



ATLANTIC SCHOOL  
*of* THEOLOGY



# **Summer Distance Master of Divinity Program**

**Information and Handbook for United Church of Canada  
Students**

**2024–2025 Academic Year**

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**Atlantic School of Theology**

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**\*For Fall Term 2024 only, all correspondence and questions related to the SD MDiv Program should be directed to Susan MacAlpine-Gillis who will be serving as the Acting Coordinator.**

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## Program Information

### **ATLANTIC SCHOOL OF THEOLOGY AND THE SUMMER DISTANCE M.DIV. PROGRAM**

Atlantic School of Theology (AST) was founded in Halifax in 1971 by the amalgamation of three antecedent institutions: Pine Hill Divinity Hall (United Church of Canada), Kings College Faculty of Divinity (Anglican Church of Canada), and Holy Heart Seminary (Roman Catholic Church). Its primary mission has been training ministers and priests for the United, Anglican, and Roman Catholic Churches and it is fully accredited by the Association of Theological Schools in the United States and Canada.

AST's **Summer Distance Master of Divinity Program** ("SD M.Div.") combines internet/hybrid courses taken during the Fall and Winter Terms with the six-week Summer Term of on-campus courses in Halifax. Founded in 2001 and based in The United Church of Canada, in 2018 the SD M.Div. was expanded and revised to welcome students of all denominations. The first Anglican student joined in 2019.

Field-based education for ministry offers students significant opportunities to integrate rigorous academic study with the practice of ministry. Students enrolled in the SD M.Div. complete their required courses while working in supervised ministry sites. Throughout their studies at AST, students in the SD M.Div. participate in practical ways in their preparation as faithful and effective leaders for the church. This approach to theological education offers a high level of accessibility to students and offers the church the active service of dedicated priests and ministers-in-training while helping to prepare faithful and effective leaders for the church.

### **PROGRAM DESCRIPTION AND REQUIREMENTS**

The SD M.Div. comprises 30 credits (90.0 credit hours) taken over a minimum of four years. Normally, 15 credits must be taken on campus in Halifax, though students are only required to take 12 on campus, with the remaining credits taken online through AST. On-campus courses are taken during the Summer Term, which runs for six weeks from mid-June to the end of July. All Summer Term courses are offered in a two-week intensive format, with students normally enrolling in 3 courses, for a total Summer Term duration of six weeks.

The following outline of courses is the standard program of study for Anglican and Episcopal students. (Individual dioceses may require studies in fields beyond those specified below.)

#### Foundations Courses (7 credits)

RM 1000            Research Methods and Practices  
 BF 1001Biblical Foundations HB/OT  
 BF 1002Biblical Foundations NT  
 PF 1001Pastoral Foundations  
 PF 1002Preaching Foundations  
 TF 1000Theological Foundations  
 WF 1000            Worship Foundations

#### Ministry Practicum (4 credits)

\*MAP 1000 (Ministry Action Plan)  
 \*MAP 2000  
 +SME 3000 (Supervised Ministry Education)  
 +SME 4000

United Church Formation (1 credit) \*\*

DF 3000 (Distributed throughout program. Register for this in final term of studies.)

United Church denominational courses (3 credits)

CH 2105 United Church History

ST 3102 United Church Doctrine

PT 2502 United Church Worship

(Polity and Ethics is now included in United Church Formation)

Graduate Project and Seminar (taken in the final year of studies) (2 credits)

GS 3000A

GS 3000B

Electives (13 credits) †

2 - Pastoral Theology courses (PT)

1 – Preaching elective/Advanced Preaching course (PT)

2 - Hebrew Bible/Old Testament courses (HB/OT)

2 - New Testament courses (NT)

1 - Ethics course (ET)

3 - Systematic Theology, Church History, or Ethics courses (ST/CH/ET)

2 - Unrestricted electives (any area)

\* MAP credits: These courses require a paid or unpaid ministry placement, under supervision, with a minimum of 8 hours/week of service from September to April for two years. They can be undertaken in one site for both years (preferred), or a different site in each year. Normally, you cannot do your placement in your home congregation.

United Church of Canada students should have had a successful Promise Interview with their Candidacy Board before they begin studies in the Summer Distance Program.

If a student plans to fulfill the MAP requirements in a paid pastoral appointment, they must also have had a suitability interview and a Readiness for Appointment (outside of SME) interview before they can search on the United Church of Canada Hub, for a suitable pastoral appointment.

It is important to allow sufficient time for these interviews to take place prior to beginning the program. Such appointments should not be full-time as students require time for their academic studies. The student, Coordinator of the Summer Distance Program, and the Candidacy Board should consult about appropriate placements.

+ SME credits: In addition to MAP 1000 and 2000 which are required for all students in the Summer Distance Program, SME 3000 and 4000 are required for United Church of Canada students seeking ordination. These two courses, which are required for ordination, integrate the learning happening in the student's Supervised Ministry Education (SME) and require at least a ½ time pastoral appointment in an SME approved Learning Site. The student must also have been declared ready for SME by their Candidacy Board. *(See Appendix A – Setting up your Practicum Placement)*

**NOTE: Students are encouraged to contact their denominational authorities and their faculty advisors to inquire about Formation requirements and denomination-specific courses necessary for their pastoral or ordination goals.**

### **Important Financial Information**

United Church of Canada students who are candidates for ordination or commissioning will receive a tuition bursary up to 30 credits from Pine Hill Divinity Hall. Students who have had a successful Promise interview qualify for a bursary of 6 credits.

