What types of institution may be a teaching setting? Our teaching settings consist of churches, hospitals, not-for-profit agencies, schools, retirement communities, hospices, and campus ministries.

How can our church or agency become a teaching setting? In order to be considered as a teaching setting, you must complete a Teaching Congregation and Ministry Setting Profile Application and return it to the PMM office in December. The Profile Application can be downloaded from our website (Wesley’s new website is currently under construction and should be available in late November 2015; in the interim, please email dbarnes@wesleyseminary.edu to obtain a copy of the application).

When do PMM Placements begin? Fall PMM placements begin in August. Summer PMM placements begin in June.

When is the deadline for the student and setting to be matched? Fall PMM placements are determined by May 1 of each year for the following fall semester. Summer PMM placements are determined by March 1 of each year for the following summer.

What are the requirements for becoming a teaching setting? Your setting must be willing to:

- Commit to ensuring that all students have an opportunity to grow in all aspects of ministry.
- Establish a Learning Team which consists of the student, a clergy learning partner, and a lay learning partner from the church or agency.
- This Learning Team is required to attend a mandatory orientation that is held during the summer prior to the student's placement. (Learning teams who have summer interns are not required to attend the on-campus orientation session. Your orientation to the program will be varied.)

What are the responsibilities of the clergy learning partner and the lay learning partner? We emphasize the importance of clergy and laity working in concert within our program because it is consistent with the composition of the church. Hence, the responsibilities of both learning partners are exactly the same: both clergy and laity are required to attend a summer orientation session with the student; help the student fulfill their learning goals; participate in regular theological reflection (weekly for summer PMM; monthly for fall/spring PMM); and participate in the year-end evaluative process.

What are the requirements for becoming a clergy learning partner? A clergy learning partner must be someone who is fully ordained in their respected denomination. Learning partners should have been in their positions for more than one year as well as completed their seminary education or graduate studies. Clergy learning partners should have completed their seminary studies at least one year prior to the start of a potential internship. The prospective learning partner must be willing to attend a one day orientation in the summer with the student prior to the student beginning his/her placement. (Clergy learning partners who have summer interns are not required to attend the on-campus orientation session. Your orientation to the program will be varied.)

What are the requirements of the lay learning partner? Laity comprises of people who are of every walk of life. The wealth comprised of the laity lies within its diversity, gifts, and talents that are offered to the local church or agency. Therefore, there are no specific requirements of the lay learning partner other than that which has been outlined above for the clergy learning partner.

What is the commitment time? Masters of Divinity (M.Div.) students are required to complete 4 academic semesters. These semesters begin in the last week of August and continue through the end of April. This does include both Christmas and Easter holidays, but students can arrange a two week vacation during the year. Students who opt to fulfill a portion of their PMM in the summer are required to be in their setting for 9 weeks; 40 hours per week.

What if I don't have any experience partnering with a student? The PMM program is committed to ensuring that all learning partners have the necessary tools to supervise students throughout their placement. The orientation will help you learn what you need to do. You will have access to a site visit each year and the support of the PMM faculty and staff. Also, the PMM Handbook is a written resource for you.

If my teaching setting is in pastoral transition, can I host a student intern? The PMM Handbook states that clergy learning partners “should not be in their first year of service or appointment in that setting.” Clergy learning partners must have been in their leadership positions for at least one year prior to the start of a potential internship.

Is our teaching setting allowed to have more than one student? Yes. However, each student must have their own lay learning partner assigned to them and this request should be submitted to the PMM office for approval. Additional paperwork will be required.

Is our teaching setting required to pay the intern? No, the PMM Program does not require teaching settings to pay the students. However, if you are willing to pay a stipend to the student throughout their placement, then you are free to do so. If you are hosting an F-1 International student, then they are additional requirements that must be completed before any compensation can be given to the student.

If you have any additional questions, please feel free to contact Desirée Barnes in the PMM office (dbarnes@wesleyseminary.edu).

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PRACTICE IN MINISTRY & MISSION PROGRAM AT WESLEY THEOLOGICAL SEMINARY
REQUIREMENTS FOR A TEACHING SETTING

- A willingness to help with the task of preparing the next generation of leaders for the church, who are ready to be faithful and fruitful ministerial leaders.

- Participation by the clergy learning partner in identifying a lay learning partner.

- Attendance as a learning team (student, clergy learning partner, and lay learning partner) in one of the orientation sessions in its entirety. If the student's learning team is not oriented prior to the beginning of fall classes, the student will not be permitted in PMM.

- A willingness to provide a comprehensive range of learning experiences in leadership for the student through the ongoing life and work of the teaching setting that will lead to obtaining competencies for ministerial leadership. (Resources will be available to provide guidelines and criteria for these activities).

- A commitment by the Learning Partners to meet regularly (for at least one hour) to provide the student with guidance in his or her learning situations and engage the student in theological reflection on their ministry experience.

- Provision of a written evaluation of the student at the end of each academic year and participation in the yearly site visits or other necessary consultations.

- A willingness to abide by all Wesley Theological Seminary policies.

ATTRIBUTES SOUGHT IN TEACHING SETTINGS

Students are significantly shaped by what they experience during their contextual education experiences. Therefore, we seek that Teaching Settings:

- Welcome the opportunity to participate in educating students for leadership in the local church/agency/hospital and the wider community.

- Take ministry seriously and adequately structured and resourced to provide meaningful ministry leadership experiences.

- Provide competent, appropriately trained and experienced persons to act as learning partners. Clergy learning partners should be fully ordained (elder or equivalent) in their respective denominations. These persons should not be in their first year of appointment in that setting. When there is a pastoral change affecting the clergy learning partner in a ministry setting after a student’s initial year of a PMM internship, students are required to change their PMM placement to a situation that is not in pastoral transition for their second year and to attend a summer orientation with their new learning partnership.

- Are open to students participating in the full range of ministry activities of the setting in significant ways.

- Adequately staffed so that learning partners have time and energy to devote to the student’s learning and PMM Program requirements.

- Value collegial leadership between lay and clergy.

- Will enable the student to function in roles appropriate to their experience, goals, available time and learning objectives.

- Will balance the needs of the site with the learning needs of the students and assist the student in identifying learning needs and opportunities in that setting.

- Recognize the roles and challenges of gender, age, ethnicity, and sexual orientation but do not limit the student’s participation on the basis of these.

If you have any additional questions, please feel free to contact Desirée Barnes in the PMM office (dbarnes@wesleyseminary.edu).