

The Center for Worship Arts
at Trevecca Nazarene University



Internship Handbook

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The Center for Worship Arts would like to give thanks to the Boston University School of Theology Office of Professional Education for their permission to use much of the content of their Field Education Handbook in the creation and development of this Internship Handbook.

I. Introduction

Each student preparing for ministry through the Center for Worship Arts at Trevecca Nazarene University will have the opportunity to take part in at least two semesters of internship in a local church or other related site. Through the internship experience, students in the Center for Worship Arts will integrate what they are learning in the classroom with real life experience in ministry.

In the first semester of internship, the student is given the opportunity to observe and experience the role and responsibilities of a worship arts pastor in a local church. In the second semester of internship, students will be more deeply involved with carrying out the worship arts ministries in the local church, and will participate in the worship leadership of their internship site. As a part of the internship assignment, students will create a Senior Project that will be carried out within the context of worship in their ministry assignment. The Senior Project will be tailored to fit a student's area of interest and preparation.

This experience will allow students time and space to reflect theologically upon their understanding of ministry within their internship setting. Students will also sharpen their practical ministry skills, and grow personally in their understanding of what it means to be a minister of the gospel through the worship arts. During each semester of internship, students will be involved with on-campus guided small groups that are designed for reflection, mentoring and spiritual formation.

This internship handbook has been designed to be used as a guide for the student intern and the on-site Pastor Mentor as they navigate through the internship process.

II. Overview of the Practicum/Internship Experience

A. Program Structure

Each student intern will develop their own learning goals and select an internship site that will help them to best carry out these goals. A significant piece of the internship experience will be the relationship developed between the intern and the Pastor Mentor. This relationship will provide support, feedback and accountability to the intern, as well as providing an evaluation to the university of the student's internship process and experience.

At the beginning of each semester, the intern, in conjunction with the Pastor Mentor will create a Learning Agreement that will be used as a guideline for the internship. At the conclusion of each semester, both the intern and the pastor mentor will complete an Internship Evaluation that will be turned in at the end of the semester.

B. Internship Eligibility Requirements

Students who are majoring in the Worship Arts, with a concentration in any area, are eligible to complete their internship semesters after completion of their sophomore year, or after completing one full year of study at Trevecca if they have transferred from another institution. Students may choose to do their internship during the school year, or over the summer. It is the strong preference of the Center for Worship Arts that students do each of their semesters of internship at different internship sites.

C. Internship Commitment

Each semester of internship will be worth 1 hour of academic credit, and each student majoring in Worship Arts is required to complete at least 2 hours of internship. For each hour of academic credit, a student is required to do 10 hours/week at their internship site. Over the course of a semester, this will total 150 hours. The same hour requirement will be asked of those doing their internship in the summer months.

D. Course Requirements

A pass/fail grade will be given for the practicum/internship experience. In order to receive a passing grade for the internship, the following requirements must be met:

1. Turn in a completed and signed Internship Covenant no later than April 15 for an internship that summer or the following Fall semester. For Spring semester internships, the Internship Covenant needs to be turned in no later than November 1.
2. A completed Learning Agreement signed by the intern and the Pastor Mentor must be submitted to the Center for Worship Arts. The Learning Agreement is due on the last Friday of September for the Fall semester, or on the last Friday in January for the Spring semester. Those who are taking their internship in the summer must turn in their Learning Agreement before 30 hours of internship have been completed.
3. All evaluation material must be completed, signed by the intern and Pastor Mentor and submitted at the end of each semester. The evaluation material is due on in first Friday in December for the Fall semester, or on the last Friday in April for the Spring semester. Those who are taking their internship in the summer must turn in their evaluation materials one week prior to the end of the internship.
4. A weekly Reflection Paper must be turned in to both the Pastor Mentor and to the on-campus internship coordinator.
5. Interns must be diligent in carrying out their responsibilities and assignments as a part of the internship, and show an openness to learning and growing from the experience.
6. Interns must attend the weekly on-campus internship group, with no more than two absences per semester.

An intern who does not meet these requirements will be given a failing grade for the internship experience and will need to retake their internship in another semester.