For more information, please contact Brenda Munro, Executive Director of Pine Hill.

Email: [pinehill@astheology.ns.ca](mailto:pinehill@astheology.ns.ca)

Website: <http://www.astheology.ns.ca/home/about/pine-hill/pine-hill-funding.html>

In addition, all students can apply for financial aid through AST.

## **Summer Distance M.Div. Handbook**

Students in the field-based SD M.Div. engage in an action-reflection model of learning that incorporates ministry practice with intensive academic and integrative reflection. Questions arising from ministry practice can frame attention to academic learning, at the same time that academic learning can inform pastoral experience.

### **FIELD-BASED LEARNING**

This document will refer to “Field-Based Learning” to designate a program that includes:

- Supervised Ministry Practicum appointments in Learning Sites
- Academic courses
- Emphasis on integration of field-based and academic learning

All students in Field-Based Learning have been examined by the church and by AST in the areas of life experience and maturity, leadership gifts, ability to be self-directed learners, and preference for this adult learning process. The challenge of this learning process will come from combining leadership responsibilities of the pastoral charge with intensive academic and integrative learning. Support and accountability, encouragement and gentle challenge, from the learning network of Educational Supervisor and Lay Supervision Team, will be helpful to Students.

### **SUPERVISED MINISTRY REQUIREMENTS**

To sustain full correspondence between the Program and the on-campus M.Div., MAP 1000 and 2000 fulfill the Supervised Field Education (SFE) requirement. Students require a Learning Site, Educational Supervisor, and Lay Supervision Team. *(See Appendix A – Setting Up Your Practicum Placement)*

The remaining SME credits (3000 and 4000) are taken by United Church of Canada Candidates to fulfill denominational Supervised Ministry Education (SME) requirements.

Students in the program are enrolled full-time at AST (6 credits per year), complete courses, and participate in the university’s online Supervised Ministry Practicum. Students in the program may be volunteers in local congregations or faith-based non-government organizations (NGO) or they may serve as designated ministry personnel (Paid) within their denomination.

Students employed by their site have a dual relationship of both support and accountability in their field education sites. They work with an Educational Supervisor and a Lay Supervision Team on all matters relating to their learning. They relate to the governing structures of their congregation/organization on matters relating to their employment and working relationships.

Students in the program establish Learning Covenants, reviewing and renewing them each year. Learning Covenants include learning goals, which provide a framework for the year. *(See Appendix B – Creating a Learning Covenant and Learning Goals)*

Evaluations are an important part of the process. At the end of each academic year, evaluations by the student, educational supervisor and LST are required. Evaluation forms for MAP 1000 and 2000 are designed by AST and incorporated into the course work. These are shared with judicatories as appropriate. The evaluation forms for SME 3000 and 4000 are those required by the United Church of Canada for SME and should be shared with the United Church of Canada Formation Director at AST.

## THE LEARNING SITE

A Learning Site for MAP 1000 and 2000 is most often a congregation or pastoral charge. However suitable sites can also be a faith-based Non-Governmental Organization (NGO) or a chaplaincy/spiritual care position. The student is appointed as either a volunteer or in paid, accountable minister. For SME 3000 and 4000, the learning site must be approved by the student's Candidacy Board as a Supervised Ministry Education Site and must be a minimum of ½ time.

Learning Sites must be approved as a learning site by AST. An educational supervisor must also be approved by AST. Confirmation of the Learning Site and Educational Supervisor should be completed no later than Sept 30<sup>th</sup>. *(See Appendix A – Setting up your Supervised Ministry Practicum)*

**Though students may be appointed to a Learning Site on an annual basis, the normal term of service of a student in a Learning Site is two to five years.** In some situations, and localities, it is to a student's advantage to work in different Learning Sites during their time in the Program. This is especially important if the initial appointment is to team ministry. It is recommended that students serve as pastoral leaders for at least half of their time in a Learning Site. Some candidacy boards mandate a change of Learning Site after a particular amount of time in an initial appointment. In some rural communities and smaller congregations, continuity of leadership for up to five years is one of the great benefits the Program can offer a congregation or pastoral charge.

The potential for a student to continue to learn and grow in a Learning Site is paramount. Sometimes that leads to a change of sites. For United Church of Canada Candidates, it is important that the student and the Candidacy Board are clear by the end of MAP 2000 about the type of SME that is required and the possible sites where that learning can happen. A student must be in an approved SME site to enroll in SME 3000 and 4000.

Learning Sites should see themselves as partners in a student's learning process, encouraging, and supporting the student's full participation in academic courses, as well as providing time for educational leave and holidays. Students, Educational Supervisors, and Lay Supervision Teams (LST) will formulate an initial Learning Covenant. This covenant will be updated throughout the learning process, and at least once annually for the duration of the student's learning. *(See Appendix B – Creating a Learning Covenant and Learning Goals)*

There are shared expectations of Learning Sites and students. Learning Sites serve as partners in a student's learning process by encouraging and supporting the student's full participation in academic courses, as well as by providing time for educational leave and holidays. Likewise, students are appointed to a Learning Site with responsibilities as laid out in a Ministry Position Description, offering worship leadership, spiritual support, and pastoral care for the congregational Learning Site.

