



## Frequently Asked Questions about PMM Teaching Settings

**What types of organizations are teaching settings?** Our teaching settings consist of churches or congregations, hospitals, nonprofits, schools, retirement communities, hospices, and campus ministries.

**How can a congregation or nonprofit become a prospective teaching setting?** Congregations and nonprofits must complete the PMM Site Interest Form on the webpage [Congregations and Nonprofits \(https://www.wesleyseminary.edu/practice-in-ministry/congregations-and-non-profits\)](https://www.wesleyseminary.edu/practice-in-ministry/congregations-and-non-profits) that, when submitted, is automatically sent to the site contact and to the PM&M office.

**When do PMM internships begin?** Fall/Spring internships begin in late August. Summer internships begin early to mid-June.

**When is the deadline for matching seminarians to settings?** Fall/Spring placements are set by May 1<sup>st</sup>. Summer semester placements are set by April 1<sup>st</sup>.

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

1. Commit to ensuring that the intern has an opportunity to grow in all aspects of ministry.
2. Establish two setting learning partners. In congregations, a clergy and lay learning partner will work with the intern. In nonprofits, a mentoring and a site learning partner will work with the intern.
3. Ensure that learning partners are not family members or otherwise related. When sites and seminarian are discerning best partnership fit, ensure that the prospective intern is not a family member of either learning partner.
4. After placement is made, attend, as a team—learning partners and intern, a mandatory orientation before the internship begins. Summer learning teams must join the June orientation session.

**What are the responsibilities for each learning partner?** Conformity with PMM goals and objectives require learning partners to participate in the orientation session, in supporting the intern in setting S.M.A.R.T. learning goals, in the end-of-term evaluation process, and in regular meetings for theological and leadership reflection. Learning team meetings are held weekly in the summer and monthly in the fall/spring.

**What is required to be a clergy learning partner?** This person must have completed a theological educational program at least a year before the internship begins, have held a position for over a year by the start of the internship, and meet religious affiliation or congregational standards for a pastoral leadership position.

**What is required to be a mentoring learning partner?** This person must have three or more years of leadership experience and be with the site for over a year.

**What are the requirements of the lay or site learning partners?** These are individuals who offer gifts, talents, and diversity but are not professional theologians or ministers.

**What is the commitment time?** Master of Divinity (M.Div.) seminarians are required to complete 4 credit hours of PMM. Seminarians can meet this requirement in one academic year (fall and spring, part-time: 8 to 9 hours weekly at the site) or two summers (full-time: 25 hours weekly at the site for 9 weeks). Because Fall/Spring interns may work during seminary breaks and holidays to participate in events in ministry and mission that are significant to the congregation or nonprofit (e.g., Christmas and Easter seasons), they take a different and equal break at an agreed upon time. Upcoming dates and an annual downloadable Planning Calendar are available on the [Upcoming Events](#) webpage.

**What if I do not have any experience partnering with a seminarian?** The PM&M program is committed to equipping learning partners to supervise interns throughout their placement. The orientation will help you learn what you need to do. Fall/Spring internships have a process for reflection on and report about the internship during the fall semester. Both Summer and Fall/Spring have the support of the PM&M faculty and staff. The PM&M Handbook and other resources can be found on [Wesley's PM&M webpages](#) (<https://www.wesleyseminary.edu/practice-in-ministry-and-mission/>).

**If my position is in transition, may I host an intern?** Clergy learning partners must have been in their leadership positions for at least one year prior to the start of a potential internship. Mentoring learning partners must have a minimum of three years of leadership experience and at least one year at the teaching setting.

**Are we allowed to have more than one intern?** Each teaching site may have two interns. Each intern must have a separate meeting schedule with their learning partners. When the second intern is identified, the PM&M office will request the downloadable Site Multiple PMM Interns Plan form from the [Handbooks, Forms, & Resources](#) page (<https://www.wesleyseminary.edu/practice-in-ministry/handbook/>) to complete and return to the PM&M office.

**Is our teaching setting required to pay the intern?** No, teaching settings are not required to pay seminarian interns but may pay a stipend to the intern if they choose to do so. However, there are additional requirements to complete before any compensation can be given to an F-1 international seminarian intern.

### **Requirements for a Teaching Setting**

- A willingness to help with the task of preparing the next generation of faithful and fruitful ministerial leaders in congregations or in nonprofits.
- Participation by the clergy or the site's contact person in identifying a lay or mentoring and site learning partner(s).
- A willingness to provide a comprehensive range of experiences in the life and work of the teaching setting that will develop ministerial leadership competencies. (Guidelines and criteria are available.)
- A commitment to meet as a team monthly for fall/spring interns or weekly for summer interns for at least one hour to provide guidance and engage the intern in theological and leadership reflection.

- Completion of an evaluation of the intern by each learning partner and participation in a team evaluation discussion of the three evaluations together before the final colloquy course meeting, for Fall/Spring, participation by each learning partner in providing a site status report, and for both PMM term types, other necessary consultations.
- A willingness to abide by all Wesley Theological Seminary policies.

### **Attributes Sought in Teaching Settings**

Because interns are significantly shaped by contextual education experiences, we seek settings that:

- Welcome the opportunity to participate in the PM&M program.
- Take ministry seriously and are adequately structured and resourced to provide meaningful experiences in ministry leadership and the full range of significant ministry activities of the site.
- Value collegial leadership between, for congregations, lay and clergy and, for non-profits, site participants and site administrators.
- Will help identify opportunities in the setting that match the learning needs of the intern.
- Will assign roles suited to the experience, goals, available time, and learning objectives of the intern.
- Will recognize the roles and challenges of gender, age, ethnicity, and sexual orientation but do not limit the intern's participation based on these considerations.

If you have additional questions, please contact the PM&M office ([PMMAssistant@WesleySeminary.edu](mailto:PMMAssistant@WesleySeminary.edu)).