

INTERNSHIP MANUAL for ELCA INTERNS and SUPERVISORS



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Revised May 2020

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Due Dates for Internship Documents

Document	Where Do I Find It?	Who Completes It?	Where Does It Go?	Due Date
Internship Agreement	Contextual Formation Webpage	Supervisor	Canvas Course site	Start of internship
Intern Travel Voucher	Contextual Formation Webpage	Intern	Canvas Course site	September 15
Learning Covenant	Intern Manual and Contextual Formation webpage	Intern	Canvas Course site; and Synod	Within first month of the start of internship
Intern Project	Appendix 5 of this manual.	Intern	Supervisor and Lay Committee. Once approved by them, to Canvas Course site	Project Proposal before the end of the first quarter of internship
Three Month Evaluations	Contextual Formation Webpage and ELCA webpage	Supervisor and intern	Canvas Course Site and Synod	Approx. 3-month mark
Mid-Year Evaluations	Contextual Formation Webpage & ELCA webpage	Intern; Supervisor; each member of lay committee	Canvas Course site and Synod	Approx. half-way mark
Nine Month Evaluations OPTIONAL	Contextual Formation Webpage and ELCA webpage	Supervisor and intern	Canvas course site and Synod	Approx.. 9-month mark
Final Evaluations	Contextual Formation Webpage and ELCA webpage	Supervisor; intern; lay committee compiles one report	Canvas course site and Synod	One month before the end of internship
Senior Approval Essay	ELCA webpage	Intern	Canvas course site and Synod	September 1**

****Synods may have a later submission date, but we ask for this date to get it done before fall course work gets overwhelming**



United Lutheran Seminary

UNIFYING, LEARNING, SERVING

United Lutheran Seminary Mission

Unifying, Learning, Serving: United Lutheran Seminary is a welcoming and diverse learning community equipping people to proclaim the living Gospel for a changing church and world.

United Lutheran Seminary Vision

Our vision is to be an innovative and vibrant seminary centered in the gospel of Jesus Christ, forming faithful servant leaders bold in public witness and action in welcoming learning environments that are Lutheran in focus, ecumenical in practice, and led by grace.

United Lutheran Seminary Values

United Lutheran Seminary bears witness to the love of God in seeking to be a Unifying, Learning, and Serving faith community. This Christian calling leads us to affirm the following values:

Love and Justice:

The seminary shall live in God's love for all through advocacy, compassion, forgiveness, reconciliation, humility, dignity, respect, and openness.

Worship and Grace:

The seminary shall be a place of radical hospitality: welcoming, affirming, and open to all who study, worship, work, and visit at our Seminary, as well as to the community at large.

Diversity and Inclusivity:

The seminary affirms its biblical, liturgical, and Lutheran confessional heritage, welcoming and thriving on the diversity of traditions that engage with the community, including the cultural diversity represented within the communities surrounding the Seminary and the world. This includes, but is not limited to, all races, ethnicities, national origins, languages of origins, immigration statuses, mental illnesses, physical attributes or abilities, ages, family structures, gender identities, gender expressions, sexual orientations, cultural backgrounds, former incarcerations, recovery statuses, religious affiliations, and socio-economic status.

Transparency and Trust:

The seminary seeks to maintain integrity through ethical leadership, openness in decision making, and policy setting processes, while keeping confidentiality as necessitated by law, human rights, and respect for people.

Integrity and Inquiry:

The seminary recognizes the importance of high academic standards grounded in integrity to equip students to be competent, curious, creative thinkers open to sustained civil academic discourse and engagement in public ministry in the church and world. It also affirms the importance of lifelong learning for all people.

Community and Wholeness:

The seminary seeks to advance and protect the health and wholeness for all members of the community by practicing discipleship, stewardship, peace-making, and flexibility. It does not tolerate physical, verbal, sexual, emotional harassment or abuse. We reject these intersecting oppressions and seek their transformation.

Partnership and Accountability:

The seminary fosters cooperation with other institutions of the Church such as the ELCA, ELCA Seminaries, synods, and congregations as well as the judicatories, seminaries, and congregations of various traditions with which we collaborate. We hold ourselves accountable to our academic accreditors, to the Church, our partners, the community, and the world.

ULS Welcome and Equity Statement

As a community of saved and forgiven people of God, United Lutheran Seminary is called to minister with and affirm all people, knowing that the world is often a place of alienation and brokenness. Indeed, the Church and even this institution have participated in and perpetuated harm to many marginalized persons. We lament the painful alienation that many have experienced from the church and institutions of the church, including ULS and its predecessor institutions, because of what we have done and left undone. However, we firmly believe that Christ calls us to repentance, reconciliation, and wholeness. We are challenged by the Gospel to be agents of healing within our society.

We affirm the apostle Paul when he states, “There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus” (Galatians 3:28 NRSV). Christ has made us one. We acknowledge Christ’s reconciliation extends to people of all races, ethnicities, national origins, languages of origin, immigration statuses, mental illnesses, physical attributes or abilities, ages, family structures, gender identities, gender expressions, sexual orientations, cultural backgrounds, former incarcerations, recovery statuses, religious affiliations, and socio-economic statuses.

All too often, society scorns, and the Church alienates, lesbian, gay, bisexual, transgender, queer, and non-binary persons. Therefore, we are called to action and to concretely show our support, inclusion, care, solidarity, and concern. It is for this purpose that we affirm that people of all gender identities, gender expressions, and sexual orientations are of sacred worth as unique and genuine individuals created by God and are full participants, beloved members of our community.

Moreover, society, the church, and other institutions marginalize and discriminate against persons of color. Therefore, we are called to action and to concretely show our support, inclusion, caring, solidarity, and concern. It is for this purpose that we affirm that people of all racial and ethnic groups are of sacred worth as unique and genuine individuals created by God and are full participants, beloved members of our community.

Our seminary community commits to the acceptance and affirmation of all persons. While not everyone in our community is like-minded in the theological and cultural understandings included in this statement, we commit to speaking in love and agreeing to treat our siblings in faith equitably and with affirmation and welcome.

The United Lutheran Seminary community commits to changing the world through the transformative grace of God, inclusive hospitality, and radical welcome. We commit ourselves to making this place open, welcoming, accepting, and affirming to all of God’s children. We pledge to provide a place of comfort and safety. We promise to teach that the Gospel of Christ is for everyone equally. We will strive to advocate for systemic change within the policies and practices of church and society. We will work to alleviate not only the painful symptoms of oppression and exclusion, but also to eliminate their root causes.

As a community embodying these values, we will do our utmost to translate our convictions into transformative action in all aspects of our life together. We commit to the important work of repentance, forgiveness, and reconciliation within our community life.

INTRODUCTION

Internship is an educational program of the seminaries, congregations, synods, and agencies of the Evangelical Lutheran Church in America for the candidates preparing for the ordained ministry in the ELCA. The program provides for extended and thorough involvement in the work of the ministry. Normally serving in a congregation of this church, the intern is supervised jointly by a supervisor and the seminary in cooperation with members of ministry sites, staffs of agencies, other pastors, and other interns.

Through the internship the candidate engages in the full range of ministerial work and is guided simultaneously in developing attitudes, understandings, and skills vital to the word and sacrament and word and service office. Except for solemnizing marriages and administering the sacraments, the intern becomes deeply involved in all aspects of ministry life and ministry responsibilities.

In exceptional cases, and as provided for in the policies of the Evangelical Lutheran Church in America, functions regularly reserved for ordained ministers may be carried out by lay persons upon authorization of the ministry site, the intern's synodical bishop and the internship site synodical bishop with supervision from the internship site synodical bishop.

ELCA seminaries continually seek to enhance the educational value of the program, especially in developing sound relationships for the intern, the supervisor, and the ministry site. To this end, most interns and supervisors participate in training events and "cluster" meetings of nearby interns and supervisors. They share concerns and experiences which increase mutual understanding and cooperation.

Most MDiv students take their internship in the third year of theological studies, MAML students in their final year of study. Concurrent internships (half-time while engaging in academic work) are possible. There are limited number of overseas internship opportunities for exceptionally mature and experienced candidates. The candidate's synodical committee is involved in approving such placements. Internships in specialized situations are occasionally available; e.g., in Appalachia, urban, campus and recreational ministries, church-wide agencies, and institutional chaplaincies. Information about these may be obtained from the seminary's contextual formation director.

TO PROSPECTIVE INTERNS

Lutheran candidates for ordination in Word and Sacrament have been required to serve a 12-month, 2,000-hour internship. ELCA seminaries usually incorporate that requirement in a curriculum leading to the degree of Master of Divinity. The four-year program is designed to prepare endorsed candidates for ordination. Lutheran candidates for ordination in Word and Service have been required to serve a 6-month, 1,000-hour internship. ELCA seminaries usually incorporate that requirement in a curriculum leading to the degree of Master of Arts in Ministerial Leadership.

A person studying at an institution other than a seminary of this church is to gain endorsement as a candidate for the ministry and then is to "affiliate" with an ELCA seminary

and arrange for an internship placement, normally in the fall semester of the second year.

The student application to become an intern can be found at www.my.uls.edu/contextual-formation/ministerial-immersion-internship.

The final date for submitting applications is September 15.

The seminaries cooperate with one another in arrangement for placements throughout Canada and the United States and take into consideration both the desires of candidates and the availability of situations. Usually prospective interns and potential supervisors meet together at the seminary early in the calendar year. After preferences are expressed and careful consideration is given, the internship directors inform candidates and supervisors of the placements. Notification may be expected by late March or early April. The dates for starting and ending the internship, as well as housing accommodations, etc., are agreed upon by the intern and the supervisor in accord with ELCA guidelines developed by the department of Congregational & Synodical Mission. *Please note that the student is required to sever active relationship with the ministry site at the close of the period of internship.

TO PROSPECTIVE SUPERVISORS

In some years there are more requests for interns than there are persons available. Because conditions and priorities in ministry sites and agencies change, some previous participants may elect not to apply in a given year. New applications are welcomed by the seminary Contextual Formation directors.

Before applying it is suggested that prospective supervisors think about the educational opportunities which the internship provides, the time required to give sound guidance to the intern, and the resources required, then contact the Contextual Formation director of the ELCA seminary maintained by the endorsing synod. The Contextual Formation director will forward basic information. The internship site application can be found at

<https://my.uls.edu/contextual-formation/ministerial-immersion-internship>. **The final date for submitting applications is January 31 (but a December submittal is preferred!)**

ELCA Standards and Guidelines require the seminaries to obtain clearance from the synodical bishop before utilizing any ministry site or agency for an internship placement. Those applying should request from their bishop approval in advance of their application.

THE INTERNSHIP PROCESS

Internship is an integral part of the program of the seminary and final responsibility for the selection and placement of interns' rests within the faculty. At the same time, the seminary works in partnership with the student's candidacy committees.

ELIGIBILITY OF STUDENTS

Students must have completed two full years of academic work before they are eligible to

go on internship. Occasionally, a student will request permission to go on internship having completed less than that. Requests for such exceptions must be made in writing to the ULS Dean.

Only students who have been endorsed by their synodical candidacy committee may begin internships in an ELCA ministry site. If a student has been postponed by their candidacy committee, that student may participate in the internship matching process but is responsible for informing potential supervisors of the postponed status. Likewise, a student who has been postponed may receive a tentative internship assignment, but that assignment is only finalized upon the student's endorsement. If a student has been denied candidacy in the ELCA, that student may not participate in the matching process nor may that student receive an internship assignment.

PLACEMENT PROCESS

Procedure for Ministry sites to Apply

Intern applications are gathered from June 1 to January 31. Application forms are available on- line to those ministry sites which have interest, and which can offer good supervision. Before any application is sent, the bishop of the synod in which the ministry site is located should be contacted to approve the ministry site as a viable site.

When the applications are received from ministry sites, they will be made available for all prospective interns to read. Students receive a clearer picture of the ministry site if annual reports, newsletters, and other material from the ministry site are included. Because there are many applications for the students to examine, the ministry site is urged to submit the application as early as possible.