Patience and flexibility are useful as Learning Site and student establish their relationship and clarify expectations. For students, an important part of this process is the creation of a Learning Covenant. Learning Covenants articulate learning goals for each year, providing a framework and reference point for their ministry that can be reviewed and renewed during, and at the completion of, each year. *(See Appendix C – Creating a Learning Covenant and Learning Goals)*

**NOTE: All students in the SD M.Div. must send a copy of an up-to-date Police Records Check (which includes a vulnerable Persons Check/Level II) to AST prior to the commencement of a practicum placement.**



## EDUCATIONAL SUPERVISOR

Supervision is required in ALL years in which a student is in pastoral ministry as part of the SD M.Div.

For MAP 1000/2000, an Educational Supervisor must be approved by the Coordinator of the Summer Distance Program.

In SME 3000 and 4000, a United Church Educational Supervisor is required and appointed by the Office of Vocation.

In the final year of studies, United Church of Canada students who have successfully completed their SME requirements and are therefore no longer required to complete evaluations for the Candidacy Board, but are still under appointment in a pastoral charge, will be asked to find a supervisor/mentor who can offer support and feedback on the work of their Grad Project as it unfolds in the fall and winter and support the upcoming transition from student to graduate.

Educational Supervisors will often be an off-site supervisor at a distance from the Learning Site. An Educational Supervisor may function, at various times, as mentor, friend, colleague, model, coach, consultant, and co-learner, but the primary task is one of education. Being a supervisor requires, among other things:

- Self-awareness and awareness of one's learning style
- Commitment to mutuality in ministry
- Willingness to participate fully in an action-reflection learning process
- Ability to work with the student's identified goals
- Desire to cultivate the art of theological reflection

This adventure in intentional learning is rooted in relationship. Therefore, the Educational Supervisor will need to focus not only on the various tasks of ministry, but also on relationship with the student. Such a goal is not easily achieved. There is always the pressure of urgent tasks to be done. Indeed, the Learning Site has legitimate expectations in this regard.

Yet, if the experience of vocational formation is to be truly *educational*, it must provide breathing space for these relational and reflective dimensions as well. Using situations brought by the student, a supervisor draws on all the intuitive, emotional, analytical, and theological understanding that he or she has developed over the years and encourages a student to do the same. When each person sees the other as a resource, then learning can be truly enriching and fulfilling.

An Educational Supervisor is expected to:

- Meet with the student to clarify what she or he hopes to learn during the year in ministry (focusing on the period of September to April).
- Meet with the student for the equivalent one (1) hour each week to discuss, analyze, theologially reflect, and engage in shared reflection on ministry experiences that emerge in the students Learning Site. Meetings can take place every other week for two (2) hours or other equivalent as mutually arranged. Meetings may be conducted by telephone or digital technology, but students and supervisors should plan for as many face-to-face meetings as possible.
- Work with the student to establish a mutually agreeable time and place for reflection sessions and work out with the student how data for reflection will be provided (e.g. narrative reporting, verbatim, journal writing, recordings).
- Be available to meet with the Lay Supervision Team upon invitation. The Educational Supervisor is

- not a regular member of the group.
- Explore with the student ways of analyzing and reflecting theologically on concrete experiences in ministry.
- Develop a mutually agreeable process for feedback and evaluation.
- Provide written evaluations as required by AST or the denomination.

### **LAY SUPERVISION TEAM**

A Lay Supervision Team (LST) is composed of 3-6 people from the Learning Site who agree to meet monthly, from September through April, for approximately ninety minutes to two hours. The purpose of the LST is to meet for conversation and mutual reflection. The student is a catalyst in forming this group, yet the focus is not primarily the student. It is an opportunity for the student to listen to the faith, views, contexts, values, and wisdom of a smaller group within a larger community, a microcosm of the congregation.

The role of the LST is to accompany the student through the process of formation for the practice of ministry. This accompaniment will include commitment to regular meetings for exploration, discussion, and implementation of assigned work within the student's online seminar at AST that accompanies each year of the program, as well as theological reflection and evaluation of all learning experiences. A successful group will have a sense of mutuality in sharing and discussion and a sense that everyone is learning.

### **Who is a Member of a LST?**

**In a new Learning Site:** When a congregation, parish, pastoral charge, or NGO agrees to become a learning site, it provides the names of at least three persons willing to be members of an LST. In some cases, because conversations may begin early in the process, a student will be aware of these persons and their willingness to serve. In other locations, an LST may be in place before any conversations with students. In some places those who offered their names for the purpose of the application will wait to be approached again to confirm their LST membership. In every situation there should be openness to change the initial membership, and to allow a student to invite others to join the LST.

**In an established Learning Site:** A new appointment to an established site calls for the appointment of a new or intentionally renewed LST.

Some members of the group may be chosen because of their knowledge of or connection to the student. A family member or partner of a student is not an appropriate member of the group. Ideally, the group will be balanced with such qualities as age, gender, skill, cultural or ethnic background, and experience in the faith community. An Educational Supervisor may function as a consultant where necessary but is not to be involved in an ongoing basis.

Members are expected to make a commitment to serving on the LST for one year with the possibility of continuing as participants in subsequent years. Opportunities for members of the congregation, parish, pastoral charge, or NGO to alternate participation in this group may offer lively learning for the pastoral charge. Whatever the nature of a particular group, a LST functions as an important part of the learning process.

