



The Office of Field Education
LEARNING - SERVING COVENANT
Due Friday, June 6, 2025

Name of Student: _____

Name of Church/Institution: _____

City: _____ State: _____

Name of Pastor/Supervisor: _____

Name of Lay Mentors: _____

Supervisor's email: _____ Supervisor's Phone #: _____

Student's Duke email: _____@duke.edu Student's Cell Phone #: _____

Intern's Previous Field Education Experience: _____

- ☐ We have read and discussed "Welcome to Theological Field Education!" provided by the Office of Field Education, prior to completing this Learning-Serving Covenant.
https://divinity.duke.edu/sites/default/files/documents/welcome_to_theological_field_education_chapter_1.pdf

Supervisory Theological Reflection Plan (intentional time set aside for student and supervisor to meet for theological reflection; minimum of one hour per week on average):

Day: _____ From: _____ To: _____

Assignment Beginning Date: _____ Ending Date: _____

Arranged Time Off (other than weekly day off):

Taking into account any arranged time off, the student will serve a total of 10 weeks(11 Sundays for Church Placements).

Other Special Considerations:

SECTION I

(to be completed by the intern in consultation with the supervisor)

A. Briefly describe your long-range vocational plans.

B. In your field education setting you can expect to have a broad range of ministerial experiences. The Learning-Serving Covenant focuses your energies and helps you and your supervisor prioritize your time commitments. What are *one* or *two* ministerial arts of which you would like to gain experience?

Consider this list, which is by no means exhaustive.

- Preaching
- Pastoral Care
- Liturgical/Worship Arts
- Ministerial Leadership
- Evangelism
- Social Witness/Advocacy
- Administrative and Organizational Skills
- Teaching and Disciplemaking
- Cultural Humility

C. Name with greater specificity experiences you would like to have and reflect on theologically with your supervisor-mentor? For example, “I would like to focus on *pastoral care* and practice *hospital visitation*.” Tie each experience you hope to have with its related ministerial art.

Taken together you now have specific and realistic goals for learning. For example, you should be able to say at the end of your field education opportunity, “I feel more comfortable in my role as a Christian caregiver in hospital settings and am better equipped to do so as a minister.”

D. List other duties that will be expected of you as intern in this field setting which may not contribute directly to your focused learning goals in question B.

SECTION II

(to be completed by the supervisor after the intern has completed Section I)

- A. Do you consider these learning goals to be realistic and adequately challenging for this intern at their stage of vocational discernment as well as appropriate for this field setting? Explain.
- B. Describe your personal and professional commitment to this intern's learning process and your plan for supervision and mentoring. Who else in the congregation/ministry or among your professional colleagues might assist this student in experiencing the growth and formation they have identified?

SECTION III

(to be completed by the Mentoring Group or supervisor)

- A. List the supporting arrangements for the intern provided by the church/institution:

Travel: _____
Housing: _____
Regular time off: _____
Other: _____

- B. Lay Mentor Meetings Planned (more may be scheduled if necessary or desired):

Your first meeting – to review the Learning-Serving Covenant (2 weeks into term):

Additional meetings with individual mentors or group:

Your last meeting – to complete the Final Evaluation (one week before end of term):

We understand and agree to this covenant:

Intern: _____ Date: _____
Supervisor: _____ Date: _____
Lay Mentors: _____ Date: _____
