### William Carey International University

# Master of Arts in Transformational Urban Leadership Program

*The aim of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders of urban poor movements, with wisdom, knowledge, character and skill.*

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**MATUL Internship Manual**

Rev. 09/23/14

*We have a tendency to think but not to act. The more we feel without acting, the less we will ever be*

*able to act, and in the long run the less we will be able to feel* (C.S. Lewis).

### Introduction

Practical training is central to the goals of the MATUL. Internships broaden the students’ learning environment by multiplying both the settings (beyond the classroom) and the educators (beyond the instructor). Internships provide an opportunity for students to act upon feelings of hope, delight, and concern as they live and learn in or adjacent to resource-poor communities, and in partnership with key grassroots organizations and churches. In the process they are able to test cognitive-theoretical knowledge from books and lectures through *direct experience* in the real world of development practice. Under the supervision of respected community leaders, they come to understand the constraints to and possibilities of real change. Adopting a servant’s role in their host community prepares them to provide future leadership to others working in a similar capacity.

In parts of the Majority World where residents live from day to day, often on the edge of survival, short-term “mission” and “service learning” programs are gaining in popularity. Under certain conditions they can certainly be a force for good. There are, however, potential hazards. Community volunteerism all too easily defaults to the rendering of unpaid service *for* others, while real collaboration (doing *with*) and educational insight (learning *from*) drops out. To correct this potentially harmful tendency requires careful planning and partnership.

First of all, students need an *intellectual context* for guiding and analyzing their experiences. Ideally this will be built up through their online and in-class (or mentored) study. Theoretical materials should push students to analyze the broader context of environmental, historical, cultural and economic realities. This type of cognitive “framing,” joined to their community living and language learning experiences, prepares students to seek deeper understanding of urban poor realities. The internships then become *essential learning contexts*, both for acquiring cultural knowledge and for applying disciplinary perspectives to critical problems. Students go beyond simplistic notions of culture to encounter multidimensional levels of society and the human condition. The service is informed by learning, and the learning acquires depth far beyond the classroom. At its best, practical service makes academic study immediate, emotional and relevant, while the study gives depth, direction, and greater effectiveness to the service.

This is a distinctly different approach to learning and service than that conjured up by the “mission trip” or “soup kitchen” metaphors. First-hand experience shorn of any conceptual “hooks” for “hanging” (making sense of) experience is just as deficient as classroom-based education severed from actual encounters with the phenomena under study. Well-meaning students frequently perceive the person-to-person “charity” emphasis of many service-learning programs as an *alternative* to serious thinking about social structure or the policy dimensions of public health, unemployment, or illiteracy. The MATUL attempts to reverse this tendency.

Serving in a business venture for female sex workers—one example being Freeset in Kolkata—may provide valuable assistance to the enterprise and its clients. The students may also feel a greater sense of personal satisfaction by supporting the work. But that internship will not have realized its full potential if it does would not illumine the broader dimensions of the issue: the collapse of rural economies, patriarchy in the cultural system, local corruption (madams, pimps, police, politicians), the decline of affordable housing stock, and so on. Lacking time and space to discuss these “root” conditions with an informed supervisor and course instructor, the problem being addressed through service easily becomes an abstraction that primarily serves to enhance the sensitivities of the servers, but little more. To be deeply educative for the student, and contributive to the organization and community, service-based learning must be both intellectually serious and experientially rich.

### Cross-Degree Church-Based Mentorship

Degree-wide Mentorship: *The initial credited TUL530 engagement with a local church in cell group development (see below) ideally will be sustained beyond the course into the TUL620 Movement Leadership course (a project credited) and across the whole degree (not credited) in the expansion of multiple cells or a new ministry focus.* It is hoped that each course will feed some element into the expansion of the church into community engagement.

This benefits the student with a base from which to engage the community in multiple dimensions as they learn in each course; a context of involvement with a local leadership team over an extended period (the pastor/leaders need to identify what kind of relationship to leadership is appropriate after working with the student in the first few weeks); pastoral care; leadership modeling.

This benefits the pastor/church leader with a set of hands and feet to potentially implement some of the community engagement dreams that the pressures of ministry normally preclude; through the students networking with best practice organizations it enables the church to connect to the resources of ideas, programs and personnel in each of the six areas below; it also enables connection to a cross city and cross-nations web of experts extending the pastors learning networks.

It is recommended that there be a mutual evaluation after the first semester and relocation of students if necessary. Not all initial partnerships turn out to be a good fit. Internationally, students have to reconnect to a new church on the field, and then evaluate again at the end of the second semester.