Normally, the student will take the initiative to invite people to be part of the LST in consultation with the Educational Supervisor and key congregational leaders.

These members may include those initially assigned to the LST by the Learning Site. One person from the group may be designated as Chair to work alongside the student in preparing for regular meetings. For ease of communication between the Learning Site and AST, designate one member of the group as a contact person for sharing evaluations and further program information.

When the membership has been established, it may be helpful to have a covenanting liturgy during a worship service or in some other way recognize and celebrate the ministry of this group and the student. This celebration could include the Educational Supervisor, if possible. In this way, members of the Learning Site are made aware of the important role of the LST in the learning process.

### **Lay Supervision Team Role and Responsibilities**

A Lay Supervision Team:

- Supports vocational formation of someone preparing for the practice of ministry.
- Offers personal perceptions of the ministry setting (sharing stories / histories).
- Reflects on and struggles with important issues in the practice of ministry and function as partners in the teaching-learning process.
- Develops a fuller understanding of the nature of Christian vocation for all God's people through conversation about their lives of faith.
- Offers feedback to the student and AST on the traditions in their setting. *(See Appendix D on Giving and Receiving Feedback)*
- Understands and acknowledges differences of viewpoint and conviction and is willing to work through situations of disagreement or conflict.
- Provides written evaluations as required by AST or the denomination *(See Appendix D: Beginning the Learning Process for suggestions on group process.)*

### **EVALUATION AND REPORTING**

During all 4 practicum years, evaluations shall be completed. In MAP 1000 and 2000, the evaluation is provided by the course instructor and submitted back to the course instructor and kept in the students file where it will be shared with the appropriate judicatory.

In SME 3000 and 4000, the evaluation process for Supervised Ministry Education is the responsibility of the United Church of Canada and students are expected to be familiar with the expectations of their Candidacy Board as they complete the process. Those completed evaluations are to be shared with the United Church Formation Director and the Coordinator of the Summer Distance Program at Atlantic School of Theology.

### **SITE VISITS**

The Coordinator or another representative of AST will normally visit students in MAP 1000 and those who have moved from one Learning Site to another. The Coordinator or representative will meet with students, their Educational Supervisor, and, if possible, their LSTs. These visits provide an opportunity for all the partners in a student's learning to meet together. The representative will offer guidance in the application of the SD M.Div. processes and gather first-hand impressions of the learning site. Site visits may be conducted in person or through digital technology.

## EXPECTATIONS OF SUPERVISED MINISTRY EDUCATION

Expectations of the student as ministry personnel will follow guidelines of the appointing denominational judicatories in consultation with the leadership of the Learning Site and the Program Coordinator. Expectations should be outlined in the Position Description for the pastoral charge. AST discourages students from taking full time appointments to have appropriate time for academic work. Balancing work, study, family, and personal time will be a challenge.

Work in ministry can seem endless. There is always more tweaking of a sermon, always more people to visit, always another meeting to attend. Responsibilities need to be determined reasonably and be congruent with the hours of work for which the student is being paid. Students must take the time to study as well as develop spiritually and vocationally. Being run ragged and over-extending time and energy will not be fruitful in a demanding yet satisfying program.

Balancing work and study carefully will benefit a holistic approach to life that encompasses time with family and time for spiritual disciplines such as prayer. God's call encompasses our whole lives and includes our emotional, intellectual, and spiritual development, time with family and friends, as well as our leadership responsibilities. Balancing time also includes planning time away from the Learning Site for holidays, and for the annual Summer Term on the AST campus in Halifax. Field-based learning is demanding and encompasses academic courses (online and on-campus) and ministry responsibilities during the year.

Taking time away from Learning Site responsibilities requires long-range planning and preparation, ensuring that pastoral care and leadership is in place to fulfill ongoing needs of the Learning Site. Opportunity to collaborate with colleagues throughout the year will assist in finding resources and insights in how to do this planning.

**Students are required to attend the six-week Summer Term on the AST campus. The student and the Learning Site must negotiate the use of any Continuing Education and vacation time. For Candidates in the United Church of Canada, three weeks of Continuing Education and one month of vacation are the MINIMUM required terms of the Candidate's appointment as Student Supply. Learning Sites are encouraged to offer six weeks of Continuing Education leave so that the student can fulfill on-campus class responsibilities and still have a full period of vacation. Creativity and genuine compromise are required to provide all the time a student needs for both study and vacation.**

Additional time away from the Learning Site may be required for the student to attend denominational-sponsored events such as annual orientation gatherings for those fulfilling their field-based learning requirements (SME, for example) Attendance at these events may be helpful, especially to students serving in remote areas, and is especially recommended by AST in the first year of the Program.

In order to participate fully in the Program and all courses, a student requires an up-to-date computer and access to a high-speed internet connection at the Learning Site. As students often perform secretarial duties on the Learning Site, a computer is essential to the student's ministry.

### **TERMINATION AND LEAVES OF ABSENCE**

At any point, a student may withdraw or be withdrawn from the program. Resuming studies will require another application process.

A one-year leave of absence upon written request is permissible under extraordinary circumstances. However, leaves of absence can delay completion of the program for up to four years, in order to complete the cycle of course work.

If a student's appointment at a Learning Site is terminated through no fault of the student, the appropriate courts and committees of their denomination, in consultation with AST, will identify a second site or an alternative method for field-based learning and the accumulation of the required ministry experience.

