Collaborative Learning Handbook

Forming Rostered Leaders in Context through Intentional Partnerships

Updated 2/2019

What is Collaborative Learning?

Learn. Lead. Serve. **Unlike most theological education, Collaborative Learning students serve in a congregation or other ministry setting for the entire time that they are also taking courses online to complete their degree.** Serving in ministry from the first day of seminary focuses learning which is integrated with course curriculum and content. This creates a dynamic action-reflection based learning experience. It is recommended that students in this program serve part-time in ministry and engage in full-time coursework.

- **Reduces the need for educational student loan borrowing.** In addition to being compensated for part-time ministry service, sponsoring synods, congregations or other ministries, and the seminary work together to support the student and reduce the need for students to take on significant educational debt. Students often accumulate debt due to living costs rather than tuition. By providing employment, scholarships, health insurance, and other benefits this relieves a significant financial burden on the student.
- **Real-time classroom participation.** Using new classroom technology, students will participate in courses from their computer, as if they are sitting in the classroom, – engaging in conversation, asking questions, and sharing insights gained from the work they are simultaneously performing in a congregation or other organization.
- **Visit campus two times per year.** No need to move to Wartburg Seminary's campus in Dubuque, Iowa. Instead, students will participate in one-week intensives at the beginning of each semester with classmates and faculty to build community which is a core element of Wartburg Seminary's formation process.
- **Learning sites provide ministry leadership in congregations.** Sites may include congregations where there is currently no pastoral leadership where students will serve as a synodically authorized minister, or larger multi-staff congregations where the student will serve with other staff. Specialized ministry sites are also being developed.

This handbook has been prepared to guide students, supervisors, sites, synods, and other interested persons through the basics of the Collaborative Learning Program. We hope that you will find this integrated way of learning as exciting as we do. Please feel free to call or write with any questions that you may have.

Partnering with you for the sake of the Gospel,
Rev. Dr. Charlene M. Rachuy Cox,
Director of Contextual Education

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Why?

Needs of Church **+** Needs of Students **+** Responsive to times **+** Enhances Possibility **=** Serve the Gospel

The Church is called in every age is to proclaim the Gospel of Jesus Christ. The Collaborative Learning Program (CL) creates a path for the formation of leaders for the Church that is attentive to the present day needs of the Church, conscientious of the needs of students, and responsive to the times in which we live.

In every age, the Church raises up leaders of the sake of the Gospel. The CL program is a way for the Church to raise up leaders *today.*

In every age, God calls individual people to serve as leaders through the Church for the sake of the Gospel. The CL program removes barriers that may otherwise inhibit people from responding to the call of God *today.*

In every age, the Church has recognized that the times in which we live necessitate new ways of thinking about and being the Church. The CL program embraces collaborative opportunities that are available through technology so that we can faithfully be the Church *today.*

We recognize that the time in which we are forming leaders is ever changing. By embracing change, we increase the possibilities
- for students who have discerned a call to ministry to respond to that call,
- for ministries in need of leadership to be served for the sake of the Gospel,
- for the paths to and contexts of formation to represent the width and breadth of the Church *today.*

How Does it Work?
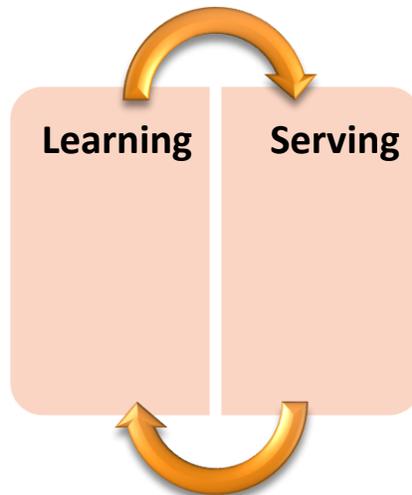
Learning   Serving

The CL program is a program of mutuality in learning and serving between students, ministry sites, synods, and the seminary
- Students serve in ministry while going to school full-time
- Students learn in sites and from sites
- Students and sites serve together and serve each other
- Students bring learning from their sites to the classroom to
  - inform classroom instruction and content
  - enhance the learning of their peers
  - integrate intellectual content with practical experience
- Students bring learning from the classroom to sites to
  - integrate intellectual content with practical experience
  - directly apply what has been learned
  - bring their seminary experiences to the ministry site
- Students are compensated for their work
  - Sites, synods, and the student collaboratively negotiate fair compensation for the student's work
  - For part-time work in a ministry sites, the site is encouraged to begin compensation negotiations at half of a first call compensation package, following guidelines for the specific synod plus other available benefits, possibly including health insurance, housing allowance/parsonage, travel or continued education, retirement, etc.
  - Fair compensation is contextual to each setting and is negotiated relative to the work for which the student is contracted.

What is the Experience?

- ✓ **Formation**
- ✓ **Application**
- ✓ **Integration**
- ✓ **Imagination**

The CL program is a dynamic, evolving experience of four fundamental principles.

Students are **formed** in context for the whole of their Academic and Candidacy experience.
> They learn by doing.
> They become by being.

Students directly **apply** their classroom learning to real-life ministry experiences.
> They are encouraged to actively look for ways to apply in their sites what they are learning in the academic setting.

Students **integrate** real life experience with classroom knowledge, and vice versa.
> They are encouraged to embrace their learning as a unified, holistic experience.

Students curate their own **pastoral or diaconal imagination** in real time by living these critical questions:
> *What am I called to do?*
> *Who am I called to be?*
> *Why am I here - in this time and place?*

