history and social context of Christianity.**

*The story of God's people that begins in scripture continues on in the life and history of the church across the centuries.* Thus, it is important for ministerial leaders to be familiar with significant people, events, and issues in the ongoing story of the Christian community. It is also important that they understand how the church's story relates to and intersects the wider world in which it develops. In addition to knowing the story, ministerial leaders need to be able to reflect on the story from the vantage point of faith: Where and how do we see God active in the church's story? Where and how do we see the church responding faithfully or unfaithfully as the people of God?

**3. Awareness of the contextual character of particular Christian traditions, especially as found in the North American setting and in global settings of developing Christianity.**

*Christians have one Lord, one faith, one baptism, but the way they confess and practice their faith differs widely from age to age, from place to place, and from one society to another.* Thus, it is important that ministerial leaders understand the way in which the language, symbols, and practices of various Christian groups bear the imprint of their cultural context.

It is important that they be familiar with significant features of the North American setting of Brethren communities, including the growing cultural diversity in our midst. It is also important that they appreciate how and why believers elsewhere in the world may experience life differently and express their faith differently.

**4. Familiarity with and ability to reflect theologically on the heritage of the Believers' Church tradition:**

*Within the wider Christian story, the Church of the Brethren is one of several groups who share a heritage known as the believers' church tradition.* Thus, it is important that ministerial leaders be conversant with the movements out of which the Brethren and other believers' church groups emerged. It is important that they understand some of the characteristic themes and emphases of the believers' church such as believers' baptism and discipleship. It is also important that they be familiar with some of the particular people and events that shaped the history of the Brethren. And it is important that they be able to interpret the beliefs, practices, and polity of the Brethren in terms of their biblical basis, historical development, and significance for the church today.

**5. Ability to articulate faith in language that is theologically informed and culturally persuasive.**

*As Christians, we celebrate the good news of God's love for us in Jesus Christ. All too often, however, we are unable to communicate that good news in a clear and convincing manner.* Thus, it is important that ministerial leaders acquire and demonstrate skills in theological reflection. It is important that they be able to demonstrate how the convictions they hold relate to the Bible, the shared heritage of the wider church, and the beliefs and practices of the Brethren. It is also important that they be able to show how the Christian message engages and challenges the values of the dominant culture. And it is important that they be able to communicate the good news with clarity and credibility in a variety of settings within and beyond the church.

**6. An understanding of the congregation informed by both theological heritage and learnings from the human sciences:**

*The life of faith is a life in community, and the place where we experience community with other believers on an ongoing basis is the congregation.* Thus, it is important that ministerial leaders be familiar with biblical images and models of the church as the people of God. It is important that they be able to describe key features of the believers' church view of the faith community and how they may be embodied in the life of a congregation. It is also important that they acquire a systemic understanding of the congregation and so be better able to deal with the dynamics at work in congregational life. And it is important that they be able to reflect critically on significant issues affecting the life and health of congregations at the present time.

**7. Ability to articulate a vision of ministry congruent with one's sense of vocation and appropriate to the ministry context in which that vocation will be practiced:**

*Central to our understanding of ministry is the belief that ministry is not simply an occupation, but rather a vocation.* Thus, it is important that ministerial leaders be able to describe the nature and development of their sense of calling. It is important that they be able

to discuss how their sense of vocation relates to biblical models of ministry and to the understanding of ministry in the Church of the Brethren. It is also important that they be familiar with significant features of the ministry setting in which they are or will be serving, whether a congregation or other placement. And it is important that they be able to distinguish helpful and unhelpful understandings of the role of the ministerial leader.

**8. Ability to nurture and reflect critically on the spiritual formation of self and others, including ethics for ministry and life in community:**

*The life of faith is more than believing and doing; it is an unending process of spiritual formation and transformation.* Thus, it is important that ministerial leaders be able to articulate their own spiritual autobiography and identify critical issues for continuing development. It is important that they be familiar with some of the classical disciplines that nurture the process of spiritual growth, including prayer and Bible study. It is also important that they be familiar with several contemporary models for understanding moral or faith development in individuals and groups. And it is important that they be aware of key issues in ministerial and congregational ethics as addressed by Annual Conference and exhibit skills in processing concrete cases related to such issues.

**9. Skills in interpersonal relationships, in mediating conflict, and in building community:**

*Healthy congregations are places where people know how to relate to one another in constructive ways, even in the midst of conflict and controversy.* Thus, it is important that ministerial leaders understand how differing personality types and styles of interaction affect the life of a group. It is also important to understand basic group dynamics. It is important that they have developed skills in listening and in cultivating communication. It is important that they be familiar with resources from scripture, Brethren heritage, and conflict theory that can help people deal with conflict in constructive ways. And it is important that they be able to apply conflict mediation skills to concrete situations, as demonstrated through role plays, case studies, etc.