### **WITHDRAWAL FROM PROGRAM AND APPOINTMENT STATUS**

If a student is withdrawn, suspended, or terminated from the academic program, AST will notify the student's denominational judicatories. Students who withdraw from the academic program while under appointment may be eligible to continue in their appointment at the discretion of the appointing bodies.

### **TRANSFER BETWEEN SUMMER DISTANCE AND ON-CAMPUS M.DIV. PROGRAMS**

Summer Distance Program students who wish to transfer to the on-campus M.Div. program, or on-campus students who wish to transfer to the Summer Distance M.Div. Program are directed to contact the Academic Dean before the end of the current academic year.

### **LEARNING COVENANT AND PORTFOLIO**

Beginning in MAP 1000, each student will develop a Learning Portfolio. Students should review their portfolio on a yearly basis with the appropriate judicatory overseeing their educational process. The Learning Portfolio will include:

- The Learning Covenant established for each year of Practicum, including Learning Goals for that year. A student's first-year goals may include some that the student suggests based on their own perceived needs or those recommended by denominational bodies, referees, and other mentors.

The Learning Covenant should be reviewed each year and amended as necessary (e.g. with names of new members of the LST; changes in the intended pattern for Educational Supervision; etc.).

As a living document, the Learning Covenant will be updated when feedback and evaluation are offered through self and peer assessment, as well as input from LST, Educational Supervisor, church courts, the Coordinator of the Summer Distance Program, and instructors. All this information will shape future directions for learning.

- Copies of all evaluation forms.
- Copies of academic transcripts provided by the Registrar each year.
- Other documents as required by the student's Formation Director/Judicatory.

## **THEOLOGICAL REFLECTION**

Theological reflection is at the heart of the practice of ministry. In addition to academic courses, books read, and wisdom shared, the experience of ministry offers continual surprises. The question of where God's Spirit is leading the people of God is essential to growth in ministry. This question becomes more complex through analysis of experiences through the lens of theology, pastoral ministry, biblical witness, church history, faith, contextual frameworks, denominational polity, and so on. Theological reflection will be a constant aspect of all learning.

During supervision, theological reflection offers an opportunity to examine both the theological foundations of practice and the theological questions arising from practice. Meetings with the Lay Supervision Team will include theological reflection as a process of discernment of the meaning and purpose of ministry.

One of the Educational Supervisor's tasks is to engage with the student in shared theological reflection. The Educational Supervisor must also feel free to challenge the student to go deep, to pursue serious questions, and to question any easy answers the student may quickly grasp.

Theological reflection within a group often begins with personal storytelling. Responses to questions such as, "Where is God in this?" or, "What is the Spirit saying to us?" are often expressive of deep feelings. Genuine theological reflection values affect and experience as first steps on a deeper journey of questioning and exploration. Students will often be initiators and leaders of theological reflection or will provide a model for lay leaders. Every member of the group must feel free to speak, and to ask of anyone else, "Tell me more. I don't understand." A leader must not be afraid to ask of any and all, "Now that we have discerned this, what do we do?"

It may be helpful to have in mind what is sometimes called "Wesley's Quadrilateral." The *experience* that often first shapes our reflection is but one tool of discernment. As Christians we also look to *scripture*, *tradition*, and *reason* as we discern meaning and trace the Spirit's movement. (See Appendix C: A Model for Theological Reflection on Experience for a suggested model.)

**Appendix A****Setting up your Placement for MAP 1000 and 2000**

As practicum courses, Ministry Action Plan (MAP) 1000 and 2000 meet the field education requirements for the M.Div. degree. The student must have a paid or unpaid ministry placement, under supervision, with a minimum of 8 hours/week from September to April for two years. In order to take MAP 1000 and 2000, students must have a supervised ministry placement.

A placement can be undertaken in one site for both years (preferred) or a different site in each year. You cannot do your placement in your home congregation. The student will develop learning goals and all parties (student, supervisor and lay resource team) will complete evaluations at the end of the winter term. The educational supervisor will be appointed by AST in consultation with the appropriate Judicatory and with the student.

If the ministry placement is a congregational/ pastoral charge appointment, the Candidacy Board determines the student's readiness for ministry leadership and the Region must approve the appointment. Annual evaluations will be shared with the appropriate judicatory.

In MAP 1000 and 2000, agreements are arranged between AST and the site to facilitate student learning. It is important to begin this process well in advance of the start date for the course, following these steps:

1. Read the Summer Distance Handbook and schedule a conversation with the program coordinator to discuss the process and the options available.
2. Research potential placement sites - either unpaid or as a pastoral appointment - and a possible education supervisor. United Church of Canada students who wish to have a pastoral charge appointment must have successfully completed a Readiness for appointment outside of SME Interview with their Candidacy Board before they can look at possible ministry sites.
3. Email your suggested placement to the Summer Distance Coordinator who will contact the site and speak to the potential supervisor about what the placement entails and the role of the Supervisor.
4. Once the site and supervisor have been approved the student is responsible to complete the Practicum Agreement Form and submit it to the Coordinator of the Summer Distance Program, Andy O'Neill (Andrew.ONeill@astheology.ns.ca). The student must also have a Police Records Check on file at AST.