### Internship-based Courses

The practical training component of the MATUL program is facilitated, not only through “fieldwork” processes attached to core courses, but also through six community-based internships. These internships are attached to six (6) courses corresponding to six development sectors: (1) primary health, (2) education, (3) land rights and environmental health, (4) business development, and (5) outreach to marginalized groups (6) church planting and building faith communities.

**TUL530 Building Faith Communities** (3 credits)

This course emphasizes a story-telling approach to understanding the development of holistic poor peoples' churches in ways faithful to the values and goals of the kingdom of God. Entrance, proclamation, and discipleship are considered in relation to small group formation, leadership, and community development. *This involves student participation in a mentored church planting team across the first semester of the degree*.

**TUL650 Primary Health Care** (3 credits)

An exploration of public health challenges facing the Church within slum communities, along with innovative, community-based responses. Potential topics include: HIV/AIDS, environmental health, maternal and child health, and chronic health conditions prevalent in slums.

**TUL555 Educational Centre Development** (3 credits)

This course trains students in the theory and practice of developing and improving education in the slums (e.g. elementary, vocational, and preschools; adult literacy and IT training programs) as integral to urban poor churches and community development. Topics include school effectiveness, models, curriculum, management, financial viability, and the school’s relationship to church and community.

**TUL655 Advocacy and the Urban Environment** (3 credits)

This course examines biblical and practical approaches to advocacy within urban poor communities related to land rights, housing, infrastruc­ture services, and broader environmental problems, including natural disasters.

**TUL560 Theology & Practice of Community Economics** (3 credits)

This course introduces students to training slum dwellers in biblical economics, basic bookkeeping, business planning, savings cooperatives, and micro-enterprise.

**TUL550 Service to the Marginalized** (3 credits)

This course guides students in understanding the conditions of marginalized populations (e.g. street children, substance abusers, sex workers), and in formulating a theology and strategy for team-based responses that aim to free individuals and change structural causes.

Each site (City Coordinator and Lead Student) is to yearly update a **database on Google docs** of internships that includes the following information: Name of Organizations, contact details of key person, their aims, size, openness to partner, evaluation of fit, recommendations (coordinator and site team leader to add to this each year).

### General Expectations

Common to each of these courses are the following common expectations:

1. Each course will include “classroom” (cognitive) and “community” (experiential) components in synergistic relationship.
2. The community internship component will involve students in a minimum of 40 hours of voluntary service, spread over a single 11 or 14 week term, with a “qualified” community agency or church (see below).
3. Host organizations will assign a qualified supervisor to provide direct training, supervision, and evaluation to the student. The intern is accountable to the organization through the supervisor—to be prompt, to maintain a positive attitude, to cooperate with co-workers, to solve problems as they come up, and to utilize their knowledge and skills to strengthen organizational capacity.
4. Students will be regarded as pre-professional interns. As such, the internship will be expected to draw students as directly as possible into the “on the ground” work of the organization. *Students should not be used as additional clerical help or for administrative assistance.*
5. *Ac*ademic credit will be awarded for learning (demonstrated understanding) rather than for service (logged hours). Students will be expected to demonstrate how their community work grounds and illumines course concepts. The expectation is that the internship will actually *enhance*, rather than dilute, the rigor of the course.
6. Students will assume responsibility for thinking through what they hope to learn or accomplish through their internship, and then explicitly stating those goals in a Learning Agreement. The supervisor is asked to assist in this process during the first two weeks of the internship.

***What Can Participating Organizations Expect?***

1. ***From the student:***
   1. Volunteer service as a pre-professional intern for regular, up to 4-hour (3 minimum) periods throughout the training term. Other special arrangements can be worked out with the agreement of the organization, the student, and the WILLIAM CAREY INTERNAITONAL UNIVERSITY and partner school instructors.
   2. Willingness and ability to take on and follow-through with responsibilities
   3. Cooperation with the goals of the organization, and with the staff of the organization
   4. Respect for the formal and informal rules of the organization
   5. Positive work behavior: appropriate dress and speech, promptness to work, a positive attitude, personal initiative, and respect for the time of supervisors and staff members
2. ***From the WCIU course instructor and on-site course instructor/mentor:***
   1. Consultation through email and/or phone contact; periodic site visits during the term.
   2. Direct communication from the instructor/mentor if they become aware of any intern-related issues that might impact their service.
   3. A desire and willingness to listen to suggestions in order to ensure continuous

improvement in the internship process.

