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| Internship 2 |

1. **Course Description**

This course is an advanced field-based internship in practical theology which utilizes the dynamics of mentored ministry. It integrates academic learning with professional competencies in pastoral ministry and character formation that provides evidence of the student’s level of readiness for ministry.

1. **Course Objectives**

Upon completion of this course, the student will be able to:

1. Design a written Internship Development Plan that intentionally addresses the student’s intellectual, professional, spiritual and personal needs and goals to become an effective ministry professional. (Judgment & Design)
2. Integrate theological understanding, leadership principles, and interpersonal relationship skills through the counsel of the Field Instructor and engaging in theological reflection (Knowledge & Understanding; Engagement & Motivation).
3. Revise goals for an ongoing development for professional ministry giving attention to specific areas of character formation, ministry skill sets, and intellectual growth with a view toward lifelong learning (Reflection & Critique).
4. Prepare a personal approach to theological reflection from the models provided in the course material for life and ministry. Make connections between spiritual formation, your coursework, and your leadership situation and gain insight into his or her personal character and ministry contribution. (Commitment & Identity).
5. **Course Textbooks and Assessment Tool**
6. Required Textbooks

Paperback edition:

Floding, Matthew. *Welcome to Theological Field Education*! The Alban Institute; Herndon, VA: 2010. ISBN-13: 978-1566994071 ($18.00)

***Or*** the eBook edition:

Floding, Matthew. *Welcome to Theological Field Education!* Lanham, Maryland: Rowman & Littlefield, 2014. ©2011. <http://alltitles.ebrary.com/Doc?id=10876669>. ($9.99 USD)

Stone, Howard W. and James O. Duke *How to Think Theologically*. Augsburg Fortress, Minneapolis, MN: 2006. ISBN-13: 978-0800638184 ($20.00 USD)

1. Required Assessment Tool-

This course will build on Strengths Finder 2.0 as an assessment tool used in Internship 1. Familiarize yourself with the site and utilize the results found in your *Action Planning Tool*. Student interns will use this tool to reassess their strengths in relationship to the second internship.

1. Recommended Books

Oswald, Roy M. *Clergy Self Care: Finding a Balance for Effective Reflection.* Herndon, VA: The Alban Institute, 1991. ISBN 1-56699-044-0

Malphurs, Aubrey. *Ministry Nuts and Bolts: What They Don’t Teach in Seminary.* Grand Rapids, MI: Kregel Publications, 1997. ISBN 978-0-82543-190-6

McNeal, Reggie. *Practicing Greatness: 7 Disciplines of Extraordinary Spiritual Leaders*. San Francisco, CA: Jossey-Bass, A Wiley Imprint, 2006. ISBN: 9780787977535, $16.29.

Pyle, William T. & Seals, Mary Alice. *Experiencing Ministry Supervision: A Field Based Approach.* B & H Publishing Group, 1995. ISBN: 9780805411638, $15.63.

Peterson, Eugene H. *Under the Unpredictable Plant: An Exploration in Vocational Holiness.*  Grand Rapids, MI: Eerdmans, 1994. ISBN 978-0-80280-848-6

Stone, Howard W. & James O. Duke. *How to Think Theologically*. Minneapolis: Fortress Press, 2006. ISBN 0-8006-3818-2

1. Required Resource

*Logos Bible Software* Version 6. Logos Bible software is also required for Introduction to Theological Research and all courses at MTS. <http://www.logos.com/Academic>

1. **Course Requirements**

Before beginning an internship, the student must complete the *Internship Site and Field Instructor Approval Form* and submit it m to the Field Education Director for approval.

**Step 1: Registration Requirements**

Registration for Field Internship shall be done by the Field Internship Director. Students may not register for internships online. Students shall schedule a pre-registration meeting with the Field Internship Director to discuss their proposed internship. Because it takes significant time to secure an internship site and Field Instructor, students are advised to begin making plans for their internship long before the semester in which they choose to do their internship.

**Internship Approval**

The *Internship Site and Field Instructor Approval* *Form* is a formal request to enroll in an internship course in an approved internship site and Field Instructor. This is the first step in setting up an internship.

**Step 2: Internship Assignments**

**Orientation Video**

The intern and Field Instructor may review the Internship Orientation videos on the MTS internship page. If this internship is different than FE6601-6616 the Orientation Videos are required.

**Field Observer Applications**

Field Observer Application identifies two individuals who agree to observe the intern during your internship and provide a one page assessment at the close of the internship.

 **Internship Portfolio**

The intern shall build a three-ringed binder portfolio of their internship. It shall include: all Forms, Reading Response, Theological Reflections, Activity Log, and evidences of ministry. The Internship Portfolio shall be presented to the Field Education Director at the Ministry Completion Meeting.

