

# The Seattle School

OF THEOLOGY & PSYCHOLOGY

## MATC Apprenticeship Handbook

*2020-2021*

[theseattleschool.edu](http://theseattleschool.edu)

## **WHAT IS A THEOLOGY AND CULTURE APPRENTICESHIP?**

The MATC Apprenticeship is a faculty approved and supervised self-selected community-based Two (2) credit learning opportunity. Students will self-select a human service or artistic organization that can help them fine tune their creative, entrepreneurial and service skills. Based on the mission of the selected community service organizations, students will establish an applicable learning contract with an on-site supervisor. This contract will include the learning dimension identified by the supervisor and student and the core competencies necessary to achieve the desired learning dimension (area of engagement and specific skills to gain from that engagement). The learning contract will name an agreed upon beginning and end date as well as the hours to be completed. Supporting the apprenticeship is a Spring and Fall 2 credit-total course taught by the faculty apprenticeship advisor, with group instruction, course assignments, and individual advising.

**HOW MANY HOURS?** A range of 60-80 hours is required for the apprenticeship over the course of 7-16 weeks, being completed by Dec 1.

**HOW DO I SET UP AN APPRENTICESHIP?** In the second half of the first year of study, MATC students will identify a human services organization (social justice, arts, etc.) to partner with for an apprenticeship of 7-16 weeks (totaling 60-80 hours). The apprenticeship will be completed during April to December, according to the organization's timing needs, preceding/overlapping the student's Integrative Project work. Students will be responsible, with instructional oversight, for setting up their internship with an on-site supervisor and fulfilling an apprenticeship learning/service agreement. The student will set their own apprenticeship learning dimensions and competencies (skill-gaining goals), in alignment with the organization's needs and the MATC course criteria. (Students are able to propose apprenticeships at their current job sites if the learning contract criteria can demonstrably be met).

**WHAT IS AN APPRENTICESHIP SITE & SUPERVISOR?** An MATC apprenticeship site can be a Not for Profit 501c3, a bCorp or a for-profit business that is working for the common good. Each apprenticeship site should have a clear mission and vision that contributes to a public aesthetic, a social ethic and/or a human service. The apprenticeship should be a value add to the organization's mission, objectives, and operations. The student, in collaboration with the organization should identify the dimension of service that aligns with the organization's mission and the key competencies necessary to gain skills regarding the dimension chosen. The on-site supervisor must have the time for regular meetings with the apprentice and the experience to give constructive feedback regarding the area of service embarked on by the student apprentice.

**REQUIREMENTS:** MATC apprenticeships are required for all MATC students. The specific details of each Apprenticeship are detailed in an "Apprenticeship Agreement" to be developed and signed by the student and supervisor and approved by the MATC faculty advisor. This document is where students and their supervisors will articulate the learning dimensions and

core competencies of the specific apprenticeship. These goals will be shaped primarily by a student's area of interest and personal development with respect to her/his intended vocation.

### **MATC APPRENTICESHIP COURSE LEARNING OUTCOMES**

By the end of the apprenticeship, students will be able to:

1. Analyze and Evaluate how an organization is innovatively solving a community problem.
2. Compare and Contrast a working knowledge of the mission, values, and target population of the community service organization with their institutional practices in order to better assess how organizations live into their mission and values.
3. Establish, implement, and complete a learning dimensions and core competencies plan with a supervisor to address personal vocational goals and an organization's mission.

**STUDENT TIMELINE:** The MATC apprenticeship course precedes and partially overlaps students' work for their Integrative Project, providing on-the-ground contextual learning that can inform their culminating projects.