**Atlantic School of Theology Practicum Site Agreement  
MAP 1000/2000**

This site agreement must be completed and signed by both the student and the Site Supervisor and submitted to AST before your placement can begin. Please email the completed form to the Summer Distance Program Coordinator, Andy O'Neill at [Andrew.ONeill@astheology.ns.ca](mailto:Andrew.ONeill@astheology.ns.ca). For the Fall Term of 2024 only, please send completed forms to the Academic Dean, Susan MacAlpine-Gillis, at [Susan.MacAlpine-Gillis@astheology.ns.ca](mailto:Susan.MacAlpine-Gillis@astheology.ns.ca).

**Student Name:**

**Course:** MAP 1000      or      MAP 2000

**Office of Vocation Minister:**

**Region:**

**Placement Name:**

**Placement Address:**

**Placement Details**

Is this a Paid Student Appointment or a Volunteer Position?

How many hours? (Minimum 8hrs/wk)

Are you in a team ministry or solo position?

**Educational Supervisor**

**Name:**

**Email:**

**Phone:**



### General Agreements

We hold the following understanding for our work together in MAP 1000/2000:

- If the placement is as a volunteer, the student commits a minimum of 8 hours a week to the placement for 13 weeks each term, to be planned in consultation with the supervisor.
- Normally the student and the educational supervisor will meet weekly for an hour, or biweekly for two hours. This time is dedicated primarily to theological reflection on current pastoral experiences arising from the student's experience and connected to the student's learning goals.
- The student will meet two to three times each term with the LST.
- The student and the supervisor agree to prepare evaluations for submission to AST as outlined in the syllabus for the course using the evaluation form provided by the instructor.
- Should conflict or difficulty arise that threatens the learning potential of the student at the learning site site, all parties agree to first work together to resolve or clarify the situation. If a situation cannot be resolved on site, then either the student or the educational supervisor or both together will approach the MAP Instructor and the Coordinator of the Summer Distance Program for consultation and assistance.
- A Learning Covenant with agreed upon learning goals will be submitted to the instructor of MAP 1000/2000 in accordance with the scheduled outlined in the course.

#### Signatories

Student:

Date:

Educational Supervisor:

Date:

## Appendix B

### Guideline for Developing a Learning Covenant and Learning Goals

The Learning Covenant clarifies for AST, the student, the Educational Supervisor and the Lay Supervision Team (LST) the specific commitments and responsibilities undertaken during a field education placement. This statement, to be signed by all parties, is a way of holding each other accountable during the time spent working together in relation to the ministry site. Although many other aspects of learning will occur for all involved, the goals and undertakings named in the learning covenant are those around which evaluation will be focused in order to meet the curricular goals of MAP 1000/2000 as part of the students' M.Div. program.

Because each student has unique areas of experience and inexperience, learning goals tailor the curriculum emphases to the particular student and site. Clarifying specific learning goals helps the student to develop pastoral skills, pastoral identity, and confidence in the ministry the student plans to pursue. Goals, drafted by the student, are discussed with the Educational Supervisor and the LST in the fall and should be reviewed in January to clarify if a new goal has emerged, given the experience of the Fall Term.

The following guidelines and examples can help the student prepare learning goals and can help the Educational Supervisor and LST to clarify those goals and articulate ways of working towards them.

Learning Goals are most helpful when they:

- Are concrete and specific
- Include the opportunity for observation by both self and others
- Are intentional, time limited and invite specific feedback and evaluation
- Address both pastoral identity and skill development
- Are realistic in a given context and time frame.

The action plans for learning goals

- Name concrete and specific occasions, functions, and programs through which named objectives may be tried, experienced over time, or practiced
- Are developed in consultation with others at the ministry site, taking into consideration the planning and permission that may involve other people or groups
- Propose the nature of supervision, consultation and evaluation which will help the student to measure progress on the goal
- Include the kind of tool/s to be used for reporting or reflecting on events

Evaluation of learning goals should

- Be able to be experienced, worked at, and reflected on in a particular context by both self and others
- Take place at agreed times and in previously agreed ways
- Be undertaken in a spirit of trust, openness and mutual respect, knowing that learning is a lifelong process and perfection is not a measure for ministry.

### Sample Learning Goal

**Learning Goal:** to offer pastoral care to people I don't know very well, facing situations outside my experience and overcome my shyness to pray out loud

**Action Plan:** I will

- Be assigned specific individuals with whom to connect and visit
- Practice active listening skills and asking open ended questions
- Talk with my LST about their experiences of pastoral prayer and how they pray themselves and with others
- Talk with my supervisor about when and why I feel shy and do theological reflection about what I believe about God' healing
- Write up verbatim reports on my visits to discuss with my supervisor
- Talk with my formation director about expectations around prayer and pastoral care in my church

**Evaluation:** I will

- Request feedback from my supervisor and LST about the prayers I lead
- Request feedback from those whom I visit
- Get feedback on a case study from one of my visits presented in class
- Get feedback from classmates on my prayer leadership in chapel

**Resources:** books on pastoral care; my Formation Director, Educational Supervisor, LST, classmates and pastoral faculty at AST



**Appendix C****A Model for Theological Reflection***Adapted from the work of The Rev. Dr. Abigail Johnson***Introduction**

Briefly describe the ministry in which you are engaged.

**Name the Experience**

Think of several experiences/events/situations in your current situation in which you have played a significant role. Select ONE, preferably one with which you were challenged or about which you have some questions or concerns.