**10. Ability to provide effective leadership in congregational and other church-related arenas of ministry:**

*The quality of leadership frequently determines whether a group will be able to carry out its mission.* Thus, it is important that ministerial leaders be able to articulate an understanding of leadership informed by biblical, theological, and sociological perspectives. It is important that they be able to identify their own leadership style and assess the particular strengths and weaknesses of that style. It is also important that they be able to identify ways of calling forth and nurturing others' gifts for ministry. It is important that they be able to demonstrate skills in the various arenas of ministry related to their vocation, skills in preaching, worship, pastoral care, teaching, and administration. Church of the Brethren polity and practice guides our life together.

**11. Ability to integrate biblical and theological understandings with the practice of ministry:**

*Understanding that is not embodied in practice is worthless. Practice that is not guided by understanding is shallow.* The overarching competency, therefore, that ministry education seeks to achieve is the ability to practice ministry in a biblically and theologically informed manner. One of the marks of this competency is an ability to bring biblical and theological understandings to bear on concrete ministry situations, whether in actual practice or in case studies. Another is the ability to respond in discerning ways to the questions of peers and teachers regarding the meaning and practice of ministry. However assessed, integration of understanding and practice is the crucial test of competency for ministry.

*\*Ministerial Competencies were developed by the Ministry Advisory Council in consultation with the dean and faculty of Bethany Theological Seminary and affirmed by the Council of District Executives in May 2000. Revised November 2018 by the Ministry Advisory Council.*

## 2-A

# **ORIENTATION and CONGREGATIONAL WORKSHOP PREPARATION**

**Orientation** – All incoming EFSM Ministers-in-Training must attend the TRIM/EFSM New Student Orientation at Bethany Theological Seminary. (Exceptions may be made for congregations with a large number of MITs in the EFSM-Team Track.) During this three day orientation, students will begin two classes which when successfully completed, will fulfill the “Orientation” experience. One Ministry Skills course (topic may vary) will begin at orientation and students will work at their own pace following orientation towards a final due date. The second course “Introduction to Biblical Studies” will begin during orientation and will be an eight-week online course.

**After orientation** – Much of the work of shaping one’s EFSM program happens after orientation.

1. Make plans for a Congregational Workshop Weekend **to be held within two months** of orientation. These dates must be made in conversation with the Congregational Training Group and the Brethren Academy
2. 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 Congregational Weekend Workshop.
3. MIT and LITs meet with the church board or other appropriate group to: discuss how MIT and LITs will relate to existing structures in the congregation. 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.)

## **2 – B**

### **EFSM CONGREGATIONAL WORKSHOP WEEKEND**

#### **Proposed Schedule**

##### **Friday evening**

Supervising pastor and BAML Staff meet

##### **Saturday**

9:00 am - 12:00 pm

Meeting of Congregational Training Group,  
Supervisor, BAML Staff

12:00 pm - 1:30 pm

Lunch

1:30 pm - 4:30 pm

Congregational Workshop

##### **Sunday**

Sunday School hour:

Study session for whole congregation.

Worship and commitment service for MIT and LITs

## EFSM LEARNING UNIT PROJECTION PLAN

Title of Unit	Time Period	Interested LITs
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

Experiences	Projected Completion
1. Orientation	_____
2. Congregational Workshop Weekend	_____
3. Bethany Weekend (middle of program)	_____
4. Annual Conference	_____
5. District Conference	_____
6. Intercultural, Interfaith, Ecumenical Experience	_____

## 2-C

### **BETHANY WEEKEND**

The purpose of the Bethany weekend is to strengthen the connection of the congregation to the life and ministry of Bethany Theological Seminary. Arrangements made between the MIT and a faculty member, qualified staff, or board members of Bethany will be made to spend a day (usually a Saturday) with the congregation, leading them in a learning session on the topic desired by the congregation and the LIT. Bethany weekends are best planned in the middle of the EFSM program to accommodate the scheduling needs of the faculty member.

It is encouraged to use the Bethany Weekend as an activity of a Learning Unit, although it may exist separate from a Learning Unit if further exploration of a topic is desired.

Steps for planning a Bethany Weekend:

1. MIT will initiate a conversation with the Coordinator of English-Language Programs to discuss the focus of the Learning Unit/Bethany Weekend and consider possible Bethany representatives.
2. Once possibilities are established, the MIT will initiate a conversation with the Bethany representative to discuss hopes for the weekend and to confirm logistics.
3. MIT will notify the Coordinator of English-Language Programs about the finalized logistics (date, time, etc).
4. The majority of the conversation and planning will happen between the MIT and Bethany representative. The Coordinator of English-Language Programs will assist if requested.



## 2-D

### ANNUAL CONFERENCE EXPERIENCE

The purpose of this exercise is to gain an understanding of the larger church, as well as the relationship between the local church and the denomination.

After attending an Annual Conference, write a **2-3 page reflection paper** based on the prompts below. Submit the paper to your Supervising Pastor and the Coordinator of English-language programs **no** more than 3 months after the event.

1. Identify the Annual Conference you attended, dates and location.
2. Give a brief description of Annual Conference officers, how they are chosen, and what their duties are.
3. Look at Annual Conference committees and organizations, such as Standing Committee and the Mission and Ministry Board. What are their functions? Who represents your district on Standing Committee? Who is the current board chair?
4. Describe the query process; origin, steps, and disposal of business items.
5. Describe and evaluate the worship experience(s) you participated in.
6. Attend several insight sessions. List the title and speaker(s). What did you find helpful in the sessions?
7. Briefly describe the age activities that were available.
8. Name some of the biblical and theological principles at work in the Annual Conference structure.
9. Offer your personal reflections and responses to study papers being considered by Annual Conference delegates.

