Boston University School of Theology Contextual Education Placement

Learning Agreement Form

*Please complete this form with the support of your placement supervisor(s), then submit it to your ITP Leader by the date indicated on the syllabus. A final draft will only be considered “complete” when it includes signatures from yourself, your supervisor(s), and your ITP Leader. Please turn that final, signed draft in to your ITP Leader. Your ITP Leader will then forward your Learning Agreement to the Contextual Education Office for its approval & for a signature by the ConEd Director(s).*

**What is a Learning Agreement?**

The Learning Agreement is a contract between the student and their placement site outlining in detail the work they plan to do over the course of the semester/year. This document should be negotiated between the student and their site supervisor to fulfill the overall educational goals of the student, to address the professional development needs of the student’s degree track or specialization, and to name the specific tasks or activities that will take place during the placement. The student’s ITP Leader will receive the draft and final, signed copies of this Learning Agreement and will forward it to the Contextual Education Office for its approval and signature. The Learning Agreement then stays on file with the Contextual Education Office as a record of the mutually understood expectations of the student and site for the placement. When the placement experience is ultimately evaluated by both student and site supervisor, this Learning Agreement document should be the concrete expectations on which that evaluation is based. The Learning Agreement can be renegotiated mid-year during a year-long placement if a student’s goals have been accomplished or changed.

**Instructions for Completion**

See “Appendix A” at the back of this form for examples of each of the following:

1. **DEVELOP AN OVERALL LEARNING GOAL** - The student will begin by developing **one overall Learning Goal** for their placement. This should be brief, specific to their eventual vocational/professional plans, and reflect what the student wants to learn, gain, accomplish, or discern at their site.
2. **ADD LEARNING OBJECTIVES** - With the above overarching Learning Goal in mind, the student should consider **three-to-five Learning Objectives** that will help them achieve that Learning Goal during the site placement. Learning Objectives are brief statements that describe something specific that you hope to do or to experience that should lead you toward your Learning Goal. *Note: there will be a different section for specific tasks.*

**NOTE: All students will have “Sabbath-keeping/Self-care” as one of their named Learning Objectives**, as no matter one’s Learning Goal or vocational trajectory, keeping boundaries around one’s time, personal relationships, and overall wellness is important. This is why we ask that 10% (2 hours per week) of a student’s overall placement time be reserved for spiritual, emotional, and/or physical rest. Students will have an opportunity in the next section to determine the tasks they will undergo as part of this Sabbath-keeping/self-care Learning Objective.

1. **ADD TASKS** - Under each objective, list specific tasks that will enable you to accomplish that objective during your placement. Be as specific as possible. If you know you’re going to attend a particular meeting, don’t say “I’ll attend meetings,” but instead say, “I will attend Deacon’s meetings on Tuesday nights at 7pm each week.”
2. **ADD RESOURCES** - Under each task, list the resources that will be available to support and educate you. These can include people at the site, readings or other scholarly materials, courses you’re taking, people with whom you want to network, and your own prior educational or professional experience.

**FOR THE STUDENT TO COMPLETE:**

What is your name and email address?

What is your university ID number?

What is your degree program?

What is your track or specialization?

**WHAT IS YOUR OVERALL LEARNING GOAL FOR YOUR PLACEMENT?**

*In a few sentences, please indicate your Learning Goal for this contextual experience in light of your vocational/professional goals.*

**OBJECTIVE #1**

*Describe one learning objective that leads you toward your above overarching learning goal?*

**TASKS FOR OBJECTIVE #1**

*What do you plan to do at your placement that will help you achieve this objective? Be specific.*

**RESOURCES FOR OBJECTIVE #1**

*What resources do you have that will help you as you complete the tasks above?*

**OBJECTIVE #2**

*Describe one learning objective that leads you toward your above overarching learning goal?*

**TASKS FOR OBJECTIVE #2**

*What do you plan to do at your placement that will help you achieve this objective? Be specific.*

**RESOURCES FOR OBJECTIVE #2**

*What resources do you have that will help you as you complete the tasks above?*

**OBJECTIVE #3 – Sabbath Keeping & Self-Care**

*Describe your goals for your own Sabbath-Keeping/Self-Care during your placement. How do you think this objective helps you achieve your overarching learning goal?*

**TASKS FOR OBJECTIVE #3**

*What do you plan to do for at least 2 hours each week that will help you achieve this objective? Be specific.*

