The Field Education Contract Worksheet helps you and your Mentor establish the logistics of your Field Education experience.

Basic procedure for completing your Contract:

- Develop a 1st draft of your Field Education Contract.
- Review this 1st draft with your Field Education Mentor (the one who completed the “Commitment to be a Mentor for an ATS Student” form).
- Bring your completed Contract to the Intern / Mentor Meeting. In exigent circumstances, you may request permission to submit the Contract at a later date, but you must receive permission from the Field-Ed Coordinator to do so.
- The Contract may be revised, if necessary. The Field-Ed Coordinator will look it over, make suggestions, then approve the Contract.
- Please see below guides for each section of the Contract:

Internship Information
This section asks for basic information such as contact information, internship site information, number of Field-Ed credits undertaken per semester (1 credit = 120 hours, 2 credits = 240 hours, 3 credits = 360 hours).

Note: you must obtain permission from the Field-Ed Coordinator to take more than 1 credit of Field Ed per semester.

Internship Details:
This section asks for information that details the working relationship between you, your Mentor, and your internship site:

- Financial Arrangements: If this is a paid internship, what is the rate of pay? Is it weekly, monthly, etc? Are travel & other expenses covered? Please be specific in this section so that there is no confusion later.
- Housing Arrangements: If housing is provided, what & where will it be?
- Office Arrangements: Will you have access to an office, computer, desk, library, or other resources? What is the dress code at your internship site?
- What title will the Intern have during the Field Education?: Some possibilities include Student Assistant, Student Intern, Student Minister, Pastoral Intern, etc.
- How will the Intern be introduced to the organization?: Some possibilities include a tour of the church/organization, Sunday morning introduction, bulletin board with Intern’s picture and brief biography, etc. How will you conclude (bring closure) to the Field Education? (party, love offering…)
- How will closure be brought to the Internship?: Some possibilities include a party, a love offering, etc.
- Is there a need for an additional same-sex mentor?: Male students with female mentors and female students with male mentors should also have a same-sex mentor (available to them on an informal basis).

Internship Activities:
This section asks for the general areas of ministry you & your Mentor have agreed upon for your service, along with estimated percentages of time for these areas. Your Field Education site will be a significant factor in determining this. Be sure to include an “Other” area of ministry to allow for teachable moments, special projects that develop during your service, etc.

Because few ministries / organizations allow the student to lead every avenue of ministry, we have suggested 3 levels of involvement. For example, while it may not be possible (or wise) for you to lead an Elders’ meeting, it may be beneficial for you to observe it.
SETTING UP A
FIELD EDUCATION CONTRACT

Here are examples of how you might be involved at various levels:

- **Lead**: Bible studies, preaching 3 times, planning & implementing an ESL outreach program
- **Participate**: Sound team, worship team, hospital visitation, church discipline committee, informational interviews with each person on staff
- **Observe**: Board meeting, denominational conference, premarital counseling sessions

Consult the “Suggested Activities for Field Education” sheet for ideas.

**Internship Commitments:**
This section asks you and your Mentor to confirm your commitment to the mentoring process and provides accountability between you, your Mentor, and ATS.

Sign this after you have met and discussed this with your Mentor.

**Internship Learning Goals:**
This section is the most important! It sets Field Education apart from a typical job / ministry.

A “**Faith-Filled Risk**” is something you attempt to do for God that you can’t do in your own strength, recognizing that you may learn the most when you step outside your comfort zone. You are taking a chance to try something that you haven’t done before. This could involve a short-term missions trip, outreach, narrative preaching, study on racial reconciliation, discipleship retreat, etc. **Develop at least one Faith-Filled Risk for yourself and one for you & your Mentor together.**

Next, establish goals in the 4 categories listed below. Make sure your goals are **“SMART”**:

- **Specific**: keep your goal focused, not vague
- **Measurable**: make sure there is a way to gauge your success
- **Achievable**: keep your goal realistic
- **Relevant**: make sure your goal will be helpful to you in the long run
- **Time-bound**: set a date(s) for evaluating your progress

Here are some examples of “SMART” goals in the key developmental areas:

- **Personal** (health, diet, exercise, sleep…): I will improve my diet & sleep by eating junk food no more than 2x a week and sleeping at least 6 hours a night for 5 days a week by the end of March.
- **Knowledge** (Bible, structures, community demographics…): I will learn about what I need to do to serve in my denomination by meeting with the Director of Candidate Development, walking through the accreditation process by the end of the summer, and by setting up SMART goals relating to ordination before classes resume next term.
- **Skills** (leading a meeting, interpersonal, preaching, budgeting, time management…other things from “Suggested Activities” list): I will improve my preaching skills by preaching 2 exegetical sermons and 2 1st-person narratives by the end of April and by receiving constructive feedback from the elders and pastoral staff.
- **Spiritual** (disciplines, experiencing God’s love, inner healing…): I will practice the discipline of fasting & praying during normal meal times one day a month for the next 6 months. I will work through insecurity stemming from childhood abuse by meeting with a counselor for a minimum of 8 counseling sessions by the end of May.

In addition to these goals, develop a list of topics you would like to discuss in your weekly mentoring sessions (use the “Topics for Supervisory Sessions” sheet to help with this).