Ministry and Self Awareness Assessments (from SF503; 6-8pp)
Personality Assessment - 16 PF  Learning Type Measure
Emotional Quotient Inventory – EQI  Spiritual Maturity Index
Emotionally Healthy Spirituality (Peter Scazzero)  Spiritual Gifts Inventory
Spiritual Temperament (Myra Perrine)

Student must submit a concise 6-8-page reflection paper on the results of the above assessments to increase his/her self-awareness of his/her gifts, abilities, strengths and weaknesses thus, enabling student to improve his/her inner and outward life. In addition, student evaluates his/her spiritual maturity that generates a greater dedication to God.

Personal Autobiography (from SF505; 10pp)
Student must submit a 10-page autobiography discussing personal, spiritual and ministry experiences and relationships outlining his/her vision, calling, gifts, ministries and integrating his/her philosophy of ministry, including core values and foundational theological issues.

Field Education Roundtables: 2 case studies (4pp each)
Student must attend the initial Intern / Mentor Meeting, and 1 Roundtable per semester for the duration of his/her Field Education.
For 1st Roundtable: student reads a provided case study, analyzes it for principles of growth, learns the dynamics of a case study, and writes a case study about a prior ministry experience.
For 2nd Roundtable: student writes a case study about a ministry issue / relationship from their current Field Education experiences.
Participants at Roundtable read the case study and help solve the problem contained therein.

Field Assignment - 360 hours with Weekly Log (15pp)
Student must complete a minimum of 360 hours (120 hours per credit) of Field Ed Assignment that involves ministry, supervisory sessions with a mentor, reflection and accountability. Student engages in developing his/her identity, call, passion, spiritual gifts and maturity.

Student keeps a written weekly log that reports the hours and how they are specifically fulfilling ministry responsibilities. At the end of the Field Ed assignment, the student writes a 2-page reflection of the log. After the Field Ed Mentor signs the log, the student gives the log to the Field Ed Coordinator along with the written Exit Interview form and the Professional Dispositions Assessment.

Field Education Midway and Final Reports (14pp)
Midway Reports (6pp total: Intern’s & Mentor’s Reports) – By completing the Intern’s Midway Report, Parts A & B, the student assesses his/her overall satisfaction relating to his/her learning goals (personal, knowledge, competency in skills, spiritual) in the Field Ed Contract. S/He explores his/her call to ministry by evaluating his/her Field Education experience thus far. The Midway Report must be completed and discussed in a supervisory session with the Field Ed Mentor. Student encourages Field Ed Mentor to complete the Mentor’s Midway Report, Parts A & B.

Final Reports (6-8pp total: Intern’s & Mentor’s Reports) – By completing the Intern’s Final Report, Parts A & B, the student evaluates his/her Field Education experience from the midway point to the completion of the Field Ed assignment. With the Mentor, student discusses major accomplishments relating to the “Internship Learning Goals” section of his/her Field Ed Contract. S/He discusses significant contributions in ministry, theology of ministry, self-identity, personal & professional growth, including the Professional Dispositions Assessment. Student encourages Field Ed Mentor to complete the Mentor’s Final Report, Parts A & B, and the Professional Dispositions Assessment.
Field Education Exit Interview with Assessment of Ministry Portfolio
MPS & M.Div. students must complete the Exit Interview Form and meet with the Field Ed Coordinator to conclude his/her Field Ed experience. Discussion centers on the student’s personal & spiritual journey (growth/maturity) and overall accomplishments.

The Coordinator and student assess the student’s Ministry Portfolio.

Capstone Assignment for M.Div. Students (15pp)
Students in the M.Div. degree program must submit a 15-page paper reviewed by peer mentors that integrates components of self-identity in light of ministry. The student will add to their Field Education Ministry Portfolio other assignments from the Capstone course, specifically their revised Spiritual Growth Covenant and their Ministerial Identity Notebook which includes items such as the student’s calling, vocational values, and statement of Faith. The student revisits their autobiography (SF505) and personal assessment results (SF503) as they engage in this integrative project.