

# Field Based Mentored Ministry Program Guide

MM649 & MM650

## **Introduction to the Program**

Welcome to Mentored Ministry Gordon Conwell Theological Seminary- Boston. The purpose of this handbook is to provide an overview of the Mentored Ministry courses at our campus.

The approach to Mentored Ministry at CUME grows out of our desire to provide the best training opportunities possible for our unique body of students. CUME seeks to intentionally provide programs and services in theological education for those who demonstrate a commitment to the church, including the following: urban ministry leaders, bi-vocational leaders, and aspiring ministry leaders. The curriculum developed reflects ATS values and standards regarding cultural context, personal formation, leadership for ministry and measurable outcomes, as well as the vision and the mission of Gordon Conwell-Boston. Gordon-Conwell Theological Seminary's mission is to prepare men and women for ministry at home and abroad. Accordingly, Gordon Conwell –Boston wants to ensure professional competency particularly for urban ministry leadership as well as personal, spiritual and theological preparation for ministry. In order to ensure this, faculty must meet the demand for better prepared seminary graduates as suggested in the research by the Association of Theological Schools. We have redesigned our courses to meet the demands of the increasingly diverse vocational callings of our students.

### **Core Values**

By working in groups in the classroom and field, analyzing real cases from the community and having mentors accompanying students throughout the learning experience we believe these courses will result in growth in these four critical areas of ministry leadership development:

**CHARACTER**     *CUME values theological reflection as central to spiritual and leadership formation*

**PREPAREDNESS**     *CUME values a sense of readiness for the application of essential leadership competencies in the ministry context*

**INTEGRATION**     *CUME values the interdisciplinary character and contextualization of Christian leadership in a ministry setting*

**TRANSFORMATION**     *CUME values experiential learning that fosters skill-building and meaningful change in ministry practices and personal capacity.*

## **Characteristics of the Program**

Reflective of our commitment to contextualized education, the learning experiences of the mentored ministry component of our curriculum will put students in the field as a group to tackle problems presented community leaders. The courses will reflect the best aspects of standard mentored ministry programs along with our unique elements of project based learning and team building, such as:

- “On the job” experience and ongoing feedback
- Self-reflection and spiritual formation
- Relationship with a mentor

Essential areas of praxis include:

- Church Mobilization
- Family and Youth Empowerment
- Community Development
- Ministry Planning
- Collaborative Leadership
- Theological Reflection

## **Student Learning Outcomes**

- Lead a developmental process in a community context
- Conduct contextual and/ or systems analysis
- Understand the root causes of a ministry problem
- Build consensus in decision making
- Preclude or resolve conflict in ministry settings
- Inspire others to action
- Communicate effectively
- Demonstrate critical planning based on sound assessment

## **Course Logistics:**

Each course is team taught by expert educator/practitioners and projects are mentored by leaders in their respective ministry fields. The courses are intensive in format and worth 6 credits for one

semester in a student's final year of study. Students may register after completing 12 courses in theology and biblical studies, and/or specialized ministry foundations classes. Check the registration page for particular prerequisites for enrolling in the Mentored Ministry courses. MDiv and MA students will enroll in the FBMM courses. Students may elect to take more than one of the MM courses offered according to their professional preparation needs.

*MM 649 Field Based Mentored Ministry: Urban Ministry Development*

*MM 650 Field Based Mentored Ministry: Special Topics in Urban Ministry Development e.g. I) Youth and Family issues or II) Church Mobilization and Leadership Development*

Both courses are comprised of classroom based MODULES and field based PROJECTS to address the core competencies. The interactive modules will be uniquely designed to meet the educational and formational needs of those pursuing a variety of vocational callings as Christian leaders in the community, marketplace and within the church. The team projects happen in a variety of ministry settings in the Metro Boston during 6-7 weeks of the semester.

Most MDiv students will take MM649. Most MA students will take MM650. Note that MM 649 and MM 650 are not sequential. They cover different skills-- however in both classes students will:

- learn with experts from urban ministry and social justice work;
- work in collaborative teams on a problem posed by the community;
- have a ministry mentor for “on the job” coaching during the project phase.

### **Role of the Mentors**

Our teaching mentors and project mentors demonstrate Christian maturity and competence in ministry, possessing the necessary knowledge and practical abilities to model exemplary practices in contemporary Christian ministry. They are also committed to students' spiritual and vocational formation.

Project mentors meet with teams for about 20 hours per semester as coaches for the project and team spiritual advisor. They also provide feedback to the team on project outcomes and ministry skills development.

## **Role of the Hosts**

Our field based component takes place in a variety of ministry settings. Our hosts may be churches or agencies or para-church ministries. Host sites propose a ministry questions or project to he FBMM Director who then creates a list of project proposals to the students each semester. Students chose their project site. Students are not to be seen as part time employees or interns for the host church or organization; they are students doing an action-learning project in the community under the direction of course faculty.

Work will be done primarily at the host site, depending on the project goals. We expect that time in the field to include: assessing community assets & needs, listening/interviewing “stakeholders”/congregation, working with church or para-church staff, presenting findings and recommendations on location at the end of the semester.