E. Internship Settings

Each student must complete their internship hours in a setting that has been approved by the Center for Worship Arts. Every Worship Arts student will be required to do at least one semester of their internship requirement in a local church setting. Most will complete their second semester in a local church setting as well, but exceptions will be made based on the students Professional Minor and their learning goals. If a student has trouble finding a suitable placement site, they should consult with the Center for Worship Arts. Approved settings include:

1. Local Church Congregations - Students are encouraged to explore various congregations in urban, suburban and rural congregations that will help them to gain a deeper understanding of the role of Worship Arts pastor and give them the opportunity to develop their skills toward that position in a local church.
2. Non-Congregational Settings - Acknowledging that there will be some students majoring in the Worship Arts for whom the local church will not be their primary setting for ministry, students are encouraged to find another site that may fit their special ministry needs or interests. Students must keep in mind that these settings require approval from the Center for Worship Arts.

F. Additional Internship Credits

While each student majoring in Worship Arts is required to complete at least 2 semesters of practicum/internship (those with a minor in Worship Leadership are required to complete 3 semesters), a student may choose to take additional credits of internship. Those doing additional semesters of internship will be asked to complete the same requirements as outlined above.

III. Finding an Internship Site Guidelines

For the Intern:

1. Decide what you would like to learn during a particular internship experience.
2. Identify several prospective internship settings where you believe you can carry out your learning goals.
3. Don't be afraid to ask for help from the Director of the Center for Worship Arts as you are seeking an appropriate Internship Site.
4. Set-up a meeting with a pastor or leader at a site that you are interested in pursuing as your internship site. At that meeting:
 - a. Be honest and upfront about what you are looking for in an internship setting. Share your learning goals and passions in ministry.

- b. Remember that this meeting is a two-way process. Prepare questions to ask of the pastor or leader about their particular setting.
5. Arrange to meet with the Pastor Mentor. If you are able, plan to visit during a worship service or church event.
6. Evaluate the pastor mentor in terms of their ability to listen, to understand, and to relate with you in terms of your development as a minister.
7. Before completing the Internship Covenant, make sure that all of your expectations for your internship experience as well as expectations of the internship site concerning such issues as time commitment and anticipated responsibilities are discussed.
8. Please be sure that the Information Sheet (found on page 20) with information on the Internship Site and pastor mentor information is completed and turned in to the Center for Worship Arts.

For the Internship Site:

1. Clearly identify the ministry needs, concerns and boundaries of the possible intern involvement at your site prior to setting up a pre-internship meeting.
2. Consider all of your expectations carefully. An Internship Site is a place where a student can be nurtured and mentored in ministry, it is not necessary that they be a “perfect” intern immediately.
3. Someone from your Internship Site should be prepared to give possible interns clear and correct information regarding your site.
4. Arrange for a perspective intern to visit your site and meet with the potential Pastor Mentor. Encourage the perspective intern to attend a worship service (if applicable).
5. As you meet with a perspective intern, encourage them to ask questions and give them opportunity to express their needs and concerns about the possible internship.
6. Before completing the Internship Covenant, make sure that all of your expectations as well as those of the intern concerning such issues as time commitment and anticipated responsibilities are discussed.

IV. Beginning an Internship

For the Intern:

1. As you are beginning your internship in the first few weeks of the semester, allow time to get used to the Internship Site. Instead of trying to start specific responsibilities right away, take time to get used to the Internship Site and the people with who you will be working. Don’t be afraid to ask questions, and be sure that you listen closely to the answers that you receive.