***What Can the Student Expect?***

1. ***From the participating organization:***
   1. Appropriate **orientation** to the organization, including an opportunity to meet organization staff
   2. Initial meeting(s) with their supervisor to design a **Service-Learning Agreement** (see **Addendum A**) that satisfies the expectations of both student/server and supervisor
   3. Pre-professional, **practical training** in actual work situations—i.e., work activities that challenge students inter-culturally, intellectually, and in certain skill and experience areas
   4. **Exposure** to the scope of relationships, objectives, and outreach activities of the organization
   5. Direct, regular **supervision** of service as students assume increasing responsibility over the term
   6. Weekly **feedback sessions** with their immediate supervisor for informal professional and personal evaluations, and for review of the objectives of the learning agreement
   7. Suggested **background information** (e.g., articles, organizational charts, annual reports) that inform the student-intern of the organization’s history, mission, structure, and roles in the community
   8. Completion of a mid-term (where viable) and final **performance evaluation** (see **Addendum B**) of the intern’s work

***What does the WILLIAM CAREY INTERNAITONAL UNIVERSITY and the Partner School Expect?***

1. ***From the student:***
   1. Commitment to learning and reliable performance of service
   2. Fulfillment of the time commitments agreed upon with the organization
   3. Successful completion of the goals as outlined in the Learning Agreement
   4. Immediate, direct communication regarding any areas of difficulty
2. ***From the participating organization***:
   1. The ability to see the student-intern as both a worker and a learner, and to assist her/him in relating their time and talents to real-world issues and problems
   2. Direct communication of any difficulties, questions, or problems relating to the field assignment or the student intern’s performance
   3. The completion of a Learning Agreement and Service Evaluation in order to assess the student’s progress and performance
   4. Helpful critique of the structure and nature of the practitioner training component of the MATUL program, including student preparedness

**General Procedures**

1. *Consult with Facilitator or Instructor*

Ideally, prior to the start of the online International or LA-based MATUL course, students consult with either their City Facilitator (in the case of the “mentored option”) or the partner school Course Instructor to identify qualified, sector-specific internship opportunities. Three or four options are ideal. To “qualify” the field agency must satisfy specific criteria (see **Addendum A**). Ideally, the field agency will be located *within* or *adjacent to* the host community where you reside. *Although any number of people (host family, City Facilitator, course instructor) may assist in the internship search, it is ultimately the students’ responsibility to secure a qualified placement.ee*

2. *Explore opportunities*

Also ideally prior to the start of the course, students schedule an appointment with leaders (prospective supervisors) from the three field agencies. Students describe the program, as well as the internship expectations. Agency leaders describe their organization in terms of mission, objectives, activities, and the like. Students and agency staff discern the right “fit” between the particular job functions and the student’s interests. All placements are dependent on the approval of the participating agency, student, and WCIU online course instructor. After all interviews are completed, students evaluate them in a written document to the course instructor and decide on a single placement.

3. *Develop the Service-Learning Agreement*

Student and Site Supervisor sit down together and discuss the various projects and service opportunities. Students consider their issue-related interests while the supervisor discusses the agency’s needs. Together they negotiate a Service-Learning Agreement (see **Addendum A**) and schedule the first dates for orientation and training.

**Stakeholder Roles & Responsibilities**

In order to maximize positive impacts within host communities, the MATUL internships, whether overseas or in the U.S. require dynamic and mutually beneficial partnerships between the sponsoring **Schools** (e.g. WCIU, ATS, HBI, Carlile), the School-assigned **Course** **Instructor**, the **Field Agency**, the agency-assigned **Site Supervisor**, the **Student**, and the **WCIU Online Instructor.** Each of these stakeholders has distinct roles and responsibilities.

**1. The School**

TheSchoolis the institution providing academic supervision and credit for the internship courses. Their roles and responsibilities include the following:

* To prepare dedicated professionals (national and foreign) to assist community organizations and church movements to achieve their mission within the context of their specific cultures
* To make no distinction among student-interns on the basis of color, caste, religion, gender, ethnic or national origin, disability, age, political affiliation or sexual orientation
* To establish the general educational objectives, agency selection criteria, and pedagogical orientation for the internship courses, as well as the means for evaluating the quality and relevancy of the experiences
* To properly prepare students with the theoretical/contextual knowledge needed to enter their internships in a responsible and informed manner
* To select only those community agencies which guarantee the personnel, time, and project work necessary for students to achieve the educational objectives of the internship experience
* To refer to the Agency only those students who are satisfactorily prepared for the internship
* To advise assigned students of their responsibility to comply with the rules and regulations of the organization, as well as with the standards and practices established by the School for students in field work positions
* To ensure that student performance evaluations remain confidential, and not provided to another party without prior written authorization from the student
* To establish and maintain communication with the Site Supervisor at the field organization on issues related to students’ field education (e.g. relevant course syllabuses, expectations for site visits)
* To supply Site Supervisors with appropriate forms to be used in evaluating the performance of the assigned student (see Addendum C)