**Reflections must be submitted no later than three months following the event.**

## 2-E

### **DISTRICT CONFERENCE EXPERIENCE**

District Conference is a shorter, more local experience than Annual Conference, but crucial in the way the church functions.

After attending a District Conference, write a **2-3 page reflection paper** based on the prompts below. Submit the paper to your Supervising Pastor and the Coordinator of English-language programs **no** more than 3 months after the event.

1. Identify the District Conference you attended, dates and location.
2. Give a brief description of the District Conference officers, their duties, and how they are chosen.
3. Tell how the district is organized. Who makes up the board? Who are the staff members? What functions and responsibilities does each have?
4. How do the business items arrive at District Conference?
5. A major item at District Conference is the district budget. How is the budget prepared and how is it met in a given year?
6. In what way is the District Conference like a family gathering?
7. What biblical and theological principles become evident in District Conference?
8. In what ways do you see your district relating to the larger church through the District Conference?
9. Reflect on the worship services during District Conference.
10. Offer personal reflections and responses to the District Conference you attended.

**Reflections must be submitted no later than three months following the event.**

## 2-F

### **ECUMENICAL, INTERFAITH, OR INTERCULTURAL EXPERIENCE**

The purpose of this requirement is to broaden a student's training beyond his or her own ecclesial or cultural world. We need to be able to see our Brethren experience of the church as part of a larger communion of churches linked together in a common mission. Beyond that, each person needs the opportunity to see the fascinating mix of cultures with which Christians share the world.

#### **Ecumenical and Interfaith Events**

For the purposes of TRIM, an ecumenical event will be an experience through which the student learns how the Church of the Brethren works together with other Christian bodies in the larger church. An interfaith experience is an experience through which the student learns how Christians relate to people of other religions. Here are examples of events that qualify:

1. A meeting of an interdenominational council of churches, whether worldwide, national, statewide, or local.
2. Participation in the planning and carrying out of a special interfaith gathering at the local or regional level.
3. Participation in the development and implementation of a cooperative, interchurch or inter-religious ministry in one's community (e.g., food pantry, shelter for the homeless, etc.).
4. Spending a day at New Windsor to tour the facilities and learn how churches and religions work together in Church World Service, Interfaith Medical Assistance, and other agencies.
5. Participating in the activity of a local pastors' association (assuming such a group not only gathers for fellowship, but also develops cooperative programs and events).

#### **Intercultural Events**

In a similar manner, an intercultural event will be an experience through which the student's perception of life is expanded by exposure to different cultures and values. Some examples of intercultural events include the following:

1. Study in another country, whether for a regular term of study or for a short-term intensive experience.
2. Participation in a study tour of another part of the world and reflection on that experience.
3. Participation in an international work camp and reflection on that experience.
4. Taking part in a seminar or workshop specifically designed to provide participants with cross-cultural enrichment.
5. Participation in a BVS assignment or similar undertaking to familiarize oneself with a different culture, whether in the United States or abroad.

The lists above are suggestive, not restrictive. You may propose other ideas to Coordinator English-Language programs.

After attending completing this experience, write a **2-3 page reflection paper** based on the prompts below. Submit the paper to your Supervising Pastor and the Coordinator of English-language programs **no** more than 3 months after the event.

1. Describe the nature of the event, including location, structure, and partners involved.
2. What were some assumptions you had going into this experience?
3. How were those assumptions challenged, changed, transformed, or deepened?
4. Describe the positive experiences and outcomes of this project as well as the more challenging ones.
5. In what ways has your faith and ministry training been affected by engaging in this activity?

**Reflections must be submitted no later than three months following the event.**

### 3 - A

## **EDUCATIONAL PROGRAM FOR MINISTER in TRAINING: Requirements for Certification of Completion of the Training Program**

### **1. Completion of Fourteen Credit Units as defined in the EFSM prospectus:**

Learning Units (8) - a combination of independent study units and Brethren Academy courses. Each of these units will include reading, research, journal writing, and related congregational projects and experiences.

Experience Units (6) - a combination of events including orientation, workshops, and other experiences to connect student with the work of the larger church

### **Learning Units (8)**

(must fulfill 1-3 of these units through BAML courses)

#### Bible and Theology

1. Old Testament Survey
2. New Testament Survey
3. Basic Brethren Beliefs
4. Christian Church History

#### Ministerial Skills

5. Administration/Leadership
6. Pastoral Care
7. Preaching and Worship
8. Teaching and Learning in the Church

### **Experiences (6)**

1. Orientation: includes completing Intro to Biblical Studies
2. Congregational Workshop Weekend
3. Annual Conference
4. District Conference
5. Ecumenical, Intercultural, Interfaith
6. Bethany Weekend

\*Normally all units will be completed in a three-year period commencing with the congregation's decision to enter the program. (See page 10 for time parameters in the EFSM 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 once a month
- f. Consultations with the Academy staff as needed.
- g. Attending Annual Conference and District Conference at least once while enrolled in the EFSM program

**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 exams at the beginning and 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

## 3-B

### INTRODUCTION TO LEARNING UNITS

**Learning Units** are a combination of independent study units and Brethren Academy courses. Each of these units will include reading, research, journal writing, and related congregational projects and experiences. Students must take at least one, but no more than three, Brethren Academy courses (online, intensives, etc). The remaining learning units will be created and completed in consultation with the CTG and supervising pastor.