Internship Data Placement Forms (Interns)

During the fall semester prior to the matching process, students submit to the Contextual Formation Office completed internship data placement forms which give information about themselves and their initial preferences in terms of type of supervisor desired, types of location (geographical), type of ministry site, etc. Included with the data is a brief biographical statement by the student. These forms are posted online in a secure site by the Contextual Formation Office and made available to all supervisors who have applied for an intern.

Matching Process

E-letters are sent to home synods of students requesting preferences as to type, general geographic location, and learning goals and experiences to be considered in a candidate's internship. No later than February 1, the Director of Contextual Formation shall receive from the Bishop or candidacy committee recommendations on types of internships for their students. The seminary will try to honor the requests of the candidacy committees for their students. In so far as possible, the matching process will involve face-to-face contact of the prospective interns and potential supervisors. The circumstances of each year will guide the actual format utilized.

Internship Matching by April 1

The matches between students and parishes/institutions will be announced on or before April 1. An agreement form specifying employment conditioned is signed by the supervisor, the parish or institutional representative, the student, and a seminary representative. Parishes and institutions, at their expense, are encouraged to have the students visit the internship context prior to the beginning of an internship.

All ELCA Seminaries Cooperate

In a very real sense, an application by a ministry site/agency or by a student to one seminary is an application to all seminaries. This is the result of the close cooperation among all Contextual Formation directors. Ministry sites are shared among the seminaries. Contextual Formation directors work with special needs of students for location and type of internship by working with the seminary that has an intern situation best fitting the special need. Contextual Formation directors meet annually in March to share sites and help place students who have not yet been placed.

EVENTS

Intern Matching Event

During February, all supervisors who have applied for an intern through ULS, traveling at their own expense, come to the seminary campus for a two-day matching event. During the event, the supervisor (and laity) interview six or more students who are interested in being assigned to their parish or institution. At the end of the workshop, the supervisor lists at least three students with whom they would like to work, and the reasons for choosing those students. At the same time, the students list the parishes or institutions to which they would like to be assigned. Based on all data available, the students are assigned to a parish or institution. A letter is sent to the approved internship contexts and the students, notifying them of the match.

Internship Orientation & Teambuilding Workshop

At the close of each academic year, the seminary holds an orientation and team-building workshop for the interns and the supervisors. Unlike the matching process, the expenses for the supervisors (travel within limits, room and board) are covered by the seminary. The workshops are designed as a structured opportunity for the interns and supervisors to get to know one another and examine their leadership styles in order to work in a constructive manner during internship. It is expected that **every** supervisor will participate in this workshop **every** year. The ELCA seminaries conduct similar workshops on different dates in order that supervisors and interns unable to attend the workshop at one seminary will attend the workshop at another.

INTERNSHIP IN PROGRESS

SUPERVISION

The Importance of Role

Essential to the process is that roles in the relationship remain clear. Whatever the nature of conversation between the mentor and student, or the style of work, or the way each “lets down their hair” in informal moments, etc., the mentor remains the supervisor and the student remains the learner.

This emphasis on role does not mean that there will be no moments of confusion or even deliberate change of pace. Rather, it means that for a quality experience for both supervisor and student the reality of the roles of mentor and learner consciously will be identified and clarified again and again. At a minimum, the supervisory conference held every week will be structured in such a way as to remind both partners of the purpose of their relationship.

Supervisory Conference

The key ingredient of educational supervision is the weekly, individual, supervisory conference. It is a dyadic interview regularly scheduled for a specific time period at a private place protected from interruption, physically comfortable, and conducive to good, audible communication. Occasionally, there will be informal, on-the-spot conferences, but these should not be the norm. Responsibility for maintaining the professional relationship is shared, but the supervisor must ensure these expectations are kept.

If the supervisor is responsible for short-circuiting the regular conference, the result may be guilt on the part of the intern who is made to feel that they are intruding on other scheduled activities of the supervisor. The implicit message also is that the dialogue is unimportant and perhaps by extension the entire relationship. Even if a student does not perceive it, be assured that the seminary considers this an unsatisfactory arrangement.

Where the student becomes the instigator of frequent informal conferences in lieu of the formal weekly supervisory conference, the concern is of even deeper dimensions. This

pattern, on the part of the student, may be signaling undue dependence or, equally negative, actual dismissal of the authority of the supervisor.

The Purpose is Functional

The purpose of the conference is to help the student do the job they are placed there to do. In that sense, it is functional. It may have to deal with administrative concerns, but it should be perceived as educational in nature. The predominant concern of the supervisor should be to teach.

At the beginning of the internship the general purpose of the supervisory conference should be established. It should read something like this: *“to help identify their role in the ministry site with more and more clarity and to help them acquire and put into use appropriate knowledge, understanding, and skills for improving the quality of their activity in the role.”*

It would be well if every supervisor would say to the intern that in the supervisory conference, they will be discussing some of the things that they still need work in, but that this is to be anticipated and quite usual. A matter of fact and natural approach to this reality should provide a feeling of relief to the student. They will not be left alone to face new experiences. There will be an experienced person to share them with and the purpose will be the student's own growth in knowledge and skill.

To be sure, the supervisor also should address the positive side. The student does bring experience and skill to the situation, too. They should be assured that there will be help to utilize them within the requirements of the ministry site and its mission.

The seminary advocates a “case approach” to the supervisory hour each week. That is, the intern will identify some aspect of recent experiences in ministry and will write it up as a brief “case” for discussion with the supervisor.

Normally the outline will be something like this: a brief description of the **background** of the incident, a detailed **description** on the event as it took place, with the focus on what the intern actually did, said, etc., and **analysis** of the dynamics present in the event as the intern reflects on it (What was going on?), and **evaluation** of the work accomplished by the intern (I did a good or bad job because...).

The **one-page write-up** of the case should be in the supervisor's hands at least 24 hours before the weekly conference. Conversation process should be developed by the supervisor. The discussion that flows from this method normally will be very rich.

Minister's Work Week

While ULS recognizes that pastors and deacons regularly work more than 40 hours/week, we ask that the intern's responsibilities be limited to an average of 40-45 hours/week, recognizing that some seasons require more hours worked than others. The internship year is a pivotal year of transition for the intern from classroom student to a well-formed novice pastor/deacon. Easing the intern into the full schedule of a parish pastor/deacon is key to a successful launch into a first call. It is important for the intern to discuss scheduling expectations with the supervisor, and that the intern is given their allotted vacation time and days off (or compensation time when days off are interrupted by ministry obligations).

The seminary encourages the development of self-care habits and a daily spiritual practice.

INTERNSHIP COMMITTEE

(See the United Lutheran Seminary Internship Committee Manual)

FINANCIAL MATTERS

The following guidelines are standard for all internships under the auspices of the ELCA. The ministry site or agency normally assures the intern of the following:

- * A monthly undesignated cash stipend of \$1,800.
- * Adequate furnished housing, plus utilities (where unfurnished housing is provided, moving expenses to and from the seminary are to be provided by the ministry site).
- * Expenses incurred in the performance of assigned duties such as automobile expenses as stipulated by the IRS.
- * The ministry site will send to the seminary the sum \$500.00 to be used in a travel equalization fund to defray the travel expense for one round trip between the seminary and the place of internship, including family.
- * Social Security - 7.65% of stipend and housing
- * Two weeks' paid vacation for a year's internship.
- * One day per week free time.
- * Administrative fee for internship paid by the ministry site (\$1000.00 per year-\$500 due fall; \$500 due spring).

TRAVEL EQUALIZATION FUND

The internship travel equalization fund is intended to defray the round-trip transportation costs of seminarians and families from the seminary to the internship site and back again. This does not include the cost of moving household furnishings. In placements which do not provide furnished housing for the interns, the ministry site is responsible for the cost of moving household furnishings.

- * Travel Expense Vouchers can be found in the appendix of this manual and at this link: <https://my.uls.edu/contextual-formation/ministerial-immersion-internship>. Students must submit receipts for expenses with the voucher, sign the voucher, and return it to the Contextual Formation Office by **September 15th**. Payment will be made by check to the student by the Financial Services Office after processing the voucher.
- * **Guidelines to the Voucher**
 - 1) Round trip mileage as the IRS stipulates (you are reimbursed only from the Seminary to your ministry site and then the return from your ministry site back to the Seminary. Any side trips en route to your site are not part of the calculation).
 - 2) Lodging at a reasonable place such as Comfort Inn or Holiday Express.
 - 3.) Shipping costs-Seminary pays up to \$150
 - 4.) Meal reimbursement is meant to cover those driving a fair distance: up to \$25.00 per day per adult, \$15.00 per day for each child.
 - 5.) In placements where unfurnished housing is provided, the student will be compensated for household moving expenses from and to the seminary by the ministry site.
 - 6.) Receipts for motels and meals must accompany the request for reimbursement—you are not reimbursed for gas because you are reimbursed for mileage.
 - 7.) Specialized arrangements can be made in consultation with the Contextual Formation Director.
 - 8.) This is an opportunity for students to exercise a sense of good stewardship in spending church funds to defray their travel costs.

TAXES

FEDERAL INCOME TAX

****Please give copy to the Church Treasurer***

There has been a great deal of discussion lately about possible changes in federal income tax regulations. Some revisions in the tax laws may well take place while you are on internship. However, you need to base your tax planning on the laws that currently are in effect.

What is taxable income?

Your stipend, *the rental value of housing provided to you, and the cost of all utilities* (if they are paid for you by the ministry site) are taxable as income and for FICA. In effect, the ministry site becomes your employer and you are its employee. The value of the housing provided you is taxable, just as is the stipend that you receive in cash.

What will be withheld?

For each pay period the treasurer must withhold from your check 7.65% of both

your stipend and the value of non-cash benefits for Social Security and Medicare taxes, and an additional amount for federal income tax, which is determined by the number of exemptions you claim on Form W-4. [The ministry site is also required to contribute 7.65% for Social Security and Medicare taxes.]

I must pay tax on the value of the housing provided me?

Yes. Neither ELCA polity nor I.R.S. regulations consider an intern “clergy.” While ordained pastors may exclude a housing allowance (or the rental value of a parsonage provided them) from their income, interns may not.

Why aren’t interns treated like pastors?

Interns are not “ordained, licensed, or commissioned,” which are the only categories recognized by the I.R.S. as entitled to special tax considerations provided to clergy. The official I.R.S. statement about theological students says, “You cannot exclude a housing allowance from your income if you are a theological student serving a required internship as an assistant pastor, unless you are ordained, commissioned, or licensed as a minister.” You are a student, and internship is part of your educational program, even though you are getting paid for doing it.

This means that I must pay taxes on something I don’t receive?

In effect, yes. What it really means is that you must pay taxes (and FICA contributions) on a benefit that you did not receive in cash. The distinction is mostly academic; however, this is why you are required to have the taxes on the value of your housing withheld regularly from your cash stipend.

So, I won’t actually get all of my stipend?

Well, the money that the ministry site sends to the I.R.S. is really your money, if that’s any consolation. Considering the financial hardship that this works on an intern, the ministry site may choose to increase your stipend somewhat, but, if so, that extra amount is also taxable – for both FICA and income tax.

How can I determine how much will be withheld from my stipend?

The amount withheld will vary according to marital status, employed or non-employed spouse, number of dependents, and rental value of the housing and utilities provided you.

It will have to be calculated according to your personal situation. The church treasurer ought to be able to provide you with the fair rental value of your housing (and utilities). You need to add that to your anticipated income from your stipend and any other income, earned or unearned, you or your spouse have already received or may expect to receive during the year.

What do I do then?

After you have estimated your income (both in cash and the value of your housing), you should obtain a Form W-4 from your church treasurer and use it to calculate the number

of exemptions to which you are entitled. Then the treasurer will consult the I.R.S. Circular E and tell you how much needs to be withheld from each stipend check. (To obtain a copy of Form W-4 and/or Circular E from the I.R.S., call 1-800-TAX-FORM or go to www.irs.gov)

Aren't there any breaks?

