



**Master of Arts in Theology & Culture
Apprenticeship Handbook**

2024-2025

WHAT IS A THEOLOGY AND CULTURE APPRENTICESHIP?

The MATC Apprenticeship is a faculty approved and supervised, self-selected community-based learning opportunity. Students will examine how innovative practices, creative expression, philanthropy, and entrepreneurial leadership can be used to heal the heart of a community. Though finite by design, the apprenticeship is meant to be an immersive learning experience which allows students to receive mentorship, training, and feedback/evaluation from community leaders *outside* of The Seattle School. The apprenticeship is also an opportunity for students to construct a network of relationships within their potential field.

Students will self-select a human/community service, ministry, 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 (i.e., 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 the Fall term *Practices of Change* course which students will take concurrent to their Apprenticeship experience.

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, ministry, arts, etc.) to partner with for an apprenticeship of 7-16 weeks (totaling 60-80 hours). The apprenticeship will be completed during the period of June to December, according to the organization's timing needs, preceding/overlapping the student's Integrative Portfolio 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.

Students may consider the following guiding/evaluative questions as they choose an apprenticeship site:

1. What is the problem and/or need the organization/business is solving for?
2. What is the organization's/ business' contribution to the community (mission), how has their Idea (innovation) become a value add?
3. What are the intended outcomes, (mission and evaluation)?
 - a. What are the mission-driven metrics?
 - b. How is revenue balanced with desired social impact?

- c. How do they balance people, planet profit?
- 4. What were/are the entrepreneurial traits of the founder(s); what was the motivation?
- 5. What sort of expertise is necessary to complete the mission? (technical skills)
- 6. How is the organization/business structured? (Not for Profit, for Profit hybrid, Bcorp, Social business)
- 7. How does the organization/business raise or earn money?
- 8. How are they accountable to customers, board members, shareholders, donors?
- 9. What is the plan for sustainability?
- 10. How is this idea scalable? (What is the mechanism to build impact?)

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 itself 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 transferable 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: 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 their intended vocation.

MATC APPRENTICESHIP 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.

- January of First year: Initial Apprenticeships Orientation at the Winter Residency.
- February – March: Begin to identify possible Apprenticeship sites.
- April – May: Finalize your site and negotiate the Apprenticeship Agreement with on-site supervisor. Support for this will be provided by your course instructor in the Spring term TCE 5330: Theories of Change: Community Leadership course.
- Summer – Fall: Apprenticeships are finalized and begin; students are accruing hours.
- Fall term Second year: Enroll in Practices of Change course:
 - o Arts - TCE 534
 - o Community Development - TCE 535
 - o Ministry - TCE 536
- December of Second year: Apprenticeships completed and final coursework turned in. Request that your on-site supervisor returns their evaluation form to the Academics office as instructed on the form.

DEADLINES FOR FORM SUBMISSION

- For 2024, the deadline to submit needed forms is the first Friday in August (8/2).
- If needed forms are not submitted by this deadline, students will be administratively withdrawn from their fall course TCE 534/5/6, *Practices of Change*.

LINK TO APPRENTICESHIP WEBSITE:

<https://sites.google.com/theseattleschool.edu/matc-apprenticeships/forms>

EVALUATION, REMEDIATION, CORRECTIVE ACTION, AND/OR SITE CHANGE

1. **EVALUATION:** The designated site holds responsibility for assisting the student to successfully complete their apprenticeship hours. All supervisors should provide the students with regular, informal feedback about the performance of their duties. A formal, summative evaluation (“Apprenticeship Supervisor Evaluation Form”) will be completed by site supervisors at the end of the apprenticeship. See form and rubric in the appendix.
2. **REMEDIATION PROCEDURES:** In the event that the student’s performance/behavior in any area of training or competencies falls below the expected level (i.e. attendance issues, failure to complete assigned tasks, problematic behavior and/or interpersonal relationships, or a lack of growth in the competencies and dimensions outlined in the site agreement), the site supervisor may contact the apprenticeship faculty advisor and a corrective action plan will be implemented.
3. **SITE AND/OR SUPERVISOR CHANGE:** If, for any reason, the student deems their chosen site no longer suitable for apprenticeship or if they feel that their site/supervisor are not adhering to the conditions set forth in the site agreement, they should first reach out to their site supervisor to discuss options for remediation (well in advance of the

conclusion of the apprenticeship hours). If the issue(s) persist, or if the student has any concerns pertaining to their safety with their site or supervisor, the student should immediately reach out to the apprenticeship faculty advisor at The Seattle School.

4. **INCOMPLETE APPRENTICESHIP:** If, for any reason, the student does not successfully complete an apprenticeship, they will not pass TCE 534/5/6 Practices of Change. This class is required for the degree and must be successfully completed prior to graduation.

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 is appropriate for a short-term 'intern'), 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 their 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.

STUDENT PERFORMANCE CONCERNs

In the event that a site supervisor has concerns about the students' performance in the apprenticeship (i.e. attendance issues, failure to complete assigned tasks, problematic behavior and/or interpersonal relationships, or a lack of growth in the competencies and dimensions outlined in the site agreement), the supervisor should contact the faculty advisor. A corrective action plan will be implemented.

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.

The forms included below are for reference ONLY.

All forms must be submitted digitally via the links on the Apprenticeship Website.
PDF or paper forms will not be accepted.

Record of Weekly Hours

Name: _____

Term/Year: _____

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

Apprentice's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Apprenticeship Agreement

Student Information

Name:	Phone:
Address:	City/State/Zip:
Email:	MATC Degree:

Supervisor Information

Name:	Title:
Organization:	
Address:	City/State/Zip:
Email:	Phone:
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: An agency based presentation and annotated bibliography will be submitted in the Apprenticeship lab in the Fall term .
- 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.

Exemplary In this area the apprentice exceeded expectations	Accomplished In this area the apprentice showed merit	Competent In this area the apprentice met expectations	Developing In this area the apprentice appears to be developing skills but needs improvement	Unacceptable In this area the apprentice lacks awareness and competency	--- 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

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?