**2. The Course Instructor or Mentor**

TheField Instructor or Mentoris a faculty member assigned by the provider institution (or a contracted subject specialist and “mentor”) who either gives overall structure to the on-site course and/or otherwise facilitates integration of cognitive and experiential learning through formal meetings. The Field Instructor also serves as the liaison between the MATUL program, the Student, and the Agency. This person’s roles and responsibilities include the following:

*In relation to field placements*

* To provide leadership to the sector-specific course, including the identification and monitoring of qualified internship placements. The Field Instructor or Mentor maintains a continuously updated listing of pre-screened field organizations with varied service opportunities.
* To assist the Student in developing a Learning Agreement that articulates what the Student will be learning, how he or she will go about learning it, and how their progress will be determined.
* To orient and provide ongoing educational resources, as needed, to the Site Supervisor.
* To provide orientation to students regarding field placements.
* To establish an explicit format for any School-Agency-Student interaction during the placement.
* To conduct a regular course or mentoring process that encourages students to integrate academic and experiential learning, and to develop appropriate, professional relationships at their internship site.
* To maintain regular communication with the students’ Site Supervisor, including a visit to the Agency site *once* each semester where feasible.
* To mediate any issues that may arise between, or among, the Student, Agency, Site Supervisor, and School.
* To provide to the Agency ongoing student-intern evaluations regarding the appropriateness and effectiveness of field experience.

**3. The Field Agency**

The Field Agency represents the one or more community organizations or church movements approved for students to satisfy the internship requirement of the five practical training courses. Qualified agencies may include local churches, national or international NGOs, established community associations, public agencies, private enterprises, or other organizations that are serving urban poor communities. The overriding consideration is *not* whether they are Christian or not, but whether they are doing the most highly respected work in that particular development sector.

***Selection criteria.***Any organization selected for field intern placement will meet the following qualifications:

* an **established** social service program, church movement or non-governmental organization working in one or more sectors represented in the MATUL curriculum.
* enjoys a good **reputation** in the host community for being honest and sincere, without evidences of misconduct related to fund use, management, and governance.
* represents a level of “**best practice**” in terms of the quality of their interventions and their linkages beyond the community.
* respects and supports the professional education objectives of the MATUL program, and is willing to provide **learning experiences** aligned with course goals and outcomes.
* a **reasonable commuting distance** (by foot, bicycle or bus) from students’ residence.
* willing to commit **resources** for the practical training of students (i.e., release timefor the Site Supervisor to orient and supervise students; student support in the form telephone,work space, and privacy for direct contacts).
* evidences a general attitude of **respect** for students with diverse cultural and religious backgrounds and needs.
* staff is of such size and quality as to maintain and develop the basic program of the agency without reliance on students (**non-dependency** producing).
* able to provide volunteers with on-site training, expert supervision, and performance feedback.
* involves **local residents** in defining what their livelihood priorities are and determining how the financial resources, ideas, and effort brought in by outsiders (nationals or foreigners) might positively contribute to the community.
* maintains decision-making power over organizational goals, policy, budget, and external linkages.
* is able to involve learners in tasks and projects that place them in direct relationship with community “beneficiaries” and national staff without limiting their work to office help (i.e. illumines academic content).
* Organization maintains a work environment that is conducive to learning and professional development.
* Organization is willing to involve learners in a sustained period of collaboration and learning (totaling at least 40 hours).
* Organization is willing to accept the ultimate responsibility for student care during internship hours.

*Responsibilities*

* + To provide each student a qualified Site Supervisor for direct supervision and instruction to the student. Site Supervisors are expected to have at least one years’ experience in the agency.
  + To provide the Site Supervisor with release time sufficient to fulfill educational responsibilities related to supervising the Student, including, but not limited to (a) a minimum of one (1) hour per week to provide individual uninterrupted supervisory instruction for the Student, and (b) a minimum of one, one (1) hour meeting each with the Course Instructor or Mentor prior to the internship close date.
  + To provide the Student with workspace, supplies, and support sufficient to fulfill the Student’s assigned service functions at the Agency.
  + To provide the Student with learning experiences that satisfy suggested minimum guidelines for the Student’s educational development.
  + To provide orientation and training for the Student sufficient to understand the Agency’s mission and client population, and to support the educational objectives of the program.
  + To accept the ultimate responsibility for the care of the client during internship hours.
  + To work with the Site Supervisor and the Course Instructor in selecting and implementing learning experiences for the Students in order to fulfill training objectives.

**4. The Site Supervisor**

The Site Supervisor is chosen for her or his commitment to quality practice in one or more fields of community improvement. Their relationship with the student-intern in their day-to-day service experience is central to the field education process. Site supervisors must support their interns, but also challenge them; guide them, but also allow them to find their own way; share accepted practice wisdom, but also approach current practice critically; to instruct, but also be willing to learn with and from students.