1 Credit Spring Term Course Site Set-up and Instruction)

1 Credit Fall Term Course (Process and Assessment)

- December/January of First year: Initial Apprenticeships Orientation meeting with Faculty Apprenticeship Advisor.
- February – March: Find your Apprenticeship site.
- March – Register for Spring Course.
- April – May: Negotiate Learning Contract with on-site supervisor.
- Spring term of First year (April – June): 1 credit course meets for instruction about creating learning contracts and apprenticeship aims. Attend scheduled meetings with your MATC Faculty advisor.
- 2nd to last week of Spring term: Apprenticeship Contracts delivered to Academics directly by students and uploaded to Populi for final assessment.
- Spring – Fall: Apprenticeships take place. Attend scheduled meetings with your MATC Faculty advisor.
- Fall term Second year: 1 credit continuation course meets for integrated learning and shared resourcing.
- Dec of Second year: Apprenticeships completed and final coursework turned in. Request your supervisor to return their evaluation form to the Academic office as instructed on the form.

## **Guidelines for Supervisors**

### **EXPECTATIONS OF THE SUPERVISOR**

The Seattle School looks to supervisors to provide high quality supervision of the students who are training for various vocations. The supervisor is one who teaches, models, and enables the student to grow. This involves active participation with the student and first-hand observation of the student at work. Being a supervisor is being a teacher.

While The Seattle School recognizes the needs of organizations to engage students to help in giving projects, emphasis should be placed on the educational development of the student. Students may or may not have skills in certain vocational areas. Apprenticeships should expose the student to a broad range of tasks and situations to help students gain competence in different facets of your organization, as well as provide experiences that will foster personal and professional development.

### **SUPERVISING SESSIONS**

Each student must spend at least 6 hours in supervision with the supervisor for the apprenticeship duration (7-16 weeks/60-80 hours), and is to take the initiative in establishing the agenda for these meetings according to her/his needs. The supervisor should take an active role in planning for these supervision sessions. This is a time to discuss the student's development and evaluate performance as well as plan for the future. Be willing to share yourself and your life experiences in the work you are engaged in.

### **FINANCIAL CONSIDERATIONS**

Students pay tuition for this course. An Apprenticeship with remuneration is not expected, but where possible, provides a valuable help to students in covering these expenses. Individual needs on the part of both the student and the organization must be kept in mind when negotiating financial arrangements. Financial remuneration should be determined at the beginning of the placement and should be included in the Apprenticeship Agreement.

### **SUGGESTIONS TO THE SUPERVISOR FOR COMPLETING THE APPRENTICESHIP AGREEMENT**

The student will have already met with a faculty advisor to generate preliminary ideas. We believe you will bring wisdom and insight in creating the best training experience for the student in light of your organization's context.

### **APPRENTICESHIP DETAILS**

1. Some experiences may have regular weekly engagements while other experiences may be more intensive in nature.
2. "Learning Dimensions" should describe the areas of engagement for the apprentice and "Competencies" describe the specific skills necessary to achieve learning in that dimension. For example, if one of the intended Learning Dimensions is fundraising, a

competency could be grant writing. Together, these create a basic job description and should be listed in the agreement. Or, a competency task might be to coordinate a volunteer work schedule and the associated learning dimension to that task would be "Develop organizational and people skills in a multifaceted environment."

3. "Supervision" entails specifics of the supervisor meeting and evaluation processes. Identifying a time and place for the weekly or bi-weekly supervisor meeting will help make it a regular and sustainable process. The student will need at least 6 hours of supervised time during the 7-16 weeks. Optimally, the student will participate in staff meetings as well.
4. Supervisors will be provided a short evaluation form to email to the faculty advisor. In addition, this handbook will provide a guide to a final evaluative conversation at the completion of the apprenticeship.
5. You may choose to share the evaluation form with others to assist in generating feedback for the student. These could be individuals in leadership positions or others who have worked with the student. This is optional for the student who wishes to pursue their input.

### **COVID-19 ACCOMODATION SUPPLEMENT**

Students should follow local and national safety protocols for preventing the spread of COVID-19. Completing an apprenticeship should not involve putting yourself or others at risk, or engaging in any activity that goes against safety advisories and personal health considerations. Within these parameters, creativity is encouraged in locating an apprenticeship where one can serve and learn effectively. Working remotely is just one part of possible options.

While the global pandemic has greatly impacted non-profit organizations, from closures to reduced offerings, opportunities to learn with and contribute to organizations abound. As you reach out to potential sites, be thoughtful and realistic about what you propose and how you can participate. Contact the Faculty Advisor with any questions.

