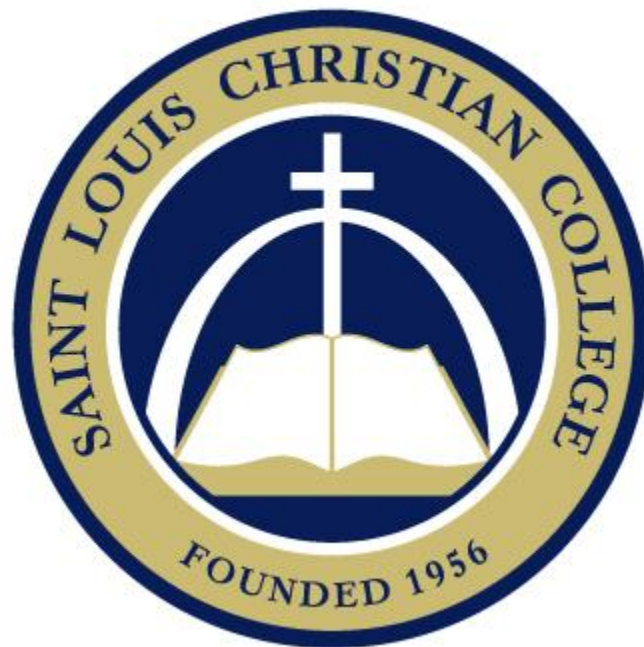


Saint Louis Christian College

Practicum Course Pack



SAINT LOUIS CHRISTIAN COLLEGE
PMN300 MINISTRY PRACTICUM
 Professor Scott Womble

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OPEN LETTER TO FIELD MENTORS AND STUDENTS

“Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.”

SLCC Mission Statement

I listen and I forget, I see and I remember, I do and I understand.

Chinese Proverb

Saint Louis Christian College exists to prepare servant leaders for Christ and His church. As a result, the internship process (which we refer to as “Practicum”) is an important component in the institution's educational process as we seek to produce students who are not just good scribes, but rather who are knowledgeable and capable leaders.

The Practicum course is designed to provide students with an intensive ministry experience by which they deepen their commitment to serving Christ, sharpen basic ministry skills, and develop their expertise in a specific ministry area. An orientation course during which the student develops a knowledge base for the student driven Practicum, secures a suitable site, and writes a learning covenant for the experience is followed by field work totaling 300 hours under the direction of a Field Mentor. The Faculty Director serves as a facilitator for both the Field Mentor and student.

At the conclusion of the Practicum period both student and mentor complete evaluation forms, assessing the effectiveness of the experience. In addition, the student will write a Reflective Essay that delineates personal strengths, and weaknesses that have been identified during the course of the experience. The student is also required to turn in two reading reports and a log of ministry hours. These will be explained further in this manual.

We believe that this sort of educational experience closely approximates Jesus' training of His disciples and provides the student with the opportunity for an educational encounter that impacts the cognitive, affective, and psychomotor domains of learning more comprehensively than other approaches. We welcome you to this adventure in learning and offer ourselves to you as fellow servants of Christ. If we can assist you in any way during the course of the Practicum, please feel free to contact us at SLCC.

Professor Scott Womble
Faculty Director

SAINT LOUIS CHRISTIAN COLLEGE
PMN300 MINISTRY PRACTICUM
Three Semester Hours Credit

Incompletes

Incompletes are granted only due to extenuating circumstances and must be approved by the Faculty Director. All Incompletes must be applied for according to the College's "Incomplete Grade Policy," including the \$25 fee. The "10 week" period mentioned in the policy would begin the day after the original due date. If all of the requirements are not fulfilled by the end of this 10-week extension, the student will fail the Practicum Course and need to retake the Practicum Orientation and participate in a new practicum experience. Once the Faculty Director has received material, it will not be returned. It will be kept on file.

Graduation Participation Requirements

Graduates who walk in May need all work completed and turned in to the Faculty Director by August 24, as the Registrar must have grade by August 31.

What if Something Goes Wrong?

Neither the Faculty Director nor the student will have any control over how or when a ministry makes the decision as to whether to have a particular student come as a Practicum student or not. Should it become apparent after the Orientation Seminar that, for unforeseen reasons, the student will not be able to participate in a Practicum during that year, the following options are available:

1. Within one week of the beginning of the semester, the student can drop the course and receive a "Z" grade. The course will not count toward hours attempted or be included in Grade Point Calculations. Refunds of tuition are based on the refund policy set up by the Business office.
2. From the second week until the tenth week, the student can withdraw with a "W" from the course. Refunds of tuition are based on the refund policy set up by the Business office.
3. Up until the end of the tenth week of the semester, the student can choose to put the Practicum course requirements "on hold" until the next calendar year. In choosing this option, the student will not receive a refund and will have an "I" on his/her transcript. The course will count as a part of the class load for the semester in which enrollment

occurred. Students, in order to choose this option to put Practicum on hold and receive an "I," would need to pay the Incomplete Grade extension fee of \$25.00 to the Registrar.

The student would have to attend the Orientation Seminar for the Practicum the following year and start the process of the Practicum over at that point. The student, in this option, is responsible to complete the program as it is presented in the Orientation Seminar during the year in which he/she actually does the work. Essentially, the "Hold" delays the entire Practicum process one-year. The "I" would remain on the student's transcript until the Practicum was completed or until it was converted into an "F" if the time limitations expire. Thus, if a student signed up for the Practicum course in the Spring Semester of 2010, but because of circumstances beyond his/her control was not able to complete the Practicum, he/she would need to have the Practicum completed by the 8 month due date which would be set following the Orientation Seminar in the Spring semester of 2011 (so sometime in Fall 2011). NOTE: Athletes should seek advice from the Athletic Director before selecting this option.

4. After the 10th week of the semester, the student may not normally apply to have the Practicum placed on hold. Only during extreme cases will an application to place the Practicum on hold for a year be considered. Should the requirements of the course not be met, the student will receive an "F" and need to retake the course.

Request to place the Practicum On Hold

This form is due prior to the tenth week of the semester of the Practicum Orientation

Student's Name _____ Date _____

Fully describe below all of the circumstances surrounding your desire to postpone your Practicum until next year. Please understand that this request is not granted automatically and that you will need to carefully follow the instructions outlined in the Practicum Manual describing this request.

Student's Signature

Date

For Office Use Only

This request has been ____ Approved ____ Denied by _____

Date _____

Notes and Comments:

Addendum 1 – Student Understanding and Acknowledgement Form

Please carefully read the statements below. Once you completely understand them, initial each one at the designated place. Then sign and date the statement at the end of the sheet.

STATEMENT ACCEPTED AS UNDERSTOOD BY THE STUDENT	LEARNER INITIALS
I understand that if I am not in “Good Academic and Social Standing” with SLCC that I will not be allowed to participate in a Practicum. This includes grades for MAP requirements. Full details concerning Academic Life are available in the catalog.	
I understand that, while my interests are wholly taken into consideration, the Faculty Director approves where I will complete my Practicum.	
I understand that if I do not sign and turn in Addendums 1–3, I cannot begin my Practicum.	
I understand that if I do not turn in and receive approval of a learning covenant, complete with signatures by the Field Mentor and the Faculty Director, I cannot begin my Practicum.	
I understand that the Grip/Birkman Essay is due at the mid-term date designated in my Learning Covenant and that it will not be accepted late.	
I understand that if I do not complete and turn in ALL of the requirements for the Practicum on or before <u>November 1</u> , I will receive an F for the course and have to retake it at a later date.	
I understand that if I want to apply for an Incomplete, I must do so in writing <u>PRIOR</u> to <u>November 1</u> . I understand that if I do not complete ALL requirements for the course and turn them all in by the extension deadline, I will receive an F for the course.	
I understand that requests for Incompletes are not granted automatically, they are granted only for extraordinary circumstances. I understand that they are granted at the discretion of the Faculty Director.	
I understand that while the Field Mentor is asked to submit two evaluations, it is my responsibility to ensure that he/she does so.	
I understand that the Field Mentor’s mid-term evaluation (Addendum 6) is due at the mid-term date designated in my Learning Covenant and that it will not be accepted late.	
I understand that the Field Mentor’s Final Evaluation (Addendum 7) is due on or before <u>November 1</u> and that I will receive an F for the course if it not turned in.	

As I indicated above with my initials, I, _____, fully understand the statements on this Student Understanding Acknowledgement Form and accept the consequences described on this sheet, in the college catalog, in the Practicum Manual and at the Orientation Seminar.

Student’s Signature _____ Date ___/___/___

Addendum 2 - Professional Conduct Covenant

Take these as both specific suggestions and as guidelines for a wider range of issues that you will encounter.