*Qualifications.* All persons appointed to supervise student-interns within a community setting must demonstrate:

* That they are not family members or close friends of the Student.
* A reputation for professional competence in one or more practical training areas represented in the MATUL curriculum.
* A commitment to the mission and beneficiaries of the Agency.
* An ability to interpret the agency’s purpose, function, policies, and programs to those outside the organization.
* An ability to use the resources of the Agency in a way that promotes a challenging and supportive learning experience for Students.
* An expressed understanding of professional education, and a desire and ability to guide student development.
* Enthusiasm for experiential education and an interest in working with students of diverse backgrounds.
* A willingness to conduct weekly, one-on-one conferences with the Student to ensure that their work is professionally sound and educationally directed.
* A willingness to participate in training sessions at the School, when available.
* Prior experience with providing supervisory services, if possible.
* A commitment to completing required tasks in a timely manner (e.g., completion of the Learning Agreement with the intern at the start of the internship, and mid-term and final intern performance evaluations).

*Responsibilities*

* Familiarize student-interns with the mission, history, philosophy, personnel, administrative structure, and physical layout of the organization at the beginning of their internship.
* Assist the student to understand how the Agency relates to and complements other community social improvement entities in the host community.
* Discuss the role and responsibilities of the student as an official representative of Agency and to determine a regular work schedule.
  + Serve as the primary guide to student field learning through the Agency.
  + Provide opportunities for Student involvement in staff meetings, conferences, and consultations.
  + Identify and facilitate relevant field learning opportunities through the Agency.
* Meet with Student on a regular basis to develop service-learning goals, monitor progress, answer questions, and help resolve any problems or issues that might occur
  + Provide supportive and constructive feedback to students on their field performance.
  + Evaluate students’ overall field performance at two points: mid-term and end-of-term.
  + Ensure that the student adheres to the agency’s policy of protecting the interests of community beneficiaries.
* Assist the Course Instructor or Mentor of the Student’s work performance. Advise Course Instructor or Mentor by mid-term of any serious deficiency noted in the ability of Student to progress toward the stated objectives of the internship.
* Advise Course Instructor or Mentor to terminate any student whose health or performance is detrimental to the well-being of local residents or to achievement of the field work objectives
  + Provide Course Instructor or WCIU Online Instructor with a written mid-term and/or final evaluation of the Student’s work performance

**5. The Student**

The Student is responsible for working with the Schools and the Agency to promote a beneficial experience for both the agency and her or himself. The student meets with the Course Instructor or Mentor to identify qualified field placements and initiates contact with specific agencies for interviews. The student then confirms placement with the Agency, Course Instructor, and Online Instructor.

*Responsibilities:*

* To contribute to the overall program of Agency by being an active, creative, and self-directed learner
* To complete an initial Learning Agreement in consultation with Site Supervisor
* To complete all prescribed internship hours at the Agency (no less than a **3**-4 hour block suggested per day).
* To gain a working knowledge and understanding of the Agency in order to represent it fairly and honestly to the public.
* To honor all commitments to Agency, including, but not limited to: punctual and regular attendance; fulfillment of the contracted time commitment; conformity with agency regulations and policies; and performance of all agree-upon duties
* To not allow student vacations, time off, classroom preparation, and other personal considerations to supersede Agency and beneficiary needs
* To notify Site Supervisor prior to any absences and to arrange for make-up of missed hours.
* To assume personal and professional responsibility for their actions and activities in accordance with professional ethical standards
* To observe, test, integrate, and apply in direct service the theoretical concepts and principles presented in through the regular on-site and/or online course
* To schedule and prepare for weekly supervision sessions with Site Supervisor
* To reliably document all hours spent in internship activities on a **service hour log**
* To be available for organizational staff meetings, case conferences, and other identified meetings, as agreed upon
* To understand that she or he may be removed from the field placement and receive a failing grade in the course for any of the following reasons: repeated tardiness or absences, ethical violations, irreconcilable problems with Agency staff that reflect inflexibility on the part of the student, and repeated failure to keep other commitments
* To participate in his or her own evaluation with the Site Supervisor, and to submit final evaluation to the Online Instructor
* To complete an evaluation of Agency upon completion of internship.

**6. WCIU Online Instructor**

The WCIU Online Instructor is responsible for working with the Student, the Schools and the Agency to promote a beneficial experience for the Agency, its beneficiaries, and the Student.