Yes, as of 2012 you will owe no income tax at all if your adjusted gross income is less than \$9,750.00 for a single individual under the age of 65 or \$19,500.00 for a married couple under the age of 65 filing jointly with no dependents. Your tax liability will also be spread over two years. The normal internship format of August 15 to August 15 will have four months in one taxable year and eight months in the following year. It may be possible, if your income is going to be low and your exemptions high, for you to exempt yourself from withholding.

BUT DON'T TAKE CHANCES! If you exempt yourself but do owe tax at the end of the year, you may be assessed a penalty in addition to having to pay the tax. (Note: Even if you can exempt yourself from federal income tax for the year, you cannot exempt yourself from FICA; the 7.65% must still be withheld from your stipend and the value of your housing, and it will not be refunded.)

How about state and local taxes?

You must pay them, too, if you reside in a state and/or municipality (even for only part of a year) that imposes income taxes. We cannot advise you on all state or local tax regulations, but we suggest that it is prudent for you to find out what law applies in the locality where you are assigned to internship.

- * **State Taxes** These will vary. Pennsylvania, for example, has a gross income tax. It is based on what appears on the W-2 form. However, through inquiry to the PA Dept. of Revenue, we have verified that the living expense stipend paid to a student on seminary internship is not taxable income for state purposes. We provide a letter of attestation to be attached to a PA student tax return. (See PA Form 40 "Scholarships, Fellowships, and Stipends.") Check your state's tax rules.
- * **City/County Taxes** These also vary. Philadelphia, for example, has a wage tax (not an income tax). That wage is to be deducted by the employer and paid. The wage earner does not file a form. It is also based on the W-2 form. Investigate your city/county situation.
- * **Conclusion** Every taxpayer stands alone before the IRS. This statement, and for that matter all other advice, is no basis for defense of your own decisions in these matters. We wish the news were more heartening. We continue to keep these matters before the Ministry site & Synodical Mission Division in hopes that some way of relief can be found for students on internship.

SOCIAL SECURITY (FICA)

All non-profit corporations are required to deduct the employee portion of FICA taxes from the pay and remit it with the employer's portion to the IRS. Interns, being employees, must be treated in this way. Where ministry sites attempt to help with Social Security tax by giving

an additional stipend, the additional stipend becomes additional income for all tax purposes. The rate for Social Security payment is 7.65%.

Deductions (and employer portions) are based on total cash stipend and allowance including cash, housing allowance or the actual cash value of housing and utilities provided. We advise that car allowances be paid separately from the stipend.

VACATION

- An intern/vicar on a 12-month internship shall be allowed two weeks— [two Sundays] vacation with pay at a time (or times) mutually agreed on by the supervisor and intern.
- An intern/vicar on a 9-month internship shall be allowed ten days' vacation with pay at a time (or times) mutually agreed on by the supervisor and intern.
- An intern/vicar on a 6-month internship shall be allowed five days' vacation with pay at a time mutually agreed on by the supervisor and intern.

CLUSTERS

All ELCA seminaries are involved in providing “intern clusters” in strategic geographical locations. **Students on internship are required to participate in the internship cluster in their geographical area.** The purpose of the cluster is to provide a means of 1) disciplined sharing of experiences, 2) contact with students from other ecclesiastical traditions working in the vicinity of the cluster. Usually, clusters meet once a month-although a model of having a fall and spring retreat is also possible. Cluster leaders will be persons designated by the seminary and synod. ULS assumes responsibility for clusters in Regions 7 and 8.

GRADUATE STUDY DURING INTERNSHIP

Because of the intensity intended in the internship, both in practice and reflection upon it – a special kind of theological learning – additional graduate study for credits toward graduation requirements is normally not permitted during the intern year.

CROSS-CULTURAL TRIPS ARE ALLOWED!

An exception to the policy above is when there is a cross-cultural immersion trip that the intern would like to go on at any of the Seminaries, for instance, a J-term class to Germany or the Middle East, are allowed and more importantly *encouraged* to participate in these trips. Sometimes the ministry site is able to help subsidize these trips and they look forward to hearing presentations from the intern upon their return.

FEEDBACK AND EVALUATION

Ongoing feedback and evaluation enable the student to take a reading on the way others view their ministry and identify their strengths and weaknesses. While feedback is a constant process throughout the year, at three points formal structure is suggested, and completed forms are uploaded to the student's Canvas course site. This process is for interns doing

internship for Word and Sacrament and Word and Service.

THREE MONTH, MID-YEAR, AND FINAL EVALUATION

Obtain the forms on-line:

<https://my.uls.edu/contextual-formation/ministerial-immersion-internship>

These evaluations are to be shared among the intern, the supervisor and the internship committee **before** they are uploaded to Canvas. After each member of the internship committee completes their evaluation forms individually, they may be shared with the intern at an internship committee meeting. The chair of the committee then compiles the evaluations into one Committee Evaluation. The intern and supervisor share their reports with one another, discuss them, and sign both reports.

- * **Three Month Evaluation Reports** The intern and supervisor submit a three-month evaluation to the Contextual Formation Office via the Canvas course site and the student's synod office.
- * **Mid-Term Evaluation Reports** The intern, supervisor, and internship committee reports are submitted at mid-year (month 6 or 7) to the Contextual Formation Office via the Canvas course site and the student's synod office. **It is the intern's responsibility to submit evaluations both to the contextual formation office via the Canvas course site and a set to the bishop's office of the student's synod.**
- * **Final Evaluation Reports** During the last month of internship (or by August 15 if the internship ends in August), the final evaluation reports of the intern, supervisor, and internship committee are due to the Contextual Formation Office via the Canvas course site.
For the final evaluations the intern should submit a set to the contextual formation office via the Canvas course site and to the bishop's office of the student's synod.
- * Upon the conclusion on the internship, the faculty will evaluate it.

CONFIDENTIALITY

The use of these documents must be in a way that benefits the student, the seminary, and the Church, in accord with the purpose of evaluation. At the same time, the rights and responsibilities of each of these parties must be protected and safeguarded.

These guidelines are to be followed regarding the use of evaluative materials:

- * Evaluative documents are to be circulated as indicated below only after releases have been signed by the student. If the student chooses not to release these, they should be apprised of the possible effects of such actions.
- * Evaluative documents are to be available to the student, the Director of Contextual Formation, the supervisor (evaluations related to work they supervise), student's faculty panel or advisor, the seminary dean and president, and the bishop and/or designated assistant(s) of the student's home synod. In addition, the student may designate other synodical bishops to receive these documents for purposes of consideration for first placement. The student may also designate other persons to receive these documents.
- * During the student's seminary studies, the documents are to be collected by the seminary and copies forwarded to the student's home synod immediately upon being received.
- * The copies of these documents held by the seminary are to be turned over to the student upon graduation.

IMPORTANT MATTERS/HELPFUL INFORMATION

SPECIAL TYPES OF INTERNSHIPS

In addition to the normal 9- or 12-month internship the seminary at times offers the following:

Concurrent Internship

A concurrent internship normally extends over two academic years and includes the summer between these two years. The student will carry an academic schedule equivalent to approximately one-half of the required number of courses for each of the four semesters of the last two years of the seminary educational process. Placement close to the educational center is necessary. Timelines for evaluations will be established individually in conversation among the Director of Contextual Formation, Supervisor and Intern.

CO-OP Internship

The Accelerated MDiv Co-op pathway for outstanding ELCA students is an innovative partnership between the seminary, congregations, and synods that enables the student to complete both MDiv and candidacy in three years. Co-op students complete their Ministerial Fieldwork and Ministerial Immersions by working roughly 20 hours per week at a single congregation identified by their bishop and Candidacy Committee. At the same time, they are fulltime students, creating a highly integrated learning experience. Coursework may be completed on a residential or distributed learning basis, depending on the student's location and learning style.

Non-Parish Setting

For Word and Sacrament candidates, in extraordinary circumstances, certain non-parish settings may be arranged providing the work is done under a qualified supervisor and that the student's home synod explicitly approves the placement.

Overseas Internship

Each year the Division for Global Mission places a few students in an overseas setting. Because of the rarity of this opportunity, DGM requests:

- ~ Top academic students.
- ~ Persons with a broad Lutheran background.
- ~ The encouragement of synodical committees.
- ~ Recommendation of faculties.

No student will be placed in an overseas setting without full cooperation of the student's synod. **DGM does not pay the tuition for persons chosen.**

MINISTERIAL ACTS

Baptism In emergencies an intern may perform a baptism as may any lay person. However, any non-emergency situation is governed by the policies of the ELCA which call for a person ordained in Word and Sacrament to preside at baptism.

Holy Communion

The normative statement on the public celebration of Holy Communion is: *"The pastor (of the congregation) as one duly called and ordained for the Ministry of Word and Sacrament, shall preside at the Holy Communion."* (Section 11A.5 of the Statement for Communion Practices)

*The appropriate liturgical role for seminarians at celebrations of Holy Communion is to serve as assisting minister. We understand this to mean that an intern will not preside at public services of Holy Communion where the called pastor of the congregation is available. They may, when properly authorized, distribute home communion along with other authorized persons. The intern should never be the sole eucharistic minister for the congregation.

Weddings In most states, an intern may not legally officiate at a wedding service. Although there are exceptions to that general rule, they are rare, and interns should not assume the right or privilege of performing a wedding while on internship.

Funerals Unlike weddings, neither Church policy nor State law insists that funerals be conducted by an ordained person. Therefore, interns are free to conduct funerals with the consent and guidance of the supervisor.

EXTENDED ILLNESS

An extended illness of the intern can become problematic for an experience of such relatively short duration as an internship. In such situations, a careful balance must be maintained assuring fairness to the student as well as to the parish. When questions arise with respect to such situations, the following guidelines can apply:

Although the intern is not an employee of the ministry site (except for tax purposes) but a student fulfilling the internship requirement of the Church and seminary, and receiving an educational stipend, ministry sites that have sick leave policies for its paid staff should seek to apply that same policy to the intern. In the absence of an operative sick leave policy, the following is offered to the student and the ministry site as counsel and advice:

Sick Leave For the purpose of policy, "sick leave" may be granted for any student absent from duty because of accident or illness, including any illness resulting from pregnancy or childbirth.

Short-Term Illness Up to one week, shall not affect the stipend or housing arrangements.

Long-Term Illness or Disability More than one week may necessitate adjustments, as negotiated by the Contextual Formation staff, the intern, and the ministry site. A long-term illness extending beyond a month may necessitate a review of the internship by the Contextual Formation staff.

Internship Requirement An extended sick leave may interfere with student's ability to meet the one-year requirement of the ELCA and the seminary. There is normally some flexibility allowing for negotiation for an absence of a maximum of three months. For instance, a student may surrender their vacation time or negotiate a reduction of stipend or even waiver of stipend if that seems appropriate. On occasion, students are able to fulfill a portion of their ministry duties by working part-time, permitting them to achieve some of their educational goals. The internship requirement should be fulfilled with a balance of integrity and of compensation for one who is ill.

PARENTAL LEAVE POLICY

Standard policy following the birth of a child while on full-time internship is six consecutive weeks of leave for a mother, and four consecutive weeks for a father, divided as follows:

- 2 weeks paid leave (mother only)
- 2 weeks standard paid vacation time (mother or father)

- 2 weeks unpaid leave (mother or father)
- Housing support continues during this time.

Note that parental leave includes the paid vacation time required as standard for all internships. Understanding the limited duration of internships, these are to be considered reasonable, if basic, amounts. Ministry sites may choose to accommodate additional parental leave, in consultation and agreement with the intern, Seminary, and the intern's Candidacy Committee.

Note: When pregnancy occurs prior to the start of internship, the internship plan will be re-evaluated by all parties. Intern, site, seminary, and candidacy committee will together determine the suitability and timing of the internship.