In the process students gain experience as contextual theologians, learning how to proclaim the Gospel amid specific times and places.
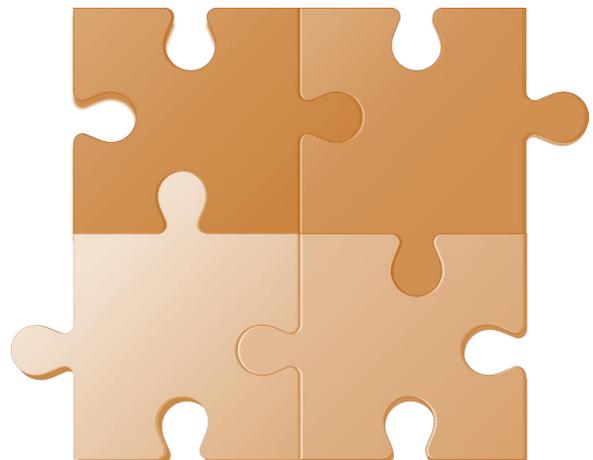
Who are the Partners?
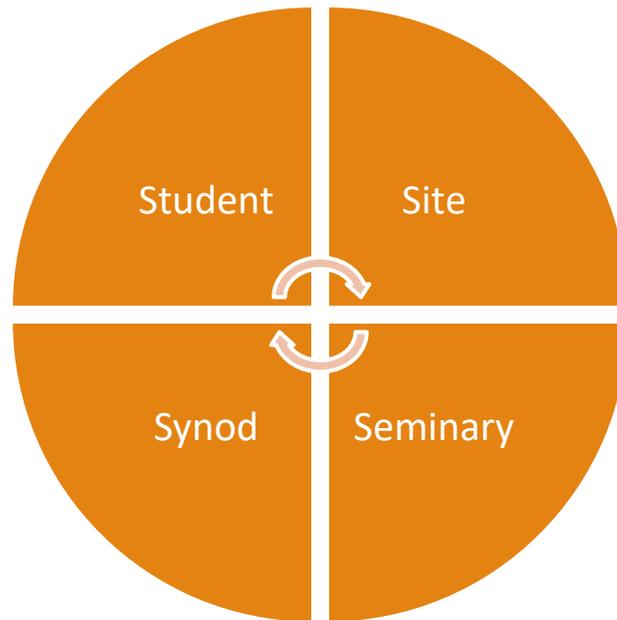
The CL program is a dynamic partnership of four equal, collaborative partners.
- The partners work together for the sake of the Gospel.
- The partners work together for the sake of the student's discernment of and formation in a call to rostered ministry.

The Student actively engages in ongoing discernment and formation

The Site embraces its calling as a teaching and learning ministry by serving as a context for discernment and formation.

The Synod works with the ministry site to advocate for the student while shepherding and accompanying the student through the candidacy process.

The Seminary administers the program, provides the curriculum, and facilitates collaboration and cooperation between the partners.

Collaborative Partners Support Worksheet: **see Appendix i**

Initial Student Process

Academic	Synod / Candidacy
• Discernment	• Application
• Application	• Discernment
• Acceptance	• Entrance
• Discernment	• Discernment
• Placement	• Placement

Students do not simply "go to seminary" to become rostered leaders. The formation of rostered leaders is a dual process that involves both academic and ecclesial formation.

- Students who are seeking to serve in Word and Sacrament Ministry as ordained pastors pursue a Master of Divinity (MDiv) degree.
- Students who are seeking to serve in Word and Service Ministry as ordained deacons pursue a Master of Arts in Diaconal Ministry (MADM) degree.
- All students desiring to serve in rostered ministry participate in the welcome and joyful process of discernment through their particular synod of the ELCA.

The student is encouraged to begin the dual process simultaneously.

- The student discerns a call to ministry and applies to seminary.
- The student discerns a call to ministry and applies to candidacy.

In the midst of this application process, prospective students, the seminary Admissions and Contextual Education teams, and synod partners engage together in mutual discernment about the CL program.

- Is this the best program for a particular student's formation?
- Is there an appropriate ministry site through which this student can be engaged in the CL program?

Initial Congregational / Ministry Site Process
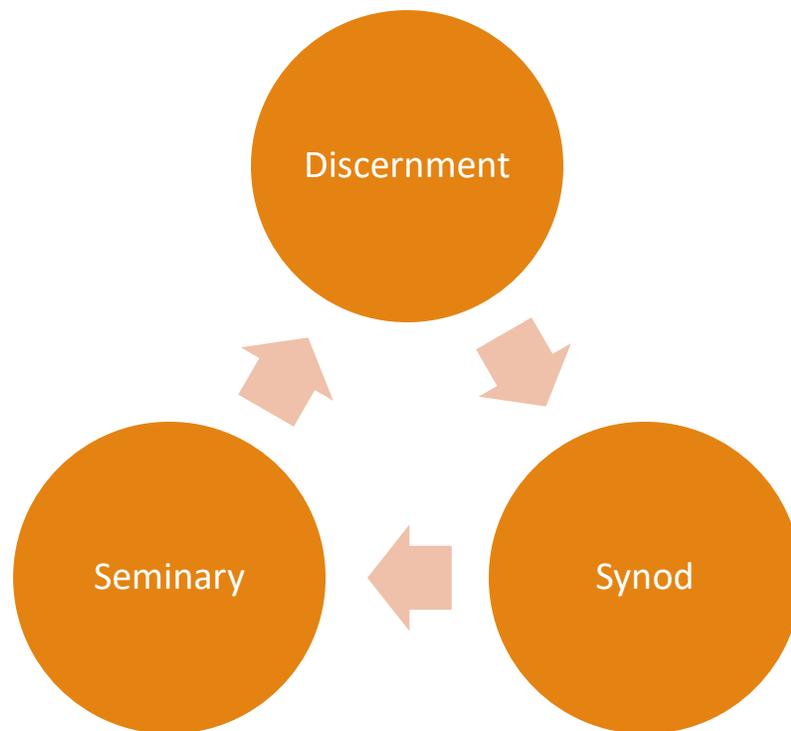
Potential CL sites engage together in discernment with synod and seminary partners. Some questions to aid in this discernment include the following:

- What is leading the site to consider participating in the CL program?
- What needs is the site seeking to meet by serving in the CL program?
- What ministry opportunities for learning and formation are present in and through the site?
- Is the site committed to serving as a teaching and learning context?
- Is the site a healthy context for learning and formation?
- Can the site provide both support and constructive critique to encourage student discernment and enhance student growth and formation?

Site Expectations

| Teaching and Learning | Context for Formation |
| Share Financial Burden | Offer Flexibility |

CL ministry sites embrace their calling as contexts for **teaching and learning**. They recognize that this teaching and learning is mutual. The CL student will learn from the site, and the site will learn from the student.

CL ministry sites provide a **context for formation** that is like a seedbed, good ground, fertile soil, a place where a student can be nurtured and grow so that the student can then be "transplanted" into the wider church for service

The CL site **shares financial burden** of leadership formation.
- Most CL students work part time (20-25 hours per week).
- Students are fairly compensated for their work. For part-time work, compensation negotiations begin at half of first call compensation package for that synod.