# Record of Weekly Hours

Name: \_\_\_\_\_

Term/Year: \_\_\_\_\_

<b>Week</b>	<b>Dates</b>	<b>Preparation</b>	<b>On-Site</b>	<b>Supervision</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
	<b>Totals</b>			

Apprentice's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Apprenticeship Agreement

### *Student Information*

Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

E-mail Address \_\_\_\_\_

MATC Degree track: \_\_\_\_\_

### *Supervisor Information*

Name \_\_\_\_\_ Phone \_\_\_\_\_

Title \_\_\_\_\_ Organization Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

E-mail Address \_\_\_\_\_

Organization's Primary Mission: \_\_\_\_\_

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

**Primary Learning Dimensions and Competencies**  
(can also attach a separate document)

Learning Dimension 1.

Competency 1.

Learning Dimension 2.

Competency 2.

Learning Dimension 3.

Competency 3.

Learning Dimension 4.

Competency 4.



## Hours & Commitment

- \_\_\_\_\_ hours a week, to be determined at beginning of internship with Faculty advisor and Apprenticeship Supervisor
- A commitment of one trimester is required, with the option to commit to one full academic year. Length of internship to be determined with Supervisor and Faculty Advisor
- Reflection and Integration Paper: A paper will be written to reflect on the internship and to integrate readings and practical experience at the completion of the internship. Length of paper and due date will be decided upon by Faculty Advisor
- Meet \_\_\_\_\_ with Apprenticeship Supervisor to review learning outcomes and goals.
- Meet twice during the term with Faculty advisor

Acceptance:

Student \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

## APPRENTICESHIP SUPERVISOR EVALUATION FORM

Upon completion of the apprenticeship, please complete this rubric by highlighting the relevant achievement categories for each element. You may want to use the categories and questions below to guide a final supervisory meeting with the apprentice, along with the learning dimensions and competencies document.

Please email the completed evaluation to the MATC faculty apprenticeship advisor.

2020: Dr. Ron Ruthruff, rruthruff@theseattleschool.edu.

<b>Exemplary</b> In this area the apprentice exceeded expectations	<b>Accomplished</b> In this area the apprentice showed merit	<b>Competent</b> In this area the apprentice met expectations	<b>Developing</b> In this area the apprentice appears to be developing skills but needs improvement	<b>Unacceptable</b> In this area the apprentice lacks awareness and competency	<b>---</b> Not Applicable or Unable to Evaluate apprentice in this area
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### Organization, Mission , Practice and Community

The apprentice was curious and open to learning the mission and practices of the organization					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---
The apprentice approached the organization with an apprenticeship project that supported the organization mission and practice.					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---
The apprentice grew in their understanding of the larger community that shares a similar vision and mission.					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---

### Adaptive Skills

The apprentice was adaptable and flexible as to how to accomplish this project in our organization.					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---
The apprentice was on time and faithful to the agreed upon contract.					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---
The apprentice was able to give and receive constructive feedback.					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---
The apprentice was able to negotiate the ongoing scope, time, and resources needed regarding the completion of the project.					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---
The apprentice was able to work collaboratively.					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---
The apprentice was able to listen, engage, and respond to community members with respect and sensitivity.					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---

### Technical Skills

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The apprentice was able to set and meet agreed upon deadlines.					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---
The apprentice was able to work independently.					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---
The apprentice grew in their competencies in regard to the Dimension of service chosen					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---

**Overall Evaluation**

<i>Please offer an evaluative category for your view of the apprentice's overall participation, contribution, impact, and presence within their time at your organization.</i>					
Exemplary	Accomplished	Competent	Developing	Unacceptable	---

**Final Supervisory Notes**

Having this apprentice work with our organization was a value add. Yes / No / Other  
 Comments:

I would potentially be interested in having another Seattle School MATC apprentice work with our organization again in the future. Yes / No / Other  
 Comments:

Having completed this apprenticeship process, something that could have improved the experience would be:

Any additional notes for the faculty apprenticeship advisor?