CHANGE OF SUPERVISORY LEADERSHIP

If a pastoral vacancy occurs or a supervisor in an agency leaves, where an intern has been assigned, an automatic review of the situation occurs. If the vacancy occurs before the internship begins, the intern usually will be reassigned. If the vacancy develops after the internship begins, every effort will be made to continue the internship by seeking to find alternate forms of supervision either with the assistance of an associate or, on rare occasions, taking advantage of supervising expertise that may be exercised by lay people within the ministry site.

TERMINATION OF ENDORSEMENT

It is the policy of ELCA seminaries to terminate the internship of any student whose endorsement is removed, immediately upon notice from the home synod. This is the policy because the seminaries view the internship as having a direct relationship to ordination. It is assumed that mutual and prior discussions between synod officials and faculty will occur before such action is taken.

SEXUAL HARASSMENT

All ELCA internship sites are required to have their ministry site's policy on sexual harassment on file with their seminary's Contextual Formation Office (ELCA Candidacy Manual). A Sample Congregational Statement on Sexual Harassment is attached for your reference.

The seminary policy concerning sexual harassment shall be applied to all internships. In this policy, sexual harassment is defined as including any unwelcome sexual advance, request for sexual favors, and/or verbal expression or physical conduct of a sexual nature.

Alleged violations shall be reported to the Director of Contextual Formation immediately and in confidence. The President or Dean may be contacted in the event the Director of Contextual Formation is unavailable. If the aggrieved party is prepared to declare that they have been harassed, a discussion shall be initiated by the Director of Contextual Formation with the

parties involved. If the parties agree that the matter is resolved, no additional steps need be taken. If there is not agreement, the President and/or Dean shall immediately establish a hearing to determine whether sexual harassment has occurred, and seminary policies shall be followed.

DRUG/ALCOHOL ABUSE POLICY

The seminary policy regarding drug and alcohol abuse shall apply to all internships. These follow the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226. As required by the Act, the seminary has provided notification of (1) standards of conduct, (2) legal sanctions, (3) health risks, (4) prevention and treatment, and (5) institutional sanctions.

Interns, as students, are covered in this policy. Sanctions for student can range from probation to suspension and dismissal. Violations may lead to referral for prosecution under local, State, and Federal Law. In the case of personal use and abuse, the individual's willingness to pursue responsible treatment is a significant consideration in defining the institution's response.

TITLES FOR INTERNS

Approved titles include "intern" or "vicar." Under no circumstances is the intern to be called "pastor," "The Reverend," or "Deacon." The Church in its good time bestows these latter titles by ordination. No ministry site, no student, and no seminary have the right to convey that which the Church has reserved to its candidacy process. Students identifying themselves as anything other than students is grounds for failing internship and dismissal from seminary.

CLERICAL COLLARS

The clerical collar is viewed as an external symbol of pastoral formation, rather than a symbol denoting pastoral authority. Theologically, the stole is a sign of the servanthood of Jesus Christ and is therefore reserved for the ordained ministry.

In practice, many of the students of our seminary are encouraged by ministry sites to begin wearing the clerical collar during their first and subsequent contextual formation experience.

Since the clerical collar is representative of pastoral leadership, its use is appropriate when students are involved in pastoral settings, e.g. leading worship and pastoral visitation. Therefore, its use is not appropriate for outside such settings.

When wearing the clerical collar in pastoral settings in which another person may mistake the seminarian to be an ordained pastor, the seminarian is expected to identify themselves as a pastoral intern, student chaplain, student, etc.

It is not fitting for students in programs other than the MDiv track to wear the clerical collar, unless an MAML student is engaging with ecumenical partners where it is appropriate for a Deacon to wear a clerical collar (e.g. with our Episcopal siblings.)

EARLY TERMINATION OF AN INTERNSHIP

An internship is an educational program under the authority of the faculty of the seminary. Just as the internship is established by the faculty, it may be terminated only by faculty action, with the agency of and in consultation with the Contextual Formation Director. In agreeing to the terms of the internship, a ministry site is agreeing to provide a learning opportunity for the student. Only for government tax purposes is the student an employee of the ministry site. In like manner, it is also true that a student agrees to fully conduct themselves in accordance with the stipulations of this Internship Manual. Throughout one's internship, both ULS' student policies and the ministry sites employment policies apply.

Occasionally internships experience more difficulty than expected. When an internship begins to struggle, there are often warning signs.

Examples are:

- One participant, supervisor or intern, is working far harder at the relationship than the other
- One participant is feeling forced to assume some behavior that seems inappropriate (for instance, when a student is expected to be the supervisor's best friend or expected to cover for the supervisor, or vice versa.)
- Communication is poor and people operate on the basis of assumptions. Regular meetings and sessions are not held.
- Real encounter is avoided is avoided and negative feelings are not expressed. Behaviors include keeping the other at a distance.
- No words of appreciation, thankfulness or encouragement are spoken.
- One participant alone is in charge of the agenda or the relationship. A dependent relationship develops.
- One participant feels controlled. Trust is not evident.
- One participant feels manipulated. Secrets are kept.
- One participant assumes responsibility for what is clearly in another person's job description and gives unsolicited advice.
- One participant delegates what is their duty to another is to avoid responsibility or work.
- One participant feels that boundaries have been violated (pursuant to ULS Welcome and Equity statement, ULS Student handbook, and/or the ministry sites sexual harassment or employment policy.)

If you find yourself in an internship where several of the problematic characteristics of internship are present, please contact the Contextual Formation office for support and guidance. On occasion, even staying attentive to these issues, notifying Contextual Formation, and working to address problem areas will not always lead to a satisfactory resolution. If this occurs, it may be necessary to end an internship before its scheduled end date.

Any decision to end an internship early is the responsibility of the Contextual Formation staff following consultation with those involved including the intern, supervisor, and possibly committee. Additional consultation may include the intern's faculty advisor, candidacy committee or synod staff, and any other persons deemed helpful for this process.

CONSULTATION WITH THE STUDENT'S SYNOD

Consultation with the student's synod is essential and shall be pursued at the earliest time by the seminary.

CAUSES FOR EARLY TERMINATION

- * Mutual agreement by the ministry site's representatives, the seminary's representatives, and the student.
- * The unsuitability of the site for learning purposes or the absence of appropriate learning as determined by the seminary.
- * The resignation of the supervisor from their call or the disability of the supervisor for a significant portion of the internship period.
- * Inappropriate supervisory practice as determined by the seminary.
- * The inability of the intern to conduct the office of intern effectively in the setting without reflection on moral and spiritual character of the intern, which judgment shall be the prerogative of the Director of Contextual Formation and faculty.
- * The physical or mental incapacity of the intern.
- * The disqualification of the intern on grounds of doctrine, morality, or continued neglect of duty as well as denial of the Christian faith, conduct grossly unbecoming a member of the Church of Christ, or persistent trouble-making within the ministry site as reported by the supervisor, the intern committee, or other appropriate ministry site leaders.

PROCEDURES FOR EARLY TERMINATION

In each of the above situations all appropriate persons shall be heard, after which the seminary's representative will inform the faculty of the situation and the faculty may vote to discontinue the internship.

Premature termination of an internship, regardless of the cause, shall be reported to the student's synod by the Director of Contextual Formation or the Dean of the seminary.

The obligations of a ministry site to a person whose internship has been terminated by the

faculty shall cease with that termination action, except that to reduce hardship the ministry site may be asked by the seminary to provide temporary sustenance.

POST-TERMINATION PROCEDURE

The advice and counsel of the student's synod or church body shall be obtained prior to further action with regard to the completion of the internship requirements.

GRADES AND TRANSCRIPT NOTATIONS

When an internship is completed at full term, the grade of "pass" or "fail" is assigned as appropriate, without explanatory notation. When an internship is terminated either by the student's voluntary withdrawal, or by a decision of the seminary contextual formation staff or faculty, the grade of "W" or "fail" shall be assigned as appropriate, with no explanatory notation. In some cases, the grade of "no credit" shall be assigned with notation of "Internship terminated (date)." Receiving an F (fail) or WF (withdrew failing) for the internship subjects a student to academic dismissal.

PROCESS FOR APPEAL

The process for appeal described in the ULS Student Handbook shall pertain.

INTERNSHIP ADMINISTRATIVE FEE

Payment of the administrative fee remains the obligation of the student, but it is understood that the ministry site/agency will make payment, with the above reductions, when that had been part of the internship agreement. (Global Mission does not pay the administrative fee for its overseas internships.)

SAYING GOODBYE AT END OF INTERNSHIP

Ending an internship and the relationships you have established can be a heartrending experience. Here are some suggestions about the way you can most wholesomely end your internship:

1. Talk openly about leaving and your feelings around it.
2. Accept invitations out, even if they were not offered before.
3. Pay any outstanding debts in the community.
4. Have a farewell celebration and accept gifts graciously.
5. Take time to say individual goodbyes to special people, one-on-one, before the last day.
6. Say thank you, especially to your supervisor and lay committee.
7. Attempt to reconcile any broken or damaged relationships before leaving.
8. It is okay to feel sad or glad about leaving, but please make every effort to avoid leaving mad.
9. Avoid illusions about coming back.
10. Complete all written evaluations early enough to allow for feedback face-to-face.
11. Recognize there is an element of incompleteness in every internship.
12. Do all you can to ease the beginnings of the next intern.
13. Ease your way out of the ministry site's on-line social networks, particularly if you have had major responsibilities in these areas (and especially with youth).

APPENDIX 1: INTERNSHIP IN THE ELCA

The Evangelical Lutheran Church in America requires candidates for ordination to complete satisfactorily an approved internship. Internship consists of a supervised contextual experience designed to contribute to the formation of ministerial identity and the development of the requisite skills for the public exercise of ministry. Internship is normally full time for one year as the third year of the seminary four-year degree program.

Normally ministry sites and supervisors approved by ELCA seminaries, in consultation with synodical bishops, provide the settings and guidance for internships. To facilitate the internship program, the department of Congregational & Synodical Mission has established standards and guidelines for internship. Each seminary creates policies and procedures through which the standards are implemented. Responsibility for interpreting these standards and guidelines and considering requests for exceptions resides with the seminary in consultation with the appropriate synod and Congregational & Synodical Mission, when necessary.

ELCA SEMINARIES

ELCA SEMINARIES SHALL:

1. Provide adequate policies, procedures, resources, support, and faculty staffing to maintain an internship program consistent with the expectations of the ELCA;
2. Place eligible students on internship in accordance with the expectations of the ELCA and the policies and procedures of the seminary;
3. Distribute seminary policies and procedures concerning internships;
4. Maintain effective communication with synodical bishops concerning settings and supervisors and with synodical candidacy committees regarding internship candidates prior to placement;
5. In partnership with the Domestic Mission unit, provide common programs to orient and train new supervisors and further the development of experienced supervisors;
6. Maintain effective processes for placement and orientation prior to internship, as well as reflection following internship;
7. Receive and review supervisor's written reports at least twice during the internship;
8. Confer with synodical candidacy committees as necessary and provide summary evaluations (Form D) at the conclusion of internships prior to Approval interviews;
9. Provide guidance and support during the internship in a variety of ways, including site visits; and
10. When necessary, terminate an internship after appropriate consultation.

ELCA SYNODS

The synodical bishop (or designee) shall:

1. Encourage congregations/ministry sites and pastors/supervisors to consider applying for an internship through an ELCA seminary,
2. Maintain effective communication with seminary field-education offices relative to settings and potential supervisors, and
3. Provide opportunities for ELCA interns in the territory of the synod to participate in the programs and functions of the ELCA and the synod.

The synodical candidacy committee will:

1. Advise candidates at non-ELCA seminaries to affiliate with an ELCA seminary during the first year of their academic program to meet prerequisites for an eventual ELCA internship;
2. At Endorsement convey any recommendations regarding internship to candidates and the appropriate internship directors by means of the Endorsement Decision Form; and
3. Receive written evaluations regarding candidates' internship experiences prior to Approval interviews.

INTERNS

Interns are candidates who are enrolled in or affiliated with an ELCA seminary and approved for internship placement by that seminary in consultation with the candidacy committee to serve in a sustained, supervised ministry experience.