The CL site offers **flexibility** so that the student can be a "student first" by participating in class (usually via technology) in "real time." This means that the site works with the student to:
- Schedule work to accommodate real time class participation.
- Allow for student to be on campus for Prolog Weeks.
- Arrange time so that the student can complete Clinical Pastoral Education (CPE) Participate in J-terms.
- Other required needs away from the ministry context.

Seminary Expectations

- **Administer** • Administer Program
- **Facilitate** • Facilitate Collaboration
- **Coordinate** • Coordinate ongoing Support
- **Deliver** • Deliver Curriculum
- **Share** • Share Financial Burden

The seminary **administers** the CL program in compliance with the expectations of the accrediting bodies.

The seminary **facilitates collaboration** between all partners, organizing the Partner Launch Meetings (PLM), annual meetings, and any other necessary conversations throughout the program.

The seminary **coordinates ongoing support** for the student by encouraging the student to utilize all resources available for the student's success.

The seminary **delivers the curriculum** for the completion of the program.

The seminary **shares the financial burden** of education and formation by coordinating financial aid, providing scholarships, and providing information about resources to assist with financial planning.

Student Expectations
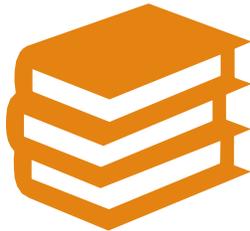
Educational Program: The student fully participates in the educational program at Wartburg Theological Seminary, experiencing the same curriculum and meeting all academic expectations as any other MDiv or MADM student.

Ministry Site Responsibilities: The specific ministry responsibilities or tasks for the student are agreed upon by the student, the site, and the synod at the start of the CL program. The student and the site together create a work plan at the beginning of each new academic term to help facilitate the fulfillment of these responsibilities.
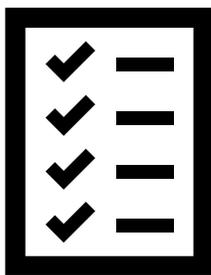
Synodical/Candidacy Requirements: The student actively engages in the candidacy process by completing candidacy requirements, participating in retreats and other required events, engaging in regular communication with a designated member of the candidacy committee, and being responsive to the candidacy committee's recommendations for formation and growth.
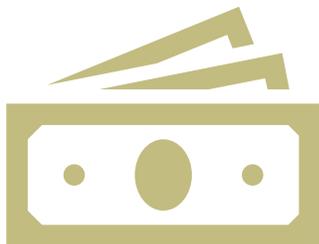
Share Financial Burden: While the other partners contribute to the student's financial needs while in the education and formation process, student also contributes financially to their experience.

Synod Expectations

Work	Advocate	Support	Share
• Work with Ministry Site	• Advocate for Student	• Consistently Support	• Share Financial Burden

Each synod has an ongoing relationship with their ministry sites and therefore knows their sites well.

The synod **works** with each ministry site to
- help them discern if they are called to serve as a teaching and learning context
- define and explain the CL program
- determine and negotiate a fair compensation package for the student
- interpret the candidacy experience

The synod **advocates** for the student by
- helping determine realistic ministry expectations
- identifying clear boundaries
- articulating the difference between a called pastor and a student in formation
- interpreting the program requirements, especially those that necessitate an absence from the ministry site

The synod **supports** the student by
- accompanying the student through the Candidacy process
- providing in Candidacy Committee contact person for regular communication
- engaging in ongoing conversations of discernment
- participating in all meetings required by the CL program

The synod **shares** the financial burden of rostered leader formation by
- providing the same type of financial support to CL students as to students in other formation programs
- providing information to the student about financial resources uniquely available through their synod

MDiv Program Timeline

The CL MDiv Program is a 4-year program. See program outline in **Appendix ii.**
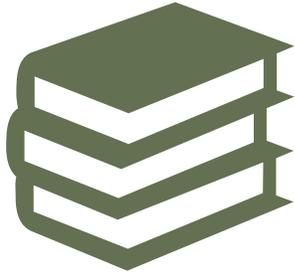
The Initial 18 months: The student works in the site in contracted responsibilities and is a full-time student. Responsibilities are as diverse as our students and ministry sites. Some students serve as Synodically Authorized Ministers. Some lead specific ministries or programs.

The 18-month Internship: The **Word and Sacrament** students focus on formation in the essential competencies for ministry.

> *Leadership*
> *Theological Articulation*
> *Leading Worship*
> *Preaching*
> *Teaching Adults*
> *Teaching Youth and Children*
> *Evangelism*
> *Pastoral Care*
> *Administration*
> *Stewardship Leader*
> *Leadership of Social Ministry*

Word and Sacrament students complete 2000 hours, typically in a congregation. **See Appendix iv.**

The final 12 months: The responsibilities of the final 12 months grow out of the first three years of experience.

MADM Program Timeline

The CL MADM program is a 2-year program. See program outline in **Appendix iii.**
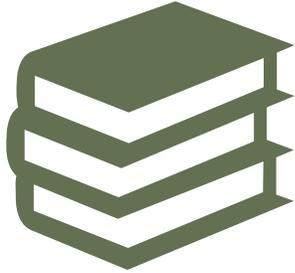
Pre-internship: The sutdent works in the site in contracted responsibilities and is a full-time student. Responsibilities are as diverse as our students and ministry sties. Some students serve in youth ministry, others in music ministry, parish nursing – the possibilities are as varied as diaconal ministry.

The 1000-hour Internship: The **Word and Service** students complete their internship throughout the program, a significant portion of which is in a congregation. The remaining portion may be in a context that reflects the student's specialization.

Post-internship: The responsibilities of the final months grow out of the pre-internship and internship experiences.

Supervision and Support

01	02	03	04	05	06
SUPERVISOR	MENTOR	ACADEMIC ADVISOR	MINISTRY SITE COMMITTEE	CANDIDACY	DIRECTOR OF CONTEXTUAL ED

Supervisor – The supervisor shepherds action and assists the student in living into the answer to this question: what do I do? During internship, the supervisor evaluates the student's progress toward ministry competence.

Mentor – The mentor shepherds reflection and assists the student in living into the answer to this question: who am I becoming?

Academic Advisor – The academic advisor shepherds the academic process.

Ministry Site Committee – The ministry site committee accompanies the student in formation. During internship, the ministry site committee evaluates the student's progress toward ministry competence. **See Appendix v**

Candidacy – The Candidacy Committee accompanies the student in formation, entrances, endorses, and approves for ordination/consecration

Director of Contextual Education – The Director of Contextual Ed administers the program, facilitates communication between the partners, and accompanies the student throughout the experience.