- Use discretion when watching movies, television, using the internet, etc.
- Speak positively about SLCC and its students, faculty, staff, and also those who are involved with the ministry where you are serving. Choose not to discredit and undermine others through gossip.
- Be on time to scheduled meetings, services and events.
- Display a positive, servant spirit at all times.
- Dress appropriately for meetings, services and other events; display a professional appearance by dressing a “notch above” those you are serving or leading.
- Do not be alone with a member of the opposite gender (except your own spouse!), and if single, do not date those from the church or give the appearance of dating.
- Do not use the church or ministry’s equipment for personal use unless permission is requested and given (computers, phones, copiers, etc.).
- In everything, conduct yourself in a manner worthy of a servant of Christ.

I, _____, agree to abide by the guidelines listed in the Professional Conduct Covenant. I understand that I am representing Christ and Saint Louis Christian College in all of my actions and attitudes. I further understand that blatant disregard for the Personal Conduct Code may result in my failing the Practicum.

Student’s Signature _____ Date ____/____/____

Addendum 3 - Student Information Release Form

Your signature in each section indicates your agreement with the statement and/or the statements checked in that section.

In order for the Field Mentor to be able to submit evaluations on-line via the web page or email, the following section must be filled out and turned in to the Faculty Director.

Name of Practicum Student: _____ Date: ___/___/___

Name of Faculty Director: _____

Name of Field Mentor: _____

Student's Signature _____

I have waived my right of access to the information included on evaluation forms. They are therefore confidential and will be seen only by the Faculty Director.

Student's Signature _____

I give Saint Louis Christian College permission to quote me from the reflection papers I have submitted as part of my course work and evaluations for use in the College's self-study materials, reports, and/or promotional materials.

___ I further give the College permission to attach my name with the quoted materials.

___ I would prefer the College not attach my name with the quoted materials.

Student's Signature _____

Addendum 4 – Sample Skill Areas for Developing the Learning Covenant

I. General Skill Areas:

1. Ability to effectively relate to and work with fellow Christian workers
2. Ability to gather, process and clearly communicate information in an appropriate manner
3. Awareness of the general responsibilities, duties, and functions expected in his/her chosen ministry vocation
4. Ability to integrate his/her academic work into practical field experience
5. Awareness of his/her own strengths and weaknesses
6. Ability to "follow through" on an assigned task from start to finish
7. An understanding of how the "component parts" of ministry (i.e. preaching, teaching, calling, music, youth, etc.) fit together
8. An understanding of both the long and short-term planning processes involved in ministry
9. An observable maturity in his/her own Christian walk
10. A general dependability, punctuality, diligence and integrity in the performance of his/her duties, as well as personal life
11. An understanding of how his/her own chosen ministry vocation plays a part in God's overall program to "disciple the Nations"
12. Awareness of literature and other resources which may be relevant and helpful in his/her vocational ministry

II. Specific Skill areas

A. World Mission and Evangelism Ministry

1. Ability to raise support funds as well as communicate with "sending" churches
2. Ability to obtain the proper legal documents (i.e. passport, visa, etc.) necessary cross-cultural travel and ministry
3. An ability to make travel arrangements to and from the mission field.
4. A rudimentary knowledge of the "field nation's" geography, demography, history, politics, economy, religious make-up, etc.
5. A mastery of material covered in an off-field orientation "course," conducted by the overseeing missionary
6. Have a "field experience" in which he/she:
 - a. Works with the missionary in the day-to-day missions routine
 - b. Works with national leaders
 - c. Visits as many of the mission's "stations" as possible
 - d. If possible, participates in some project related to the mission's outreach (Building construction, food distribution, etc.)
 - e. Attends business meetings of both the national church and the missionaries
 - f. Receives some orientation in the national language (if possible).
 - g. Experiences "life" in the home of a national family for one week

B. Preaching Ministry

1. An ability to work with the various leaders in the church
2. An ability to prepare and deliver sermons
3. An ability to lead in other worship activities (Bible reading, prayer, communion meditation, song-leading, etc.)
4. An ability to teach in Bible School classes of various age groups
5. An ability to actively participate in VBS, revivals, camps, retreats, etc.
6. Growth in confidence through observing counseling sessions, weddings, funerals, and other ministerial services where participation is not practical during the Practicum
7. Awareness of and willingness to employ appropriate ministerial decorum:
 - a. Proper dress for specific occasions
 - b. Good grooming and personal hygiene
 - c. Good pulpit decorum
 - d. Good home visitation decorum
 - e. Good hospital/nursing home decorum
 - f. Courtesy in dealing with all members of the church and people in the community

C. Urban Ministry

1. Ability to conduct a church/community needs assessment in the urban area
2. Skills in networking the city for more effective ministry
3. Understanding of the history of the city in which the intern is located and its effect on ministry
4. Awareness of the system of the city and its effect on ministry
5. Appreciation of the potential of the city and its people to manifest the kingdom of God
6. Perception of the holistic nature of urban ministry
7. Understanding of identified people groups in the city and their culture
8. Identify his/her prejudices
9. Ability to communicate across cultures.

D. Worship Ministry

1. An acquaintance with published books and articles pertaining to music ministry
2. An ability to develop, plan, and conduct interviews with those involved in the music ministry of the church
3. Ability to develop, plan conduct interviews with those not directly involved with the music ministry concerning the effectiveness of this particular service
4. Ability to create a file of music ministry resources (i.e. catalogs, publishers, etc.)
5. Ability to create a file of published music resources, according to performance age, difficulty, style, etc.

6. Ability to plan, execute, and evaluate worship services
7. An understanding of the entire graded music program of the church
8. Ability to create and teach a series of lessons on worship
9. Ability to maintain a disciplined time schedule necessary to this ministry (Time management principles would be discussed prior to the Practicum experience.)
10. An ability to schedule congregational members into a regular involvement with the music ministry of the church
11. An ability to work with persons in the planning, execution, and evaluation of a one-week Christian camp music program
12. An ability to integrate his/her music ministry into the larger evangelism/shepherding ministry of the church

E. Christian Education Ministry

Knowledge Domain:

- 1.1 Principles of personal evangelism and discipleship
- 1.2 Teacher recruitment and training
- 1.3 Spiritual giftedness and leadership ability
- 1.4 Principles of spiritual formation and moral development
- 1.5 Principles and processes of Biblical interpretation
- 1.6 Education organization and administration
- 1.7 Learner characteristics and learning styles
- 1.8 Developmental theories and life stages

Attitude Domain:

- 2.1 Acceptance of the authority of God's word as truth
- 2.2 Love for the Lord, the Bible, and the church
- 2.3 Reverence for worship of God and His attributes
- 2.4 Openness to God and His Spirit
- 2.5 Commitment to personal holiness
- 2.6 Conviction to personal discipleship and prayer
- 2.7 Desire to teach God's word
- 2.8 Love and concern for people — both church and unchurched
- 2.9 Acceptance of people where they are
- 2.10 Dedication to equipping people for ministry

Skill Domain:

- 3.1 Ability to relate and work in harmony with others (Interpersonal relationship skills)
- 3.2 Ability to train, develop, and disciple people for ministry (Equipping skills)
- 3.3 Ability to be a testimony of personal holiness (Christian living skills)
- 3.4 Ability to recruit, train, and model teaching (Volunteer staff skills)
- 3.5 Ability to study, interpret, defend, and apply truths to life (Biblical skills)
- 3.6 Ability to decide after careful evaluation of alternatives (Decision-making skills)

- 3.7 Ability to structure facilities, programs, people, and tasks (Organizational skills)
- 3.8 Ability to combine people, programs, and tasks for a common purpose (Coordination skills)
- 3.9 Ability to initiate programs and influence assumption of responsibility (Motivational skills)
- 3.10 Ability to set long-range, intermediate, and short-term goals and objectives (Planning skills)

F. Youth Ministry

1. Plan and conduct lessons and activities for each age level of responsibility in youth ministry
2. Plan and conduct lessons and activities for the various areas of responsibility in youth ministry including: Sunday school, youth group meeting, children's church, and youth activities
3. Identify the responsibilities and tasks of a youth minister
4. Participate in the planning meetings of various committees of the church: youth; education; VBS; eldership; church board
5. Organize programs and projects upon the basis of purposeful objectives
6. Explain and implement the process of planning, organizing, promoting, conducting, and evaluating programs and projects
7. Delegate responsible tasks to others for effective program fulfillment
8. Participate in evangelistic, hospital, and sick visitation
9. Participate in at least one week of summer church camp program
10. Participate in the process of selecting and recruiting various workers for the youth program
11. Attend staff meetings of the church and the area ministers' and youth ministers' meetings

Addendum 5 - Sample Practicum Learning Covenant

Student:

Name:

Address:

Phone:

Email:

Field Mentor:

Name and Position:

Address:

Phone:

Email:

Location:

Church/Organization Name:

Address:

Phone:

Email/Website:

Field Mentor's Responsibilities and Book Assignment:

The Field Mentor will help me to develop my skills and attitudes for ministry by regular interaction and communication. I will share my learning goals and he will help keep me accountable to fulfill them. We will discuss issues, joys and frustrations of ministry so that I can gain a better perspective on the realities of worship and music ministry. We will participate in ministry events together as opportunities arise.

