



Internship P458/P459

15 credits. Prerequisites: Approval of Faculty
(P458- first 6 credits; P459-final 9 credits)

 Directed Study

September 2024 to April 2025
Duration: 8 months

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“But as for you, continue in what you have learned and firmly believed, knowing from whom you learned it, and how from childhood you have known the sacred writings that are able to instruct you for salvation through faith in Christ Jesus.”

(2 Timothy 3:14-15 NRSV).

Course Goals

Course Description






In internship students put into practice that which has been learned in the classroom setting. Internship moves learning from the textual to the contextual. It is a summative educational experience in ministry formation via extensive time in field education. Formation takes time. Internship is done under the guidance of an internship mentor who provides direction, encouragement, and assessment around six competencies. Internships are done towards the conclusion of a student’s program.

Relationship to MCS-Horizon’s Missions

The colleges’ missions focus on preparing and equipping leaders for ministry. We focus that preparation around six competencies (below). Internship is an integrative field education experience designed to test and engender growth in all six competencies.

Core Competencies and Learning Outcomes

To demonstrate growing competency in all six competencies

-  **Biblical and Theological Literacy**
-  **Spiritual Maturity**
-  **Contextual Awareness**
-  **Skilled Communication**
-  **Leadership and Administration**

Ministry Development

students will:

1. Apply cumulative academic learning to field-education ministry.
 - Assessment: Comprehensive evaluations by the internship mentor
2. Analyze, evaluate, and formulate new insights for decision-making through intentional theological and ministry reflection experiences.
 - Assessment: Use of the LEARN method for theological reflection.
3. Record, reflect, and assess the internship experience via the six competencies.
 - Assessment: Internship Narrative, monthly discussions with the Internship Supervisor/Director

Course Work

Required Readings

Required readings are from the upper year courses that run parallel to the internship experience. The intern and internship mentor may choose readings that assist the intern in their growth and service in ministry and life.

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

1. *Field Education Experience* – 70%

The primary assignment of Internship is the field education experience where the ‘doing of ministry’ is the primary textbook. The Internship Manual describes in detail the various tasks and expectations.

- To complete this assignment, students will
 - Review the internship manual for detailed instructions.
 - Meet weekly with their internship mentor or designate.
 - Meet monthly with Internship Supervisor/Director.
 - Complete their midterm and final internship assessments.
 - Meet with their internship mentor regarding the midterm and final assessments.
- Assessment – Internship Mentor’s Assessments, Supervisor/Director’s Assessments.
- Related learning outcome(s): #1
- **Assignment length:** Eight months for 15 credits, (28+ weeks) as negotiated between intern and church.

2. *Theological Reflection Exercise* – 10%

Using the LEARN Method of Reflection, the intern will prepare a reflection paper. Copies should be provided to the internship mentor and the Internship Supervisor/Director, with a debrief meeting set up with the internship mentor. Full assignment details are in the Internship Manual.

- To complete this assignment, students will
 - Complete the lesson on Populi.
 - Follow the MCS-Horizon Format Guide.
 - Review the internship manual for detailed instructions.
 - Meet with your internship mentor to discuss your reflection.
- Related learning outcome(s): #2
- **Assignment length:** 750-900 words
- **Due date:** Within six weeks of the beginning of each 4-month term of internship. See Populi for precise dates.

3. *Internship Narrative* – 20%

To record, reflect, and assess the internship experience in the context of the six competencies. The narrative will become part of the intern's Portfolio.

- To complete this assignment, students will
 - Follow the MCS-Horizon Format Guide
 - Refer to the relevant sections of the Internship Manual
 - Complete the lesson on Populi.
 - Complete interim reports and submit a draft copy of the Narrative.
- Related learning outcome(s): #3
- **Assignment length:** 1900 – 2100 words
- **Due date:** First draft due before the Christmas Break. Final draft due three weeks prior to end of the Winter Semester. See Populi for precise dates.