*Responsibilities:*

## To organize a set of sector-specific online learning materials and tasks that contribute to conceptual deepening of Student experience

## To enable Student to share experiences and service-related issues with other MATUL students in geographically distant locations

## To maintain all records related to Student internship placements: e.g., the Learning Agreement, mid-term and end-of-term evaluation, service log, and online course project documents

* To serve as the instructor-of-record for the WCIU online course. The WCIU Online Instructor assigns the final course grade partially based on the Site Supervisor’s evaluation, any Student’s self-assessments, and course-related academic products.
* To carefully review course and internship evaluations from Students and Site Supervisors in order to continuously improve the practical training process

### Frequently Asked Questions (FAQs)

1. ***What if the organization doesn’t identify as Christian?***

Some schools wishing to sponsor the MATUL may, given their theological tradition, wish to impose an additional “qualifier” on internship organizations: that they be evangelical (or broadly) Christian. Although there may be some political (institutional) reasons for doing so, the case for such a restriction would be difficult to make on either theological or educational grounds. For this reason, selection of MATUL internships placements should be made, not on the basis of religious affiliation, but based on whether they are doing “best practice” work in that particular sector—as Muslims, Catholics, Hindus, evangelicals, liberal Protestants, or religious “nones.” Missionary theologian Leslie Newbigin expresses this orientation best his classic *The Gospel in Pluralist Societ*y:  
   
“The Christian will be eager to cooperate with people of all faiths and ideologies in all projects which are in line with the Christian’s understanding of God’s purpose in history. The human story is one that we share with all other human beings—past, present, and to come. We cannot opt out or take control of that story. It is under the control of the infinitely patient God and Father of our Lord Jesus Christ. Every day of our lives we have to make decisions that we cannot take without regard to the others who share the story. They may be Christians, Muslims, Hindus, secular humanists, Marxists, or some other persuasion. They will have different understandings of the meaning and end of the story, but *along the way there will be many issues in which we can agree about what should be done. There are struggles for justice and freedom in which we can and should join hands with those of other faiths and ideologies to achieve specific goals*, even though we know that the ultimate goal is Christ and his coming in glory and not what our collaborators imagine.”   
  
“As we work together with people of other commitments, we shall discover the places where our ways must separate. Here is where real dialogue may begin. It is a real dialogue about real issues. It’s not just a sharing of religious experience, though it may include this. At heart it will be a dialogue about the meaning and goal of the human story. If we are doing what we ought to be doing as Christians, the dialogue will be initiated by our partners, and not by ourselves. They will be aware of the fact that, *while we share with them in commitment to some immediate project, our action is set in a different context from theirs*. It has a different motivation. It looks to a different goal.”   
   
“The essential contribution of the Christian to the dialogue will simply be telling the story… The Christian must tell it, not because she lacks respect for the many excellencies of her companions, many of whom may be better, more godly, more worthy of respect than she is. She tells it simply as one who has been chosen and called by God to be part of the company which is entrusted with the story.”

**2. *Under what circumstances might a change of Agency or Site Supervisor occur?***

If a student’s Site Supervisor is unable to supervise due to illness, change of job, etc., it is anticipated that the Agency would make arrangements for the student to have appropriate supervision and inform the Course Instructor or Mentor of the change. If there is no other qualified supervisor in the agency, the Course Instructor and Online Instructor must be notified immediately.

If a student is experiencing problems or issues in their internship placement, it is their responsibility to make initial contact with their Supervisor to try and rectify the situation. Student and Supervisor should allow sufficient time to address any issues that arise early in a placement. This gives Student time to become oriented and settled into the Agency, as well as time for the supervisory relationship to form. Most problems can be seen as opportunities to develop self-awareness and problem-solving skills.

Changing internship placements is generally not desirable and should only take place after serious efforts are made to resolve issues. If the Student, Site Supervisor, and Course Instructor or Mentor cannot reach resolution of the issue, the Course Instructor or Mentor will then be consulted. Field placements will be changed only if it becomes apparent that (a) a qualified supervisor is unavailable, (b) the supervisor is unable to assume the duties of appropriate supervision as outlined above, (c) the supervisor is concerned that the student’s behavior places at risk the quality of services the agency delivers, or the reputation of the agency, or (d) the student believes she or he is being sexually harassed or is in a vulnerable and threatening situation. In this latter case, the student must contact the field instructor immediately and not return to the placement. An inquiry will follow.

As indicated under condition “c” above, a supervisor may have serious issue with the student-intern’s behavior or performance. Again, the supervisor should meet with the student to find resolution or make contact with the Course Instructor or Mentor and request a meeting with Student. Students behaving in ways that might be reasonably considered egregious may be immediately suspended from the internship and possibly dismissed from the MATUL program. Examples would include verbalizing a threat to one’s self or others, physically threatening someone, actively demonstrating the symptoms of acute mental stress (hallucinations, breaks from reality, uncontrolled compulsive behavior or language, etc.), reporting to class or work under the influence of alcohol or illicit drugs, or sexually harassing staff, clients, or student peers. If any of above were to occur, those who have authority will follow the protocol of either the Agency or sponsoring Schools to collect information, assess the situation, and make a recommendation to the International Director.