**RESOURCES FOR OBJECTIVE #3**

*What resources do you have that will help you in your Sabbath-Keeping/Self-Care?*

**OBJECTIVE #4 (optional)**

*Describe one learning objective that leads you toward your above overarching learning goal?*

**TASKS FOR OBJECTIVE #4**

*What do you plan to do at your placement that will help you achieve this objective? Be specific.*

**RESOURCES FOR OBJECTIVE #4**

*What resources do you have that will help you as you complete the tasks above?*

**OBJECTIVE #5 (optional)**

*Describe one learning objective that leads you toward your above overarching learning goal?*

**TASKS FOR OBJECTIVE #5**

*What do you plan to do at your placement that will help you achieve this objective? Be specific.*

**RESOURCES FOR OBJECTIVE #5**

*What resources do you have that will help you as you complete the tasks above?*

In what semester(s) do you plan to complete your site placement?

What will be the first day at your internship?

What will be the last day at your internship?

**DEVELOP YOUR WEEKLY PLAN**

To receive full credit for their Contextual Education placement, students need to provide leadership in their internship site approximately 15 hours each week, which includes meetings with one’s supervisor(s), preparation for on-site tasks, participation in on-site tasks, and 2 hours of Sabbath-Keeping/Self-Care for personal renewal and spiritual practice.

Students will spend another approximately 5 hours per week in ITP-related participation and preparation, and one hour can be counted for travel to and from your site each week. This totals approximately 20 hours of contextual education engagement each week of the placement.

Students are not expected to work in their placement when classes are not in session (University breaks or holidays). If students arrange with their site to work hours at times when classes are not in session, they should alter either their number of weeks or their hours per week to ensure that they are not overcommitting themselves with extra hours beyond those that are expected.

Using one of the two methods below, please outline how you plan to fulfill the above hourly requirements:

**OPTION 1: Using the chart below, map out a typical week of Contextual Education hours, making sure they reflect the time commitments mentioned above:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Time on-site doing leadership tasks** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Preparation for on-site leadership** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Weekly Supervision Meeting(s)** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Sabbath Keeping/**  **Self-Care Practices** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **ITP Group**  **Participation** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Preparing ITP Group Assignments** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Travel (up to 1 hour)** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**OPTION 2: If your site placement does not have a consistent weekly time schedule, please describe below how your hours will be fulfilled:**

*The next section of this document is for your supervisor to complete on their own. Be sure to gather the necessary signatures at the end of this form.*

**FOR THE ON-SITE SUPERVISOR TO COMPLETE:**

What is your name and email address?

What is your site’s name?

What is the address of your site?

What is your telephone number?

Website of site (if available):

Is this your first time supervising a BUSTH student? *(please check one)* YES: NO:

Have you completed supervisor training at BUSTH or any of the Boston Theological Interreligious Consortium schools? *(please check one)* YES: NO:

Supervisory sessions with your student should average one hour per week. Please specify the desired or planned day, time, and place that you intend to have your weekly 1:1 meeting:

Day of the week:

Time of day:

Location:

**FOR THE THEOLOGICAL SUPERVISOR TO COMPLETE**

*(optional, complete this section only if a student has a separate on-site supervisor and theological supervisor)*

What is your name and email address?

What is your telephone number?

Is this your first time supervising a BUSTH student? *(please check one)* YES: NO:

Supervisory sessions with your student should average one hour per week. Please specify the desired or planned day, time, and place that you intend to have your weekly 1:1 meeting:

Day of the week:

Time of day:

Location:

**SIGNATURES**

*Once everyone feels confident in the above Learning Agreement, they should sign here.*

**STUDENT SIGNATURE**

*Your signature indicates understanding, acceptance, and participation in the process of this placement as delineated in this agreement.*

STUDENT NAME (PRINT):

STUDENT SIGNATURE: DATE:

**ITP LEADER SIGNATURE**

*Your signature indicates understanding, acceptance, and participation in the process of this placement as delineated in this agreement.*

ITP LEADER NAME (PRINT) :

ITP LEADER SIGNATURE: DATE:

**ON-SITE SUPERVISOR SIGNATURE**

*Your signature indicates understanding, acceptance, and participation in the process of this placement as delineated in this agreement.*

SUPERVISOR NAME (PRINT) :

SUPERVISOR SIGNATURE: DATE:

**THEOLOGICAL SUPERVISOR SIGNATURE**

*Your signature indicates understanding, acceptance, and participation in the process of this placement as delineated in this agreement.*

SUPERVISOR NAME (PRINT) :

SUPERVISOR SIGNATURE: DATE:



**CONTEXTUAL EDUCATION OFFICE SIGNATURE**

The final draft should be signed in all sections above by student, supervisor(s), and ITP leader.