2. In these few weeks, look back at the learning goals that you had identified for yourself in this particular setting. As you are getting to know your site, discern whether these goals continue to be appropriate, both from your own observations and by listening to those who are at the Internship Site. Based on this, begin to outline your Learning Agreement.
3. Before you complete your final version of the Learning Agreement, discuss what you are writing with your Pastor Mentor. Reflect on their insights and suggestions that they may give to you. The intent of this experience is to help you achieve your learning goals. Before you give your final Learning Agreement to the pastor mentor to be signed, allow the leader of your on-campus internship group to look at the agreement. Allow them to make suggestions that might be helpful to you to enhance your experience.
4. If problems begin to arise through the course of your internship, do not hesitate to talk with the leader of your on-campus internship group or the Director of the Center for Worship Arts. They will be available to help mediate any issues.
5. Do not place all of the burden of introducing you as the intern on your Pastor Mentor and the Internship Site. Take initiative and look for opportunities to introduce yourself to those with whom you are working in your ministry setting.
6. Make sure that you faithfully complete your reflection papers. These will be instrumental in helping you to think theologically and practically about your experience. It will also be a great way to receive feedback from your pastor mentor and the leader of your on-campus internship group.
7. Don't feel the need to stick strictly to your Learning Agreement. Although you want to be sure that you are doing what you set out to do (and to ensure that you are not being taken advantage of), you also want to have some flexibility in discerning your gifts and graces for ministry and be open to the opportunity to try new things.
8. As you begin your internship, keep the end in mind. Your time in your setting (at least as an intern) will quickly come to an end. Be thinking about what you want to take with you from your internship and what you want to leave behind.

For the Pastor Mentor:

1. In the beginning weeks of the semester, allow time for your intern to become accustomed to you and the Internship Site. Encourage your intern to relax and familiarize themselves rather than just jump directly into particular tasks. Be available at both formal and informal times to answer your interns question and give direction.
2. Become familiar with your intern's learning goals and look for ways that you can help the student to achieve those goals during their time in your setting. As you get to know your student, help them to find particular ways to match their passions, gifts, and areas of growth for ministry with your setting.

3. Schedule a time for you and your intern to discuss the Learning Agreement prior to the due date. During this time, be prepared to offer suggestions and feedback. Do not think of your intern as an extra set of hands. Your goal as the Pastor Mentor is to help them develop their skills for and understanding of ministry. Look for ways in which their expectations may differ from that of you and your setting.
4. Find a variety of ways to introduce your intern to your congregation. Give the congregation the opportunity to get to know the intern.
5. If problems begin to arise through the course of the internship, do not hesitate to talk with the Director of the Center for Worship Arts. They will be available to help mediate any issues.
6. Encourage your intern to be flexible, particularly when it comes to their Learning Agreement. Although you want to be sure that they are doing what they set out to do, help them to understand the need for some flexibility in regarding their gifts and graces for ministry and to be open to the opportunity to try new things.
7. As you begin with your intern, help them to remember the constraints in which they will be doing their internship. This is not a permanent position. Help the intern to balance investment in the Internship Site and the limitations of the time constraints of the practicum or internship. Discuss with your intern what you hope they will learn over the course of their time with you and ways that you believe they will contribute to the life of your congregation/setting. Be thinking about appropriate symbols or gestures to offer to your intern at the close of their time with you.

V. The Role of the Pastor Mentor

The Pastor Mentor is critical to the success of an internship experience. The Pastor Mentor will serve in a variety of ways, including helping the intern to develop their Learning Agreement, helping the student to reflect on their experiences in ministry, dealing with any issues that arise, and providing the Center for Worship Arts with a written evaluation of the student's work.

Each Pastor Mentor will agree to meet with the Director of the Center for Worship Arts two times each semester for training, encouragement and to keep open lines of communication with the Center. All pastor mentors will meet together to share their experiences, insights and questions throughout the internship process. The dates for these meetings will be set well in advance. The Pastor Mentor also agrees to keep open the lines of conversation between themselves and the Center for Worship Arts regarding the internship process.

It is essential that the Pastor Mentor strives to create an atmosphere of trust and accountability between themselves and their intern. The Pastor Mentor has an enormously important role in the internship experience as they serve as an educator, mentor and role model, provide guidance and support, and give regular feedback and evaluation of the students' work within the internship setting. The Pastor Mentor must also remember that they hold a position of authority, and will need to help keep the intern accountable for tasks within the internship setting. The interaction between the Pastor Mentor and intern will serve to shape how an intern will view future staff relationships in their ministry.

The Pastor Mentor will be deeply committed to the practicum/internship process. He/she will seek to establish a relationship with the intern built on trust, openness and reciprocity. They will also seek to have a relationship of mutual accountability with their intern. A major component of the role of Pastor Mentor is to help the intern develop their own sense of pastoral calling and gifts and graces for ministry. The Pastor Mentor will also help their intern reflect critically on their ministry.