The Field Mentor will submit two evaluations of the student's performance to the Faculty Director, one at mid-term (due date: after completion of **150 hours or by June 1**, whichever comes first) and one at the end of the practicum (due date: after completion of **300 hours or by November 1**, whichever comes first). The evaluation forms are provided in the Practicum syllabus (Addendums 6 and 7).

The Field Mentor has assigned the following book for the student to read and write a review:

Title:

Author:

Defined Learning Objectives:

(A minimum of three learning objectives must be included)

*** Learning Objective 1 (*this is a mandatory learning objective*)**

1. Objective
You must create an objective which relates to leading people into a saving relationship with Christ.
2. Tasks used to fulfill objective
 - a.
 - b.
3. Resources
 - a.
 - b.
 - c.
4. Means of Reflection and/or Evaluation
 - a.
 - b.

Learning Objective 2 (sample)

1. Objective
To gain an understanding of the entire graded music program of the church
2. Tasks used to fulfill objective
 - a. Review the church's music program and resources
 - b. Interview the leaders of the various grades and programs to ascertain how music is used to reach ministry objectives
3. Resources
 - a. Field Mentor and ministry leaders
 - b. Curriculum and music resources of the various ministries
4. Means of Reflection and/or Evaluation
Write a summary and present it to the Field Mentor

Learning Objective 3 (sample)

1. Objective
Learn to create and teach a series of lessons on worship
2. Tasks used to fulfill objective
 - a. Review the needs of the congregation, as related to worship, with the Field Mentor
 - b. Present a proposed outline of lessons to the Field Mentor
 - c. Develop and teach the lessons
3. Resources
 - a. Field Mentor
 - b. Class notes and textbook
4. Means of Reflection and/or Evaluation
 - a. Evaluation and discussion with Field Mentor
 - b. Quiz and evaluation given to class participants

Responsibilities and Schedules:

A. Dates for Internship

Beginning Date: March 12, 2010 Ending Date: November 1, 2010

PROJECTED MID-TERM DATE: July 19, 2010

B. Weekly/Monthly Schedule

Task	Day/Time
Work with mentor @ church (every week)	Tuesday (10 am- 5 pm) Wednesday (10:30 am - 9:30 pm) Thursday or Friday (10 am – 5 pm)
Helping with Sunday morning church	Sundays (9 am – 1 pm)
Teaching three lessons	Wednesdays July 12-26

Attendance is also expected at all worship staff meetings, regular services and VBS.

Vacation Periods: One week will be allotted during the summer for vacation. The specific time for vacation will be negotiated well in advance and approved by the Field Mentor.

Compensation and Housing:

The student will receive at least \$1,500 for the fulfillment of the summer practicum. A love offering will also be taken for the student at the end of the practicum. Housing will be provided by members of the congregation.

Signatures:

The Field Mentor has reviewed the Practicum syllabus and course pack.

Field Mentor _____ **Date** _____

This covenant may be renegotiated, by either party, to include reasonable changes. Please notify the SLCC Faculty Director of any major changes.

The student will not be allowed to log hours for the practicum until the covenant is approved by the Faculty Director and signed by all three parties.

Student _____ **Date** _____

Field Mentor _____ **Date** _____

Faculty Director _____ **Date** _____

Addendum 6 – Mentor Mid-Term Evaluation Form

Instructions:

The **student** should photocopy this entire form, complete Section 1, sign the release, and turn it over to the Field Mentor.

The **Field Mentor** should complete Section 2 and return it to Faculty Director, Saint Louis Christian College, 1360 Grandview Dr., Florissant, MO 63033.

Section 1 - to be completed and signed by the student

Name of Practicum Student: _____

Name of Faculty Director: _____

Name of Field Mentor: _____

___ (check if applicable) I have waived my right of access to the information included on this form. It is therefore confidential and will be seen only by the Faculty Director.

Student’s Signature _____ Date ___/___/___

Section 2 - to be completed by the Field Mentor

Please rate the intern in the following areas circling the number most appropriate to the performance level (1 = low; 5 = high)

PERSONAL	<u>Low</u>				<u>High</u>
1. Preparation for assigned tasks	1	2	3	4	5
2. Motivation:	1	2	3	4	5
3. Punctuality:	1	2	3	4	5
4. Dependability (ability to complete a task):	1	2	3	4	5
5. Cooperation (with supervisor(s)):	1	2	3	4	5

6. Quality of work (please list and rate three areas of service):

- a. _____ 1 2 3 4 5
- b. _____ 1 2 3 4 5
- c. _____ 1 2 3 4 5

7. Personal Appearance: 1 2 3 4 5

8. Relationships with others: 1 2 3 4 5

9. Adequate preparation for his/her Practicum: 1 2 3 4 5

10. Potential for vocational leadership ministry: 1 2 3 4 5

11. SLCC's clear communication of the objectives of the Practicum program: 1 2 3 4 5

12. Additional Comments:

Signature of Evaluator: _____ Date ___/___/___

Please indicate whether it is permissible, or not, for the Faculty Director to give the Practicum Student a copy of this evaluation.

YES

NO

Addendum 7 – Mentor Final Evaluation Form

Instructions:

The **student** should photocopy this entire form, complete Section 1, sign the release, and turn it over to the Field Mentor.

The **Field Mentor** should complete Section 2 and return it to Faculty Director, Saint Louis Christian College, 1360 Grandview Dr., Florissant, MO 63033.

Section 1 - to be completed and signed by the student

Name of Practicum Student: _____

Name of Faculty Director: _____

Name of Field Mentor: _____

____ (check if applicable) I have waived my right of access to the information included on this form. It is therefore confidential and will be seen only by the Faculty Director.

Student’s Signature _____ Date ____/____/____

Section 2 - to be completed by the Field Mentor

Please rate the Practicum Student in the following areas by circling the number most appropriate to the performance level (1 = low; 5 = high). Please write in comments where they may be helpful or necessary. Thank you!

	<u>Low</u>				<u>High</u>
1. Personal preparation for assigned tasks:	1	2	3	4	5
2. Personal motivation to fulfill the tasks:	1	2	3	4	5
3. Punctuality:	1	2	3	4	5
4. Dependability (ability to complete a task):	1	2	3	4	5
5. Cooperation (with supervisor(s)):	1	2	3	4	5

6. Quality of work (please list and rate three areas of service):

- | | | | | | |
|----------|---|---|---|---|---|
| a. _____ | 1 | 2 | 3 | 4 | 5 |
| b. _____ | 1 | 2 | 3 | 4 | 5 |
| c. _____ | 1 | 2 | 3 | 4 | 5 |

7. Personal appearance: 1 2 3 4 5

8. Positive personal attitude: 1 2 3 4 5

9. Relationships with others: 1 2 3 4 5

10. Ability to take constructive criticism and respond in an appropriate manner: 1 2 3 4 5

11. Evidence of a "servant's heart": 1 2 3 4 5

12. Potential for vocational leadership ministry: 1 2 3 4 5

13. Awareness of his/her gifts/abilities in the place of ministry in the service of Christ's church: 1 2 3 4 5

14. Are there any aspects of the intern's work which merit particular commendation?

15. Any aspects which bring particular criticism?

16. What suggestions would you make to help this student?

17. Please assign a letter grade indicating your assessment of the Practicum Student's overall performance during the recently completed Practicum.

Suggested grading criteria:

<u>Grade</u>	<u>Criteria</u>
A	Demonstrated mature leadership while performing his/her duties. Was willing to go the "extra mile" as a servant of Christ. Fulfilled basic requirements of the Learning Covenant.
B	Was willing to go the "extra mile" as a servant of Christ. Fulfilled basic requirements of the Learning Covenant.
C	Fulfilled basic requirements of the Learning Covenant.
D	Failed to fulfill the basic requirements of the Learning Covenant. Did, however, show potential.
F	Failed to fulfill the basic requirements of the Learning Covenant. Did not show potential. Was a detriment to the ministry.

Grade Assigned - _____

Mentor Evaluation of the Practicum Program

Our aim is to provide you, the mentor, with a complete idea of the Practicum Program here at Saint Louis Christian College. If you can think of any information we have not provided you, or any way to improve the program, we would value those thoughts. Please feel free to e-mail us at anytime with suggestions; or fill out the following form and mail it in to the college.

Please list any ideas or comments below:

Signature of Evaluator: _____ Date ____/____/____

Please indicate whether it is permissible, or not, for the Faculty Director to give the Practicum Student a copy of this evaluation.

YES NO

Thank you for your cooperation!

Addendum 8 – Student Self Evaluation Form

Instructions: to be completed by the Practicum Student

Name of Practicum Student: _____ Date: ___/___/___

Name of Faculty Director: _____

Name of Field Mentor: _____

Self Evaluation

Please rate yourself in the following areas circling the number most appropriate to the performance level (1 = low; 5 = high). Please write in comments where they may be helpful or necessary. Thank you!

	<u>Low</u>				<u>High</u>
1. Personal preparation for assigned tasks:	1	2	3	4	5
2. Personal motivation to fulfill the tasks:	1	2	3	4	5
3. My punctuality:	1	2	3	4	5
4. Dependability (ability to complete a task):	1	2	3	4	5
5. Cooperation (with supervisor(s)):	1	2	3	4	5
6. Quality of work (please list and rate three areas of service):					
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
7. Personal appearance:	1	2	3	4	5
8. Positive attitude:	1	2	3	4	5
9. Relationship(s) with others (congregation, ministry constituency, etc.):	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 10. Ability to take constructive criticism and respond in an appropriate manner: | 1 | 2 | 3 | 4 | 5 |
| 11. Evidence of a "servant's heart" | 1 | 2 | 3 | 4 | 5 |
| 12. Assessment of my potential for vocational leadership ministry (following the Practicum): | 1 | 2 | 3 | 4 | 5 |
| 13. Awareness of my own spiritual gifts and abilities and their place in the ministry of Christ's church: | 1 | 2 | 3 | 4 | 5 |
14. I would give myself the following letter grade for my Practicum: _____

Your Field and Faculty Directors will be using the following suggested grading criteria:

<u>Grade</u>	<u>Criteria</u>
A	Demonstrated mature leadership while performing his/her duties. Was willing to go the "extra mile" as a servant of Christ. Fulfilled basic requirements of the Learning Covenant.
B	Was willing to go the "extra mile" as a servant of Christ. Fulfilled basic requirements of the Learning Covenant.
C	Fulfilled basic requirements of the Learning Covenant.
D	Failed to fulfill the basic requirements of the Learning Covenant. Did, however, show potential.
F	Failed to fulfill the basic requirements of the Learning Covenant. Did not show potential. Was a detriment to the ministry.

Grade Assigned - _____

Evaluation of the Field Mentor - (Evaluate the "mentoring" minister, director, supervisor, etc., whom you reported to during your Practicum)

- | | | | | | |
|---|---|---|---|---|---|
| 1. My mentor helped me better understand the work of vocational leadership ministry: | 1 | 2 | 3 | 4 | 5 |
| 2. My mentor gave me an adequate variety of Practicum experiences (per my Learning Covenant): | 1 | 2 | 3 | 4 | 5 |
| 3. My mentor took regular time to counsel me about my ministry: | 1 | 2 | 3 | 4 | 5 |
| 4. My mentor provided a good "role model" for me to adopt in my future ministry: | 1 | 2 | 3 | 4 | 5 |
| 5. My mentor took time to instruct me about the tasks that I was to do: | 1 | 2 | 3 | 4 | 5 |
| 6. My mentor had expectations of me that were fair and reasonable: | 1 | 2 | 3 | 4 | 5 |
| 7. My mentor made me feel like part of the "family": | 1 | 2 | 3 | 4 | 5 |
| 8. My mentor reaffirmed my "call" to leadership ministry: | 1 | 2 | 3 | 4 | 5 |

College Evaluation - (Evaluate the Practicum Program)

Did the Practicum help you progress toward achieving the following outcomes?

1. Gift Experimentation

By participating in the Practicum, the student will operate in several different areas of service and, thus, be better equipped to make an informed choice of a life long area of service.

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

2. Call Affirmation

By participating in the Practicum, the student will be able to affirm his/her call to ministry by experiencing actual ministry events and discussing the realities of ministry with those currently involved in ministry.

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

3. Self Understanding

By participating in the Practicum, the student will operate in several different areas of service and, thus, be able to see both his/her personal strengths and weaknesses.

1 2 3 4 5

4. Practical Theological Implementation

By participating in the Practicum, the student will be able to directly apply doctrine and theological reflection to real ministerial situations.

1 2 3 4 5

5. Spiritual Development

By participating in the Practicum, the student will discern that the ability to minister flows from a relationship with Jesus Christ and a dependence upon the Holy Spirit for guidance.

1 2 3 4 5

6. Skill Development

By participating in the Practicum, the student will develop the necessary skills to minister in today's world.

1 2 3 4 5

I would make the following recommendations to the Faculty Director in order to improve the Practicum Program:

Thank you for your cooperation!

Addendum 9 - Kolb's Model of Experiential Learning

This essay, along with your Log, will aid the Faculty Director in determining if you have fulfilled the objectives from the Learning Covenant. The Reflective Essay must be presented in the following format or it will be returned for resubmission.

The essay needs to detail how you were personally affected by the Practicum experience. The questions in each section are to get you moving in the desired direction. Each question does not necessarily need to be answered. However, each section does need to be fully developed. Section I of the essay needs to demonstrate the completion of the objectives in the Learning Covenant. The format of this section needs to consist of the stating of an objective and then your defense as to how that particular objective was fulfilled. This format should be followed for every objective listed in the Learning Covenant.

This is your opportunity to show how your Practicum has prepared you for ministry. It will take some time and thought. Please be sure to fully cover all of the required areas. The paper should consist of approximately 8-10 pages.

As you construct this section of your reflective Essay, you will want to closely follow Kolb's Model as it is described below. Be sure to include each section listed because each section will be graded separately.

A. Concrete Experience

Without a lot of detail that is contained in the Log, answer the following questions.*

1. What did I do? Where? When? For how long?
2. How many other people were involved?
3. What was the extent of my involvement?
4. What techniques, methods, or procedures did I use?
5. What resources did I use?

* Be sure that as you answer the questions in this section that you also describe how you completed the objectives in your covenant.

B. Observations and Reflections

1. What were my thought processes? What were the considerations, decisions, and rationale?
2. What did I notice? Trends? Patterns? Differences? Similarities?
3. What was important, significant, different, unique?
4. What worked, what did not work?
5. What can I say in retrospect?
6. What relationships have I noticed?

C. Formation of Abstract Concepts and Generalizations

1. What ideas and insights have I had?
2. Of these insights, which ones would also be true or relevant for other persons

or situations? How can they be applied?

3. How can I look at my learning experience from a broader perspective and make generalizations from it?

D. Testing or Applying Concepts in New Situations

1. Would my knowledge be useful in other situations?
2. Based on this knowledge, what have I done, or what would I do?
3. Can I make predictions based on my knowledge?
4. Have I tested my ideas, concepts, or those of others that I have learned? If not, can I guess what would happen?
5. How does my knowledge affect or apply to other situations? Is it relevant or significant?

PARENTING
Sample Kolb Model Essay

INTRODUCTION

As I approached parenthood, I was filled with idealistic expectations and determined to be an extraordinary parent. As our children grew, I spent a great deal of time with them; I planned family vacations for them, and I participated in their educational activities extensively. Because of my idealism and my high level of involvement with the children, I assumed that they would know their place in the home, be well-disciplined and respect me as an extraordinary parent. But I was unaware of the process required to realize such goals, and I failed to consider how much I would learn from my children. After raising five of them, I can now speak with some authority about the learning process parents go through. (Thesis Sentence) In this paper I will present specific things I have learned about self-discipline.

As my family has grown from babies, to children, to young adults, it has been a fascinating, frightening, and at times a rewarding experience. Even though each child has revealed personal development in a slightly different sequence, there are some identifiable patterns to this development.

KOLB'S MODEL: The First Step

Concrete Experience: I realized with a shock that I was becoming a parent policeman. A parent policeman is an individual, who does not encourage his children to develop self-discipline, and is, consequently, perceived by his children to be a dictator. It may be that the parent is a beneficent and loving dictator, but nevertheless the perception is that the ability to participate in decisions made within the family resides solely with the parent. For that reason, then, the responsibility to see the goals of the family are achieved also resides solely with the parent. It was when I realized that I was functioning as a policeman, that I realized the need to create an environment that would assist my children to internalize the goals of the family rather than have them externally applied by the parent.

In one attempt to internalize the values of our family, my wife and I drew up a chore sheet in which every member of the family participated. This sheet specified the chores to be completed by the children and parents for every day of the week. The parents' chores often consisted of meal preparation and purchase of food. In other words, activities that the parent could perform and the child could not. The chores for the child often focused on picking up their own room, cleaning the common rooms of the house, setting the table for dinner, emptying the garbage, running the sweeper, and so forth. These tasks needed to be completed before 5:00 p.m. It was not necessary for the child to either complete a chore or play. Instead, we constructed a system in which the child could do both given the amount of time available, but would find it necessary to manage the time effectively in order to both complete his or her chores and have time for playing. The chore charts were a fairly effective method through which the children were involved in the daily activities of the home and learned to balance their work, play, and school time.

The second year we used the chore chart, the children insisted that they be allowed to participate in selecting the chores. For the first year's chore chart my wife and I had assigned the tasks to each of the children and to ourselves. The second year, and remaining years in which we used the charts, we had one family gathering in which a blank chore chart would be laid on the table and each individual was allowed to choose a chore from several categories of chores. The first choices made by each child reflected those activities they liked to do best. It was great fun to watch the children trying to choose a chore after those that they liked best had been selected. Oftentimes, I observed them negotiating with each other rather than simply attempting to protect their own turf as they chose the less desirable chores.

Another activity that helped the children build self-discipline was the presence of pets in our family. The youngest daughter, in particular, has a genuine love for animals. Because she was the youngest, she had a tendency to play the role of the baby of the family and attempt to shirk responsibilities that were hers within the family. To encourage her to accept those responsibilities, we allowed her to have a dog and cat as pets. She had daily responsibilities for feeding the pets; she was also responsible for the pet's housing, and the necessity of making sure that the pet was healthy and had regular checkups with the vet. I found that she was the most diligent when the pets were young. After the pets were grown she had a tendency to allow them to forage for themselves. However, the illness of one of her pets did a great deal to assist her in changing her habits and being extremely responsible in the care of her pets.

An added method for increasing self-discipline was the allocation of allowance and lunch money once per week. For some years the children were given their lunch money each morning as they left for school. Then, in an attempt to encourage them to realize the value of money and the necessity of limited spending, we gave them their lunch and allowance money once per week. There were some instances in which the younger children spent all their money before the end of the week. They were very hesitant to confess such a fact more than once, and, as a consequence, would attempt to get a loan from an older brother or sister. This actually turned out to be extremely helpful learning experience. The loan had to be paid back with the allowance money and, for that reason, the children were not long learning that they could not exceed the amount of the allowance and still have enough money left for their lunches.

A final activity in building self-discipline was encouraging our children as they entered the teen years to set some goals for themselves for a given year. At first, the goals were simply verbal. In a short time, however, we learned the value of having the goals as a written document that we could then, in turn, celebrate. The goals consisted of activities related to school, athletics, special projects, and so forth. These goal statements were written out and posted in each of the children's rooms. We, as parents, reminded them of the goals regularly. We attempted not to beat them over the head with the goals, but we did want them to keep in mind the goals that had been established. What is, perhaps, most important is that we celebrated when the goals were reached. That celebration took many forms, but in each instance a single child was identified for the goal that had been achieved, and every member of the family celebrated with him/her in the achievement of that goal.

KOLB'S MODEL: The Second Step

Reflections and Observations: When considering the process through which my children built self-discipline into their lives, I came to realize that there was a sequential pattern that each child went through in learning self-discipline. I am not suggesting that each child went through the stages of development in exactly the same way, but that I observed in my five children a similar sequence of development. For each child it seems that the building of self-discipline began with his/her ability to accept the need to care for the physical space in which he/she lived. Each child was responsible to pick up his or her own room as well as some portion of the house. These responsibilities were specified for days of the week on the chore chart. Each child initially had to be reminded that today was a certain day of the week and on this day he/she was responsible for the completion of certain chores. There did come a time, however, in the life of each child, when they themselves examined the chore chart and determined that specific chores needed to be completed on this day. As I have thought back on the development of each of the children, there came a time in each one of them when they accepted the need to identify those chores that had to be done. For this reason I find that one of the proofs of self-discipline is the acceptance of responsibilities for the environment in which my children live.

The second step in the pattern of self-discipline was the children's willingness to be responsible for animals. Since we live on a farm, animals have been a regular part of the children's life. These animals are both pets and farm animals. The farm animals are used as a source of income. Since the children benefited from the income, they also were responsible for the well-being of those animals. In each child I noted that it was first necessary to insist that they complete their chores with the animals. Next they accepted those chores as their responsibility. It was not necessary for me to call to their attention that these animals needed to be fed and watered. They knew that it was necessary and they accepted responsibility to provide such care. Two of our five children went beyond the level of care-providing. For these children, it was not just providing food. It was, instead, seeing to the needs of beings that were helpless and dependent on them. These children were literally caring for the animals. I recall numerous occasions when the children would complete their chores after dark or after they returned home late from some school activity. They felt such responsibility for those animals that they were unwilling to leave them without food or water until morning.

The final stage in building self-discipline in children is the setting of personal goals. In establishing such goals my child is indicating what he or she sees to be of significant value and is also stating that they are willing to risk for the achievement of that particular object or objective. It takes very little to establish the goal. The discipline is involved in making the decisions necessary to achieve the goal. What I found to be so important in the lives of my children was that I, as the parent, not override their decisions. I found it possible to encourage them to reach the goal, to be of some small assistance in helping them along the way, but that I had to know when to fade out of the picture so that the achievement of the goal would be their own personal achievement. The stage of goal setting, in the life of my family, came at a relatively advance stage of child development.

As I look back on it now, I realize that the ability to establish goals and achieve those goals seems to be one the early indications of approaching adulthood.

OBSERVATIONS

In reflecting on the stages my children passed through in achieving an acceptable goal of self-discipline, I have made several observations. The first is that I have always attempted to make those activities leading to self-discipline as enjoyable as possible. In many instances, they were activities that involved labor. For that reason it would be quite easy to conclude that they were drudgery. I always attempted to include some element of self-choice and self-determination in these activities, allowing the child to have some feeling of control. Another observation is that building self-discipline leads to compassion for those who are helpless. Children can care for those who are weaker and not able to cope. A third observation is that building self-discipline in children contributes to their ability to evaluate the cost of activities. As children become skilled in managing time and money, they realize that one must exchange something in order to achieve a certain benefit. This awareness of "cost" contributes to their ability to think for themselves. My final observation is that building self-discipline in children leads to the realization that freedom and responsibility go hand in hand. Children in our society naturally desire freedom. The realization that there is no genuine freedom without responsibility, then, is a direct introduction into the more complicated modes of thinking required by the adult world in which we all must live.

KOLB'S MODEL: The Third Step

Abstract Conceptualizations: Because I was interested in the whole question of building self-discipline in my children, I began discussing the topic with other parents. I met these parents in many different locations; at basketball and soccer games, at musicals and dramas, at PTA meetings and school open houses, and at church functions. My discussions with other parents were rewarding because I realized that the peculiarities of my own children were developmental phases that all children participate in to some degree. I heard about many different systems that parents had tried in an attempt to build self-discipline in their children. I concluded, therefore, that the concern for building self-discipline in children is one that most parents share, and that each family has certain specific activities that are used to create that mind-set of self-discipline.

To further evaluate the observations based on my own personal reflections, I also attended a seminar sponsored by our church on child discipline. The speaker for the seminar, J. W. Dobson, is a man with numerous professional and popular publications and a great deal of experience in presenting these seminars. I came away from the seminar convinced that: a) it is important to focus on building self-discipline in your children, and b) most parents are attempting to build self-discipline through a trial-and-error method.

According to the speaker, the use of trial and error is not a real problem in building self-discipline in the lives of children. He simply suggested that parents ought also to be talking with one another in order to share the experiences that they have had and thereby speed up the process of building self-discipline for their children. This weekend seminar

(twelve hours long) convinced me that some of the observations I had made on my own were of value.

A third activity through which I identified principles children use to build self-discipline began in the doctor's office. While waiting to see the doctor, I was reading one of the magazines in the waiting room. I read an article by Eric Erikson on teaching your children to be self-disciplined. The article seemed to confirm many of the steps of development I had observed in my children. I went to the library and checked out two books by Erikson that were related to the subject. Those books were extremely helpful to me. The first was entitled Children and Self-Discipline (1967), and the second was entitled Learning to Let Your Children Discipline Themselves (1978). I did not read the contents of both books in their entirety. Instead I read those chapters that were most relevant to my interest in the subject of building self-discipline in the lives of my children.

On the basis of my experience, my reflections, my discussions with parents, the seminar I attended, and the books by Erikson, I have concluded that there are a number of principles, which can be identified as the most effective means for helping children build self-discipline. (Listing of Abstract Conceptualizations) Those principles are:

1. Get your children started at an early age with activities that build self-discipline. If children are involved by the age a seven in taking care of and having responsibility for other areas with the home, it becomes a habit which they accept as necessary.
2. Give your children responsibility for the well being of animals. Nothing teaches children the importance of self-discipline like seeing an innocent animal suffer. Furthermore, it will not be long before the children realize that the joyfulness of the animal is dependent upon their willingness to show it affection and care. This emphasizes the need for the to be disciplined in their support of the animal.
3. Be sure that children participate in creating the structures of family responsibilities. If children are not involved in creating the structures, then they are the passive recipients of the actions of adults. This does not teach them the values of fairness and justice.
4. Self-discipline can only be taught when freedom and responsibility go hand in hand.

KOLB'S MODEL: The Fourth Step

Active Experimentation: The application of the principles or generalizations I discovered in raising my children occurred first with the youngest of my five children. Since the youngest child is six years younger than the next oldest child, it was possible to observe and learn from what happened with the four oldest children and apply it in raising the youngest. In the case of our youngest child, we waited until the child was about seven before insisting on the importance of specific chores around the house. Our two oldest children, in particular, were required to assume certain responsibilities in the house at an earlier age. These older children were responsible for too much at an early age, in our opinion. For that reason, we felt they had a tendency to worry about messing the house during celebrations, and that this concern on their part kept them from thoroughly enjoying the fun. With the youngest child, we attempted to provide a sufficient amount of time without chores to keep the child from being unduly concerned about the neatness of her room or the house in general. All in all, waiting until the child is seven seems to

provide ample time for him/her to be free of some responsibilities and yet learn the importance of self-discipline.

A second way in which the learning that occurred with the older children was applied to the youngest child was in the area of combining freedom and responsibility. With four children in the house at one time, there were times when the intent was not to be concerned about their development but just simply for us to survive. As a consequence, I focused too much on the tasks to be done and not on the principles involved.

With the older children, I accidentally learned the importance of combining freedom and responsibility. This meant that for several years the older children had responsibility without much participation or freedom. With the youngest child, we carefully combined freedom and responsibility. The result has been a greater willingness to accept responsibility because it brings with it a corresponding amount of self-determination. All in all, this has seemed to produce a child who is willing to accept responsibilities without much question.

I have also applied these principles for building self-discipline in the classroom. Since I am a teacher, I am working with students in formative ways each day. Like my children at home, I have found the students responding most favorable to an environment in which there is structure and freedom. Using covenants and other methods for getting students actively involved in shaping their learning has made the classroom a more stimulating and exciting place for both the students and the instructor. In addition, as students have participated in the shaping of the classroom environment, I've found them more willing to take responsibility for their own learning. The result has been work that demonstrates more creativity and that seems to have a more lasting impact on students.

SUMMARY STATEMENTS

Conclusion: My experiences as a parent have been my greatest and most satisfying educational experience. The original expectations I had were not, I have learned, unusual. All the parents I have talked with about these issues indicate that they also had idealistic goals for their relationships with their children. Time pressures, the requirements of a job, the need to have a functioning household, all contributed to the transformation of ideal expectations into the rigorous, and at times demanding, realities of parenthood. What is heartening, however, is that in spite of the loss of illusions about parenting, most parents do not fall into the trap of becoming disillusioned. Raising five children did not turn out to be the reality I anticipated. But, while I wish I had done several things that did not happen, those parenting experiences I had often exceeded my expectations. Furthermore, the most significant and unanticipated experience I had as a parent was becoming the student and not the teacher. I did not expect to learn as much from my children as I taught them. In reality, I have learned more.

Addendum 10 – Introductory Material to Field Mentors

The Role of the Practicum

When a student arrives on our campus, we have a plan for him/her. Whether the student knows it or not, he or she is placed in a program that was designed to prepare students for this Practicum. From his/her first semester, each student is required to participate in Ministry Advancement Program (MAP). As a freshman, the student may help out with youth activities at an area church or work in a food pantry in the city of Saint Louis. At the same time, they are receiving valuable training in class and being challenged spiritually in chapel and in small groups. We expect them to move through the process of helping, doing, and then leading while they are here. Their progress in MAP is carefully monitored. Upper classmen are expected to demonstrate leadership as they near the time of their Practicum. While every student is at a different stage in his or her preparation for ministry, all of them must present themselves as leaders with a potential to succeed. Ministry, as you know, is so much more than knowing how to do things. It is something that a person is, not something that a person does. We do not, however, expect them to be fully prepared leaders. The implicit understanding of an “intern” is that he/she is just that, an intern. If students had all the experiences and skills that they needed, they would not need an internship! This internship, or Practicum as we call it, is one of the final pieces in the student’s preparation for ministry.

Expectations of the Field Mentor

You, as the Field Mentor, are the key link between the Practicum student and ministry. Your willingness to participate in this process is an indication that you see the bigger, kingdom picture of ministry. In the past, internships sometimes manifested themselves as an inexpensive way to have a youth minister or an education minister. Today, this cannot be the case. Today’s leader-in-training needs real experience under the mentoring of an experienced, godly guide. Thank you for being willing to lead a student through some of the final steps of ministry preparation. I would like to personally invite you to partner with us in the preparation of future leaders in the following ways.

1. **Spend real time with them.** One former student notes that after his mentor went on to receive his reward in heaven, his family found his notes on the conversations that he had with his intern. What he honestly thought were random, unplanned conversations in the car or at the ice cream shop were planned discussions on topics that were essential to the intern’s future ministry. What an impact that made! Realize that you can reach into the future through this student.
2. **Pray regularly for and with the intern.** Mentoring is a very spiritual activity. Part of your role is to model spiritual maturity and to intercede in prayer for your intern. He/She is, at least for a time, your disciple.
3. **Help the student fulfill his or her requirements.** Please take the time to familiarize yourself with all of the material in the student’s section of this manual. As the student begins to develop a plan with you concerning his/her activities during the internship, we will expect them to develop a “Learning Covenant.”

- That covenant is fully explained to the student as a part of the orientation process and is found in this manual. While it is the student's responsibility to understand how the covenant should be written and formatted, he or she will need your help in knowing what the major activities of their Practicum will be.
4. **Submit the evaluation forms.** Please submit the evaluation forms, which are included in this manual. The student has signed a release stating that he or she has waived the right to see the evaluation form unless you give your permission. Please ensure that they have completed and signed Section A of the forms that can be filled out by hand and mailed.
 5. **Set clear parameters for them.** Can they use the telephone for personal calls? Can they use office equipment for personal use? Do you want them to have a curfew? We counsel students to either use their cell phone or get a phone card for the purpose of making personal calls. Help them to know the guidelines of the household where they are staying and the ministry where they are serving. Many times small issues that arise are aggravated by the student not knowing what is expected of him or her.
 6. **Contact the Faculty Director (usually the Practicum professor) immediately if there is any type of concern.** We seldom have problems with our interns. They cannot participate in an internship if they are not in good academic and social standing with the college. What that means is that they must be good students and behave themselves while they are here on campus. We will not send out any student that is having difficulties behaving himself or herself just because he or she needs an internship to graduate. However, things can happen. Problems can occur. You may want to refer to the "Code of Conduct" that each student has signed prior to going on an internship. We expect each student to completely follow the conduct code. If there is any concern, please contact the Faculty Director immediately (this is usually the professor who teaches the Practicum course in which the student is enrolled). You will be provided with an email address and telephone number where you can contact the Faculty Director. Please do not hesitate to do so. We want to help resolve any situation that may arise. However, we cannot help if we don't know that there is an issue. We require the students to set up an email address to allow us to contact them quickly. We try to be in regular contact with them to keep up with their progress. If we get the impression that there is a situation that needs some attention, we will get in contact with you.

Qualifications of a Field Mentor

We do occasionally make exceptions to these guidelines, but only due to unique circumstances.

1. **We like the Field Mentor to have demonstrated strong Christian leadership qualities during his or her ministry.** While this is a subjective issue, we recognize that the Field Mentor is going to have a lasting impact on how the intern understands ministry. The Christ-like lifestyle of the Field Mentor will

- provide the student with a framework on which to continue to build his or her own spiritual character.
2. **We would like the Field Mentor to have at least five years of experience in the area where the intern is working.** Further, we like the intern to not be the only person in a given area of ministry specialization. For example, we are uncomfortable sending a youth ministry intern to a church that does not already have a youth minister.
 3. **We like the Field Mentor to have participated in some type of formal preparation for ministry.** Normally, we ask that the Field Mentor have at least a bachelor's degree in a ministry related field or another area of study that prepared the mentor for service. Due to the long distances that many of our students travel to serve, we do not require a formal training for our Field Mentors. We do, however, want the Field Mentor to fully understand the duties of a mentor. The Faculty Director will attempt to orient the Field Mentor to the system by this manual, communication directly with the Field Mentor, communication through the student, and supplying resources and information to the Field Mentor.

General Expectations of the Practicum Student

While the expectations that the college has for the intern are fully described in the student section of this manual, below is a general summary of what we expect.

1. **Each student understands that we expect him or her to be a Christ-like example** to all with whom he or she comes into contact with during the internship. Each intern must sign a "Conduct Code" prior to being allowed participation in an internship. A copy of the code is contained in this document. Saint Louis Christian College holds its interns to the highest standards of godliness and holy living.
2. **Each student is to be a blessing to the ministry where he or she serves.** This concept includes small, but important, issues like appropriate dress and punctuality. It also includes larger issues like a strong, cooperative work ethic and a desire to serve.
3. **Each student is to be a good guest.** This includes keeping his or her living area clean and not forgetting the kindness of the host ministry to open up their ministry, homes, and lives to the student.
4. **Each student is expected to have a real, measurable learning experience while he or she is there.** The Learning Covenant will be measured against the student's Log and Reflective Essay. That is one of the motivations to having an hour-based program. The students must complete the correct amount of hours in order to receive credit for the Practicum (300 hours).

Expectations of the Faculty Director

Under normal circumstances, the Practicum professor serves as the Faculty Director for students participating in a Practicum at Saint Louis Christian College. If time constraints do not permit this to be the case, another faculty member will fulfill the role of Faculty Director.

1. **The Faculty Director is expected to orient the student to the parameters and requirements of the Practicum Program.** This is normally accomplished during a formal orientation program.
2. **The Faculty Director is also required to orient the Field Mentor to the parameters and requirements of the Practicum Program.** This is normally accomplished through this manual, communication directly with the Field Mentor, communication through the student, and supplying resources and information to the Field Mentor.
3. **The Faculty Director is expected to communicate regularly with both the student and the Field Mentor.** The student is required to set up an email account to facilitate this process. Although we do not require the Field Mentors to have email access, it is great aid in keeping communication lines open.
4. **The Faculty Director is expected to play an intermediary role in resolving any conflict involving the intern and the ministry.** As is described earlier in this document, we want to play a role in the resolving of any issues that arise. We do not want either the Field Mentor or the student to feel that he or she needs to deal with any issue on his or her own.
5. **The Faculty Director serves as the representative of the Faculty.** It is his or her job to ensure that all of the requirements are being met as the student progresses through the internship. It is also his or her job to assess all of the student's work and assign a grade for the Practicum. Your evaluation of the student will be much appreciated and taken into account when the student is assigned a grade for the Practicum. The grading parameters are fully explained on the Final Evaluation form.

Expectations About Compensation

We deeply appreciate your ministry being willing to host an intern from Saint Louis Christian College. Many of you are serving in ministries that cannot possibly give financial help to the student. As a matter of fact, the student might have had to raise support to work with you. We are very comfortable with that as long as everyone involved understands that up front.

However, we are often asked how much a student intern should be given as a "love offering" or a "stipend." We, along with the students, appreciate any help that your ministry might be able to give the student to help him/her cover the expenses of the internship and the cost of his or her education. How much to give a student is hard to determine and the cost that each student incurs varies according to his or her situation. However, if you are able to help your intern financially, a good starting place is to ask the

student to calculate the amount that it will cost him/her for a semester of college if the intern will be with you for a period less than six months. You should ask them to calculate the cost for two semesters of college if you will host the intern for over six months. If you need any more information or have any questions, please feel free to consult with the Faculty Director.

Expectations About Housing

We realize that housing is possibly one of the more difficult issues for some ministries to deal with when they are considering hosting an intern. We also realize that it may be necessary to ask the intern to reside at more than one place during the period of his or her internship. The students understand that and are willing to be flexible and cooperative.

However, it is our recommendation that the intern's housing be organized, if possible, within the following guidelines. We would like the intern to be able to stay in one place for as long as possible, for the entire period of the internship if that is an option. We would also like the housing to be in a safe setting that is reasonably close to where most of his or her activities will take place. We would like the intern to be able to enjoy a little privacy to allow for some time alone to read or relax. In short, we would like them to have a living space that would be acceptable to you if your son or daughter planned to live there.

Early communication concerning housing plans and living arrangements will help everything to go smoothly upon the intern's arrival. If you need any more information or have any questions, please feel free to consult with the Faculty Director.

Addendum 11 – Mentoring Articles

“Do’s and Don’ts With Your Intern”

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“Mentoring that Matters”

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Do’s and Don’ts With Your Intern

By Kenneth Gosnell

As summer approaches, many churches prepare to bring an intern on staff. My summer internships were delightful experiences that helped me to achieve a deeper understanding of the church and ministry. I found some activities very helpful, but I found others very discouraging. With most Bible colleges requiring internships for students to graduate, it is essential that churches and ministers know how to make these internships as effective as possible. I would like to suggest some guidelines to follow.

Things to Do

1. Do pray for and with your intern every day
2. Do give your intern responsibility and authority that fits his job.
3. Do get your intern in front of the congregation as soon as possible. (This gives the congregation a chance to see the person and get to know him or her more quickly).
4. Do get your intern in front of the church as often as possible.
5. Do have a schedule of responsibilities to send to the intern a month or two before the arrangement begins.
6. Do give your intern goals to accomplish.
7. Do give your intern time off.
8. Do treat your intern as an equal in ministry.
9. Do give the intern some office hours to keep.
10. Do ask your intern to evaluate the programs of the church.
11. Do read and ask questions about the evaluation.
12. Do have an office ready when the intern arrives. (Ideally with desk, computer, office supplies, bookshelves, etc).
13. Do have a schedule of all meals for your intern.
14. Do give your intern a covenant and reasonable pay. (Remember he or she is paying for college).
15. Do develop a relationship with your intern. (Spend time together).

Things Not to Do

1. Don’t just give your intern jobs that no one else wants to do.
2. Don’t hide the problems of the church from your intern.
3. Don’t make your intern pay for meals required on trips.
4. Don’t move your intern from house to house. Instead find a family with the gift of hospitality and the space to house the person.

5. Don't take your intern for granted or have unreasonable expectations.
6. Don't stick your intern with just one group in the church.
7. Don't volunteer your intern for jobs without asking him or her.
8. Don't neglect getting your intern out with people. (Make sure that at least Sunday afternoon meals are with different families in the church).
9. Don't be negative about the church or the intern to the intern.
10. Don't be afraid to share your evaluation of the intern with the intern.
11. Don't forget to teach the intern various aspects of the ministry.
12. Don't forget to show your intern how to use office equipment and work with the secretary.
13. Don't forget to encourage the intern to finish school and go into the ministry.
14. Don't keep the intern just to your church. (Let the person share with some of the other churches in the area).
15. Don't forget to learn from the intern what is new and being taught in college.

Mentoring that Matters

Reviving an ancient teaching method that adds life to ministry.

By Fred Smith

Mentoring may seem new, but actually it is one of the oldest and best methods of learning. In times before degrees were mandatory, the mentoring system was the accepted one, not only in manual skills but in the professions, such as medicine and law.

Ray Stedman, who pastored Peninsula Bible Church in California for many years, believed in and practiced the apprentice method. He always had a few young men on staff who would travel with him; together they would study, observe, and delineate the scriptural principles of life. These mentorees saw how the work was done and how to apply their learning in practical ways.

As we look at Scripture, we immediately think of Paul and Timothy. From the text I don't know how much technical skill Paul gave him as a missionary, but we do know Paul was an excellent role model and sponsor. He let Timothy observe him at work. Paul promoted him to the churches.

The responsibility of the mentor is to be open, real, and personify consistently who he is so the young person receives a clear, consistent signal. The real responsibility is on the young person to absorb and to observe correctly.

Increasingly churches are starting mentoring programs. A common mistake is that older men visit with younger men without an agenda, eventually simply becoming Bible study or prayer times. There are excellent activities, but they are not mentoring.

Mentoring is a one-on-one relationship between a mentor and mentoree for the specific and definable development of a skill or an art. One of my favorite mentoring stories is the young pianist who came to Leonard Bernstein and asked to be mentored by him. Bernstein said, "Tell me what you want to do and I will tell you whether or not you're doing it."

When you analyze this, you realize Bernstein's deep understanding of mentoring. The young man initiated the contact, he had a specific request, and he made the request of an authority-not that he might get as rich as a concert pianist or famous like Bernstein, but that he might become a better pianist.

Bernstein essentially said to the young man, “You’re responsible for your playing and your practice. The one thing you can’t do is hear yourself as a great pianist hears you. That I can do and will do for you.”

The study of mentoring can be organized but not the application. Effective mentoring has no set formula. It’s a living relationship and progresses in fits and starts.

Making a Good Match

It is not difficult to make a list of desired characteristics in a mentor. However, like characteristics of a leader, they are in combination and mix, not equally balanced qualities. Each of these ingredients, however, in some degree should be in a mentor:

1. Mentor and mentoree must share a compatible philosophy. Our goals and methods are really an expression of our philosophy. If the goal is to be Christian, then the philosophy must be built on divine principles. To me, wisdom is the knowledge and application of scriptural principles, not the citing of verse or telling of stories, but the application of the principles.

For instance, one biblical principle is “God will not do for you what you can do for yourself, nor will he let you do for yourself what only he can do.”