**Learning Unit Projection Plan** - During Orientation, MITs will work with the BAML Staff to begin writing a Learning Unit Project Plan. This plan will be refined and confirmed at the Congregational Workshop Weekend. It will be possible to modify the schedule as the program progresses, if changes are agreed upon by the CTG. Any modifications should be reported to the Coordinator of English-Language Programs.

**Learning Unit Contracts** - Learning unit contracts shall include the following components:

1. Basic information about the Learning Unit: title, description, projected time period, etc.
2. Learning objectives for MIT: three to six specific results (knowledge and skills) the MIT hopes to achieve through this unit.
3. Learning objectives for LITs and/or congregation: one or two specific results (knowledge and skills) members of the congregation will achieve through this unit.
4. 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.
5. 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
6. The MIT's plan for self-assessment of completed unit.
7. The Supervisor's plan for assessment of completed unit (to include evaluative responses of other CTG members).
8. Supervisor's and Academy's goal of certification for credit.

### **Criteria - Good learning units will include:**

1. 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.”
2. Realistic objectives. Learning units should be ambitious but realistic. Don't plan more than there is time to do it in.
3. 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.
4. Congregational evaluation. At least one of the means of evaluation of a unit should include feedback from the congregation.
5. Local relevance. Plan learning experiences that relate to the needs of your congregation or community.
6. Balanced activities. Learning experiences for a given unit should include a balance of reading, doing, and reflecting. It is also recommended to not take on more than one Learning Unit at a time.
7. Flexibility. Remain open to modifying your plans when unanticipated circumstances arise.

**Timeline for Learning Unit Contracts** – Learning unit contracts shall be developed in the following way and sequence:

- **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.
- **Six weeks in advance**, the MIT will prepare a first draft of a learning unit contract and share it with the supervisor.
- **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.
- **The CTG will approve the contract**, if suitable, and submit a copy to the BAML Staff.
- **The BAML Staff will approve the contract or ask for additional modifications. If those are met, they will approve the contract.**



### **Assessment**

1. The MIT and the supervisor will inform the CTG when the learning unit has been successfully completed.
2. The MIT will present an overview of the Learning Unit to the CTG. The CTG concurs that the unit is successfully completed.
3. The Supervising Pastor will submit the Supervising Pastor's Evaluation of Learning Unit form to the Brethren Academy.
4. The MIT will submit the MIT Evaluation of Learning Unit form to the Brethren Academy
5. The BAML Staff will certify the learning unit for credit and make a notation of this on the MIT's transcript. The learning unit may be returned to the supervisor if the Coordinator of English-Language Programs feels that the contract has not been fulfilled.

### **Resources for Study**

Reading lists for learning units may be developed by consulting Brethren Academy suggested readings lists, recommendations by supervising pastor, books available through Brethren Press ([Brethrenpress.com](http://Brethrenpress.com)), or from local university and/or seminary libraries.



## Learning Unit Checklist

Learning Unit 1: \_\_\_\_\_

- ☐ Discuss possible focus with CTG
- ☐ Meet with Supervisor
- ☐ Submit proposal to BAML
- ☐ Complete all activities and experiences
- ☐ Complete and submit MIT Evaluation of Learning form to BAML
- ☐ Submit overview of learning unit to CTG

Learning Unit 2: \_\_\_\_\_

- ☐ Discuss possible focus with CTG
- ☐ Meet with Supervisor
- ☐ Submit proposal to BAML
- ☐ Complete all activities and experiences
- ☐ Complete and submit MIT Evaluation of Learning form to BAML
- ☐ Submit overview of learning unit to CTG

Learning Unit 3: \_\_\_\_\_

- ☐ Discuss possible focus with CTG
- ☐ Meet with Supervisor
- ☐ Submit proposal to BAML
- ☐ Complete all activities and experiences
- ☐ Complete and submit MIT Evaluation of Learning form to BAML
- ☐ Submit overview of learning unit to CTG

Learning Unit 4: \_\_\_\_\_

- ☐ Discuss possible focus with CTG
- ☐ Meet with Supervisor
- ☐ Submit proposal to BAML
- ☐ Complete all activities and experiences
- ☐ Complete and submit MIT Evaluation of Learning form to BAML
- ☐ Submit overview of learning unit to CTG

Learning Unit 5: \_\_\_\_\_

- ☐ Discuss possible focus with CTG
- ☐ Meet with Supervisor
- ☐ Submit proposal to BAML
- ☐ Complete all activities and experiences
- ☐ Complete and submit MIT Evaluation of Learning form to BAML
- ☐ Submit overview of learning unit to CTG