**Addendum A**

WILLIAM CAREY INTERNAITONAL UNIVERSITY

**Master of Arts in Transformational Urban Leadership Program**

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**Service-Learning Agreement**

This is an educational agreement signed between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**Student**), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**Site Supervisor**), and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**Course Instructor or Mentor**). It is agreed that the student-intern will undertake the following service and learning program in partial fulfillment of the requirements for:

□ TUL530 Building Faith Communities

□ TUL550 Service with the Marginalized

□ TUL555 Educational Center Development

□ TUL560 Theology & Practice of Community Economics

□ TUL650 Primary Health Care

□ TUL655 Advocacy & the Urban Environment

**Start Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **End Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student**

|  |
| --- |
| **Name:** |
| **Phone #: Email address:** |
| **Permanent Address** (street, city, state, zip code, phone #, email): |
| **Address during internship** (street, city, country, zip code, phone #, email): |
| **Position:** |

# Internship Agency / Site Supervisor

|  |
| --- |
| **Name of agency:** |
| **Address:** |
| **Name of site supervisor:** |
| **Phone# :** |
| **Fax #:** |
| **Email address:** |
| **Organization description** (type, general purpose, client population(s), size)**:** |

# Course Instructor or Mentor

|  |
| --- |
| **Name:** |
| **Address:** |
| **Phone#:** |
| **Fax #:** |
| **Email address:** |

1.*Learning**Goals.* What goals do you have for undertaking this internship?

A. *Knowledge goals* relate to obtaining information and understanding ideas and theories through direct field experience.

B. *Personal development goals* relate to areas of identity, personality, and ability that you want to challenge yourself to grow in during the internship.

C. *Skill goals* relate to things you want to learn to do by working with this agency.

2. *Service Activities & Responsibilities.* This is your “Job Description.” Specify the work functions, tasks, or projects that will help you realize your learning goals while supporting the organization’s mission.

3. *Work Schedule.* I agree to work a total of at least 40 hours in the service activities specified above. This entails \_\_\_\_ hours per week for \_\_\_\_ weeks.

4. *Support & Supervision.* What instruction, assistance, direction, and supervision have you arranged to receive through the Agency and Site Supervisor during the course of the internship?

Have you and your Site Supervisor agreed to *meet regularly* (preferably once each week) for guidance, problem solving, and informal evaluation? □ Yes □ No

5. *Potential Problem(s).* What problems, if any, do you anticipate in achieving your learning goals and anticipated outcomes?

*I have read and understood the conditions of this agreement and agree to comply with its content.*

|  |  |
| --- | --- |
| Signature of Site Supervisor | Date |
| Printed Name of Site Supervisor |  |
| Student Signature | Date |
| Printed Student Name |  |
| Signature of Course Instructor or Mentor | Date |
| Printed Name of Course Instructor or Mentor |  |

Addendum B

WILLIAM CAREY INTERNAITONAL UNIVERSITY

**Master of Arts in Transformational Urban Leadership Program**

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**Service Performance Evaluation Form**

**Intern:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ For TUL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supervisor Name/Position/Contact Information:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Organization:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Dates(s):** Mid-term: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Final: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Please make one photocopy of this form for your Site Supervisor.*

The Service Performance Evaluation is designed to provide interns specific feedback for improving their contribution to their hosting organization. It is considered an integral part of the total learning experience afforded by the internship and provides a partial basis for determining the intern’s grade in the course *International Internship*. The evaluation is to be completed at *two* points in the term: one during the middle of the service term and the other during the final week of service. Conducting an evaluation at the mid-term point enables interns to work through problem areas while encouraging their strengths. It can also provide the basis for renegotiating their service goals for the second half of the term. At both points (mid-term and end-of-term), the evaluation form should be completed independently by the intern’s supervisor/mentor, followed by a one-on-one meeting to discuss ratings and recommend improvements.

Every volunteer brings to the internship different life experiences, as well as different levels of character formation, skill development, and issue-specific knowledge. Consequently, we are more interested in *relative growth*—relative to where the student-volunteer began—than an absolute measure. Your careful, considered completion of this form is greatly appreciated.