**Reflect on the Experience**

- |  |  |
|--|--|
| <input type="checkbox"/> What happened?    | <input type="checkbox"/> What were my reactions? |
| <input type="checkbox"/> Who was involved? | <input type="checkbox"/> How did others respond? |
| <input type="checkbox"/> What was my role? | <input type="checkbox"/> Where did it leave me?  |

**Analyze the Experience**

- What factors were at work in the situation? (attitudes, emotions, assumptions, social and cultural issues, power dynamics, etc.)
- What was at stake for me? (how does it connect with my own history, family and/or life experience, convictions, values, etc.)
- How was I enriched or challenged by it?
- What did I discover about myself?
- What do I want to remember or forget about it?
- What questions or concerns remain with me?

**Make some Theological Connections**

- What images/symbols/concepts of God does it evoke?
- Who/where is God in this situation, for you and for others? Where does God appear absent?
- What biblical, historical, literary or other stories does it call to mind?
- What Christian doctrine or practice is relevant?
- What learning from our faith tradition is applicable?
- How does it relate to other faiths/cultures/traditions?

**Reflect on your Learning**

- How has my understanding of Christian discipleship been enriched or challenged?
- What have I learned or discovered about the practice of ministry?
- How does all this relate to my learning goals?

**Pray**

As you conclude your reflection on this situation, take time to pray, giving thanks for the learning arising from this situation, letting go of hurts and concerns, greeting new opportunities for pastoral depth and sensitivity.

**Conclusion and Discussion**

Using this experience and your reflections on it, suggest some open-ended themes or questions that might open up a broader discussion of the theology and practice of ministry for discussion in a group or with a mentor.

**Resources for Theological Reflection**

Johnson, Abigail. *Reflecting with God: Connecting Faith and Daily Life in Small Groups* (Herndon, VA: Alban, 2004)

Killen, Patricia O'Connell and John de Beer. *The Art of Theological Reflection* (New York: Crossroad, 1994)

## Appendix D

### Giving and Receiving Feedback

From *Reflecting with God*, by Abigail Johnson

Giving and receiving feedback can be one of the most challenging areas of community learning. Offering feedback can feel invasive, treading on tender areas of self-esteem. People often say, “Who am I to offer my thoughts to another person?” In particular, people in ministry settings feel reluctant to offer feedback to ministry Candidates because they feel less able to speak about theology, faith or God. However, each person has unique insights, life experience and observations that offer valuable input in the learning journey.

Receiving feedback can be just as challenging. Hearing feedback from others might challenge assumptions or create concerns about whether we are loved, appreciated or valued. Some feedback is not useful or the timing is not right, so it can catch us off balance creating confusion. On the other hand, feedback is a valuable learning tool giving us insight about our actions, our context, and our selves. The process of feedback is to learn how to hear, receive and act on what we are being offered in order to gain self-awareness and deeper insights about ministry.

The following are a few suggestions to assist the purpose and process of giving and receiving feedback.

#### Timely

Choosing the right time to offer feedback is helpful. Beginning an in-depth analysis of the sermon while you are shaking hands with the minister at the door after worship, is too close the event for effective conversation and feedback. Having a conversation at a pre-arranged time when the immediacy of an event has passed is a good time to look back and reflect on what took place.

#### Useful

Following a teacher evaluation, I received the feedback, “If only you were a little taller, you would offer a better presence to the class.” Since I could not do anything about my 5 feet of height, I did not find this to be useful feedback. Finding ways to offer constructive suggestions for improvement gives useful ways for someone to improve.

#### Descriptive

Offering feedback may take a little effort to think about what you did and did not like and why you responded in the way you did. For instance, saying, “I just didn’t like it,” does not give any clear indications of where another person might improve or increase awareness of actions. More description is helpful, such as “When you stood in the pulpit at the beginning of worship, your voice was so soft and you looked down at your notes. I did not feel welcomed into worship.”

#### Positive and Growing Edges

In giving feedback, it is often helpful to name gifts and positive areas as well as identifying areas for improvement. However, do not to fall into the formula of saying, “You were great . . . but”. Often people will not hear the positive comments and will await the “real” feedback or learning edge comments.

**Intentional**

In looking for feedback it may be helpful to arrange or organize ways to solicit feedback. For instance, handing out feedback forms prior to a service is a proactive way to encourage response from the congregation about preaching. Asking for feedback can be difficult because it is a vulnerable moment. Yet seeking feedback helps us to focus on areas where we want to improve in relation to others. Often feedback is given in a general way such as, "I really enjoyed your sermon." While it is wonderful to have such affirmation, you may want to hear more specific comments about a particular area. Learn to ask specific questions such as, "I was attempting to make a connection between the biblical story and our daily lives? How did I do?" Or, in asking for specific feedback it might be helpful to ask people your question ahead of time so they can be sensitive to and aware of the area you are trying to improve. Be careful not to ask questions that only require a "yes" or "no" answer, such as "Did you enjoy my sermon?" Perhaps you can rephrase the question to ask, "What did you enjoy about my sermon?"

**Negotiate**

It may be useful to discuss, as a group, how we wish to receive and offer feedback. Feedback may be easier to hear when it has been requested rather than hearing unsolicited advice. When someone has clearly stated, "I want to hear your thoughts about my presence in the hospital as I visit," it is easier to jump in with thoughts.