Learning Unit 6: \_\_\_\_\_

- ☐ Discuss possible focus with CTG
- ☐ Meet with Supervisor
- ☐ Submit proposal to BAML
- ☐ Complete all activities and experiences
- ☐ Complete and submit MIT Evaluation of Learning form to BAML
- ☐ Submit overview of learning unit to CTG

Learning Unit 7: \_\_\_\_\_

- ☐ Discuss possible focus with CTG
- ☐ Meet with Supervisor
- ☐ Submit proposal to BAML
- ☐ Complete all activities and experiences
- ☐ Complete and submit MIT Evaluation of Learning form to BAML
- ☐ Submit overview of learning unit to CTG

Learning Unit 8: \_\_\_\_\_

- ☐ Discuss possible focus with CTG
- ☐ Meet with Supervisor
- ☐ Submit proposal to BAML
- ☐ Complete all activities and experiences
- ☐ Complete and submit MIT Evaluation of Learning form to BAML
- ☐ Submit overview of learning unit to CTG

### 3-C

## **SAMPLE LEARNING UNIT CONTRACT #1**

**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.

## **SAMPLE LEARNING UNIT CONTRACT #2**

**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  $10 \times 10$ .
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 - D

## LEARNING UNIT CONTRACT (MIT)

**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? Minimum of three objectives)

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

**Learning Objectives for LITs and/or Congregation:** (Minimum of two objectives)

- 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. (Minimum of six: must include at least two books and journal writing.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

**Means of Evaluation to be Used:** How will I know I have achieved my objectives?  
(possibilities include congregational feedback, review by pastoral supervisor, tests, CTG evaluation, etc)

1.

2.

3.

4.

5.

6.

\_\_\_\_\_

\_\_\_\_Approved by Supervising Pastor (initials)    Date\_\_\_\_\_

\_\_\_\_Approved by BAML Staff-person (initials)    Date\_\_\_\_\_



### 3 – E

## LEARNING UNIT EVALUATION (MIT)

Submit completed evaluation to Supervising Pastor

**Name of MIT:** \_\_\_\_\_

**Title of Unit:** \_\_\_\_\_

### **MIT Self-Assessment of Completed Unit**

In the space below or on a separate sheet, assess the completed unit by addressing the following questions.

1. How thoroughly have you fulfilled the objectives set forth for the unit? (Be specific, noting reasons for any objectives left unfulfilled).
2. What are the two or three most significant things you learned during the unit? (May include new information, skills, insights into self and/or others, etc.).
3. How do you feel about the work of this unit? Elated? Depressed? Confused? Astounded? Relieved? Overflowing? Angry? Other? And why do you feel this way?

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 learn

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Signature of the Minister-in-Training

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Date

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Signature of the Supervising Pastor

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Date

### 3 - F

## ANNUAL REVIEW (MIT)

Once a year, the MIT will have a conversation with the Coordinator of English-Language Programs to review the previous year's progress in EFSM. This will be initiated by the Coordinator and can take place over phone or other technological medium. Below are the questions MIT's can anticipate being asked.

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:



## 3–G

### **FINAL MIT SELF-EVALUATION**

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 or on a separate piece of paper, please provide an overall evaluation of your work during the entire program. Send completed report to BAML for review.

Guiding Questions:

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: \_\_\_\_\_



## 4 – A

### **EXPECTATIONS for LAITY-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 learning units, using the appropriate contract for these units. (LITs are free to do as many units as they choose.) For each of these units, the LIT will be coordinate with the MIT's]related unit and . . .
  - a. Set two or three learning objectives
  - b. Read one or two books with input from MIT and/or supervising pastor or engage in some other form of educational resource
  - c. Share in CTG discussions of unit.
4. Encourage LITs to connect with larger church through Newsline/Messenger/etc.
5. Take part in the meetings of the Congregational Training Group. (See sheet on “CTG Responsibilities/Procedures” for more details.)
6. Participate in the following:
  - 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 experiences *outside* the congregation over the three-year period. Possibilities include Annual Conference, District Conference, district workshops, Brethren Academy for Ministerial Leadership or Bethany Theological Seminary courses or events, etc. (Note: Cost of attending these events may be partially covered by EFSM training subsidies.)
8. Maintain an ongoing record of participation, found on the following page



## 4 – B

### **LEARNING UNIT CONTRACT (LIT)**

**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:

\_\_\_\_\_  
LIT Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date Completed

\_\_\_\_\_  
Date reviewed by the BAML Staff

## 4 – C

### **LEARNING UNITS SUMMARY (LIT)**

**\*an ongoing record of active participation**

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 \_\_\_\_\_  
(Submit a copy of the completed summary to your supervising pastor)

#### **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 Learning Units Completed:**

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

## 4- D

### **ANNUAL LIT REFLECTIONS to be considered at CTG meetings**

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:

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

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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?