A. Specific Responsibilities of the Pastor Mentor

- 1. To help the student in the development of their Learning Agreement to be submitted by the due date.**

The creation of the Learning agreement is primarily the responsibility of the intern, however, the Pastor Mentor will help the student flesh out what they want to do, offer feedback and guidance from one's own experience in ministry.

- 2. To meet with the student on a weekly basis to review the student's progress in achieving his/her ministry goals, and to help the student engage in thinking theologically about their ministry.**

The Pastor Mentor should plan to meet with their intern on a weekly basis. The primary goal of this meeting is to look at the student's experiences in ministry. It will be helpful in structuring this meeting to use the students Reflection Paper as a primary focus of the meeting.

- 3. To write an evaluation at the end of each semester of internship, to be turned in by the due date, that helps give insight to the student's ministry while at the internship site and their progress toward the goals set at the outset of the internship.**

This evaluation will come from feedback and interaction with the intern throughout the semester. The evaluation should give enough information to be of use to the student, and to the Center for Worship Arts in evaluating the student's progress and learning during the internship. The evaluation should cover both those things that the student has done well throughout the semester and areas in which they can improve. Please be as specific as possible in the evaluation, giving concrete examples as appropriate. It is also important that

the intern and Pastor Mentor take time at the end of the semester to discuss their evaluations in depth. The Pastor Mentor is also asked to give a brief assessment of his/her own ministry to the student, an assessment of the Internship Site as a site for student learning and growth, and suggestions of how the practicum/internship program can be improved for the Pastor Mentor, Internship Site, and the intern.

4. To attend and contribute to the Pastor Mentor meetings each semester.

Each semester, the Center for Worship Arts will host two sessions for Pastor Mentors. During these sessions, Pastor Mentors will have the opportunity to acclimate themselves to the practicum/internship program, gain insight into the Pastor Mentor-Intern relationship, and receive support and encouragement from others involved in the process.

VI. Learning Agreement

The Learning Agreement is a covenant that is written by the intern in conjunction with the Pastor Mentor. The Learning Agreement will serve as a way to structure the learning experience that will happen as a part of the practicum/internship. It also serves as a means of accountability between the intern and the Pastor Mentor. The Learning Agreement should state explicitly what the intern intends to learn, how he/she plans to learn it, and how this will be used to structure their time at the internship. When this is signed by the Pastor Mentor, he/she is committing to helping the student achieve these goals within the context of the practicum/internship. A fully completed Learning Agreement should be submitted to the Center for Worship Arts by the specified due date. The student and the Pastor Mentor should both keep a copy of the Learning Agreement.

A. Why is a Learning Agreement needed?

1. The Learning Agreement gives the intern experience in developing and putting into practice a ministry plan.
2. The Learning Agreement helps the intern to be intentional about setting ministerial goals and learning how to achieve those goals within the internship setting.
3. The Learning Agreement develops skills that will help the intern to set priorities and set limits both professionally and personally.
4. The Learning Agreement serves as a framework for supervision.
5. The Learning Agreement provides a way for Pastor Mentor and student to evaluate the internship.

B. Learning Agreement Format

Below you will find the basic components of the Learning Agreement with explanations of each section. This should give the intern and the Pastor Mentor guidance as the Learning Agreement is developed.

Information/Acceptance Sheet: This sheet should be filled out by the intern and signed by the intern and the Pastor Mentor. This serves as an acknowledgement that the Learning Agreement has been read and accepted by those most involved with the internship.

Overall Learning Goal: In this section, the student will identify their overall learning goal. What does the student hope to achieve through this internship experience? The Learning Objectives will show how this goal will be achieved.

Learning Objectives: The intern is encouraged to identify up to four (4) Learning Objectives that will help to shape their internship experience. The Learning Objectives should be what a student hopes to learn rather than what they hope to do.

Tasks: For each Learning Objective the student will identify tasks that will need to be done in order to accomplish it. This is what the student will actually do to reach the Learning Objective. Each task should be very specific, and information such as how often, for whom, when and where will help to give structure to these tasks. The intern should estimate how much time each task will take.