It’s wrong to pray for a miracle when God has given us the mentality, opportunity, and facilities to accomplish what we should do. To ask for a miracle is to ask God to be redundant. But he will not let us do for ourselves what only he can do. For example, he will not let us gain our salvation by works; it is by his grace.

On the other hand, if the goal is based on humanistic values, then it will be cultural, not Christian. Human philosophy often exploits our greed and selfishness. Human philosophy promotes self-love and self-aggrandizement. Recently a young man came to me asking that I help him “make a million dollars.” That was his life’s goal. He has a materialistic, humanistic philosophy.

I told him that we did not agree on philosophy; therefore I would not be a good mentor for him.

2. The mentor should be knowledgeable in the subject and objective in his criticism. The mentor who says what the other wants to hear is irresponsible. He should not counsel in matters in which he is not expert or pass judgment in subjects beyond his limitation.

It is important the mentor on occasion say, “I don’t know. I’ve had no experience with that.” It is good when he has a broad network of knowledgeable friends who might be helpful on such an occasion.

Once a young, brash president of a growing corporation was being dangerously extravagant. Though I was on the board, he wasn't accepting my authority on the subject. I got him an appointment with the CEO of a major corporation, who successfully warned him and possibly saved the company.

3. The mentor must genuinely believe in the potential of the mentoree A mentor cannot do serious thinking about the needs of the learner or spend the necessary time without believing in that person's potential. A mentor isn't doing what he's doing to be a nice guy. There may be times when the learner loses confidence in himself, particularly after a failure, and he will need the mentor to restore his confidence.

I had breakfast with a young executive in Dallas, and I asked him to tell me his story. He said, "Until early in my twenties. I amounted to nothing. I think that was due to the fact I was raised in a family that believed it was wrong to say anything good about anyone that might stir up their pride. I felt there was nothing special about me until my Sunday school teacher put his arm around my shoulders and said, 'I believe in you.'"

Gradually this young man began to believe in himself. From that time, he started to climb the executive ladder.

4. A good mentor helps define the vision, the goal, and the plan. So many young people I talk to have several options for their life, and they are not equipped to choose the one. They hesitate at the thought of giving up the others.

Recently I had lunch with a young man who graduated from a prestigious European university with high marks and told me he had been "tested genius in thirteen areas." Yet he had done nothing, though in his early thirties. I was talking to another man in the same general circumstances, and I said, "You could have married six or eight young women but you chose one. You will have to do the same with your goal."

Choosing a specific goal is the key to doing many other activities. The goal defines the discipline, creates the energy, and gives the measure of progress.

Clarifying the goal is a crucial step. It controls so many other elements. I try to find whether the individual's goal is formed by outside influences or internal. Is his accomplishment to please or impress others or to satisfy himself? The image of success has become so prevalent in our society, I want to know what gives him his deepest satisfaction. What, to him, has meaning? What does he do easily? What does he learn quickly and remember clearly? Is the goal realistic, considering his talent, opportunities, and facilities?

Sometimes a person will say, "I know where I want to go, but I don't know how to get there." I have found it much easier to work out the map once you know the

destination. Be sure the plan is as simple as it can be. Elaborate plans seldom get carried out. Too often, complicated plans are a subconscious attempt to avoid doing.

Paul J. Meyer, creator of Sales Motivation Institute, spent the day with me when he was a young salesman going over the four-step program he had for his life. I was so impressed I asked him for a copy, and he gave me the original, written on a piece of yellow paper, which I still have. In our original conversation, he said that after you set the specific goal, you work the plan, then forget the goal, and develop enthusiasm for the plan, knowing if you work the plan you will reach the goal.

5. The chemistry must be good. The first evidence of this is clear communication. Each must clearly and easily understand the other. Before I start to work with someone, I will check this by talking a few minutes and then ask the person to repeat what I've said. Sometimes I'm amazed at what I hear. It's difficult to work well together unless each communicates well with the other.

Intuition, a feeling of the spirit of each other, is also important. When our spirits are in harmony, then we can work until our communications are clear. We won't jump to conclusions or get carried off into prejudices. I find this particularly true in working between races.

Communication, to me, is understanding, not agreement. I hear people say that the problem is a lack of communication when it may be genuine difference of opinion. No amount of communication will change that.

6. The mentor needs the experience and originality to develop options rather than decisions. Some individuals with whom I work initially become frustrated that I will not give them advice but, rather, options from which they can choose.

If I give advice, then I'm taking over their responsibility for their decision-making, and that is not my function. Furthermore, how a decision is carried out is as important as the decision, and the mentor can't control the carrying out.

The mentor must never take over the decision-making responsibility for the individual. A good mentor is not a quick-fix artist.

7. The mentor must be able to commit to a person and to a situation. Once I was involved in a land development requiring large amounts of money from a New England bank. The loan officer was careful in exploring all the details. He explained, "Don't think I'm being too careful. I don't want to get you halfway across the river." When we commit to be a mentor, we commit to taking the person all the way across. That will take time and thinking. I must be willing to take a phone call any time it comes from a mentoree in stress.

8. *The mentor must be given permission to hold the mentoree accountable.* The mentoree must give this responsibility to the mentor. This helps keep the mentoree from becoming resentful or quietly rebellious or hostile.

I tell one of my mentorees that accountability is like a tail on the kite-it keeps things from darting around. Accountability is not control. In mentoring it is pointing out objectively what is happening and asking if that is what the mentoree wants. At no time should the mentor take over control of the other's life. The mentor is a counselor, not a boss.

Recently I stopped working with a young man because he had been dishonest about his financial situation. He admitted he was in debt but said that was his wife's fault, which he couldn't control. I couldn't condone his rationalizing.

A Lifelong Joy

My favorite title is "mentor." Zig Ziglar flattered me, after years of publicly referring to me as his mentor, by dedicating his book *Over the Top* to me. I shouldn't repeat it, but since I'm over the hill rather than over the top, here is what he wrote:

"To my friend and mentor Fred Smith, Sr., who is fun and inspiring. He is also the wisest and most effective teacher I've ever had."

I hope you sense the seriousness and joy I feel in mentoring.

What's a Protégé to Do?

Great teachers want to find great students. With my mentors I tried to be a good student. That entailed several things:

Admit your ignorance. I never tried to impress a mentor with my knowledge. I always exposed my ignorance. To hide ignorance from a teacher is as foolish as hiding your sickness from a doctor. The wise person is always more aware of his ignorance than his knowledge.

Dr. Walter Hearn, a biochemist at Yale University, surprised me once by saying, "Fred, every night when you go to bed you ought to be more ignorant than you were when you woke up." I took this as facetious until he explained that if I considered my knowledge as a balloon and every day that balloon increased in size, it touched more and more ignorance on the periphery.

Therefore, my knowledge brought me into contact with my greater ignorance. The arrogant are proud of their knowledge; the humble are acquainted with their ignorance.

Work to ask the right questions. Right questions come from thought, analysis, and discernment. Idle or careless questions are demeaning to the mentor. There's power in a good question.

Recently a young professor told me how he asked a prominent man two questions following an award program, and the man disregarded all those trying to shake his hand and concentrated on answering only those two questions.

Do your homework. With my two mentors, I never called them unless I had written down what I wanted to talk to them about. Writing out your questions beforehand is helpful to minimize verbiage.

When we met I had organized my questions; I knew it was not a social situation. If we later wanted to spend some social time, that would be up to them, not to me. I never walked into their office and sat down until I was invited to sit down. They had to know I was not going to waste their time.

Never try to “use” your mentor. A person with a well-known mentor can be tempted to refer to him in ways that really use him, particularly in quoting him out of context. A mentor is for progress, not ego satisfaction.

A good student grows. Progress is the pay the student gives the mentor. Currently I spend at least 50 percent of my time mentoring the talented individuals. I make no charge. But I get amply paid by the vicarious accomplishment of these individuals.
—Fred Smith

Signs of Fruitful Mentoring

To measure a mentoring relationship, look for these characteristics:

Trust and confidence. All the cards are on the table. Anything given in confidence should be held in confidence.

Unvarnished truth. We should come to the place in the relationship where we can be direct. My two great mentors never had to preface the truth or hedge their statements with me.

Climbs and plateaus. We progress by climbing, then plateauing for assimilation, then climbing again, plateauing again—repeating the process as long as we live. Don’t stop when you reach a comfortable plateau.

Character development. The mentor teaches, but the Spirit changes character. Although I’ve been mentoring actively for over 40 years, I cannot claim any success in improving character in adults. Character improves only through spiritual experience.

Mentoree initiation. The mentoree is responsible for all contact. He controls the continuation of the relationship. Sometimes a mentoring relationship becomes non-productive and should end. I accept this as normal.

Joy in the doing. A mentor has accomplished great good when he has taught the individual joy of accomplishment. That has become so much a part of my life that when I get low, I immediately start to do something that I feel will be worthwhile. The joy of living returns.

—Fred Smith