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

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## 4 – E

### **FINAL SELF-EVALUATION (LIT)**

\*to be completed at end of training program,  
using reverse side of sheet to complete comments:

As you think back on your time as an LIT, consider the points of growth you experienced. What subject, reading, conversation challenged you? Motivated you? Was the source of great growth for you? How has this time shaped the vision of your own ministry within your congregation? Feel free to reflect on these and other topics relating to your experience as a LIT. (\*submit to MIT at the completion of the program for submission to the Brethren Academy.)

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LIT signature

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Date

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Date reviewed by the BAML Staff



## 5-A

### **SUPERVISING PASTORS AND DISTRICT REPRESENTATIVES**

#### **SUPERVISING PASTOR**

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. A minimum of an MDiv level of theological training is preferable.
2. Pastoral experience in the area of focus for the MIT: small congregation, specialized ministry, team ministry, etc. Experience can be 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 a supervisor is expected to take part in the Congregational Workshop Weekend for EFSM, including the district representative, the BAML Staff, 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 expenses.

## **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, as well as prepare a supervisory assessment of each completed learning unit.
3. Consult with the MIT once a month to evaluate progress on learning units, discuss pastoral experiences of MIT, and provide feedback and support. If the MIT and supervisor live more than 25 miles from each other, consultations may be by telephone or Skype every other month.
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 BAML Staff once a year a report 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 BAML Staff 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. Communicate with the District Representative the progress and needs of the MIT and the CTG, thereby allowing the District Representative to communicate with the District Executive, Ministry Commission, etc.



## SUPERVISING PASTOR'S CHECKLIST

	Orientation Meeting with Coordinator of English-Language Programs
	Congregational Workshop Weekend
	Approval of Learning Unit 1
	Evaluation of Learning Unit 1
	Approval of Learning Unit 2
	Evaluation of Learning Unit 2
	Approval of Learning Unit 3
	Evaluation of Learning Unit 3
	Approval of Learning Unit 4
	Evaluation of Learning Unit 4
	Approval of Learning Unit 5
	Evaluation of Learning Unit 5
	Approval of Learning Unit 6
	Evaluation of Learning Unit 6
	Approval of Learning Unit 7
	Evaluation of Learning Unit 7
	Approval of Learning Unit 8
	Evaluation of Learning Unit 8
	Final Evaluation of MIT

Ongoing Responsibilities	
	Facilitate CTG Meetings for 1st Year
	Annual Update to Coordinator of English-Language Programs
	Monthly Contact with MIT



**5-B**

## EVALUATION OF LEARNING UNIT (SUPERVISING PASTOR)

Name of MIT: \_\_\_\_\_

Title of Unit: \_\_\_\_\_

In the space below or on a separate sheet, assess the completed unit by addressing the following questions. Send completed report to BAML for review.

1. How thoroughly has the MIT fulfilled the objectives set forth for the unit? (Be specific noting reasons for any objectives not fulfilled).
2. Where have you perceived the most significant growth in the MIT during this unit?
3. How has the CTG contributed to the work of this unit? (One or two illustrations of points where the CTG was helpful would be good to include.)

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

\_\_\_\_\_  
BAML Staff

\_\_\_\_\_  
Date

Note: BAML Staff will certify the learning unit for credit, attach the certification to the learning unit contract, and post credit to the transcript. If they feel that the contract has not been fulfilled, the learning unit may be returned to the supervisor and MIT for further work.

## 5 - C

### **ANNUAL REPORT FORM (SUPERVISING PASTOR)**

In the space below or on a separate sheet, report on the progress of the MIT and the work of the CTG this past year. Ideally, this report should be completed within in the week following a CTG meeting in order that information is up-to-date. Once completed, please send this form to BAML for review.

1. Supervisor's name \_\_\_\_\_
2. MIT's name \_\_\_\_\_
3. Year covered in report \_\_\_\_\_
4. CTG meetings attended during the year (list by date).

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5. Describe your working relationship with the MIT

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

7. Describe briefly the work of the CTG during the past year.
8. How fully did various members participate in CTG discussions, planning, etc.?
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. Status of Current Unit (describe progress of MIT on learning unit on which she or he is currently working):

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

14. Other observations or concerns:

\_\_\_\_\_  
Supervisor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
BAML Staff

\_\_\_\_\_  
Date





## 5 – D

### **FINAL EVALUATION of the MIT (SUPERVISING PASTOR)**

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 and send it to BAML.

Supervisor, in the space below or on a separate piece of paper, please comment 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. When complete, please send this evaluation to BAML.

---

Supervisor's signature

---

Date

## 5 - E

### **CONTINUING EDUCATION RECOMMENDATIONS for LIT (SUPERVISING PASTOR)**

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  
When this list is completed, please send to BAML for review.

Certification of Completion of the Training Program:

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
BAML Staff

\_\_\_\_\_  
Date

Note: The BAML Staff will certify the completion of the program and contact the District Executive and MIT.

If BAML Staff feels the program is incomplete, they will contact the supervisor for further conversation.