**Learning Covenant**

The Learning Covenant identifies specific objectives of the internship. It includes a Progress Plan which specifies what the objectives are, how they will be met, how they will be assessed, and when they will be completed. *Covers learning objective 1, 2, 3*

**Reading Response** – A 2 to 3 page reading response on the book *Ministry Greenhouse: Cultivating Environments for Practical Learning,* by George M. Hillman is required to be completed by the second week of the internship. *Corresponds to learning objective 5.*

**Weekly Activity log**

The intern shall keep a weekly log of their ministry activities. It shall include a summary of the meetings with the Field Instructor and all ministry activities. The log shall be included in the Internship Portfolio. *Covers learning objectives 1, 2, and 4*

**Weekly Meetings with Field Instructor**

The Intern and Field Instructor agree to meet for one hour a week during the internship. It is important for the Intern and Field Instructor to agree to consistently meet at a designated time for a minimum of one hour each week. *Covers learning objective 3*

**Internship Portfolio**

The intern shall build a three-ringed binder portfolio of their internship. It shall include the following:

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|  | Internship site and Field Instructor Approval Form |
|  | Observer Approval Form |
|  | Reading response from *Ministry Greenhouse.* |
|  | Strength finders 2.0 report |
|  | Theological Reflection 1 |
|  | Theological Reflection 2 |
|  | Weekly Activity log |
|  | Ministry Journal |
|  | Intern Self-Assessment form |
|  | Internship Assessment by Field Instructor |
|  | Field Observer Assessment |
|  | Examples of ministry |

As an option you may submit digitally but it must include all of the items required for ministry completion. *Covers learning objectives 4 and 5*

**Step 3: Discussion Group: Three Meetings with Field Internship Director**

During the internship, all semester interns will gather on three occasions to discuss their internships, to present Theological Reflections, and receive instruction from the faculty member. Specific times and location of meetings will be communicated at the beginning of each semester. For national and international internships that cannot meet because location and time restraints may meet this requirement by electronic communication.

1. First meeting: Week 5—Introduction of interns and sites, discuss StrengthsFinder

**Assessment Tool**

Access your Action Planning Tool, print and bring this with you to the meeting. Be prepared to reassess their strengths in relationship to the second internship.

1. Second meeting: Week 10—How is it going? Present Theological Reflection 1.

**Theological Reflection 1**

This first Theological Reflection shall focus on a counseling or relationship issue that arose during the internship. It identifies and analyzes a significant event and processes the event from a biblical perspective in order to bring about understanding, spiritual integration, and reflection. *Covers learning objective 2*

1. Third meeting: Week 15—What did you learn? Present of Theological Reflection

**Theological Reflection 2**

This second paper focuses on leadership issue. It identifies and analyzes a significant event and processes the event from a biblical perspective in order to bring about understanding, character development, spiritual integration, and resolution*. Covers learning objective 2*

**Step 4: Internship Assessments**

**Internship Self-Assessment**

The Internship Evaluation by the Intern shall be completed by the Intern at the end of the internship. It shall be included in the Internship Portfolio for review by the Field Education Director. *Covers learning objective 2*

**Internship Assessment by the Field Instructor**

This evaluation shall be completed by the Field Instructor at the end of the internship to provide a final assessment of the intern’s performance. The Field Instructor shall review the evaluation with the intern at the end of the internship. The evaluation shall be included in the intern’s Portfolio. *Covers learning objective 3*

**Field Observers Assessment**

A Field Observer Evaluation shall be completed at the end of the internship. It shall be included in the intern’s Portfolio for review by the Field Education Director. *Covers learning objective 3*

 **Step 5**

**Ministry Completion**

At the time of ministry completion, review your portfolio using the *Ministry Completion* *Portfolio Checklist* form. The completed checklist will be the first page of the portfolio you turn in to the Field Education Director during week 16. *Covers learning objective 5*

1. **Course Grading and Policies**
2. **Grading shall be according to the Rubric in this syllabus**

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| --- | --- | --- |
| **Letter Grade** | **Percentage Equivalent** | **Description** |
| A | 96-100 | Exceptional Work |
| A- | 94-95 | Excellent Work |
| B+ | 92-93 | Very Good Work |
| B | 89-91 | Good Work |
| B- | 87-88 | Above Average Work |
| C+ | 83-86 | Average Work |
| C | 79-82 | Work Needs Improvement |
| C- | 75-78 | Minimally Acceptable Work |
| F | <75 | Unacceptable Work |