**No Surprises**

Offering thoughts, insights and feedback as time and opportunity present itself is very important in the learning relationship. Saving up feedback until the end of a learning experience does not give time for trying different styles, skill, or methods. Offering feedback along the way is preferred, with a final evaluation being a summing up of the whole experience.

**There must be no surprises in a final evaluation.**

Johnson, Abigail. *Reflecting with God: Connecting Faith and Daily Life in Small Groups* (Herndon, VA: Alban, 2004)



**Appendix E****Beginning the Learning Process:  
Suggestions for LSTs**

From *Reflecting with God*, by Abigail Johnson

In this small group process, begin by creating a Group Covenant. Share stories of groups that have been effective and groups that have been less effective. What values and common understanding is important as you form a group that is respectful, mutual, and confidential? Other aspects of the group covenant may be as follows:

- clarify the purpose of the group
- agree to respect personal confidentiality
- be supportive of each other in ministry and learning
- be willing to offer constructive feedback (see Appendix C)
- be faithful in attendance at the meetings

**Suggestions for a First Meeting**

- Allow time for introductions, saying "hello" and "storytelling"
- Share a significant early-life experience of church either negative or positive
- Invite each participant to explain why they agreed to become a member of the group
- Clarify the purpose and the process of a LST using this Handbook
- Invite members to bring and share with the group an object or symbol that is personally meaningful and explain why

**Suggestions for Subsequent Meetings**

- Spiritual enrichment through readings, prayer, bible study, an opening or closing or centering ritual, and times of silence
- Discussion of experiences and issues in ministry brought by the student or other members
- Reflections on each person's understanding of ministry
- Use of a story or an event to focus discussion about a particular ministry issue including issues arising from the student's weekly reflection reports or classroom presentations
- Use of a book, article, current event, or issue in the news
- Theological reflection - individual or group sharing using the appended model (Appendix B) or other available models
- Sharing and exploration of ministry issues and themes relevant to the student's learning goals
- Exploration of important and relevant themes in ministry, such as the meaning of faith, styles of leadership, the power of prayer, boundaries in relationships, dealing with grief and loss, anger at God, challenges of justice-making, etc.
- Use of resource materials - books, articles, videos on ministry issues
- Closure - celebration is an important part of community life. So is saying goodbye! Be intentional about it.

**Suggested Meeting Format**

- Opening prayer, reading, or hymn
- Check-in (How are people doing since the last meeting?)
- Presentation of a theme or issue for discussion (*which may be assigned in the Student's SMP course*)
- Time for discussion

- Wrap-up (How did you feel about this meeting? What was helpful or not helpful? What would we do differently next time?)
- Closing prayer, reading, or hymn

### **Group Facilitation**

To encourage a sense of shared responsibility for the group, the LST is encouraged to rotate leading or facilitating a session although there could be one continual chairperson to oversee the entire year's process. Using the above meeting outline, the role of the facilitator is to monitor discussion. Discussion should be a blending of voices with time to hear from everyone. Invite quieter people to speak and gently suggest that more eager speakers become aware of those who are quieter. Some ways to do this:

- Have speaking go around the circle so everyone has a turn. If someone has nothing to say, they can say "pass."
- Have a few minutes discussion in pairs, with pairs bringing thoughts and ideas back to the group. This allows quieter people to offer their thoughts.
- Have a time of silence for a minute or so for people to reflect and gather their thoughts. This allows introverts a few moments to collect their thoughts.

Remember **that this is a learning experience for everyone** where mutuality means being able to hear from everyone. Also, the student needs to learn to listen to the faith, values, and concerns of others to learn how to walk with people as a spiritual leader.

Johnson, Abigail. *Reflecting with God: Connecting Faith and Daily Life in Small Groups* (Herndon, VA: Alban, 2004)

**Appendix F**

**Roles of Ministry and Personnel Committee  
and Lay Supervision Team**

Adapted from Peter Kingsbury, Conference Personnel Minister, London Conference  
September 2009

	<b>M &amp; P Committee</b>	<b>LST</b>
<b>Purpose</b>	Facilitates healthy pastoral relationship to maximize ministry.	Helps the student learn from the ministry experience.
<b>All about . . .</b>	. . . job performance	Learning, Education, Vocational Formation
<b>Accountable to</b>	Church Board/ Congregation	UCC through the Office of Vocation
<b>Prime Functions</b>	Recommends actions -maximizes ministry “Does the doing”	Provides reflection and feedback maximizes learning “Facilitates learning”  ... helps student reflect on and learn from it, serves as a catalyst for growth.
<b>Receives input from congregation and . . .</b>	. . . recommends action, addresses problems.	Part of educational structure helping student reflect on and learn from how ministry happens in this context.
<b>Role</b>	Part of governance structure making ministry happen in this context.	

**Appendix G**

**Supervised Ministry Experience (SME) 3000/4000 Information  
2024/25**

Please email the completed form to the Coordinator of the Summer Distance Program,  
Andy O'Neill (Andrew.ONeill@astheology.ns.ca)

**Student Name:**

**Candidacy Board:**

**Regional Council:**

**SME Site:**

**SME Site Address:**

**Placement Details:**

How many hours/wk? (SME sites must be ½ time\*)

Are you in a team ministry or solo position?

**Educational Supervisor**

**Name:**

**Phone:**

**Email:**

\*AST does not encourage students to take full time appointments in order to allow sufficient time for academic study.