The ConEd Office will review your Learning Agreement and provide a signed copy for your records.

SIGNATURE OF APPROVAL:

DATE:



**Appendix A**

Here are some examples of Learning Goals, Learning Objectives, Tasks, and Resources from three different students with three different vocational goals. These are just examples to get your ideas flowing. Yours can be anything you want them to be, so long as they can be achieved in the timeframe and site of your placement.

**PERSON A wants to teach religion in a university setting one day.**

OVERARCHING LEARNING GOAL:

*During this placement, I intend to learn what skills, resources, and traits aid in establishing oneself as a successful and competent instructor of religious studies in a higher education environment. My vocational goal is to provide high-level instruction in theology, philosophy, and religious literacy to undergraduates to prepare them for the demands of professional, personal, and spiritual life.*

ONE LEARNING OBJECTIVE TOWARD THAT GOAL:

*I will serve as a Teaching Assistant in two different classes, one large core “introductory” course with 40+ students, and one small topical seminar course with 6 students. This will allow me to interface with two professors and learn from their pedagogy as well as compare the course content and flow.*

TASK:

*I will lead a weekly tutoring/community space to help students understand concepts from the class, and to help them develop their written assignments.*

RESOURCES TO USE TO ACHIEVE THAT TASK:

*I will use the course textbook to prepare. I will utilize speaking with the other TA’s so we can align what we go over in each of our separate tutoring sections, and to troubleshoot any student issues that arise. I will also go back over my own course notes from this class to see where I needed support.*

**PERSON B wants to serve a local church as its pastor.**

OVERARCHING LEARNING GOAL:

*I have never entered a church space as a religious professional. I want to develop and live out my calling to congregational ministry and to deepen my understanding of all that entails, from liturgical leadership to pastoral care to church administration. Because this internship is part of my ordination requirements, I also want to develop networking connections in my denomination during this time.*

ONE LEARNING OBJECTIVE TOWARD THAT GOAL:

*I will take an active role in the preparation and implementation of the worship life of the church, including both Sunday morning in-person and Wednesday evening online worship services.*

TASK:

*Each Sunday and Wednesday night I will lead in the service in some way, such as reading scripture, leading prayers, offering a special reading like a poem, or preparing a sermon (twice per semester). I will also meet with the church’s worship team to make sure what I do/provide fits their service plan.*

RESOURCES TO USE TO ACHIEVE THAT TASK:

*The church has an extensive liturgy library that I would like to peruse as I help plan worship. I also will utilize what I learned in my Introduction to Worship class here at STH. I will use Vanderbilt’s Lectionary Library for resources on the scripture readings. I will also utilize my supervisor’s wisdom as to what kinds of sermons the church enjoys, and how he does his sermon preparation/exegesis.*

**PERSON C wants to go into non-profit management.**

OVERARCHING LEARNING GOAL:

*I want to learn what the administration of a non-profit organization entails as I prepare to develop my own one day. I want to see all the components and constituencies at work and watch how day-to-day management prioritization happens when there is so much to do. I’d like to leave with a clear feeling of whether this work is for me, and knowing some of the pitfalls so I don’t repeat them in my own organization.*

ONE LEARNING OBJECTIVE TOWARD THAT GOAL:

*I want to understand the various levels of leadership and oversight in the organization, and how they interact to achieve its mission, so I will regularly take part in meetings at all levels of the organization.*

TASK:

I will attend three different meetings regularly throughout the placement – the internal core leadership team’s every-Monday meeting, the end-of-month Zoom meeting with all the volunteers and community organizers, and the twice-per-quarter Board meetings. While I will begin as just an observer, I hope to facilitate at least one of each meeting (if possible) by the end of my placement.

RESOURCES TO USE TO ACHIEVE THAT TASK:

I haven’t ever been in these kinds of meetings before, so I will be learning what I actually need to achieve this task. I imagine that I will lean on my supervisor quite a bit to help me frame what is happening, since I’m going to be coming in mid-year and so much is going on. Perhaps I could also talk with the Board Chair to gain further context. Finally, I will ask my ITP Leader for some tips in meeting facilitation.