Estimate of Time Investment

For a full statement of required hours, see the Internship Manual, "Calculation of Required Hours" under "Experiencing Internship." Briefly stated, for an eight-month internship, the following hours are required:

- In a local church context: a minimum of 1100 clocked hours which would include weekly church attendance and participation, as well as allocated time for MCS-Horizon courses.
- In an alternate ministry organization (e.g., parachurch) context: a minimum of 1000 clocked hours which would also include time allocated for MCS-Horizon courses. The 1000 hours would not include weekly church attendance and participation.

Assessment Rubrics

All rubrics will be available in the Internship Manual as well as on Populi. Click on the name of the assignment to access each rubric. The rubrics for an eight-month internship include:

- Learning Goals Exercise
- LEARN Reflections
- Midterm Assessment by Intern, Internship Mentor, Supervisor/Director
- Final Assessment by Intern, Internship Mentor
- Internship Narrative (includes monthly reports and midterm narrative)

- Overall Assessment by Supervisor/Director of Internship (includes Quick Reports)

Course Schedule

Learning Goals and Internship Agreement	Prior to beginning of internship
Orientation including intern, internship mentor, and Internship Supervisor/Director	Prior to beginning of internship
Monthly Connection with Supervisor/Director	September 30, 2024
LEARN Reflection 1	October 21, 2024
Monthly Connection with Supervisor/Director	October 25, 2024
Quick Report	November 5, 2024
Monthly Connection with Supervisor/Director	November 30, 2024
Midterm Assessment by Intern	December 13, 2024
Midterm Assessment by the Internship-Mentor	December 13, 2024
Midterm Internship Narrative – First Draft	December 15, 2024
Midterm Assessment by Supervisor/Director	December 17, 2024
Monthly Connection with Supervisor/Director	January 31, 2024
LEARN Reflection 2	February 15, 2025
Quick Report 2	February 25, 2025
Monthly Connection with Supervisor/Director	February 28, 2025
Internship Narrative –Draft (for ISP course)	March 31, 2025
Final Assessment by Intern – Draft (for ISP course)	March 31, 2025
Final Assessment by Internship-Mentor – Draft (for ISP course)	March 31, 2025
Monthly Connection with Supervisor/Director	March 31, 2025
Internship Narrative – Final Draft	April 10, 2025
Final Assessment by Intern	April 10, 2025
Final Assessment by Internship-Mentor	April 10, 2025
Overall Assessment by Supervisor/Director	April 15, 2025

Academic Policies

General Assignment Guidelines

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* on Populi and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline. If one assignment is submitted more than five days late, the student will fail the course.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66

			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@horizon.edu).

Use of Technology

MCS-Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others.

Live-Streaming Etiquette

If participating in discussion with the Internship Supervisor/Director online via live-stream, in order to be marked present for the conversation, you must keep your camera on and stay present and attentive throughout the discussion, extending the gift of engagement. Access your discussion with a computer (preferably) or tablet, not a cell phone. Join the conversation from a quiet space with minimal background noise and mute your microphone until you wish to speak.

Bibliography

Blodgett, Barbara and Floding, Matthew, ed. *Brimming with God: Reflecting Theologically on Cases in Ministry*. Eugene: Pickwick, 2015.

Bridges, William. *Transitions: Making Sense of Life's Changes, 25th anniversary edition*. Cambridge: Da Capo Press, 2004.

Floding, Matthew, ed. *Engage: A Theological Field Education Toolkit*. Lanham: Rowan and Littlefield, 2017.

Hillman, George. *Ministry Greenhouse: Cultivating Environments for Practical Learning*. Lanham: Rowman and Littlefield, 2008.

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Kincaid, William. *Like Stepping into a Canoe: Nimbleness and the Transition into Ministry*. Eugene: Wipf and Stock, 2018.

Miller, Calvin. *Letters to a Young Pastor*. Colorado Springs: David C Cook, 2011.

Pyle, William T. and Seals, Mary Alice, ed. *Experiencing Ministry Supervision: A Field-Based Approach*. Nashville: Broadman and Holman, 1975.

Swetland, Kenneth. *Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations*. Grand Rapids: Kregel, 2008.

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