*Directions:* Please fill in the date of the mid-term and/or final evaluation. Then check the appropriate boxes below. Write in summary comments in the spaces provided at the end of the checklist.

|  |  |
| --- | --- |
| **MID-TERM**: Date: | Date:  **FINAL** |

### *Performance*

***Indicators***

**Not Applicable**

**Became Worse**

**Stayed the Same**

**Made Progress**

**Greatly Improved**

**Not Applicable**

**Poor**

**Average**

**Very Good**

**Outstanding**

v

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | Work Habits / Presentation of Self |  | | | | |
|  |  |  |  |  | Is punctual |  |  |  |  |  |
|  |  |  |  |  | Abides by agency rules and regulations |  |  |  |  |  |
|  |  |  |  |  | Takes initiative |  |  |  |  |  |
|  |  |  |  |  | Is self-reliant |  |  |  |  |  |
|  |  |  |  |  | Dresses appropriately |  |  |  |  |  |
|  |  |  |  |  | Has pleasant demeanor |  |  |  |  |  |
|  |  |  |  |  | Cooperates with staff and clients |  |  |  |  |  |
|  |  |  |  |  | Aware of how perceived by staff and clients |  |  |  |  |  |
|  | | | | | Service Skills |  | | | | |
|  |  |  |  |  | Identifies personal interests and skills |  |  |  |  |  |
|  |  |  |  |  | Sets and fulfills goals |  |  |  |  |  |
|  |  |  |  |  | Interacts with socio-cultural appropriateness |  |  |  |  |  |
|  |  |  |  |  | Secures the necessary resources for projects |  |  |  |  |  |
|  |  |  |  |  | Completes assigned tasks |  |  |  |  |  |
|  |  |  |  |  | Attends to detail |  |  |  |  |  |
|  |  |  |  |  | Manages time and energy well |  |  |  |  |  |
|  |  |  |  |  | Meets deadlines |  |  |  |  |  |
|  |  |  |  |  | Follows instructions |  |  |  |  |  |
|  |  |  |  |  | Balances seeking help with self-direction |  |  |  |  |  |
|  |  |  |  |  | Critically reflects on what has been learned |  |  |  |  |  |
|  | | | | | Personal Qualities |  | | | | |
|  |  |  |  |  | Demonstrates inquisitiveness: curious and experimental; willing to attempt challenges |  |  |  |  |  |
|  |  |  |  |  | Demonstrates respect for diverse others: open with biases; honors cultural alternatives |  |  |  |  |  |
|  |  |  |  |  | Demonstrates personal warmth: listens attentively, responds sensitively |  |  |  |  |  |
|  |  |  |  |  | Demonstrates flexibility: patient with dull tasks and unanticipated sources of frustration |  |  |  |  |  |
|  |  |  |  |  | Demonstrates dependability: reliable, honest, and accountable for one’s own behavior |  |  |  |  |  |
|  |  |  |  |  | Demonstrates humility: recognizes one’s own limitations; open to self-evaluation, criticism |  |  |  |  |  |
|  |  |  |  |  | Demonstrates compassion: sensitive to and emotionally involved with those served |  |  |  |  |  |
|  |  |  |  |  | Demonstrates justice: considers issues through the eyes of each involved in/affected by them |  |  |  |  |  |
|  |  |  |  |  | Demonstrates creativity: approaches new tasks with a sense of possibility and challenge |  |  |  |  |  |
|  |  |  |  |  | Demonstrates amiability: develops friendships and trust relationships |  |  |  |  |  |
|  |  |  |  |  | Demonstrates tact: polite and respectful when asserting views or performing tasks |  |  |  |  |  |
|  | | | | | Understandings |  | | | | |
|  |  |  |  |  | Able to explain the history and present goals and tactics of agency |  |  |  |  |  |
|  |  |  |  |  | Able to explain various organizational roles |  |  |  |  |  |
|  |  |  |  |  | Able to explain the factors that shape the life of host community and those served |  |  |  |  |  |
|  |  |  |  |  | Able to explain the main causes and potential solutions of issue(s) addressed by the agency |  |  |  |  |  |
|  |  |  |  |  | Able to use service experiences to challenge previous assumptions regarding particular issues (e.g., poverty, immigration) |  |  |  |  |  |

**Summary (Final) Assessment**

1. What have been the intern’s major strengths in the placement?
2. In what areas could the intern improve in order to serve the organization more effectively?
3. What specific goals, agreed upon at the start of the internship, did the intern appear to achieve? Which goals did the intern *not* sufficiently work on?

4. Are there any other areas, not covered above, that will assist us in evaluating the intern’s performance during this period?

*Again, thank you so much for the time and effort you invested in this intern. Please have student give this form to*

*the student’s Online Course Instructor.*

### Addendum C: Student Internship Log

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year: \_\_\_\_\_\_\_\_\_\_\_\_ Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date | Time in | Time out | Total Time | Travel Time | Activities | Reflections |
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| Add up time |  |  |  |  |  |  |

Supervisor Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor final sign off: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_