Resources: The student will list resources that they anticipate they will use. These will include coursework, reading material and people at the internship site.

Evaluation: This will include specific ways that progress toward the Learning Objective will be evaluated. The intern along with the Pastor Mentor will develop ways in which evaluation will happen throughout the course of the internship.

Timing: This section will include how and when the objective will be carried out. Having a plan of when things will happen can help the intern to determine how realistic the Learning Objectives will be for them to accomplish during the course of the internship.

Weekly Schedule: Each student will outline the way that they plan to spend their time during the internship. The student should look at the tasks that they have set out to achieve their learning objectives and determine when this will happen. It is important to include the weekly meeting with the Pastor Mentor as a part of the

time allocated as a part of the internship. It is also important to include times when the student will not be able to be at the internship site (school breaks, important events, etc.), this will serve to avoid any major misunderstandings between the intern and the internship site.

Pastor Mentor Comments: This will give the Pastor Mentor the opportunity to respond to the plan of the student and also lay out some goals that they might have for the internship.

VII. Internship Evaluation Report

The evaluation process is intended to help the intern and the Pastor Mentor to intentionally focus on the Learning Objectives for the intern's personal and professional development set at the beginning of each intern for the entire experience. The evaluation report serves to ensure that everyone in the process understands each other and understands what has been accomplished during the internship experience. The written evaluations serve as a way to:

- Communicate the Pastor Mentor's and intern's understanding of the progress made toward achieving the Learning Objectives set at the beginning of the internship.
- State areas of strength and weaknesses in the student's ministry.
- To review specific theological issues that have been raised throughout the course of the internship.

The evaluation material (done by both the intern and the Pastor Mentor) should be submitted to the Center for Worship Arts at the end of the internship.

A. Why is the evaluation process important?

Specific information given by the Pastor Mentor, and self-evaluation by the intern him/herself, is crucial to the learning experience of the internship. This evaluation will help to affirm the student's gifts and graces for ministry as well as to provide a way in which students can learn/be reminded of their growing edges in ministry. The evaluation process should be seen as a positive and encouraging tool for the student's development and not a means through which they experience failure or defeat.

B. Guidelines for Evaluation Reports

The evaluation should provide the following:

- 1) Student Assessment
 - a) His/her own growth and achievement in relation to each Learning Objective
 - b) Areas of greatest strength and areas for growth
 - c) Ability to reflect theologically on ministry (please give examples)
 - d) Value of this experience for learning and growth.

- e) Resources used during the internship (courses, readings, etc.)
- 2) Pastor Mentor Assessment
- a) The student's performance, specific competencies, self-assessment, growth in ministry.
 - b) The student's struggles and places for growth
 - c) The student's ability to articulate self-understanding
 - d) The student's ability to think of his/her ministry theologically
 - e) Comments on the process of supervision in general - successful methods, satisfactions, concerns.

Some important things to be aware of when preparing an evaluation:

- The evaluation should treat each of the above items separately instead of as a whole.
- There is no specific length for the evaluation, but it must be long enough to give a general feel for the nature and scope of the internship experience.
- Examples and concrete illustrations are often helpful.
- Abstract and generalized statements should be illustrated.
- Both the student and the Pastor Mentor should evaluate not only the strong points/successes of the student, but also places where the student can grow.

Weekly Reflection

Procedure

- Each week, the student prepares a brief written reflection based upon his/her field experience in the previous week. The reflection is submitted to the Pastor Mentor before the weekly meeting. The report should be on the left half of the paper (an example follows in the pages ahead).
- The Pastor Mentor will write a response on the right hand of the report focusing on issues that come from the report. The student should receive a copy of the reflection back with comments. This reflection will serve as the basic agenda for the supervisory session.
- The intern and the Pastor Mentor can each keep a copy for their files to use for the writing of the evaluation reports, as they will be a great resource for recalling what has been experienced and discussed throughout the internship experience.

Format

- The weekly reflection should be one to one and one-half pages, typed, understandable. The emphasis is on the reflection of the student.
- The paper should be written on the left-hand side of the page.