## **6 – A**

### **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 the Profile on Prospective Congregations for each proposed congregation wishing to enter EFSM.
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. Serve as a link between congregations and the BAML Staff.
2. Send a copy of the Covenant of Congregational Participation to the Brethren Academy office when received from the congregation.
3. 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.
4. 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.
5. Take the initiative in contacting the district representative to confirm the frequency and method by which the latter will report to the district.
6. Participate, as able, in the commissioning of the participating congregation in worship concluding the Congregational Workshop Weekend.
7. Prepare an evaluation of EFSM in each congregation at conclusion of the EFSM.
8. Work with district officials in determining appropriate recognition of training when completed, and take part in final celebration of accomplishments

**Cost to District**

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

## **6 – B**

### **DISTRICT REPRESENTATIVE (EFSM Responsibilities)**

In EFSM, Minister(s)-in-Training complete most of their coursework as independent and congregational studies. This can lead to a sense of disconnect from the wider church. Following are a list of functions and responsibilities of the District Representative.

1. Provide a much needed connection for these students to the larger district.
2. Provide a link between the EFSM Congregational Training Group (CTG) and the district.
3. Assures that courses of study meet the district's requirements for credentialing and interpret the work of the CTG to district leadership.
4. Attend, as able, the significant portions of the Congregational Workshop Weekend, where the CTG becomes orientated to the EFSM program.
5. Meet periodically with the Supervising Pastor and the MIT to offer support and monitor progress.
6. Attend meetings of the CTG at least twice a year.
7. Report the progress of the EFSM congregation to the District (Board, Ministry Commission) as arranged in consultation with the District Executive.



## 6 – C

### **DISTRICT REPRESENTATIVE ANNUAL REPORT**

In the space below or on a separate sheet, report on the progress of the MIT and the work of the CTG this past year. Ideally, this report should be completed shortly after attending a CTG meeting in order that information is up-to-date. Once completed, please send this form to BAML for review.

1. Representative's name \_\_\_\_\_

2. 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 – A

### **SUGGESTED LEARNING UNITS for MITs and LITs**

#### **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

Psalms 23

John 1:1-13

Romans 12:1-21

Do a “group” 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, then, 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

Mission and Ministry Board

District Board

Brethren Benefit Trust

Congregational Life Ministries

Annual Conference

Read and discuss Annual Conference statements on ethics

**Use Videos as Educational Tools:**

*The Brethren Heritage Collection* (Brethren Press)

*By Water and the Word* (Brethren Press)

*Let Our Joys Be Known* (Brethren Press)

*Without Fear and Hesitation* (Brethren Press)

*Journey in Jesus' Way* series (Brethren Press)

Recorded webinars: <http://www.brethren.org/webcasts/archive.html>

Contemporary movies with a theme

Contact your district office for additional resources

**Invite Guest Presenters/Community Resources Personnel**

medical doctor

mental health provider

funeral director

hospice nurse or chaplain

nursing home administrator or 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

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:

Teach Sunday School

Volunteer for disaster-relief work or Habitat for Humanity

Work with ecumenical or interfaith events

Spend time affirming, praising, supporting one another

Set and discuss personal goals in ministry

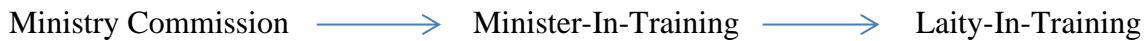
## 7-B

### **Possible Patterns of Organization**

Below are some examples of possible patterns of organization. Congregations develop organizational structures in varying ways depending on their size and needs. Structures function best when they flow out of the congregation's clearly discerned vision and mission objectives, expressed through the efforts of ministry teams called for those purposes. Each congregation that participates in the EFSM program is urged to engage in a process of discerning the vision, objectives, and goals that God has given them and to structure their congregational life accordingly.