The Supervisor and the Mentor

While both the supervisor and mentor shepherd the student in the process of formation, each assumes a primary responsibility for particular areas of formation.

Doing **+** **Being** **=** **Formation**

o The supervisor shepherds day-to-day work responsibilities.
o The mentor shepherds the integration of work with reflection and pastoral or diaconal identity and imagination formation.

o The supervisor is responsible for the required seminary and candidacy evaluations. The mentor does not ever formally evaluate.

o The supervisor shepherds action. The mentor shepherds reflection.

o A rather simplified way to look at the two roles is this.

   o The supervisor assists the student in living into the answer to this question: What do I do?
   o The mentor assists the student in living into the answer to this question: Who am I becoming?

Obviously, both the supervisor and mentor will talk with the student about all of the above, but the primary responsibility for the conversations is divided between the two.

Academic Program
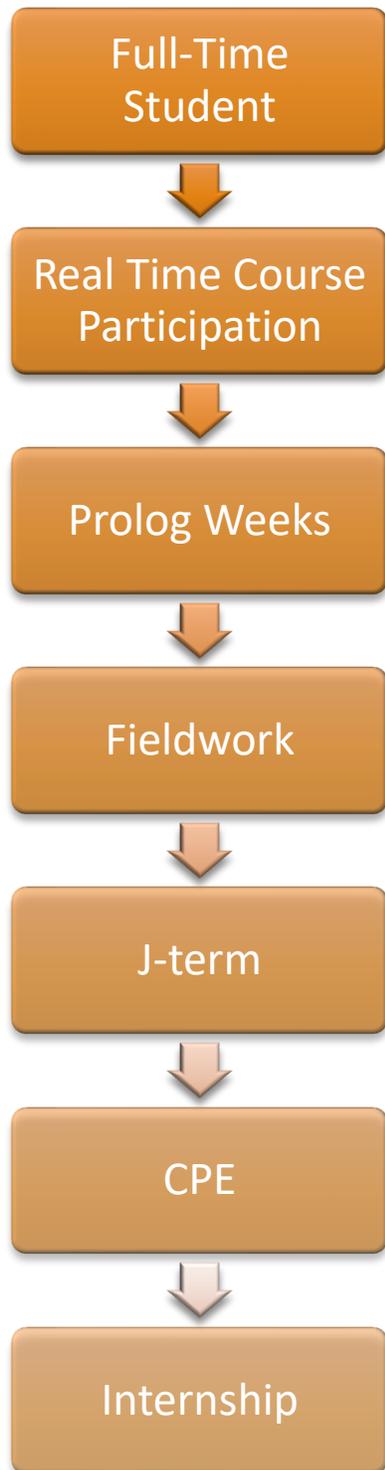
Full-Time Student	The student takes no less than 9 credits / semester throughout the duration of the program.
Real Time Course Participation	The student "zooms" into class in real time. In the event that a student cannot be in class, it is the student's obligation to notify the professor.
Prolog Weeks	The student is on campus at Wartburg for the first week of every semester. This insures that all students begin class together, builds community, and partially fulfills residential requirements for accreditation.
Fieldwork	The student completes 4 semesters of Fieldwork, collaborating beyond the congregation and honing a ministry identity in the public square.
J-term	MDiv Students are required to participate in 3 of 4 J-terms. MADM students are required to participate in 2 of 3 J-terms.
CPE	Clinical Pastoral Education must be completed prior to beginning internship. **See Appendix vi.**
Internship	The internship is the culminating contextual learning and formation experience.

ELCA Candidacy Rhythm

*The ELCA Candidacy process is outlined in the ELCA Candidacy Manual.

Formation: The student is formed in faith and life and discerns a call to ministry

Essay: Through a written essay, the student reflects upon the formation experience and the ways in which that formation has contributed to and impacted the student's sense of call.

Interview: Following formation and the writing of an essay, the student participates in an interview with members of the synod Candidacy Committee. During the interview, the student further reflects upon formation, discernment, and next steps.

Decision: At each juncture of the Candidacy process, a decision follows the interview. The decision may affirm the next step postpone the next step, or deny the next step.

Wartburg Theological Seminary is willing to welcome and accompany students from ecumenical partner traditions and will do our best to accompany and partner.

Candidacy Steps

Application → Entrance → Endorsement → Approval → Assignment
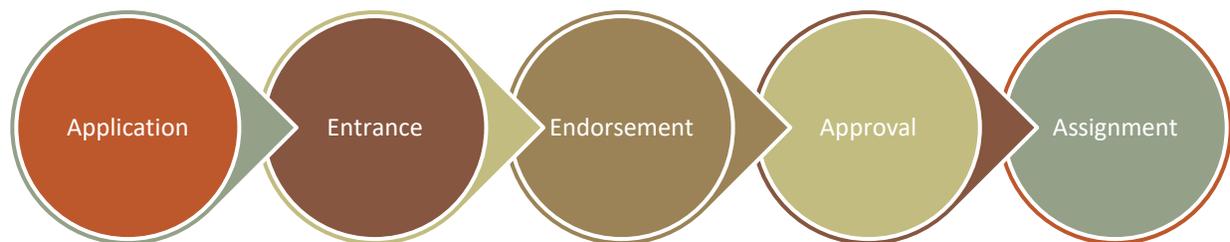
Application: A candidate discerns a call to ministry and applies to Candidacy by completing all required materials. This includes, but is not limited to an essay in which the candidate reflects upon discernment, a psychological evaluation, and background checks.

Entrance: This is the first formal discernment step by Candidacy and the candidate together. Typically, a candidate is entranced prior to beginning seminary. The ELCA Candidacy Manual includes a list of all materials that become a part of a student's file at the time of Entrance.

Endorsement: Endorsement is the official action of a Candidacy Committee recognizing and affirming a candidate's readiness to complete the candidacy process and a candidate's demonstration of appropriate gifts and characteristics for a specific roster. Endorsement typically follows CPE and often precedes internship.

Approval: The final step in the Candidacy process is approval. Approval follows internship. The candidate, the seminary, and the Candidacy Committee together affirm the candidate's call and readiness for ministry.

Assignment: Following approval, a candidate is available to participate in assignment to a region and synod for call.