Content

- The content of the weekly reflection will be as varied as the student's experiences in their internship. Each reflection will focus on one or two particular events, struggles, celebrations, or concerns that come from the internship. The data may come from the leadership the student is giving, observations of others, participation in an event or program, his/her inner struggle with issues related to faith heritage or theology or with what it means to be in the ministry.
- The reflection should be personal and be written in first person.
- Students should bring their faith tradition to their internship experience, and should write about both the good things that arise from that tradition and the challenges that it may pose in a particular setting.
- The weekly reflection should be just that, a reflection. It should not only retell an experience of what has happened in the internship, but also take into account the student's whole experience and reaction, and issues that it may bring to the surface.

Reflection Paper Sample

Name

Date

This week I had a wonderful experience helping to serve communion in our service. I have been able to help serve communion in this service many times, but this Sunday, it really hit me how much the way that we serve communion is really a good picture of what I believe it means to be a pastor.

Communion in the Nazarene Church is usually done by passing trays down the rows and each person takes a piece of bread (or cracker) and a little cup of grape juice. When everyone has received the elements, we all take communion together. At our church, we have about 12 communion servers that come to the front of the church. Then, members of the staff take the trays and hand them out to the servers, who in turn all serve the people of the church. When all of the people have been served communion, the servers return to the front, and the staff members collect the plates. As we take each plate from the server, they take the communion elements. This week, as I watched this take place, it made a great statement to me. We, as the pastoral staff, are equipping the people of our church (or some of the people of our church) to go out and serve others. We don't go out and do it for them, but we give them what they need to serve others. Then, when they come back from serving, we give them the opportunity to receive what they need (the communion elements) so that they, too, can receive the grace of God and be served.

All semester, I have written reflections about what it means to be a pastor. I have struggled with how much we equip the lay people and how much work we do as pastors. This week's communion service really gave me a picture to hang on to about the job of a pastor in equipping her people.

Writing and Using Case Studies

The case study method used as a part of the weekly meetings of those involved with the Internship program in the Center for Worship Arts is one used by many in a supervised ministry setting. It helps those who are involved in a ministry setting reflect on their experience and learn from that of others. Through this process, participants are invited to think more deeply, critically and theologically about their ministry.

Writing the Case

1. Identify a particular incident that has happened in your ministry setting that you would like to understand more deeply and reflect upon it with your peers.
2. Concisely (no more than 2 pages single-spaced) write out your case, being sure to include pertinent information such as:
 - **The background and context of the case** - Share information that would be helpful for your classmates to fully understand what is happening in your case.
 - **Description of the events that took place** - Again, be sure to be concise, include only information that is pertinent to this particular event.
 - **Analysis of the event** - Write about what you think is happening in the situation.
 - **Evaluation of the event** - Think about how you acted or thought during the event. Are there things that you could have done differently? Did you act effectively in the situation? Are there questions that you have to bring to the group?
 - **Theological Reflection** - Are there biblical or theological images or themes that relate to this particular event? Where do you see God at work in this situation?

Presenting the Case

1. The case presenter reads the case aloud.
2. The class asks clarifying questions about the case. The questions do not involve analysis or interpretation. The presenter is now quiet until step #7.
3. Class members share their own experiences similar to the case so that the group can acknowledge the experiences common to those in ministry.
4. Class members share wisdom from their own training and resources.
5. The group looks together at the wisdom and experience of the church found in the Bible, theology and through the course of the history of the church.
6. Class members give feedback to the presenter about both their experiences in the current situation and also about how this might be used going forward.
7. The presenter is able to participate in the conversation again and responds to what they have heard: which things have been most helpful? What has he/she learned from the process? Are there things that have been discussed with which they disagree?

After the Case

1. Write down any ideas that occurred to you in the discussion.
2. Note any information or knowledge that you feel would be helpful after the discussion; follow-up on where you might be able to find that information.
3. Think about your own involvement in the discussion. Are there ways that you can improve for next time?

This case study method can be found in:

Mahan, Jeffrey H., Troxell, Barbara B., and Allen, Carol J., *Shared Wisdom, A guide to Case Study Reflection in Ministry*. Nashville: Abingdon Press, 1993.

