



P358 Internship

9 credits. Prerequisites: Approval of Faculty

 Directed Study

January 6 to April 17, 2025

Duration: 4 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 usually 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. Internship focuses 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:* Theological Reflection Exercise
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* – 60%

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

- To complete this assignment, students will follow these guidelines:
 - Review the internship manual for detailed instructions.
 - Meet weekly with their internship mentor or designate.
 - Meet monthly with Internship Supervisor/Director.
 - Complete at least 500 hours of supervised ministry.
 - Complete their final internship assessment.
 - Meet with their internship mentor regarding the final assessment.
- Assessment – Internship Mentor Final Assessment, Supervisor/Director’s Assessment.
- Related learning outcome: #1
- **Assignment length:** 4 months for 9 credits, (14+ weeks) as negotiated between intern and church.

2. *Theological Reflection Exercise* – 15%

Using the LEARN Method of Reflection, the intern will prepare a reflection paper. Copies should be provided to the internship mentor and the supervisor/director of internship, with a debrief meeting set up with the internship mentor.

- To complete this assignment, students will follow these guidelines:
 - 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: #2
- **Assignment length:** 750-900 words
- **Due date:** Within 6 weeks after the onset of internship (see Populi for precise date).

3. *Internship Narrative* – 25%

The goal of this assignment is 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 these guidelines:
 - Follow the MCS-Horizon Format Guide
 - Review the Internship Manual for detailed instructions.
 - Complete the lesson on Populi.
- Related learning outcome: #3
- **Assignment length:** 1900 – 2100 words
- **Due date:** First draft: four weeks before the end of internship; Final draft: two weeks before the end of internship (see Populi for exact dates).

Estimate of Time Investment

For a full statement of required hours, see the Internship Manual, "Calculation of Required Hours." For a four-month internship, a minimum of 500 hours is required which would include weekly church attendance and participation, as well as some allocated time for MCS-Horizon courses.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric. The Rubrics for a four-month internship include:

- Learning Goals Exercise
- LEARN Reflections
- Final Assessment by Intern, Internship Mentor
- Internship Narrative (includes interim reports)
- Overall Assessment by Internship Supervisor/Director (includes Quick Reports)

Course Schedule

- Orientation meeting between intern, internship mentor, and the supervisor/director of internship
- Pre-requisites (Agreements, Goals, etc.) completed
- Commencement of internship

- Contact Supervisor/Director at least twice a month (this can include conversations in the Biblical Communications course).
- Theological Reflection – LEARN format (by the sixth week after start date)
- Quick report at 2 months
- Internship Narrative first draft: outline with specific incidents and explanation of why they are significant. (4 weeks prior to end of internship)
- Internship Narrative (2 weeks prior to end of internship)
- Final assessment (both intern and internship mentor to complete this).

See Populi for specific dates for the current semester.

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 |
| | | | A | 4.0 | 85-89 |
| | | | | A- | 3.7 |
| 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).

Livestreaming Etiquette

If participating in discussion with the Internship Supervisor/Director online via livestream, 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.

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.

Bibliography

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