Due Diligence Details

Partner Launch Meeting

Annual CL Fee

Annual Meeting

Semester Check-ins

Boundaries / Separation

Contract

Document Retention

Due Diligence Details

Partner Launch Meeting (PLM): Organized by WTS Director of Contextual Education
- o Participants typically include:
    - o Synod rep
    - o Candidacy rep
    - o Site rep(s)
    - o Supervisor
    - o Mentor
    - o Academic Advisor

Annual CL Fee:
- o Administrative fee paid by the congregation/ministry to the seminary to cover administrative costs of the program.
- o It is calculated at 10% of the CL student's tuition.
- o Site will receive a remittance letter and form from WTS.
- o Site has the option of paying annually or semi-annually.

Annual Meeting: See Guide in **Appendix vii**
- o Convened by the WTS Director of Contextual Education
- o All partners in the Collaborative Learning Program to meet and discuss the student's progress and formation.
- o Serves as an opportunity to review the roles of each partner.
- o Celebrate successes and shared ministry, discuss integration, address any concerns, and look ahead together.

Semester Check-in: See Guide in **Appendix viii**
- o Organized by the student
- o The student, the academic advisor, and the supervisor meet to discuss objectives and integration once per semester throughout the program.
- o The mentor may be included in this conversation if the student chooses.

Boundaries
- o Boundaries are taken seriously and respected
- o Vision and expectation violations – action is collaborative between synod, seminary, site
- o If a need comes to separate that is not a boundary violation (i.e. not a good fit, discerned a different learning model, etc.) seminary facilitates separation

Employment Contract: See sample Financial Agreement in **Appendix ix**
- o Negotiated between synod, site, student.
- o Seminary recommends for part-time position that negotiations begin at – ½ of a first call compensation package for the particular synod. Fair compensation is contextual and negotiated.
- o Student and Site review work plan each semester. **Appendix x**

Release Forms
- o Students are expected to sign all release forms as requested

Document Retention
- o Site – employment contracts
- o Synod – Candidacy documents
- o Seminary – Academic documents
- o Student – All documents

Appendix

i. Collaborative Partners Support Worksheet

Synod

Typical Seminary Scholarship Per Year	$
Other Contributions □ Would you consider additional financial support? _____ □ Work with the congregation site to advocate for the student. □ Consistent support for student throughout the candidacy process. □ Participate in regular team meetings throughout the 4-year program. □ Retain Candidacy records as appropriate	

Congregation

Salary	$
Health Insurance – coverage or stipend	$
Program Fee (per year required)	$1342 (for 2019-20)
Housing (is parsonage available? Or any allowance possible?)	$
Travel/Continuing Education	$
Scholarship	$
Other Contributions □ Serve as a teaching congregation for the duration of the program. □ Provide a site supervisor and support committee. □ Offer flexibility for student participation in coursework, CPE, J-term, and travel to Dubuque 2 weeks per year. □ Retain employment records as appropriate	

Seminary

Scholarship Support (up to 50% tuition) Wartburg Seminary is able to provide up to a 50% tuition scholarship for Collaborative students *if needed*.	$
Other Contributions □ Administer the program and facilitate collaboration between partners to develop a learning and support agreement. □ Coordinate ongoing support for student, supervisors, and congregation. □ Deliver curriculum for four-year MDiv program. □ Retain academic records as appropriate	

Student

Travel Expenses for travel to Wartburg Seminary	$
Educational Expenses for One-time programs such as Summer Greek, CPE, and J-term.	$
Other _____	$
Other Contributions □ Is there a possibility of additional support from a Home Congregation (if other than learning site)? _____ □ Support from additional scholarship applications _____ □ Participation in educational, congregational, and synodical requirements to complete the program. □ Retain all personal records related to CL program as appropriate □ Sign and submit all requested release of information forms for each partner	

ii. CL MDiv Outline
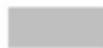
Indicates when CPE normally is taken

Indicates when Internship normally is formalized as an 18-month involvement while concurrently completing the designated coursework.

NOT SHOWN ON THE FOLLOWING CHART: The Rural Ministry [MN-7] and Youth & Family Ministry [MN-7] requirements, one credit hour each, which are met by designated courses that can be taken at any time, including as one's January course when appropriate.

	Summer	Fall Semester (15 weeks)	January Interim (4 weeks)	Spring Semester (15 Weeks)
Year 1	Greek (Prerequisite, if not already completed)	New Testament 1 [BI-1, 3 cr] Jesus Christ and Plural Worlds [IN-1, 2 cr] Worship [MN-1, 3 cr] Fieldwork 1 [IN-9.1, 1 cr] Spiritual Practices 1 [IN-7.1, 0.5 cr] {=9.5 credits}	[IN8.1] or [IN 8.2] or [IN 8.3] {=2 credits}	New Testament 2 [BI-2, 3 cr] Systematic Theology [HT-2, 3 cr] Formation for Discipleship [IN-2, 2 cr] Fieldwork 2 [IN-9.2, 1 cr] Spiritual Practices 2 [IN-7.2, 0.5 cr] {=9.5 credits}
Year 2	CPE	Hebrew Bible 1 [BI-3, 3 cr] Lutheran Confessions [HT-3, 3 cr] 21st Century Leadership [IN-3, 2 cr] Fieldwork 3 [IN-9.3, 1 cr] Spiritual Practices 3 [IN-7.3, 0.5 cr] {=9.5 credits]	[IN8.1] or [IN 8.2] or [IN 8.3] {=2 credits}	Hebrew Bible 2 [BI-4, 3 cr] Being Body of Christ [MN-4, 2 cr] Preaching [MN-5, 3 cr] Fieldwork 4 [IN-9.4, 1 cr] Spiritual Practices 4 [IN-7.4, 0.5 cr] {=9.5 credits}

Year 3		Global Ch. History & Mission 1 [HT-1, 3 cr] Christian Vocation: Education [MN-3, 3 cr] Christian Ethics [HT-5, 3 cr] {=9 credits]		Pastoral Care [MN-2, 3 cr] Global Ch. History & Mission 2 [HT-4, 3 cr] Advanced Bible – HB [BI-6, 3 cr] {=9 credits}
Year 4		Advanced Bible – NT [BI-5, 3 cr] Integrative Capstone Seminar [IN-4, 3 cr] Advanced Theology [HT-6, 3 cr] Spiritual Practices 5 [IN-7.5, 0.5 cr] {=9.5 credits}	[IN8.1] or [IN 8.2] or [IN 8.3] {=2 credits}	Liturgy & Life / Renewing Worship [MN-6, 3 cr] Word, Image, Imagination [IN-5, 3 cr] Reading & Leading in Context [IN-6, 3 cr] Spiritual Practices 6 [IN-7.6, 0.5 cr] {=9.5 credits}