Internship Forms

Internship Covenant

Part 1

On behalf of _____, we agree that
(Church or Institution)

(Student)
will be a student intern in our setting. As a church (or institution) we agree that we will actively participate in the internship experience including the meetings and trainings that will take place, and will submit the Learning Agreement and final evaluation on the dates set forth as a part of the Internship Handbook.

(Pastor Mentor's Signature)

(Date)

(Student's Signature)

(Date)

(Secretary of Church Board's Signature)

(Date)

(Director of the Center for Worship Arts Signature)

(Date)

Internship Covenant Information Sheet - Part Two

Fill out this information sheet and return it to the Center for Worship Arts with Part one of the covenant by the dates assigned prior to the semester during which the student will be involved with an internship. Please type or print clearly all of the following information. It is especially important that correct telephone numbers and addresses are used so that you can be contacted if needed.

Student: _____

Address: _____

School Year of Internship: _____

E-mail: _____ **Telephone:** _____

Church/Institution: _____

Address: _____

Telephone: _____ **Fax:** _____

E-mail: _____

Pastor Mentor: _____

Address: _____

Telephone: _____ **Fax:** _____

E-mail: _____

Please return to: Center for Worship Arts
 Attn: Heather Daugherty
 Trevecca Nazarene University
 333 Murfreesboro Rd.
 Nashville, TN 37210

Learning Agreement

Academic Semester: _____

This Learning Agreement is due on the date specified each semester. Blank copies of the Learning Agreement can be printed from www.trevecca.edu/worship.

Part One: Identifying Information

Student's Name: _____

Address: _____

Email: _____ Telephone: _____

Campus Mailbox: _____

Church/Institution: _____

Address: _____

Telephone: _____ Fax: _____

E-mail: _____

Pastor Mentor: _____

Address: _____

Telephone: _____ Fax: _____

E-mail: _____

Weekly meeting will be held (on average one hour per week):

(day) _____ from (time) _____ to _____ at (location) _____

This agreement is accepted by:

(Pastor Mentor's Signature)

(Date)

(Student's Signature)

(Date)

(Director of the Center for Worship Arts Signature)

(Date)

Second Learning Objective:

Tasks:

Resources:

Evaluation:

Timing:

Third Learning Objective:

Tasks:

Resources:

Evaluation:

Timing:

Fourth Learning Objective:

Tasks:

Resources:

Evaluation:

Timing:

Part Three: Weekly Schedule

Semester: _____

Weekly Schedule:

Approximate; depending on what arises, changes may need to be made, but the basic plan should be outlined here.

<u>Event</u>	<u>Hours</u>
I. Tasks	
II. Weekly meeting w/ Pastor Mentor	
III. Staff Meeting	
IV. Preparation	
V. Other Responsibilities	

Total Hours Per Week:

Brief description of regular tasks to be performed:

<u>Task</u>	<u>Day of the Week</u>	<u>Time</u>
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Breaks/Vacations

Part Four: Responses to Learning Agreement

I. Pastor Mentor Comments on the Plan for Learning:
(Student's goals and objectives; what Pastor Mentor hopes to provide, achieve, receive, etc.)

II. Student's Further Comments on Learning Objectives
(Optional)

Evaluation Report

Student Name: _____

Pastor Mentor Name: _____

Internship Site: _____

The student intern and the Pastor Mentor should each prepare a written evaluation using the Learning Objectives set forth in the Learning Agreement and the guideline provided on pages 11-12 of this Internship Handbook. These evaluations should be discussed between the student and Pastor Mentor in one of the weekly meetings.

These written evaluations will give the student intern and the Pastor Mentor the opportunity to reflect on the internship experience, assess it and review it after the internship is completed. The evaluation also gives the Center for Worship Arts a picture of what the student has learned and experienced over the course of the internship.

Please attach all of the written evaluation pages to this cover sheet when it is submitted at the end of the semester.

(Pastor Mentor's Signature)

(Date)

(Student's Signature)

(Date)

Final Evaluations are due:

Fall Semester

Spring Semester

Summer Semester

First Friday in December

Last Friday in April

One week prior to the end of the Internship

