

## Internship Agreement Form

### Section 1 (Participants Information):

#### 1. Student Information

Master of Divinity Program (MDiv)     Master of Christian Formation (MACF)

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_ Student ID: \_\_\_\_\_

#### 2. Supervisor Information

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Supervisor's Educational Background: \_\_\_\_\_

Vocational Service (*please list all churches/agencies you have served, including their location*): \_\_\_\_\_

Are you currently a licensed or ordained minister (or otherwise credentialed) in the Evangelical Covenant Church? \_\_\_\_\_

If not, do you hold credentials in another communion/denomination? \_\_\_\_\_ If yes, please identify: \_\_\_\_\_

Have you ever supervised an intern before? \_\_\_\_\_

#### 3. Internship Site Information

Church/Ministry Setting Name: \_\_\_\_\_ Telephone: \_\_\_\_\_ Website: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Proposed Start Date of Internship: \_\_\_\_\_ End Date: \_\_\_\_\_ Average hours per week in internship activity \*:

**\*Must not be less than 8 hours weekly**

What is the agreed upon stipend or compensation? \_\_\_\_\_

#### 4. Ministry Information

*The judgment of the supervisor of the ministry site naturally determines where the NPTS Field Education student is most needed. It is our hope however that job descriptions will be developed out of a sense of the student's gifts as well as the student's learning goals and congregational needs. Much of what will be accomplished during this field education experience will be enhanced by setting goals. Sensitive to personal needs and an awareness of what will be expected of you as a minister of the church of Jesus Christ, the list on the following page offers some suggestions of categories for identifying growth.*

Brief description of anticipated ministry activity:

What is the approximate number of persons who are being served by this ministry? \_\_\_\_\_

What is the approximate number of volunteers presently serving in this ministry? \_\_\_\_\_

#### **Selection & Listing of Formation Committee:**

*The field education formation committee functions as supportive, advisory, and evaluative group during the field education experience. The committee can be selected by the supervisor prior to the student's arrival (to address matters such as housing, moving arrangements, welcoming etc.), but it is preferred that both supervisor and student work together to develop this committee. This committee, together with the supervisor can prepare the congregation/agency to receive the student and to become aware of the education and nurturing character of field education..*

Three additional persons whom you and your supervisor have designated to evaluate and reflect on ministry practices:

Person #1: \_\_\_\_\_ Email: \_\_\_\_\_

Person #2: \_\_\_\_\_ Email: \_\_\_\_\_

Person #3: \_\_\_\_\_ Email: \_\_\_\_\_

What is the scheduled meeting time for the student and the formation committee? Weekly \_\_\_\_ Bi-Weekly \_\_\_\_ Monthly \_\_\_\_ Bi-Monthly \_\_\_\_

## Section 2 (Learning Outcomes & Goals):

Degree Program: \_\_\_\_\_

- A. Each degree program has student learning outcomes (SLO) requirement. These outcomes are fulfilled when students, ministry supervisors, formation committee members work in integrative ways to enhance student formation and ministry development.**

**Required:**

1. The student will further develop their pastoral identity and voice through preaching, leading worship, teaching and leading. (For the MACF student the primary concern is teaching while for the MDiv. it is preaching.) At least once a month a preaching or teaching opportunity should be availed.
2. The student will further develop their pastoral identity by being in the role of caregiver and by being attentive to their own self-care.

- B. In addition to the above listed requirements, you should describe two or three personal goals for your internship in correlation to the SLOs of your degree program; (If you have completed the Myers-Briggs Psychological Evaluation, IDI Assessment or CPE, consider integrating those goals which will augment your learning and ministry development.):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Section 3 (Student, Supervisor, NPTS CALL Dept. Commitment):

### 1. STUDENT

- |  |
|--|
| <p><input type="checkbox"/> I agree to let NPTS contact my supervisor, members of my formation committee, and/or church leaders for the purposes of communicating about my internship.</p> <p><input type="checkbox"/> I have read and agree to live in accordance with the Ethical Principles for Covenant Ministers <a href="http://www.covchurch.org/wp-content/uploads/sites/2/2010/05/Ethical-Principles-2010.pdf">http://www.covchurch.org/wp-content/uploads/sites/2/2010/05/Ethical-Principles-2010.pdf</a></p> <p><input type="checkbox"/> I have read and agree to live in accordance with the standards of conduct outlined in the NPTS Student Handbook.</p> |
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**Student Signature** \_\_\_\_\_

Date \_\_\_\_\_

## 2. SUPERVISOR

The seminary delegates an indispensable role to the supervisor in the training of future ministers. Of all types of supervisors, it is asked that they appreciate the importance of this training, that they provide the kindly relationship of a mature and sympathetic person, that they give early and frequent opportunity to counsel and consult, and that they encourage and aid the intern to the extent of their time and ability. The evaluative function of supervision not only informs the seminary for its continuing task and alerts and sensitizes the student as he/she thrusts forward toward a life vocation, but it may well become a process of self-evaluation from which the student will profit throughout his/her ministry. Field site supervisors can be described as follows:\*

1. Know the site well and its social context.
2. Committed to intentional learning, both for themselves and for the persons on the site.
3. Provide opportunities for actual ministry, not "shadowing" or mock-experiences.
4. Committed to a process mode of learning.
5. Able to listen and reflect.
6. Aware of the academy and willing to be in partnership with it.
7. Understand the implications of on- and off-site supervision.
8. Think critically and do social, cultural, and theological analysis.
9. Produce work in a timely fashion.
10. Distinguish between supervisory training (training that can or can't be successfully completed or not) and the final approval as a permanent supervisor.
11. Observe ethical behavior and appropriate boundaries with students throughout the program.
12. Available.
13. Willing to do the written work of reporting and evaluating, etc.
14. Nurture their own spiritual life and encourage the students' formational process.
15. Participate in peer supervision or in continuing education (as required by one's denomination).
16. Have facility in using experiential learning as a resource for reflection.

*\*Excerpted from Association for Field Educators Policy Paper, "Excellence in Supervision," 1/17/93. ([www.atfe.org](http://www.atfe.org))*

- I agree to meet with the intern during regular meetings to provide mentorship and supervision that will promote healthy pastoral formation. **What is the scheduled weekly meeting day for the supervisor and student?** \_\_\_\_\_
- I agree to submit timely reflections and evaluations to NPTS Field Education Department (**Please be mindful of deadlines for submission, your intern's grade is dependent upon the submission of your evaluation.**)
- I have read the Supervisor description (listed above).

**Supervisor Signature** \_\_\_\_\_ Date \_\_\_\_\_

## 3. CONTEXTUALIZED AND LIFELONG LEARNING (CALL) DEPT.

**Director of NPTS CALL** \_\_\_\_\_ Date \_\_\_\_\_

If you have questions or concerns, please feel free to contact: **Rev. Dr. Bret M. Widman**, Director of CALL – 872.315.6044 [bmwidman@northpark.edu](mailto:bmwidman@northpark.edu), **Rev. Cheryl Lynn Cain**, Associate Director of CALL – [clcain@northpark.edu](mailto:clcain@northpark.edu).