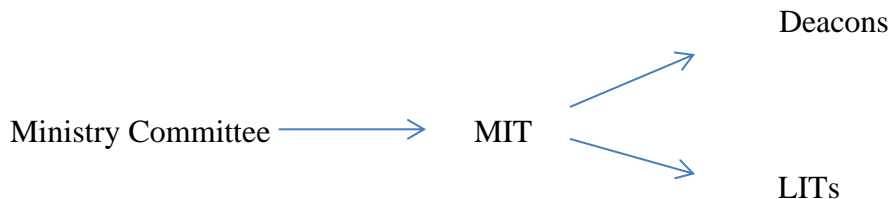
**Figure 1.**

#### **Church with no existing Boards and Commissions other than Ministry Committee**



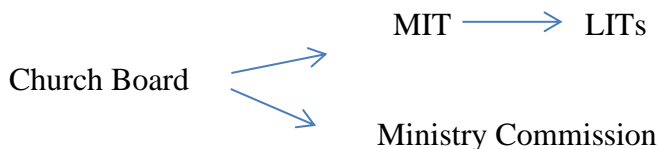
**Figure 2.**

#### **Church with Deacon Board**

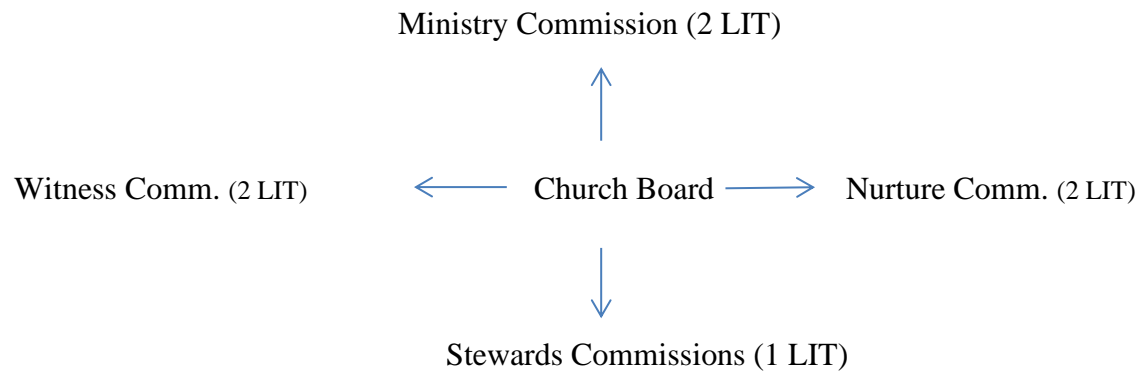


**Figure 3.**

#### **Church with Church Board but no individual commissions**



**Figure 4.**  
**Church with Church Board and Commissions**



## 7 – C

### **TIPS for JOURNAL WRITING**

#### **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.
- 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 vice 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 struggling or feel pressured to write, 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,
- Explore all medium of getting your thoughts down: handwriting, typing, voice-to-text/audio recording, smart phone journaling applications, video recording
- Reflect on someone else's journal or writing. Simply state, for instance, "I react to Augustine's *Confessions* in this way ..."
- 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 a favorite piece of music. When it is over, your time for writing is over.
- Don't expect too 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, and encourage it. It will grow.

*These tips come from a compilation of the works from the late priest and writer Henri Nouwen. For a list of Nouwen's written works, visit:*  
*<http://henrinouwen.org/resources/books/books-henri-nouwen/>*

## 7 – D

### **VOCATIONAL ASSESSMENT 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 the church for higher salary and benefits  
\_\_\_\_\_ Assist MIT in finding outside work with more satisfactory hours/income  
\_\_\_\_\_ Assist MIT in securing training in order 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. Ways to finance training \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of MIT

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

Signatures of other CTG members

\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_



## VOCATIONAL ASSESSMENT 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.

**7 - E**

**EFSM OUTSIDE EVENT SUBSIDY REQUEST #1**  
**(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 total 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 #2**  
**(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 total 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

## **7 - F**

### **Leave of Absence Policy and Request Form**

A student may take an official Leave of Absence for up to two calendar years (four academic sessions) if faced with health, family, professional, financial, or other concerns that interfere with their studies. A student must apply for a Leave of Absence using the form provided or from the Brethren Academy website and follow all aspects of the Leave of Absence policy. Leave time granted may not total more than two calendar years/four academic sessions per TRIM / EFSM student.

The BAML may, at its discretion, grant leave of absence status for professional or personal reasons. Leave of absence status includes the following arrangements, privileges, and fees:

1. Will continue to receive communications from the Brethren Academy office, such as newsletters, course brochures, and other announcements via email.
2. District fees and routine Brethren Academy processes apply during the Leave of Absence year. However, Student and Congregational fees will be waived during the Leave of Absence year.

### **Withdrawal**

If a student finds that TRIM / EFSM is not the appropriate ministry training for themselves and chooses to withdraw, the student must notify their district and report the decision to the Brethren Academy Office.

\*This form is adapted from the Leave of Absence Request Form and Policy of the Educational Policies and Assessment Committee of Bethany Theological Seminary: October 15, 2015.

Brethren Academy for Ministerial Leadership  
615 National Road West • Richmond IN 47374-4019  
765-983-1824 • 1-800-287-8822  
academy@bethanyseminary.edu or academy@brethren.org

## Leave of Absence Request Form and Policy

### Student seeking Leave of Absence (LoA) must:

1. Read the policy on the other side of this form, noting the scope of the Leave of Absence.
2. Complete this LoA form and submit directly to the district TRIM coordinator or EFSM supervisor, who will then submit it to [academy@bethanyseminary.edu](mailto:academy@bethanyseminary.edu).
3. Leave of Absence is approved for up to two sessions at a time with a maximum of four consecutive sessions.

Student Name \_\_\_\_\_

Ministry Training Program: \_\_\_\_\_ TRIM \_\_\_\_\_ EFSM

Select appropriate session(s):

\_\_\_\_\_ Session I (January 1 – June 30) \_\_\_\_\_ (Year)

\_\_\_\_\_ Session II (July 1 - December 31) \_\_\_\_\_ (Year )

Reason for Leave of Absence (please type below or attach)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the District TRIM Coordinator or EFSM Supervising Pastor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the Director, Brethren Academy for Ministerial Leadership

\_\_\_\_\_  
Date

Please indicate if any other Leaves of Absence have been granted, and when: \_\_\_\_\_

-----  
**Office Use Only**

BAML approval date \_\_\_\_\_

BAML approved renewal date \_\_\_\_\_

Paperwork will be kept in student's file in the office of the Brethren Academy for Ministerial Leadership.