To assist seminaries in internship placement, candidates will consult with the appropriate candidacy committee and the seminary internship director. Interns will conduct themselves in a manner consistent with the policies and practices of the ELCA.

Responsibilities of internship candidates:

1. Applying for internship through the internship office of the appropriate ELCA seminary or, if attending a non-ELCA seminary, through the ELCA seminary of affiliation.
2. In consultation with the candidacy committee and seminary faculty, developing broad learning goals for the internship to be used in considering placement.
3. Once placement has been made, developing specific and agreed-upon learning goals with the supervisor and internship committee.
4. Developing and maintaining sound and effective relationships with the supervisor, other staff, the internship committee, and members of the ministry site.
5. Maintaining appropriate contacts with the synodical bishop, the candidacy committee, and the seminary. While on internship, interns submit reports and evaluations as requested in a timely manner.
6. Engaging in personal prayer, study, and theological reflection/discussion on issues related to ministry and being accountable to a spiritual director or the internship supervisor.
7. Attending internship cluster meetings, conference meetings, and synodical events, and participating in appropriate community groups and activities.
8. Becoming familiar with ELCA and seminary policies, programs, and curricula, including official ELCA documents and statements.

9. Informing the seminary internship director in a timely manner of any concerns or difficulties that develop during the internship.

SUPERVISORS

A supervisor is normally an ordained ELCA pastor who has served a minimum of three years in a parish and at least one year in the internship setting. For interns serving in a non-congregational setting, there should be an ELCA supervisor appointed along with the site supervisor. Supervisors serve as effective models and guides for interns with regard to faith, spiritual discipline, personal habits, public ministry, and participation in the wider church. They provide opportunities for interns to participate in all dimensions of pastoral ministry with oversight and reflective feedback. All supervisors participate in training provided by ELCA seminaries.

Supervisors are expected to be committed to internship as an educational component in the preparation of candidates for Word and Sacrament ministry. Each ELCA seminary, in consultation with the synodical bishop approves pastors to serve as internship supervisors.

Responsibilities of internship supervisors:

1. Sharing and appropriately involving the intern with all aspects of parish ministry.
2. Collaborating and sharing accountability with the intern to achieve mutually agreed-upon learning goals.
3. Through weekly supervisory sessions, reflecting with the intern on ministry and the intern's work and well-being.
4. Guiding an intern in developing responsible and effective partnership in ministry with laity.
5. Knowing and supporting the polity, policies, and positions of the ELCA, including sacramental practices.
6. Participating in the life of the synod and providing opportunities for the intern to experience and participate in synodical programs and events, as well as in appropriate local ecumenical, interfaith, and community organizations and activities.
7. Participating in continuing education.
8. Supporting the internship committee and facilitating its functioning (but not as a committee member).
9. Regularly attending internship cluster meetings.
10. Cooperating with the seminary regarding policies and practices contained in its internship manual.
11. Providing written evaluative reports to the seminary at least twice during the internship, which include perspectives on discerning growth and progress in, as well as pertinent concerns about, the intern's ministry.
12. Participating in the placement process as requested by the seminary.

MINISTRY SITE

Settings provide opportunities for the intern to be broadly and appropriately engaged in the practices of ministry, including occasions unique to the settings. Such opportunities are an expression of the setting's commitment to internship as an educational component in the

candidate's preparation.

1. The new intern/vicar is not a copy of anyone else. They should not be expected to function or respond in the same way as any previous student you have known.
2. Your new intern is coming to a new situation and this may require some time for adjustment. It is often more difficult for the spouse or family of a student to make this adjustment than it is for the student. Coming to a ministry site means meeting many new people. You can help greatly by repeating your name to the intern for several months.
3. Don't hesitate to invite the involvement of the intern in aspects of the ministry site's life and ministry that are beyond the specific assignments made by the supervisor, but the intern should be given the same freedom to turn down the invitation as the supervisor has. It is not fair to expect the intern to do everything anyone suggests.
4. The spouse and family of a student should be invited to be involved in the life of the ministry site but should have the same freedom to choose where and when they will be involved as do other families.
5. The intern is with you both to learn and to minister. You can help by sharing your understandings of the faith and ministry of the church and the opportunities you see for ministry in your community.
6. Your loyalty, cooperation, understanding, and prayers will greatly enrich the experience of your ministry site and your intern.
7. Lists of institutions, agencies, and services to people who are working in the community should be available for the intern to use.
8. The church and seminary are grateful for your part in preparing future ministry leaders.

Responsibilities for internship settings:

1. Internship settings are normally open to any ELCA candidate.
2. After consultation with the synodical bishop, an ELCA seminary will choose and periodically evaluate each internship setting.
3. Normally, internship sites will be congregations.
4. Each site must have written policies for sexual ethics, sick leave, and lifelong learning.
5. Sites will apply for internship to only one ELCA seminary.
6. Sites will ensure that the necessary resources (e.g. financial, supervisory, etc.) are available.
7. Sites will commit to internship as an educational component in the preparation of candidates for Word and Sacrament ministry.
8. Sites will provide opportunities for the intern to be broadly engaged in appropriate ministerial activities.
9. Sites will provide adequate support to the intern (and the intern's family), including forming a committee of lay members to provide both the intern and the supervisor with feedback and evaluation.
10. In accordance with ELCA policies, interns will not preside at baptisms, except in an emergency, nor will an intern preside at the Eucharist without authorization from the synodical bishop, and then only in extraordinary circumstances.
11. An internship site models awareness of and connectedness with the ELCA with ongoing supportive relationships, including but not limited to mission support.

APPENDIX 2: INTERNSHIP PLANNING WORKSHEETS

These worksheets can be found on the Contextual Formation website as well as in this manual. As you work together with your Supervisor and Internship Committee to complete the tasks necessary for internship, fill in the "Date Completed" section to keep track of your progress.

Word and Service Internship Planning Worksheet

Date Complete	Task	To be completed by:	Notes
	Internship Agreement Form Completed and Submitted	Supervisor and Intern	Due before Internship Orientation/Team Building
	Invite & Train Internship Committee	Supervisor	Prior to intern's arrival; schedule 1 st mtg for shortly after arrival
	Secure housing for intern (if applicable)	Supervisor	
	Prepare Intern's office	Supervisor	
	Compile all office information needed by intern	Supervisor and Ministry Site	
	Service of Beginning	Supervisor and Intern	Sample service in Internship Manual
	Intern Travel Voucher Submitted	Intern	Receipts & maps must accompany voucher
	Learning Covenant within first month of start date of internship	Supervisor and Intern	
	Internship Cluster meetings arranged	Supervisor and Intern	
	Three-Month Evaluations due	Intern, Supervisor, and Committee	Intern upload signed copy to Canvas site and send to denominational leadership
	Internship Project Planned	Intern, Supervisor, And Committee	Intern upload signed copy to Canvas site and send to Synod office
	Final Evaluations due	Intern, Supervisor and Committee	Intern upload signed copy to Canvas site and send to Synod Office
	Farewell and Godspeed Sending Service	Supervisor and Intern	

Word and Sacrament Internship Planning Worksheet for 12 Month/Full Time

Date Completed	Task	To be completed by:	Notes
	Internship Agreement Form Completed and Submitted	Supervisor and Intern	Due before Internship Orientation/Team Building
	Invite & Train Internship Committee	Supervisor	Prior to intern's arrival; schedule 1 st mtg soon after arrival
	Secure housing for intern (if applicable)	Supervisor	
	Prepare Intern's office	Supervisor	
	Compile all office information needed by intern	Supervisor and Congregation	
	Service of Beginning	Supervisor and Intern	Sample service in Internship Manual
	Intern Travel Voucher Submitted	Intern	Receipts and maps must accompany voucher
	Learning Covenant within first month of start date of Internship	Supervisor and Intern	
	Internship Cluster meetings arranged	Supervisor and Intern	ULS assigns cluster leaders, be in touch leader to get schedule
	Three-month Evaluations Submitted	Supervisor and Intern	Intern upload signed copy to Canvas site and send to synod Office
	Internship Project Proposal (before end of first quarter of internship)	Supervisor and Intern	Intern upload signed copy to Canvas site
	Midpoint Evaluations Submitted (6 months)	Intern, Supervisor and Committee	Intern upload signed copy to Canvas site and send to synod office
	Final Evaluations Submitted	Intern, Supervisor and Committee	Intern upload signed copy to Canvas site and send to synod Office
	Farewell and Godspeed Sending Service	Supervisor and Intern	

APPENDIX 3: SERVICE OF WELCOME AND BLESSING OF INTERN

O God, who through the Holy Spirit illumines the mind and sanctifies the lives of those who are called to be pastors/deacons and teachers: look with your favor upon all seminaries for the instruction and discipline of those who are to serve in the Sacred Ministry of your Church; and bless your people in this ministry site who by word and example aid your servant, _____, in learning to apply the principles of ministry that have been taught in school. Grant, as we diligently work together, submitting ourselves in obedience to your Son and guided by your Spirit, that our lives may be enriched and our ministries fulfilled with joy -- to the glory of your Name. Amen.

The Apostle Paul writes, "Now there are varieties of gifts, but the same Spirit; and there are varieties of service, but the same Lord; and there are varieties of working, but it is the same God that inspires them all in everyone. To each is given the manifestation of the Spirit for the common good." 1 Cor. 12:4-7.

It is the duty of the intern/vicar, under the direction of the supervisor, to be completely involved in the life and work of the ministry in this ministry site/agency, so that experiential knowledge of what the ministry entails may be gained. In a very real sense you are an un-ordained partner in this ministry.

Supervisor: I ask you, _____, are you ready to assume your responsibilities of ministry here and will you seek under God's hand to fulfill that ministry to God's glory? If so, answer "I am ready, God helping me with God's Grace."

Intern: I am ready, God helping me with God's Grace.

(The congregation will rise.)

It is your duty as members of this ministry site/agency to accept this intern/vicar (and spouse) as (a) fellow worker(s) within our church/agency/ family, to invite and welcome (him, her, them) into your homes, and in every way possible strengthen and encourage (him, her, them) in this year of service in a new and strange area.

Supervisor: Now I ask you, will you receive (this, these) servant(s) of God as (a) fellow laborer(s) in the Gospel of Christ and uphold and support (him, her, them) in every way? If so, answer, "Yes, by God's help."

Congregation: Yes, by God's help.

Almighty God, by Whose call we are at work, bless us in our labors together. Let us pray.

Almighty God, we humbly ask you to bless this ministry site/agency, and to further with your continual help those who labor in it; grant them lowliness in spirit, steadfastness of faith, perseverance in all good works, and bring all at least to your heavenly kingdom; through Jesus Christ our Lord. Amen.

The Lord's Prayer. (Benediction by Intern)

The grace of our Lord Jesus

Christ, The love of God,

And the communion of the Holy Spirit,

Be with us all. Amen.

APPENDIX 4: SERVICE OF SENDING/BLESSING AT END OF INTERNSHIP

This order, drawn from the Thanksgiving at the Conclusion of a Call in ELW: Occasions in the Church's Life, is appropriately set within the service of Holy Communion on the final Sunday of an intern's service within a congregation. The order follows the prayer after communion, as part of the Sending portion of the service.

This order may be led by a pastor of the congregation, another rostered leader, a representative of the congregation, or a leader from the synod or seminary sending the intern/vicar.

Address

The person whose internship/vicarage is concluding and the representative(s) of the ministry site come before the assembly.

A representative of the congregation addressed the intern/vicar whose call is concluding with these or similar words.

Name, on date internship began, we of name of ministry site welcomed you to be an intern/vicar in this place: to observe, participate in, and lead in the full stretch of Gospel ministry among us. With the Gospel you have comforted us in times of sickness and trouble, and at the death of loved ones. Sharing our joys and sorrows you [and your family] have been important to our life together in the church of Jesus Christ, in service to this community, and in God's mission to the whole world. As you leave this community of faith, we say farewell, and we pray for God's blessing.

The leader addresses the assembly with these or similar words.

