



## P358 Internship

9 credits: Prerequisites: Approval of Faculty

 Directed Study

January 12 to April 17, 2026  
Duration: 4 months

Rick Schellenberg, M.Div. S.T.M.  
[rschellenberg@horizon.edu](mailto:rschellenberg@horizon.edu)  
Stephen Barkley, D.P.T.  
[stephen.barkley@mcs.edu](mailto:stephen.barkley@mcs.edu)

*“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 Horizon and MCS’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.

- The following activities are crucial for successful completion of this assignment:
  - 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.
- 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 theological 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 follow these guidelines:
  - Complete the lesson on Populi.
  - Follow the Horizon & MCS 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:** Friday, January 30, 2026.

## 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 Horizon & MCS 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:** Tuesday, April 7.

### **Estimate of Time Investment**

For a full statement of required hours, see the Internship Manual, "Calculation of Required Hours."

### **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 Internship Supervisor/Director
- Pre-requisites (Agreements, Goals, etc.) completed
- Commencement of internship
- Contact Internship 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
- Final assessment (both intern and internship mentor to complete this).

See Populi for specific dates for the current semester.

- **Revision week is April 13-17, 2026.** Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after **April 17, 2026.**

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### **Extensions**

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments**

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

### **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.

### Horizon and MCS's 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. Assignments that do not meet competency will receive a 0. 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.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> 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 Horizon and MCS. 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 <b>beginning to meet</b> 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 <b>insufficient progress</b> 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### **Artificial Intelligence (AI) Usage**

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### **Accessible Learning Services Information**

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### **Class Attendance (On Campus or Livestreaming)**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to

attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon and MCS encourage 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. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

### **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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