1. **Plagiarism Policy**

Plagiarism is taking the ideas or words of another person and presenting them as one’s own.  Sometimes plagiarism is an intentional act of deception.  Sometimes it is simply the result of ignorance, carelessness, or sloppy work. In either case it is unethical and constitutes a serious infraction of Seminary policy. When the words or ideas of others are used, proper credit must be given either in a footnote or in the text. Consequences of plagiarism will normally follow a three-step process:

* First offence – a grade of F is given for the assignment; the professor must notify the Registrar and Dean of Students.  A statement goes into the student’s file.
* Second offence – a grade of F is assigned for the course; the professor must notify the Registrar and Dean of Students.  A statement goes into the student’s file.  The Dean of Students and/or Registrar will notify faculty of students who incur a second offense in this area.
* Third offence – the professor must notify the Registrar and Dean of Students.  The student may be suspended or dismissed from the Seminary. A statement goes into the student’s file.

Upon recommendation of the Academic Standards Committee faculty, consequences for plagiarism may include dismissal from the Seminary or the revocation of a degree.

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1. **International Students**

Internships for international students must be discussed with the Dean of International Students in conjunction with the Director of Field Education.

1. **Detailed information is in the Internship Manual**

Both the intern and Field Instructor are required to read and follow the policies, practices, and directions that are detailed in the Internship Manual.

1. **Withdrawal, Extension and Absence Guidelines**

Once an internship has begun it may not be dropped or amended without the approval of the Field Education Director. Interns and Field Instructors are advised to follow the guidelines set forth in the MBI Field Internship Handbook.

**Field Internship Grading Rubric for Discussion Groups:**

Check appropriate Discussion Group number for each evaluation throughout Internship

**Intern Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Evaluation Criteria** | **Excellent** | **Good/Acceptable** | **Unacceptable** | **3 DG Total**  |
| Comprehensiveness &Correctness10 points possible | 10 pointsAddresses the topics with comprehensive facts and data as well as developed thoughts and ideas | 7 pointsAddresses the topics with data and facts and apparent forethought. Thoughts and ideas may not be fully processed. | 5 pointsResponses to topics are limited and incomplete. Minimal or no personal thoughts or ideas contributed. |

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| Biblical/ Theological Thinking15 points possible | 15 pointsSuccinct and excellent integrated biblical thinking | 10 pointsGood and relevant biblical thinking | 5 pointsEvidence of biblical thinking but fails to be relevant.  |

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| Critical Thinking15 points possible | 15 pointsThoroughly discussed conclusion with solid evidential support and well developed analysis & application | 10 pointsEvidence of critical thinking with valuable thoughts towards analysis and application. | 5 pointsSome evidence of critical thinking with little evidence of analysis or application |

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| Language and Format5 pts possible | 5 pointsWell written content with accurate and concise language | 3 pointsFluent language with correct grammar and few errors.  | 1 pointBroken sentences with many grammar mistakes and multiple errors. |

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| Timeliness5 pts possible | 5 pointsArrived at Discussion Group prepared and on time. Submitted work on time. | 3 pointsArrived at Discussion Group somewhat prepared. Submitted work on time.  | 1 pointArrived at Discussion Group unprepared. Submitted work late. |

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Discussion Group 1 comments:

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Discussion Group 2 comments:

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Discussion Group 3 comments:

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**Computation of Assessment points for the three Discussion Groups**

Total all

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Divide this number by 3 and record in the Table on the Points Table.

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| --- | --- | --- | --- |
| Item / Assignment | Submitted Complete with contextually meaningful content  | Incomplete or late  | Points0 to 5 |
| Internship site and Field Instructor Approval Form |  |  |  |
| Observer Approval Form |  |  |  |
| Learning Covenant |  |  |  |
| Reading response  |  |  |  |
| Weekly log |  |  |  |
| Ministry log |  |  |  |
| Intern Self-Assessment form |  |  |  |
| Internship Assessment by Field Instructor |  |  |  |
| Field Observer Assessment |  |  |  |
| Examples of ministry |  |  |  |
| Total ( 50 points possible) |  |  |  |

Points Table

|  |  |  |  |
| --- | --- | --- | --- |
|  | Points Earned | / Points Possible | % |
| Discussion Group Rubric Points |  | 50 |  |
| Portfolio Items Evaluation Points |  | 50 |  |
| Total points earned  |  |  |  |

Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_. *Ministry Nuts and Bolts: What They Don’t Teach in Seminary.* Grand Rapids, MI: Kregel Publications, 1997.

Oswald, Roy M. *Clergy Self Care: Finding a Balance for Effective Reflection.* Herndon, VA: The Alban Institute, 1991.

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Peterson, Eugene H. *Under the Unpredictable Plant: An Exploration in Vocational Holiness.*  Grand Rapids, MI: Eerdmans, 1994.

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