People of God, members and friends of name of ministry site, do you release name from service as your intern/vicar ?

We do, and we give thanks to God for our ministry together.

The leader addresses the person whose term is concluding.

Name, do you recognize and accept the completion of your ministry with name of ministry site?
I do, and I give thanks to God for your ministry together.

Prayer of forgiveness, thanksgiving, and sending

The presiding minister leads the assembly in prayer in these or similar words

Let us pray.

Almighty God, through your Son Jesus Christ you gave the holy apostles many gifts and commanded them to feed your flock. You equip your people with abilities that differ according to the grace given to them, and you call them to various avenues of service. We give you thanks for the ministry of name among the people of God in this place.

You watch over our going out and our coming in:

Bless this time of ending and beginning.

You surround your people in every time and place:

Keep us close in your love.

You accompany your people in times of joy and times of trial:

Prosper all that has been done to your glory in this time together,

Heal and forgive all that has fallen short of your will for us.

Help name [and their family] and all of us to live with courage and gladness in the future you have given to us.
As they have been a blessing to us, so now send them forth to be a blessing to others; through Jesus Christ, our Savior and Lord.
Amen

Blessing

The Lord bless you and keep you.
The Lord's face shine upon you with grace and mercy.
The Lord look upon you with favor and +give you peace.
Amen

Dismissal

Go in peace. Serve the Lord.
Thanks be to God.

APPENDIX 5: THE LEARNING COVENANT

INTRODUCTION

Covenant means binding persons together in a relationship of mutual trust and loyalty with each other and with God. The purpose of covenant making for internship is to build from the outset a high degree of intentionality in nurturing the personal/spiritual/professional growth of the minister-in-training. The immediate covenantal relationship is set within the ultimate context of God at work leading and shaping the Christian community.

Covenant making takes time and hard work and offers some exciting rewards. The energy used in reflections and analysis, meditation and dialogue can lead to new perspectives on the meaning of ministry and to greater intentionality in your efforts. This discipline is especially critical within the boundaries of the time frame for internship. Please complete the worksheet appropriate for you and have it ready for the covenant making process. Members of the internship committee and the supervisor will want to keep their worksheets in their file from year to year so that they will have them available for revision each succeeding year.

GUIDELINES FOR COVENANT MAKING

COVENANT MAKING

The covenant is a relationship between minister-in-training, supervisor, internship committee (on behalf of the teaching parish), the seminary, and God. Writing a Learning Covenant is the discipline which brings persons together based on love and truth. As mutual trust is experienced, a commitment can be built on common goals and mutual understanding. Thus, writing out a Learning Covenant can be a vital means for setting the tone and the direction of these relationships.

The Written Covenant

The outcome of this process is a written learning contract. Because of the highly personal and unique character of each intern, supervisor, and ministry site, each of you must do your homework by completing your worksheet. Sharing this information in writing greatly enhances the dialogue and provides the intern with specific information from which to draft the statement of covenant. **The initial learning covenant is due one month after the internship begins.**

The Intern is responsible for having copies go to the following:

- * the intern's own file on the Canvas course site
- * supervisor's file
- * each member of the ministry site's internship committee
- * the intern's synodical candidacy committee

PROCESS

Dialogue

This is where it begins. Dialogue means literally "talking things through". It's as basic and profound as listening to others and listening to and expressing your innermost self. Dialogue means being responsive to your own claims and to the claims of another. Preparation for responsible dialogue depends on how well you have applied yourself in completing the respective worksheets. Sitting down and talking things through offers you new insights into yourself, your priorities, values, feelings and personal viewpoints.

Some Suggestions to Facilitate the Dialogue

- * To provide ample time for the dialogue, set an initial meeting of intern, internship committee, and supervisor. Its purpose is to share respective worksheets with one another and clarify the meaning of what is written there.
- * Then let it percolate in order to sort out your ideas and feelings. This means time alone in your "quiet place."
- * The intern then initiates individual conversations with the supervisor and each member of the internship committee to further define and clarify goals for work and learning.
- * In a second meeting with the supervisor and internship committee, sort out the priorities which are mutually agreeable at this time.

Checkpoints in Writing the Learning Covenant

- * It may be useful early on to use an outline format which reads easily and encourages succinctness and clarity.
- * When writing the covenant, seek to avoid either extreme rigidity or excessive generalization.
- * In formulating the goals for learning, use the SMART model as checkpoints for writing statements of intent:
 - Specific** – detailed, focused and clearly stated.
 - Measurable** – goal is quantifiable, you can see the results
 - Attainable** – can be achieved based on your skill, resources and practice
 - Relevant** - it is applied to your current role and is clearly linked to your responsibilities
 - Time-limited** – has specific timelines and a deadline.

The basic expectations have been spelled out in the "Internship Agreement" already signed by the intern and supervisor. Also, the seminary expects the intern to have significant involvement in each of the following principle functions of ministry:

- Worship** - To include a minimum of two sermon evaluations per year by the committee;
- Pastoral Care** - To include frequent pastoral visitation with a range of experience;
- Education** - To include teaching and educational oversight;
- Evangelism** - To include explicit outreach activities, especially visitation;
- Social Ministry** - To include study of issues and appropriate action involvement;
- Stewardship** - To include personal exercise of talent and treasure as well as stewardship programming;

Administration - To include responsibility for the full management cycle (planning-recruitment-implementation-evaluation) in some program areas; **Involvement in the Larger Christian Community.**

- * Develop your concept of the intern's priorities and time management using the methodology of section Priorities and Time Management below.
- * The Learning Covenant establishes patterns of intentional learning early in the internship. The covenant itself is a tool for learning - not a literary document. Whatever its imperfections, they can be corrected in later versions. At this point in the internship, it is important that the learning goals be mutually understood and accepted.

PRIORITIES AND TIME MANAGEMENT

Priorities

As the learning covenant begins to take shape, there should emerge an initial "job description" in terms of where the priorities demand time and energy. It may be helpful to look at the priorities in terms of the following questions:

How will the intern cut the pie in terms of time for:

- * work
- * reflection & study
- * family & friends
- * meditation & prayer
- * play

What are the priorities on a 4-month time line?

SEP OCT NOV DEC

What are the priorities in a "typical week", given 3 time blocks each day, 7 days per week =21 time blocks?

SUN MON TUE WED THU FRI SAT
AM
PM
EVE

Time Management

- Consider the "time management" issue. At heart, it's the issue of stewardship: how does this minister-in-training use God's gift of time, talent, and energy?
- Another Point: The highest exercise of responsibility is the proper recognition of limitations.

Consider this question: When does chronological time become transferred into moments/opportunities to hear and be shaped by the voice of God?

- In thinking about the intern's work week, remember that the patterns of work on internship are quite different from those which the intern has experienced as a student. The transition is not always easy. The greatest danger is not that the intern will not work enough, but that they will develop patterns of workaholicism. For this reason, the committee will want to monitor carefully the amount of time being used and the effectiveness of its uses. In order to make such monitoring possible, the intern is asked to keep a time log for two weeks and to share the results with the supervisor in the first few months of the internship. To prevent "loading" of the time study, the supervisor should select the point at which to begin the time log.
- The internship committee will wish to give particular attention to the amount and distribution of working time. For these purposes, on the basis of consultation with supervisors, a normal internship work week of forty-five to fifty hours has been agreed upon. (Comments from committees are invited.) At least half of this time should be spent in direct contact with individuals and groups.
- Five hours a week are available for continuing education purposes - reading and conferences not related to ongoing work. The preparation of a sermon should not take more than ten hours; the preparation of an hour class not more than three hours. Travel time in making calls is not considered direct contact time.
- In addition to a time log, it will be useful for the intern to prepare a plan for each week and evaluate its implementation with the supervisor.
- There are many approaches to time management and members of the internship committee will have a variety of experiences and insights to share with the intern. It is important that the intern learn and practice a method that they find personally comfortable.

Covenant Renewal and Accountability

Covenant renewal means expecting and planning for change. The initial Learning Covenant will naturally change as the covenantal relationships unfold and grow. Always open to revision based on experience, the covenant should be reviewed and revised in the fifth or sixth month of the internship. Copies of all revisions shall be sent to all recipients of the original covenant.

The covenant is also transformed as faith itself grows. It is a covenant existence in which we truly say, "We are not our own, but thine," to both God and the neighbor. It is an existence of love. Therefore, mutual accountability is expected among all partners.

For the Committee

Once the initial Learning Covenant is agreed upon, the internship committee helps with the task of communicating the leadership responsibilities of this intern to the teaching parish.

For the Intern

Occasions for evaluation-feedback are vital components in the on-going covenantal relationship. The purpose is to provide a kind of "mirror effect" so that the intern can perceive how others are viewing their learning process, alongside their own self-evaluation.

For the Director of Contextual Formation, Dean and Faculty

Accountability is necessary to provide a means of reporting the adequacy or competence of learning by the intern, in order that the seminary will know that the quality of working/learning is sufficient to be accredited.

For the Ministry Site

As the church becomes clearer about what constitutes readiness for ministry, the evaluation of internship is a vital.

The final accountability, of course, is moral and spiritual. It is the audit of discipleship and faith, acting faithfully in mutual trust and loyalty toward one another, toward God, and towards the Christian Church as a covenant community.

PULLING IT ALL TOGETHER

THE GOALS OF INTERNSHIP

The internship has two goals, both of which are equally important to deep engagement in ministry.

GOAL ONE: WORK OF MINISTRY

One goal is that the intern will acquire skills, experiences, and perspectives appropriate to ministry leadership competence, and make a significant contribution to the work of the ministry in this ministry site. The learning covenant process serves this goal. The internship committee, as representatives of the ministry site clearly describe the ministry site's expectations for effective ministry during the year, aware that expectations could exceed realistic possibilities of ministry for any one person. The intern also comes with some ideas about concentrating in specific areas of ministry, preferring to focus on those areas of ministry with strength. The Learning Covenant process will, however, require the intern to take the needs of the ministry site seriously by working in other areas as well. In this sense the learning covenant represents a contract for work or a "job description."

GOAL TWO: WIDE RANGE LEARNING

The other goal is that the intern will leave the internship having had a wide range of learning to increase integration of personal identity with an emerging ministry leadership identity. These learnings occur at three levels: learning the skills of ministry, learning a proven style of ministry, and developing an effective personal style of ministry.

A. Skills of Ministry:

The intern will learn specific skills of ministry. Since no one possesses all the possible

skills of ministry, the intern will learn to integrate their own specific pattern of skills in a coherent style of ministry. There are a variety of effective styles in the church. It is important that the intern develop a style of ministry compatible with the intern's own personality. One test of this coherence is whether the intern is able to manage the anxieties generated by the work of doing ministry.

B. Learning a Proven Style of Ministry:

The intern will become involved in a style of ministry that has worked for your ministry site. As the internship progresses, the intern will make adjustments in response to, and in terms of their particular strengths and weaknesses.

C. Effective Personal Style of Ministry:

Perhaps the most difficult learning cluster around the intern's task of creating a unique style of ministry that is both effective and compatible with the intern's individual pattern of skills and personality. This level of learning may not become the focus of the internship until relatively late in the process. It is, however, essential that the intern move beyond the supervisor's style of ministry to creating their own style. In those cases, in which this does not begin to happen on internship, the intern may have considerably more difficulty in the first call.

In order to achieve these three levels of learning on internship, it is necessary for the internship committee to be as open and honest as possible in sharing their personal experience of the intern's ministry, and to report the experience of other members of the ministry site. We will refer to this process as the evaluation-feedback process. It is equally important for the intern to be as open and honest as possible in sharing joys, fears, and anxieties experienced in the work of ministry. Some of these experiences will be shared with the supervisor, others within the internship committee.

Preparing the Learning Covenant

The covenant making process is vital to achieving the goals of internship. The Learning Covenant process is even more important than the final covenant document. During the year some goals will seem to be achieved and new goals will appear. It is therefore very important for the learning covenant process to continue throughout the year in an on-going revision of the learning covenant. These revisions should be documented after each of the two evaluation-feedback profiles have been discussed. A third revision of the learning covenant near the end of the year becomes the intern's statement of learning goals for the final year of seminary.