Degree Total = 116 hours (as 79 hours of coursework, 4 hours of fieldwork, 6 hours of Clinical Pastoral Education, and 27 hours of internship)

iii. CL MADM Outline

Two-Year Program, All Pathways (RL, DL, and CL)
For Students Who Start Fall 2019 or Later

	Fall Semester (15 weeks)	January Interim (4 weeks)	Spring Semester (15 Weeks)
Year 1	New Testament Letters [BI-2, 3 cr] Global Church History & Mission 1 [HT-1, 3 cr] Jesus Christ and Plural Worlds [IN-1, 2 cr] Worship [MN-1(DM), 1 cr minimum] Diaconal Ministry: Compassion & Justice seminar [DM-1, 1 cr] Spiritual Practices 1 [IN-7.1, 0.5 cr] {=10.5 credits minimum}	WTS Diaconal Ministry Formation Event {=2 credits}	New Testament Narratives [BI-1, 3 cr] Systematic Theology [HT-2, 3 cr] Formation for Discipleship [IN-2, 2 cr] Preaching [MN-5(DM), 1 cr minimum] Elective [1 cr] Spiritual Practices 2 [IN-7.2, 0.5 cr] {=10.5 credits minimum}
Summer 1	See Contextual Education Requirement below		
Year 2	Hebrew Bible 1 [BI-3, 3 cr] Lutheran Confessions [HT-3, 3 cr] Lutheran Ethics [HT-5, 3 cr] Diaconal Ministry Research Seminar [DM-3, 1 cr] Spiritual Practices 3 [IN-7.3, 0.5 cr] {=10.5 credits]	[IN8.1] Cross-Cultural Immersion {=2 credits}	Hebrew Bible 2 [BI-4, 3 cr] Specialization Elective [3 cr] Diaconal Ministry Project [DM-4, 2 cr] Diaconal Ministry: Servant Leadership capstone seminar [DM-5, 2 cr] Spiritual Practices 4 [IN-7.4, 0.5 cr] {=10.5 credits minimum}
Summer 2	See Contextual Education Requirement below		

Contextual Education Requirement – In addition to the course requirements, the MA in Diaconal Ministry degree has two additional contextual education ministry requirements:
1) A unit of Clinical Pastoral Education (CPE) – normally completed in Summer 1 (or Summer 2 if needed) [Currently recorded as 6 degree credits beyond coursework]
2) A six-month internship in a pastoral setting – begins concurrently with coursework or in summer [Currently recorded as 12 degree credits beyond coursework]

Neither contextual education registration normally charges tuition to the student by Wartburg Seminary (although most CPE sites typically have their own site registration fee or tuition that the student pays).

Degree Total = 46 credits of coursework minimum, possibly more, depending on the specific courses chosen to meet the preaching and worship requirements (or with the addition of a concentration), **plus 18 hours of contextual fieldwork credits.**

iv. Introduction to MDiv Internship

Duration – 18 months long
- Student continues serving at the same site for internship
- 2000 hours are required by Candidacy

Learning Service Agreement
- To be completed in collaboration between the student, supervisor, and committee, with consultation and input from her mentor
- Any recommendations for Candidacy at Endorsement should be incorporated into the LSA
- Use final internship evaluation as a target or guide to establish Learning Service goals
- Prior experience should inform goals
- The student can continue with current ministry site responsibilities during internship, but they may need to be considered through a new lens of pastoral imagination and identity formation
    i. Primary question: how do I do this / think about this "as a pastor?"
- Rooted and Reaching
    i. Some goals may need to be accomplished outside of the ministry site context if opportunities do not exist within the site in all of the essential competencies
- The LSA should be submitted to contextualeducation@wartburgseminary.edu **within two months of beginning internship**

Ministry Site Committee
- Assumes both an accompaniment role and an evaluative role
- Seeks feedback from congregation
- Nurtures growth
- Offers constructive critique, not destructive criticism
- Assists in learning how to fail and start over
- Helps create an experience of grace
- Meets once a month with an agenda created for conversations a few months in advance
    i. Agenda topics should be "rolling." In other words, return to topics that have already been discussed
    ii. The student will set the primary agenda with input from the committee

Evaluations

- Evaluations are available [here](#)
- First evaluations are completed only by the intern and the supervisor. Due to contextualeducation@wartburgseminary.edu at **4.5 months**
- Mid-internship evaluations – **due 9-12 months**
    i. Evaluations completed by intern, supervisor, and committee.
- Final evaluations – **at the end**
    i. Evaluations completed by intern, supervisor, and committee.
- A ¾ evaluation is used if there is a particular area of growth identified at the mid-internship evaluation that would necessitate one more "check in" before the final evaluation
    i. If used, the entire evaluation is not necessarily completed – only the identified growth areas

Cluster Gatherings

- Gatherings of interns and supervisors in a common geographical area
- Creates community
- Fosters collegiality
- Leadership of Cluster Gatherings is shared between the seven ELCA seminaries

Transition points

- Ritually mark both the beginning and end of time together
- Important to learn how to begin strong
- Important to learn how to end well

Internship Handbook

- A separate Internship Handbook fully outlines the internship

v.   The Ministry Site Committee

As people of faith, we recognize that the work of ministry is the call of the whole people of God. The liturgy for the **Affirmation of Baptism** reminds us that we who are baptized into Christ, live together as God's faithful people. Together, we gather to hear the word of God and are nourished in God's holy meal. Together, we proclaim the good news of God in Christ Jesus by what we say, what we do, and who we are. Together, we embrace our common humanity, serving all people, just as Christ serves us. Together, we strive to embody the good news of God through our work for justice and peace.

Ministry therefore is not solely the work of those called and ordained to Word and Sacrament or Word and Service; nor is it solely the work of the laity. Ministry is the work of the whole people of God. To this end, the Ministry Site Committee (MSC) helps the student grow in understanding what it means to live out a particular call within and among the people of God. Hence, the MSC serves three primary purposes.

First, the MSC uplifts, supports, and embodies the **mutuality** of ministry. The MSC helps the student grow in a lived understanding that the whole people of God share a mutual concern for the proclamation of the Gospel. The laity and the ordained together are filled with the Holy Spirit to bring Christ's love to broken and hurting world. The MSC helps the student embrace this mutuality while growing in their own ministerial identity. Below are some questions that might help guide the MSC's work of mutuality:

- What does the congregation need to know about the CL program that will help the congregation be a partner in mutuality?
- What does the student need to know about the congregation that will help the student be a partner in mutuality?
- What does the congregation need to know about the student's work within the congregation?