The Learning Covenant: Who Writes It?

The intern writes the Learning Covenant but remember that the written statement of covenant emerges from the worksheet of each covenant partner, and from the ensuing dialogue. Intern, supervisor, and internship committee members doing their worksheets early in the year help the covenant to be a workable and meaningful document. (Please refer to the Guidelines for Covenant-Making above.)

What Will it Look Like?

There is no ideal type of learning covenant document. The uniqueness of each intern and ministry site results in a learning covenant which fits this intern and this ministry site. The process of producing the learning covenant and its revisions is considered to be evidence to the seminary of the active involvement of the intern, the supervisor, and the internship committee in the process of learning.

Interns have individual styles. They have some clues to their personal learning styles from their patterns on the Myers-Briggs Type Inventory. A strength of internship is that it gives the intern freedom to learn ways compatible with that personal learning style. This style will also manifest itself in the intern's participation in the learning covenant process.

Signatures should include that of: Intern
Supervisor, and
Chairperson of the Internship Committee

Then see that a copy goes to each of these persons, in addition to every member of the committee.

FORMULATING THE COVENANT

This is a covenant for growing in ministry. Keep in mind this question:

What does it mean to live intentionally as a gifted person in the office of ordained ministry?

As you articulate goals for work and learning, consider your willingness for risk taking as committee member, supervisor, and intern:

The cutting edge for growth and discovery is at the line where you go beyond your self-imposed limits. Risking is sometimes uncomfortable, sometimes exciting. Staying the same is often "comfortable" or at least familiar.

Point: we want to develop a climate where the chance for growing in ministry is worth the risk of temporary discomfort!

The learning covenant emerges from the respective worksheets of each covenant partner, negotiated, clarified, and refined in a way which respects the expectations of those in this covenant partnership.

WORKSHEET FOR INTERN

Introduction

This worksheet is offered as a guide to help you make full use of your internship and enjoy it. In your preparation for internship, we hope **this guide will do two things:**

First, you are asked to engage in a special kind of research project, a project to search out information about **you**: the unique blend of skills, interests, knowledge, talents, values, and intentions that make you who you are. What kind of human being are you? What are your basic enthusiasms and commitments? You have to do the work of listening to what is going on inside your heart and head. The agenda for your life (hence your internship) must come from you:

- * your own internal prompting
- * the unique call and promise which God has given/is giving to you.

Second, as you honor your inner knowing and wisdom, I hope this guide will encourage you to:

- * live more authentically;
- * take more responsibility for your growth in the Christian Life and growth in ministry;
- * become more assertive and self-valuing, become more receptive and other- valuing,...in response to that dream, to that calling, which God is giving to you.

Examining Your Life Goals

All of us hold what can be called "broad life goals." They change from time to time but are always present. They are strong determiners of ministerial satisfaction and effectiveness. Virtually all of our actions are directed toward accomplishing these goals. If we are unaware of what they are and why we are behaving the way we do in any given situation, we are likely to have poor timing in our actions and defeat our own purposes. If, on the other hand, we know our broad life goals, we can act more consistently to accomplish them.

Broad life goals that people frequently identify are listed in alphabetical order below.

Quickly rank them in terms of your own values. Take the risk to do this quickly as a way to confront yourself, then go back and think them through more thoroughly. These goals are broad enough to be value indicators and may indeed be values. Thus, they provide a way of looking at yourself as well as gathering helpful data for setting more immediate goals for internship.

BROAD LIFE GOALS

Rank in your Order of Importance:

AFFLUENCE	-	to earn a great deal of money
COMMUNICATION	-	to be effective in the transmission of ideas
DUTY	-	to be dedicated to my responsibilities
EXPERTNESS	-	to be an authority
INDEPENDENCE	-	to have freedom in thought and action
INTIMACY	-	to obtain and share intimate companionship and affection
LEADERSHIP	-	to be influential and respected
PARENTHOOD	-	to raise a fine family - to derive satisfaction from children
PLEASURE	-	to enjoy life - to be happy and content
POWER	-	to have control of people and situations
PRESTIGE	-	to be well known
SECURITY	-	to have a secure and stable position in life
SELF-REALIZATION	-	to optimize personal development and growth
SERVICE	-	to contribute to the well-being of others

1. Rank the three most important to you in order of the importance:

- 1.
- 2.
- 3.

2. Rank the three least important to you:

- 1.
- 2.
- 3.

3. Write at least two things this tells you about yourself:

A.

B.

4. Write at least two things this suggests about your ministry:

A.

B.

Personal-Professional Inventory (Confidential)

Career goals derive in part from who we are as persons and our basic life goals. They derive in part from our total present career situation; in part, even, from our playful imagination in projecting our futures.

But in the approach to specific goals for internship a key factor is the cluster of your own personal skills, knowledge, and experience. This inventory is intended to help you focus on these as well as on your interests and needs in further development of them.

A. Inventory your meaningful successes and satisfying accomplishments. List approximately 10 events/incidents in your past, at any point - yesterday, last year, or when you were five which you recall as meaningful successes. Reflect on particular experiences from each period in your life to date.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

- B. Ponder and note whatever those experiences say to you about yourself and your ministry, but especially about the strengths, abilities, and talents you bring to your career in the ministry. (**Please:** forget the common practice of understanding your own achievements, or of being reluctant to use the pronoun "I". Use it as frequently as possible. You are asked to talk about yourself. Please do so in a straightforward fashion.)

Return to your inventory of meaningful successes. Of the 10 events/incidents/experiences listed, pick the 4 which were most satisfying to you. If you get a warm glow of happiness and pride thinking about it now, it is worth considering as one of your top choices List them here in abbreviated form:

"THE SUCCESSFUL FOUR"

1.

2.

3.

4.

Ponder "THE SUCCESSFUL FOUR." Ask: "What skill did I use in each of these situations?"

The word "skill" is being used here in the most general sense possible. You are looking for any of the following that you may have exhibited when you were doing something: a capacity, or a natural gift, or an instinct, or an ability, or an eye for, or a know-how, or strong point, or

some quality, etc. You are to capture your own uniqueness; you are encouraged to be as creative as possible in the identification of your skills.

Some suggestions. First, describe what you did, purely in functional terms. Action verbs have a stronger force than nouns, which seem more static. These, for example, are words which apply across all fields:

Communicating	Organizing	Producing
Managing	Selecting	Promoting
Reporting	Bringing	Performing
Writing	Enlisting	Counseling
Interpreting	Developing	Encouraging
Researching	Administering	Achieving
Planning	Applying	Instructing
Designing	Coordinating	Persuading
Conceiving	Directing	Motivating
Analyzing	Dealing	Training
Defining	Implementing	Stimulating
Evaluating	Chairing	Inspecting
Perceiving	Guiding	Maintaining
Forecasting	Leading	Negotiating
Programming	Delegating	Reconciling

Next, add the details about the person(s) or object that was being dealt with in your particular experience. For example, what kind of person(s) were you instructing? organizing? counseling? persuading? So, dig in. As you recount your achievements and accomplishments, look at the influence you had on other people. "Arousing the apathetic into meaningful dialogue and action" is an example of the kind of skill you may uncover, as you think about it.

Working with your "SUCCESSFUL FOUR," describe the skills used in each in a brief paragraph below. **Please:** do **not** cut corners here, or you simply will not be able to do the next part of this worksheet.

- 1.
- 2.
- 3.
- 4.

If you need a break, put this aside for several hours - or several days. Then

come back and add any other skills you've thought of to your list above.

For this next exercise it is especially important that you pay attention to yourself. You may wish to get into it with the following suggestions:

1. Read over what you said about yourself on the proceeding pages.
2. Sit quietly with only those pages before you.
3. Close your eyes.
4. Breathe slowly - relax a few minutes.
5. Let the data address you as it will - listen to it in your own inner "quiet place" -- paying attention to the stream of your awareness. You may wish to make some notes as you listen.

Then: go back and **CIRCLE** those skills (in the paragraph statements) which you bring as your own unique contribution to ministry during the internship.

Next: go back and **STAR** those skills (in the paragraph statements) which you want to develop, enrich, enhance during the internship.

Finally: in reflecting on your own readiness for ministry, are there particular areas which you have not experienced and feel the need to test out and develop your skills? Where do you identify gaps in your own **understanding** of and/or **performance** in ministry? Use the space below to comment on any additional areas (beyond those covered on the previous pages) which you feel are important in shaping your own meaningful and effective ministry:

You are a candidate to be a **master** (not a neophyte) of **theology**. What things do you most need to learn, and be able to communicate to others, about that subject? Note here your own priorities during internship:

WORKSHEET FOR SUPERVISOR

In preparation for covenant-making, it is important that you reflect on the expectations and resources which you bring to the teaching/learning relationship with the intern. The Learning Covenant asks you to make your expectations more explicit for the sake of a common understanding with intern and Internship Committee.

What I Am Ready to Offer the Intern

Focus on the cluster of your own personal skills, knowledge, and experience in ministry. What are the particular strengths which you have developed in the practice of ministry? To guide your thinking, consider:

A. Primary Strengths in the principle functions of ministry (consult the ELCA Standards and Guidelines for Supervisors, particularly item 2).

- * Congregation at Worship
- * Pastoral Care
- * Education
- * Evangelism
- * Social Ministry
- * Stewardship
- * Parish Administration
- * Involvement with the Larger Christian Community
- * Involvement with the Wider Community

B. My resources as theologian to reflect theologically on the practice of ministry:

C. My spiritual journey, my own daily spiritual practice, and how that impacts upon the quality of my ministry:

D. My leadership style and how I approach supervision. When I consider my own leadership

style, what are the strongest implications for the supervision of this intern? Be specific. Elaborate the implications which come to mind.

E. How I balance my responsibility to my family against my responsibility to the parish:

What I Want or Expect from the Intern

A. In their work:
With your knowledge of the needs of this parish, what are the high priority areas for ministerial leadership by the intern? Begin by focusing on the **top 6**, with a paragraph describing your expectations within each:

1.

2.

3.

4.

5.

6.

B. In their Learning:
Comment here on the ground rules most important to you as a supervisor. What are

your basic expectations of the intern in presenting **self** and **work** for your supervision? You might include, for example:

1. Weekly time commitment for supervisory conference;
2. Use of the verbatim and process note, and deadline for turning them in prior to supervisory conference;
3. Clarity if learning goals for both personal growth and ministerial development;
4. Initiative and motivation to implement goals for learning;
5. Quality of relationship with me: openness to risk encounter and dialogue, keeping straight with feelings, etc.;
6. Recognition of progressive responsibility for own work and learning;
7. The nature of **confidentiality**: in our relationship (and with the Internship Committee).

APPENDIX 6: AN INTERNSHIP PROJECT

Your internship project is a specific and planned opportunity to experience one's Christian Public Leadership while on internship.

What is the project?

As a part of internship, students will complete a major project that deepens learning of particular leadership skills, while engaging a curiosity and/or passion of the intern while in collaboration with their context. The project provides an opportunity for a focused, hands on experience. The intern will grow and deepen in competency and leadership, engaging the various skills and interests of self and others in the context.

It is also important that this project be new to both the intern and the life of the context. Developing the project for the first time will give the intern an opportunity to exercise initiative and to take responsibility for a ministry project that has not been developed at that context previously.

Choosing an Internship Project

The internship project invites the intern to be a curious leader, pairing past coursework, life experiences, wonderings about pastoral identity, leadership, and life in a context into a rich opportunity for "safe risk-taking" along with the support and guidance of the supervisor and committee.

Process, Proposal, and Timeline

Process: The project may be a stand-alone experience or an extension of one or more learning goals.

Listening in on the life and questions of your context and the community it is situated in may provide additional curiosity and ministry possibility for your project. What do you see or hear that pairs with your own interest and wondering? What is God up to that you might tend to and/or deepen? Or are there new seeds to be planted?

Project Proposal: The intern will write a specific project proposal and request the feedback of both the supervisor and internship committee, regarding appropriateness for the development of the intern and the context. Use the online form to compose a first draft. After receiving feedback from the supervisor and internship committee, return to this form to make changes and submit the online proposal to Contextual Learning. Students may return to this project proposal throughout the internship year to refine it, accommodating changing circumstances as they occur.

Timeline: Regarding timing, the project may occur at any time during the internship, but at minimum, a project proposal should be submitted by the Mid-Point of the internship with the final Project Report submitted prior to the conclusion of the internship.

Prior to submitting the final Project Report, the intern should include the Supervisor and Internship Committee in reflective evaluation of the project, what was learned, how the intern grew in leadership, knowledge and skills, and what impact was experienced by others because of this project.

Project Final Report Submission: The Internship Project Final Report should be submitted online by the intern to the Canvas course site. The Internship Project Final Report should be 4-6 pages, typed, double spaced, 12pt font and reflect on the project, the outcomes met, the outcomes not met (and why), learning derived from the project and hopes for ongoing work by the ministry site around the project. Include observations from the intern, supervisor, internship committee and engaged participants.

INTERNSHIP PROJECT PROPOSAL

1. Intern's Name: _____ Date: _____

2. Internship Ministry site: _____

3. **Project area:**

4. **What was your rationale for choosing this area?**

5. **Specific Title of Project:**

6. **Plan of Work:**

7. **Project Outcome (anticipated):**

8. **Expected Date of Completion:**

9. **Expected Date of Internship Project Final Report Submission:**

Supervisor: _____ **Date:** _____

Chair of Intern Committee: _____ **Date:** _____

APPENDIX 7: EVALUATION-FEEDBACK PROCESS

The Evaluation-Feedback process for internship is a cooperative effort. It engages the intern, supervisor, and internship committee members in reflecting first individually and then together upon the focus of the whole internship enterprise. That focus is the effective nature of the intern in growth as a human being personally and vocationally in the service of our Lord.

The outcome of this evaluation-feedback effort is shared with the seminary's Director and Committee of Contextual Formation, with the intern's faculty advisor, and with the intern's synodical candidacy committee or its equivalent.

Partners in the Learning Covenant

All partners in the Learning Covenant of this minister-in-training serve a vital role in the ongoing task of building up the Christian church.

The minister-in-training called by God to prepare for ordained ministry reviews efforts they have made and evaluates how meaningful and effective they are in relation to self-chosen goals for learning. Likewise, field instructor, spouse or partner, and lay persons describe how they see this intern working and learning. From these descriptions the intern will receive feedback to see how others are viewing their learning and development process.

Internship Committee members who are serving in the ministry of all the people of God have the task of testing and confirming the intern's vocation. They by gift and task call out the gifts, graces, and promise of future usefulness given to their minister-in-training. Their responses and discussion in the evaluation-feedback process help inform and review the learning covenant.

Aware of the somewhat subjective nature of responses, committee members need to know that interns are not compared with one another on the basis of evaluation-feedback. Rather, our concern is about what your personal experience of this intern's ministry says to you about the intern's readiness for ministry – what is average, what is strong, what could use further attention?

Because the evaluation-feedback data are somewhat subjective and reflect individual observations, we are particularly concerned to involve the full membership of the Internship Committee in the process. Reactions will differ. The intern needs to experience just how differently the same act of ministry can be experienced by different people, so that in the future, they will not be overwhelmed by either praise or blame.

Supervisor observes the intern more frequently and sometimes in functions not seen by others. They also stand in a closer working relationship with the intern; therefore, their experiences can serve as valuable feed back to the minister-in-training about how well they are relating and working with persons of close relationship.

Altogether, intern committee members and supervisor review their observations in light of the learning covenant. The combined outcome of these shared perspectives can mark progress

toward agreed upon goals and, as discoveries are made, together they may decide to revise the learning covenant for the next several months.

Using the Results

The foremost intention of completing three sets of materials is to bring about helpful, meaningful, and candid discussions of the intern's growth. Each evaluation-feedback discussion during the year makes a different contribution, including the briefer, yet important quarterly reports. The mid-year evaluation ordinarily provides the intern with discriminating and precise information about the way in which their ministry is experienced. Coming when it does, it can assist the intern to focus on important and significant issues at a time when most significant learning is to be achieved.

The final evaluation-feedback, near the end of the internship, permits the intern to summarize the learning of the past year. Furthermore, it enables consultation with supervisor and committee about ways in which the last year of seminary education may be used most effectively. This final evaluation also provides the basis of which the seminary and synodical committees evaluate the internship.

When the intern returns to the seminary, the internship will be evaluated in a conference. At the end of this conference, recommendations are made to the student that assist in focusing final months of preparation for first call and ordination.

Candor

Candor in using the evaluation-feedback process with seminary interns is highly prized. Seeking and speaking the truth in love makes possible meaningful facing of the depths and rigors of ordained Christian ministry.

We know that each person has a unique vantage point for viewing the intern. Thus, descriptive feedback about the intern will vary from one person to another. It is this variety of candor by people willing to trust and share their own inner knowing that enriches and gives vitality to the evaluation-feedback process. If you feel reluctant to describe the intern honestly, let go of that worry. You have perceptions of the intern which are worth knowing and sharing.

In giving descriptive feedback you are registering how you experience this intern's ministry. You are not grading the intern on their learning and work.

No Intern Wears a Halo

As you will see, we are asking you to consider and respond to specific activities of the intern's ministry. The evaluation-feedback materials to which you are asked to respond, seek to show the reality of the intern's strengths and weaknesses in ministry. Your evaluation is to be used to assist the intern's learning process.

But if you worry that those who read the report of your responses will not know how competent or potentially competent this intern is, you may be tempted to respond so that the intern "looks good." To yield to that temptation produces "the halo effect." We ask you to avoid putting such a halo on the intern.

The most valuable feedback consists of discriminating responses which help identify a blend of strength and weakness within the various areas of ministry.

SAMPLE MINISTRY SITE SEXUAL HARASSMENT POLICY

POLICY AGAINST SEXUAL HARASSMENT

_____ (*site name*) _____ of (*city*) , (*state*) is committed to providing a professional work environment free of discriminatory intimidation or harassment. In keeping with this commitment, (*site name*) maintains a strict policy prohibiting sexual harassment. This policy applies to all of (*site name*) 's employees, as well as (*site name*) 's supervisor(s), intern, all ministry leaders, all members and constituents.

Furthermore, it prohibits harassment in any form, including verbal, physical, and visual harassment.

Sexual harassment includes, but is not limited to, making unwanted sexual advances and requests for sexual favors where either (1) submission to such conduct is made an explicit or implicit term or condition of employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decision affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The supervisor(s), intern, employees, ministry leaders, lay members or constituents who violate this policy will be subjected to discipline.

The Site/Congregation Council will designate one or possibly two persons as: congregational officers who will be responsible for handling harassment and discrimination complaints and investigations. Depending upon the size of the organization or board, the congregation may want to designate an officer of each gender to offer an alternative that complainants may be comfortable speaking with.

Any person who believes he or she has been harassed by a pastor, intern, co- worker, ministry leader, member, constituent or any representative of (*site name*) should promptly report the facts of the incident or incidents and the names of the individuals involved to the designated congregational officer(s).

Allegations involving any person rostered in the Evangelical Lutheran Church in America shall be reported to the synod. Allegations involving the supervising pastor or intern shall be reported to the Director of Internship at the seminary.

Concern and complaints should be lodged without fear of reprisal. The designated congregational officer(s) will investigate all such claims and take appropriate disciplinary action.

If you have questions concerning this policy, please feel free to contact the pastor, the president or the designated congregational officer(s) at your convenience.

This policy was adopted by the (*site name*) on: (mm/dd/yyyy): / /

ULS MDiv INTERNSHIP CHECKLIST

This quick checklist is to be **COMPLETED BY THE INTERN** in consultation with the supervisor, signed by both, and returned to the seminary at the completion of the internship along with the final evaluations to the Canvas course site. Please place a circle around the appropriate answer.

PARISH EDUCATION/YOUTH MINISTRY

Studied the organization of and participated in the educational program of the parish.	YES	NO
Taught at least two different kinds of educational event, one of them a Bible course.	YES	NO
Learned the organization of and was involved in the youth ministry of the parish.	YES	NO

STEWARDSHIP

Observed/worked with the budget planning and financial program of the ministry site and with the efforts within the ministry site to utilize the human resources available.	YES	NO
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ADMINISTRATION

Observed/learned/participated in administrative procedures of the church office (i.e., communications, records, reports, agenda setting, etc.)	YES	NO
Learned about/worked with the organizational structures of the parish/district/ synod, etc.	YES	NO
Participated in community clergy activity as appropriate and available.	YES	NO

MISSIONS

Discussed/led discussions relating to the mission of the church locally and worldwide.	YES	NO
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SOCIAL MINISTRY

Participated in study, advocacy and service on a regular basis in pursuit of the Church's goal to further human dignity, freedom, justice, and peace in the world, as well as attempting to relieve misery and reconcile the estranged.	YES	NO
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EVANGELISM

Helped plan and participated in the evangelism program of the parish by:		
A. regular visits to active parishioners;	YES	NO
B. <u>significant</u> numbers of visits to inactive parishioners; and	YES	NO
C. regular calls on prospective members.	YES	NO

PASTORAL CARE AND COUNSELING

Have was involved with a variety of pastoral care experiences in the parish, (i.e., funerals, weddings, baptisms, grief situations, etc.)	YES	NO
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WORSHIP

Worked in the preparation of worship service and participated in the leadership of the worship life of the ministry site.	YES	NO
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SUPERVISOR-INTERN RELATIONS

Had regularly scheduled educational sessions to discuss understandings of ministry.	YES	NO
Had regular meetings with the intern committee.	YES	NO

Intern _____	Date _____
Supervisor _____	Date _____

ULS MAML INTERNSHIP CHECKLIST

This quick checklist is to be **COMPLETED BY THE INTERN** in consultation with the supervisor, signed by both, and returned to the seminary at the completion of the internship along with the final evaluations to the Canvas course site. Please place a circle around the appropriate answer.

EDUCATION/INTERGENERATIONAL MINISTRY

Studied the organization of and participated in the educational program of the ministry site.	YES	NO
Taught at least two different kinds of educational event, one of them a Bible course.	YES	NO
Learned the organization of and was involved in intergenerational ministry of the site.	YES	NO

STEWARDSHIP

Observed/worked with the budget planning and financial program of the ministry site and with the efforts within the ministry site to utilize the human resources available.	YES	NO
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ADMINISTRATION

Observed/learned/participated in administrative procedures of the ministry site (i.e., communications, records, reports, agenda setting, etc.)	YES	NO
Learned about/worked with the organizational structures of the ministry site, partners, etc.	YES	NO
Participated in community ministry leader's activity as appropriate and available.	YES	NO

MISSIONS

Discussed/led discussions relating to the mission of the ministry site locally and worldwide.	YES	NO
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SOCIAL MINISTRY

Participated in study, advocacy and service on a regular basis in pursuit of the Church's goal to further human dignity, freedom, justice, and peace in the world, as well as attempting to relieve misery and reconcile the estranged.	YES	NO
---	-----	----

EVANGELISM

Helped plan and participated in evangelism by:		
A. helping to connect the church and the world;	YES	NO
B. engage in faith conversations where appropriate	YES	NO
C. help others seek ways to integrate faith and daily life	YES	NO

PASTORAL CARE AND COUNSELING

Have been involved with a variety of pastoral care experiences in the ministry site.	YES	NO
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WORSHIP

Worked in the preparation of worship service and participated in the leadership of the worship life of the ministry site. (If internship includes leadership in a congregation)	YES	NO
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SUPERVISOR-INTERN RELATIONS

Had regularly scheduled educational sessions to discuss understandings of ministry.	YES	NO
Had regular meetings with the intern committee.	YES	NO

Intern _____ Date _____

Supervisor _____ Date _____