Second, the MSC **accompanies** the student in learning, serving and integrating into the life and ministry of the site. The MSC walks with the student in getting to know the congregation, its stories, its unique ways of living out its ministry, its hopes and expectations. In such a way, the MSC helps the student "stay one step ahead of him or herself." Below are some questions that might help guide the MSC's work of accompaniment:

- What are the traditions of the congregation that would be helpful for the student to know?
- What does the student need to know about the congregation's worship life, especially with regard to Advent/Christmas, Lent/Easter, Affirmation of Baptism (Confirmation), Reformation, funerals, weddings, and other special worship times?
- What does the student need to know about the congregation's culture and expectations regarding hospital visitation, shut-in visitation, other circumstances of pastoral care, youth ministry, and other specialized ministries such as women's ministries or men's ministries?

The Ministry Site Committee, continued

- How can the MSC best serve as a "listening ear" for the student to celebrate the joys/successes of ministry as well as bear the sorrows/failures of ministry?

The MSC's work of accompaniment also assists the student in both doing the work of ministry and reflecting upon that work. The committee, along with the supervisor, helps the student create an on-going work plan and reflect upon the work that the student is doing. Below are some questions that might guide this component of the MSC's work of accompaniment:

- How is your work / life balance?
- How much time are you spending on each area of responsibility?
    - Does that feel about right to you?
    - Are there areas of ministry for which you do not feel like you have enough time?
    - Do your actual responsibilities "fit" within the time specified?
- What is going well?
- What is challenging for you?
- Talk about _____. What did you learn from this experience about yourself, about the congregation, about ministry?
- What would you do differently next time?
- In the face of something that did not go well:
    - Talk about what happened
    - How do you respond to failure?
    - What does failure do to you?
    - What can you learn from this?
    - What do you need to "pick yourself up and try again?"
- In the face of a mistake for which an apology is needed:
    - Talk about what happened
    - What form of an apology is needed?
    - How does forgiveness and reconciliation shape you?
- How can we better accompany you?

Third, the MSC, on behalf of the whole church, **evaluates** the student during the internship portion of the CL experience to enhance, empower, and nurture the student's learning and formation. During internship, the MSC assists the student in crafting and leaning into learning goals for the sake of formation. The MSC formally evaluates the student's progress toward competency in ministry mid-way through the internship and at the end of the internship. A separate handbook details the responsibilities of the committee during internship.

Throughout the CL experience, the MSC typically meets monthly, in some manner, with the student. Meeting /conversation agendas are set by the student in collaboration with the committee. Committee members can serve for the duration of the student's CL experience; membership can also change at the transition times of the program (beginning and end of internship).

vi. CPE FAQ's

1. **What is CPE?**
   a. [Begin here](#)
   b. If you still have questions
       i. Talk with continuing students who have completed CPE
       ii. Talk with Contextual Education

2. **What are the different types of CPE?**
   a. Intensive – completed full-time in 10 consecutive weeks
   b. Extended – completed part-time over several months
   c. Virtual – an extend unit that begins with a retreat and then continues with supervision and cohort work done virtually. Clinical work is arranged in a site local to the student, collaboratively with the CPE supervisor, the student, and the site

3. **Can I choose the type and setting for my CPE experience?**
   a. Students are encouraged to be in conversation with their academic advisor about the type of CPE experience that is best for each student
   b. Students are encouraged to be in conversation with their synod Candidacy Committee (or the equivalent for students from traditions other than the ELCA) about the type of CPE experience that is best for each student

4. **When should I complete CPE?**
   a. Successful completion of CPE is almost always required before an internship can begin
   b. For ELCA students, CPE is required prior to Endorsement
   c. Students should begin working on CPE plans early in their first academic year

5. **How do I choose and apply to a site?**
   a. Accredited ACPE sites are found [here.](#)
   b. Feel free to talk with Contextual Education staff and especially students who have already completed CPE to help with your decision.
   c. Consider the type of experience that would be best for you
   d. Consider location that will meet your formation, education, and personal needs

6. **How do I apply?**
   a. Click here for [Application forms found on-line](#)
   b. Be thorough and complete in your answers.
   c. If you are unsure about the Academic Reference, you may use your WTS advisor.
   d. Once you have made your choice(s) it is your responsibility to send your application materials to site(s) where you want to attend. We suggest applying to 2-3 places.
   e. Application materials include: cover letter; application-which includes answers to questions 2-6; resume; application fee if required; other materials as requested by a particular site.
   f. Some areas of the country are very competitive. You will want to get your materials in quickly and be persistent in your follow-up.

7. **How do I schedule an Admissions Interview?**
   a. An Admission Interview is required by the Association for Clinical Pastoral Education (ACPE) as part of the application.
   b. If you are applying to multiple sites, it is possible that one interview will suffice for all sites. Check with each site regarding their interview requirements.
   c. Your interview may be in person or virtual, depending upon the site

8. **What about acceptance and fees?**
   a. All centers vary in their acceptance processes. Some centers fill programs quickly; others wait and do so only after a given date.
   b. We suggest that you follow up with a call to the sites where you have applied after about two-three weeks of applying to check the status of your materials.
   c. Once you have been accepted at a given center and you have confirmed that acceptance, please inform the other centers to which you have applied that you are withdrawing from their process. This will open space for other persons at that site.
   d. The tuition is the student's responsibility. The average fee has been about $550.00. Many centers require an application fee and others require a non-refundable deposit which in most cases is applied to your tuition at that center. Payment is due directly to the site.

9. **How do I register for CPE at WTS?**
   a. Submit a copy of your letter of acceptance to the Contextual Education Office at contextualeducation@wartburgseminary.edu
   b. If you plan to take an extended CPE unit, you must talk with your Advisor and the Registrar about registering
   c. If you plan to take an intensive unit during the summer, look for instructions from the Registrar during the spring semester.

10. **Do I have to enroll?**
    a. Students must create an account in the ACPE database LINK:
       My ACPE → Enroll in CPE Unit →Scroll down to Create an Account and complete all fields.
    b. This account will be used as a portal for students to update their contact information, enroll in future units of CPE, to review completed units of CPE, etc.

11. **What do I do with my final evaluations?**
    a. Upon completion of CPE, submit a copy of the signed, supervisor's evaluation and your own self-evaluation to contextualeducation@wartburgseminary.edu
    b. Submit a copy of your signed, supervisor's final evaluation to the Registrar
    c. Students pursuing Candidacy must send both CPE final evaluations directly to their candidacy committees
    d. Please submit e-copies only

vii.Annual Meeting Guide

Purpose: *The annual meeting is an opportunity for all partners in the Collaborative Learning Program to meet and discuss the student's progress and formation. The annual meeting also serves as an opportunity to review the roles of each partner, celebrate successes and shared ministry, discuss integration, address any concerns, and look ahead together.*

Suggestions for Discussion and Reflection:

1. *For meetings immediately prior to internship:*
   a. Review internship expectations
   b. Review any Candidacy expectations for Internship
   c. Discuss "Rooted and Reaching"
   d. Identify necessary tools and resources
      i. Evaluations (Candidacy Page)
      ii. Internship Manual (WTS page)
      iii. Learning Service Agreement
      iv. Rite of Beginning – Internship
2. Discuss the student's academic progress.
3. Discuss the student's congregational work.
4. Discuss ways that the student can integrate coursework into congregational ministry to enrich congregational life.
5. Discuss ways that the student can integrate congregational ministry into coursework to enrich the teaching and learning of faculty and other students.
6. Discuss practical challenges or barriers to success that the student might be encountering.
7. Discusses (and celebrate!) successes that the student has experienced.
8. Discuss any upcoming academic and/or work needs that would be beneficial to review together, i.e. J-term, CPE, specific classes, or work tasks.
9. Identify, as appropriate, goals for the next semester.
10. *For meetings near the end of internship:*
    a. Review the internship experience
    b. Discuss time for the completion of the Approval Essay
    c. Plan for the post-internship time in the congregation

Please note that the above are merely suggestions. All partners are key to the student's formation throughout the Collaborative Learning experience. The above is offered as a guide to facilitate ongoing conversation and support.

viii. Semester Check-in Guide

Purpose: *The student, the academic advisor, and the supervisor meet to discuss objectives and integration once per semester throughout the program. The mentor may be included in this conversation if the student chooses.*

Suggestions for Discussion and Reflection:

1. Discuss the student's academic progress.
2. Discuss the student's congregational work.
3. Discuss ways that the student can integrate coursework into congregational ministry to enrich congregational life.
4. Discuss ways that the student can integrate congregational ministry into coursework to enrich the teaching and learning of faculty and other students.
5. Discuss practical challenges or barriers to success that the student might be encountering.
6. Discusses (and celebrate!) successes that the student has experienced.
7. Discuss any upcoming academic and/or work needs that would be beneficial to review together, i.e. J-term, CPE, specific classes, or work tasks.
8. Identify, as appropriate, goals for the next semester.

Please note that the above are merely suggestions. All partners are key to the student's formation throughout the Collaborative Learning experience. The above is offered as a guide to facilitate ongoing conversation and support.

It is the student's responsibility to report the date of semester check-ins to the Contextual Education office. Please simply send an email to contextualeducation@wartburgseminary.edu

It is the student's responsibility to keep a record, as needed, of what is discussed in the Check-In conversations.

ix. Sample Financial Agreement

_____Synod, ELCA
2019 Estimated Salary Package for CL MDiv Student [NAME]
(one-half time; no parsonage)
(approved by congregation on [DATE])*

Category	Collaborative Learning student (1/2 time)
Cash Salary[1]	$
Housing Allowance	$
Social Security Allowance (7.65% of salary + housing)	$
TOTAL DEFINED COMPENSATION	**$**
Health Benefits[2]	
Pension (??%)[3]	$
Disability (3%)	$
Basic Group Life (.3%)	$
Retiree Support (.7%)	$
TOTAL BENEFITS	**$**
Continuing Education	$
Books/resource material	$
TOTAL CONT. ED & RESOURCES	**$**
Travel Allowance[4]	
TOTAL COMPENSATION PACKAGE	**$?? + Travel Allowance**

Sample Financial Agreement Notes:

1. The cash salary for a new seminary graduate is $??? (per synod guidelines). For a Collaborative Learning student, this amount is cut in half as the position is a half-time position (estimated to be 25 hours/week)

2. The health contribution is based on the type of coverage selected, total defined compensation, plan member age and geographic location.

3. Congregations can enroll their Collaborative Learning student in Portico's Benefits program. Health insurance can be waived, and a pension offered. However, congregations are encouraged to subscribe for disability benefits, group life insurance and retiree support for their student. Congregations can also contribute a stipend that the student can use to purchase insurance through the marketplace.

4. Travel reimbursement is suggested at current IRS rates. The 2018 rate is 54.5 cents/mile. The congregation does not reimburse miles to/from church but for travel from church or home to hospitals, nursing homes, etc. Student Minister submits mileage reimbursement form monthly.

Collaborative Learning Student
NAME
ADDRESS
E-mail
PHONE
Start date:

Collaborate Learning Site
NAME
ADDRESS
E-mail
PHONE

Chairperson of Congregation
NAME
ADDRESS
E-mail
PHONE

*This is a Sample Financial Agreement. It is **not prescriptive** but is provided as an example.

x. Sample Work Plan

Name of Student:

The Collaborative Learning student serving at (name and location of congregation) is a full-time student at Wartburg Theological Seminary and a part-time (20- 25 hours per week) congregational staff member.

Academic Requirements

The congregation understands that (Name of student) is attending classes in real time, typically via zoom, Monday – Friday during the Fall and Spring Semesters. For Fall 2018, the student's class schedule is as follows:

(Name) is required to complete 42 hours/semester (for the first two academic years) in community-connected Fieldwork. The student is required to do complete three "J" terms, one unit of CPE (400 total hours over the period of the unit) and be present on campus for Prolog Weeks (the first week of every semester). Currently, (name) is planning to participate in J-term during (dates). (Name) is planning to complete CPE (dates) at (location). The upcoming Prolog Week dates are (dates). It is understood that these requirements will necessitate (name) absence from the congregation during their completion.

Congregational Expectations

(Name) weekly congregational responsibilities are as follows:

1. _____ Hours estimated _____

2. _____ Hours estimated _____

3. _____ Hours estimated _____

4. _____ Hours estimated _____

5. _____ Hours estimated _____

6. _____ Hours estimated _____

Other responsibilities which are not weekly responsibilities, but happen periodically and as the need arises: