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Field Education

Internship Manual

2015-2016

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Welcome to

Moody Theological Seminary’s

Field Education Program

Welcome to Moody Theological Seminary Field Education. A significant part of your preparation for professional ministry takes place in a supervised ministry setting. Field Education at MTS fits into the mission of the Seminary by providing interns real-life, hands-on ministry experience. MTS is committed to training Bible interpreters who learn to handle the Word of God so that it affects their personal lives and empowers them to effectively communicate biblical truth to others.

Ministry Internship is designed to develop ministry skills, discern one’s calling to ministry, practice theological reflection, experience professional collegiality and undergo personal transformation.

This Field Education Manual provides the policies and practices that will guide your internship experience. You are responsible for reading and following these policies and practices carefully.

Moody Theological Seminary wants to provide an internship experience that allows you to grow in self-awareness, maturity, and competency in ministry.

You are about to start a truly life transforming educational experience as you move from classroom theory to ministry practice.

The Field Education Office is here to assist you. Please contact us with any questions you may have. We are here to help your internship to be everything you hope it to be. God bless you as you begin this phase of your ministry formation.

In Christ,

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**Moody Mission Statement**

The mission of Moody Theological Seminary and Graduate School is to train Bible

Interpreters, who will apply and incarnate biblical truth and minister and communicate that truth to others.

This mission statement is based on Ezra 7:10, “For Ezra had set his heart to study the Law of the LORD, and to do it and to teach his statures and rules in Israel.” Therefore, at Moody Theological Seminary we purposefully resolve to fervently study the Scriptures, to practice them in daily life, and to teach others what we have learned.

The programs and degrees at Moody Theological Seminary seek to encourage a thirst for knowing the Lord Jesus Christ, obeying Him, increasing in Christ-like character, and serv­ing Him effectively through the use of spiritual gifts. Toward this end, this program seeks to attain the following values and competencies:

**Contribution of Field Education to MTS Values and Competencies**

|  |  |  |
| --- | --- | --- |
| ***Value*** | ***Competency*** | ***Contribution*** |
| **Academic:** 1) Theological Understanding | Demonstrate an ability to objectively interpret and apply the Scriptures to life and ministry | Foundational |
|  | Understand and articulate the essential doctrines of evangelical/Christian belief | Foundational |
| 2) Critical Thinking | Demonstrate Competency to conduct scholarly research, evidencing careful analysis and critical judgment. | Foundational |
|  | Articulate and apply a biblical worldview to life. | Foundational |
| **Professional:**1) Professional Competency | Conduct appropriate ministry skills. | Essential |
|  | Integrate biblical knowledge to communicate or preach with accuracy and relevance. | Essential |
|  | Demonstrate a commitment to life-long learning. | Essential |
| 2) Supervised Internships | Develop ministry skills under guided supervision. | Essential |
| **Relational:**1) Spiritual Formation | Display an ongoing desire to grow in Christ-like character. | Foundational |
|  | Develop a passion for continued obedience to Christ and service to people. | Foundational |
| 2) Cultural Sensitivity | Exhibit an appreciation for cultural, theological, and denominational diversity in partnership with the church community in varied settings. | Foundational |

**Internship Overview**

Ministry is a hallmark value of Moody Bible Institute. For this reason, Moody Theological Seminary provides students the opportunity to combine academic studies with practical ministry experience. MTS students participate in the Field Education Program in a supervised ministry setting such as a church, hospital, college campus, social services agency, prison, and parachurch contexts.

**Internship Defined**

Our definition of internship is “doing real-life, hands-on ministry in a safe setting that provides opportunity for the student to learn and to grow in both personhood and ministry skills through ministry leadership and reflective feedback.”­-Golden Gate Baptist Theological Seminary, Theological Field Education Handbook p.4

**1. Real-life, hands on ministry**

Ministry sites provide the context for integrating knowledge gained in the classroom with the practical demands of an actual ministry setting.

**2. Safe setting**

Although conflict is an inevitable part of ministry, we desire that the conflict situations occur within the context of a healthy and safe ministry setting.

**3. Opportunity to learn and grow**

By performing real-life ministry through internship, students learn and grow under the supervision of a Field Instructor that guides, encourages, and holds them accountable.

**4. Character and ministry skills**

A quality internship is multi-dimensional and focuses on both character and ministry skill development. Character and ministry skills are complementary, not irreconcilable opposites.

**5. Ministry actions**

MTS desires that the students engage in actual ministry during their internships, not just shadowing other ministry practitioners. The goal is for them to experience in-the-trenches, close up, sometimes messy, awkward, and stretching ministry.

**6. Reflective feedback**

As students serve in their internship, we desire that they reflect upon their actions, growth, and learning. The discussion groups are small and student-centered to allow for reflection and application.

**Degree Participation**

**MDiv,**

The MDiv program requires two (2) internships. Each internship must be between 120-200 hours (10 hours a week for 15 weeks).

**MA,**

The Academic Catalog list requirements all degree programs that require an internship.

**Objectives**

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

1. Design a plan for spiritual, professional and personal growth measured in the writing of a Developmental Plan.
2. Integrate Christian character, exegetical, theological knowledge and leadership understanding by having regular opportunities to think critically about ministry and engage in theological reflection.
3. Assess their overall readiness for ministry through a field internship self-assessment and Field Instructor’s final internship assessment.
4. Give evidence of growth in ministry specific skill sets and character formation evidenced by reports on the weekly meetings with the Field Instructor.
5. Reflect on the intern’s ministry calling, personal ministry vision and vocational plans as evidenced in the intern’s final self-assessment.

**ATS Compliance**

Moody Theological Seminary is accredited by the Association of Theological Schools (ATS). The Association has provided a standard by which Field Education programs are to be assessed. Based on their standard, MTS has adapted the following for The Field Education Program.

1. The MDiv program should provide a breadth of exposure to the theological disciplines as well as a depth of understanding within those disciplines. It should educate students for a comprehensive range of pastoral responsibilities and skills by providing opportunities for the appropriation of theological disciplines, for deepening understanding of the life of the church, for ongoing intellectual and ministerial formation, and for exercising the arts of ministry. (A.2.1)
2. The program shall provide structured opportunities to develop a comprehensive and discriminating understanding of the religious heritage. (A.2.2)
3. The program shall provide opportunities to develop a critical understanding of and creative engagement with the cultural realities and structures within which the church lives and carries out its mission. (A.2.3)
4. The program shall provide opportunities through which the student may grow in personal faith, emotional maturity, moral integrity, and public witness. Ministerial preparation includes concern with the development o capacities—intellectual and affective, individual and corporate, ecclesial and public—that are requisite to a life of pastoral leadership. (A.2.4)
5. The program shall provide opportunities to assist students in developing commitment to Christian faith and life (e.g., expressions of justice, leadership development, the devotional life, evangelistic witness) in ways consistent with the overall goal and purpose of the institution’s MDiv program. (A.2.4.2)
6. The program shall provide theological reflection on and education for the practice of ministry. These activities should cultivate the capacity for leadership in both ecclesial and public contexts. (A.2.5)
7. The program shall provide for courses in the areas of ministry practice and shall ensure a constructive relationship among courses dealing primarily with the practice of ministry and coursed dealing primarily with other subjects. (A.2.5.1)
8. The program shall provide opportunities for education through supervised experiences in ministry. These experiences should be of sufficient duration and intensity to provide opportunity to gain expertise in the tasks of ministerial leadership within both the congregation and the broader pubic context and to reflect on interrelated theological, cultural, and experiential learning. (A.2.5.3)
9. Qualified persons shall be selected as field supervisors and trained in supervisory methods and the education expectations of the institution. (A.2.5.4)
10. The institution shall have established procedures foe selection, development, evaluation, and termination of supervised ministry settings. (A.2.5.5)

**Structure and Requirements**

* All internships must be discussed and approved by the Field Education Director prior to the commencement of the internship.
* The student’s internship should correlate with the emphasis of his or her program. The second internship can be in another area of emphasis if approved by the Field Education Director.
* The internship program is designed to fit in a 15-week semester. The only exceptions to these parameters are international internships that have been approved by the Field Education Director prior to the internship application and during the summer semester only.
* Interns must commit to a minimum of ten (10) hours per week during the entirety of the internship.
* Students who are in their first semester at MTS cannot take an internship course; a student must have a minimum of 18 credit hours before they can register for an internship course.
* Ministry Completion evaluations are considered prior to graduation.

**Four Teaching Elements of Field Education**

MTS values a field education experience that involves (1) instructing, (2) modeling, (3) observing, and (4) evaluating.

Each element is crucial to the formation of the student. Field education should cause the intern to grow in both ability and attitude. The supervisor should seek to equip the intern in becoming a more well-balanced and mature person. The four phases listed above have proven effective for equipping the student for ministry.

Each of the two internships shall have unique goals according to the particular program and ministry. The Field Instructor and intern should set goals according to the purpose and personalities of the people involved. As character development is a major part of the MTS’s philosophy of education, both internships shall have some goals focused on the development of character. Equipping an intern solely with ministry skills is not the goal of an internship; rather the goal is to incorporate ministry skills with growth in attitudes, values, motivation and beliefs, since ministry that pleases God flows from the heart.

These four elements are highlighted in the Learning Covenant. Each element is important in meeting the stated objectives, so please keep these guidelines in mind as you construct your development plan.

**Instructing**

The Field Instructor aids the intern in adjusting to the ministry setting, policies and procedures of the ministry/organization, along with its biblical and theological foundations. Some instructing will be done during the weekly meeting between the Field Instructor and the intern. Other instructing will occur during face-to-face ministry time. The Field Instructor may wish to use seminars, reading, an expert consultant or other means for accomplishing the instructional part of the objective.

**Modeling**

The Field Instructor models ministry skills in the ministry setting. This component allows the intern to see a behavior or skill before being expected to reproduce it and assists in taking the intern from the theoretical understanding of ministry to practical, experiential learning.

**Observing**

The Field Instructor observes the intern demonstrating the modeled behavior and determines effectiveness while identifying areas needing improvement. The Field Instructor should be sensitive to the fact that the ability to do something well is usually preceded by incompetence.

**Evaluating**

Both the Field Instructor and the intern evaluate what the intern has done. Good evaluation is constructive, helpful, honest and thorough. A review of previous materials covered may be needed. The Field Instructor needs to communicate that he/she does not expect the intern to reach the highest level of proficiency yet continue to challenge the intern to develop.

**Required Ministry Commitment**

The internship should be completed during one semester with approximately 10 hours of ministry a week (weekly hours are flexible based on the ministry context). A 3-credit hour internship must be a minimum of 120 and a maximum of 200 hours (10 hours a week for 15 weeks).

Upon completion of the internship, the Field Education Director will enter a pass/not pass grade taking into consideration the assignments and assessments.

Additional Stipulations

* Two internships in the summer are not permitted. Two internships in the academic year will be permitted. One of the two required internships is advised to take place in a church setting. Internship in one’s home church is discouraged.
* Students cannot take summer courses and field education summer internship at the same time.
* On-campus positions at MTS (Michigan or Chicago) are not eligible for internship credit.

**Before You Apply for an Internship**

Some students may already be serving in a ministry and will wish to do their internship at that setting. In other cases, the student may be searching for a specific place. The MTS website includes a list of agencies and organizations that may have internship opportunities for students who have not yet chosen an internship site.

**Types of Internship Settings**

The following are suggestions, not an exhaustive list of potential ministry site types:

* **Church** (pastoring, preaching, teaching, arts/worship, children’s or youth ministry, evangelism and outreach, etc.)
* **Parachurch Ministry** (service through a rescue mission, collegiate ministry, outreach to international students, crisis pregnancy center, etc.)
* **Other Types of Kingdom Organizations** (chaplaincy in a hospital or prison, ministry fund-raising through denominational entity, administrating a community non-profit agency, etc.)

**Selecting a Proposed Internship Site**

The following questions may be helpful when deciding on a potential internship site.

* Does this organization operate on a biblical, faith-based methodology?
* What other organizations, denominations or churches are connected with this ministry organization?
* How have you been able to see a purposeful integration of professional, personal, and theological understanding in the organization?
* How is this organization showing a willingness to meet the needs of those to whom they are ministering?
* Does this internship provide the significant on-the-job training needed for the internship?
* Does this internship provide a setting where appropriate resources are available for the intern to meet ministry and education goals?
* Will the ministry leadership allow the intern to at least observe (or participate) in the whole ministry?

Before choosing a ministry site, it is strongly recommended that the intern visit at least 2-3 other potential internship sites. If the intern is pursuing a specialized ministry, this may be more challenging, but the intern should be well informed about other possibilities and the pros and cons of each option. Contact other potential sites and arrange to spend some time there, not just tour or visit. Focus on assessing the staff interactions and the working environment of each ministry.

It is imperative that the intern knows as much as possible about the internship site before selecting it as the chosen internship. During the application process, the Field Education office may do a background check on the internship site in order approve the ministry setting.

It is also necessary to disclose all pertinent information about your site to the Field Education office before the beginning of the internship. The Field Education Director must give written consent to any activities that you wish to count as internship hours that take place outside of the screened and approved ministry and/or the supervision of your approved Field Instructor. This includes working at sister/daughter churches or ministries, visiting homes, organized mission trips, and any other ministries done outside the approved ministry establishment.

**Selecting a Proposed Field Instructor**

This should be the primary person to supervise the intern as he/she serves in the ministry, to evaluate the progress of the intern and provide feedback in the internship process. You are required to meet one hour per week in a one-on-one supervisory session with the Field Instructor during the entire time of the internship experience.

**Requirements and Qualifications for Field Instructors**

The Field Instructor must be approved by MTS before they can take on the internship. If the person the intern selects to be the Field Instructor does not meet the qualifications, or seems like he/she cannot meet all the responsibilities, the intern is responsible to discuss options with the Director of Field Education.

Field Instructor Qualifications:

* Ten or more years of ministry supervision experience
* Five or more years in the same or similar ministry position
* One or more years in the current ministry position
* Formal theological training
* Not a current student of MTS
* Not a family member
* Available to train as a Field Instructor
* Available to commit to the Field Education Internship program

**Application Process**

After you have chosen a potential site and Field Instructor, complete the *Internship Site and Field Instructor Approval Form* and submit it to the Field Education Director for approval. A student cannot enroll in an internship course online or directly through the Registrar’s office. Registration is done by the Field Education Director. The internship course will then appear in your list of current classes and the tuition will be added to your student account.

On the following page is the progression to follow after Field Education Director approval has given:

|  |  |
| --- | --- |
| Completed withinWeek |  |
| Pre-registration | * Submit *Internship Site and Field Instructor Approval Form*
 |
| 1 | * Arrange a time to view the Internship Orientation video
 |
| 2 | * Arrange to meet with your Field Instructor to complete the *Learning Covenant.*
 |
| 2 | * Choose who will be your Field Observer and provide him/her with the *Field Observer’s Application* form.
 |

**Internship Assignments**

**Internship Portfolio**

The Intern shall build a three-ringed binder portfolio or a digital equivalent that includes:

* All forms used during the internship (listed below).
* Reading response papers.
* Theological reflections.
* All assessments.
* Ministry Journal.
* Activity Log
* Examples of ministry

The internship portfolio shall be presented to the field education director at the ministry completions meeting.

**Internship Forms Checklist**

**Before the Internship:**

 [ ]  Internship Site and Field Instructor’s Approval

**During the Internship:**

[ ]  Learning Covenant

[ ]  Field Observer Approval

[ ]  Strength finders 2.0 Assessment tool

[ ]  Final Internship Assessment

[ ]  Final Evaluation by Field Instructor

[ ]  Field Observer Assessment

[ ]  Ministry Completion Internship Portfolio Checklist

**Documentation Descriptions and Deadlines Table**

The following table is provided to explain each assignment and its expected completion.

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Due by: | Description | Learning Outcome |
| Begin weekly activity log | Week 1 | 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. | 1,2, and 4 |
| Begin ministry journal  | Week 1  | The intern shall keep a weekly journal of their personal thoughts and reflections on their internship experience | 3 |
| Begin to meet weekly with field instructor  | Week 1 | The intern and field instructor agree to meet for one hour a week during the internship. It is important for this meeting to be consistently held at a designated time. A back up time and day should be agreed upon if unforeseen circumstances interrupt the original meeting time. The goal of the mentoring meeting is to develop the student’s self-awareness and competence in ministry while building trust and a teachable attitude with the supervisor. This time shall include verbalizing theological reflections.  | 3 |
| The Learning Covenant | Week 2 | 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. Complete instructions are provided in the *Learning Covenant Form*.  | 1,2,3 |
| Write a reading response | Week 2 | A 2 to 3 page reading response of the book *Ministry Greenhouse: Cultivating environments for Practical Learning*, by George M. Hillman. Your report should identify useful insights and applications for the internship.  |  |
| Complete Strength Finders 2.0 | Week 5 | The *Strength Finders 2.0* by Tom Rath, will help identify not only strengths but areas and opportunities for growth. It needs to be completed prior to the first discussion group meeting. How to access: gallupstrengthscenter.comChose *Clifton Strengths Finder* and click on **Purchase.** Choose “Top 5 Strengths Access” for **$9.99** Buy and follow instructions (Allow for 45 minutes to take assessment)Results: Access your **Action Planning Tool** and printthis tool for reference and future assignments |  |
| Participate in Discussion Group (3) |  | There will be three meeting per semester with the field education director or designated faculty member. Specific times and location of meeting will be communicated at the beginning of each semester. For international internships that cannot meet because location and time restraints, electronic communication may be used.  |  |
| First Discussion Group | Week 5 | Group exchange information on internships and provide opportunities to review the completed *Strength Finders 2.0* self-assessment tool. | 2 |
| Second Discussion Group | Week 10 | Presentation of Theological Reflection 1This 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. | 2 |
| Third Discussion Group | Week 15 | Presentation of Theological Reflection 2This second paper focuses on leadership issue, it identifies a analyzes a significant event and processes the event from a biblical perspective in order to bring about understanding, character development, spiritual integration, and resolution.  | 2 |
| Complete Assessment forms | Week 16 | The intern will submit the following assessment forms at the end of the internship.* Intern Self-Assessment
* Field Observer Assessment
* Internship Assessment by Field Instructor

This gives the intern an opportunity to reflect on growth and challenges during the internship and to give the Field Education office feedback on the quality of the ministry site, the Field Instructor, and the program as a whole. They shall be included in the intern’s portfolio along with all pertinent internship materials.  |  |
| Ministry Completion  | Week 16 | At the end of the internship, complete the *Ministry Completion Internship Portfolio Checklist.* The Field Education Director will assess if the intern:* Accomplished academic, professional, and relational outcomes for the internship.
* Developed the core competencies and character necessary to begin ministry
* Made substantial progress toward the established learning foals.
* Grown in character and ministry formation.
* Examined and clarifies specific call and readiness tor ministry.

In assigning a Pass/Not Pass grade |  |

**Roles of Internship Participants**

**Cooperating Ministry or Organization**

The specific responsibilities of the ministry/organization as viewed by MTS include the following:

* To recommend a Field Instructor who meets the MTS standards and requirements.
* To ensure the intern is properly briefed regarding the organization’s policies, philosophy, rules, dress code, ministry responsibilities and expectations.
* To ensure the intern is receiving the best possible ministry experience.
* To communicate with the Field Education Director when appropriate.

Intern Compensation

MTS– encourages, but does not require, paying a stipend to the intern for their time. The minimum number of hours required for the internship is 120 hours, 10 hours per week over a 15 week semester. However, the specific hours and schedule are negotiated by the Field Instructor and the intern.

Suggested Compensation Chart

|  |  |  |
| --- | --- | --- |
| Minimum compensation | Hours/week | Suggested Intern Responsibilities  |
| $1050/month | 20 or more | Summer leadership position |
| $1500/month | 30 or more | Academic Year leadership position |
| $800/month | 15-30 | Academic Year leadership position |
| $12/hour | 10-15 | Academic Year or Summer leadership position |

**Field Education Director**

The Field Education Director, an employee of MTS, assists the intern, the Field Instructor and the cooperating ministry/organization in meeting the educational requirements for the student.

* The Director works with the intern and the Field Instructor to make sure that the internship is progressing well.
* The Director works with the Field Instructor to make sure that the internship requirements are being met.
* If learning objectives are not being met, the Director will meet with the Field Instructor and the intern to assist them in developing solutions to facilitate a higher level of learning.

If an intern is not having a constructive experience, the Director will communicate this to the Field Instructor so that changes can be made that will ensure the best outcome for the intern.

**Intern**

The intern is expected to follow the guidelines presented below in order to receive credit for the internship. These guidelines give a clear description of the process of field education.

Intern Expectations

* MTS holds their interns to a high standard of behavior during their time of service. It is essential that the intern keep all ministry engagements and time commitments. Planned absences must be approved by the Field Instructor and the Field Education office must be notified prior to the absence.
* One of the core elements of our internship program is the mentoring meeting between the Field Instructor and the intern. This must be a weekly meeting, preferably at a consistent time. This should be a high priority for both the intern and the Field Instructor.
* Each intern has agreed in signing the *Learning Covenant* to abide by the rules and responsibilities of both the internship site ministry and Moody Bible Institute.
* Interns should dress for their work in a way that shows respect for the guidelines of the host ministry. Interns must adhere to MTS dress code unless stated otherwise by Field Instructor (most importantly, attire should be neat, modest and professional).

**Field Instructor**

The chosen Field Instructor will be made aware of our philosophy at MTS, the unique features of our Field Education program, and our commitment to the ministry of supervision. We require that all Field Instructors view the Field Education Orientation materials online. These materials are designed to help the intern and the Field Instructor to become familiar with the requirements and procedures of the internship program.

 The Field Instructor plays a vital role in equipping students for ministry. As Paul was called to equip Timothy, so the Field Instructor is called to equip the intern (2 Tim. 2:2). Field Instructors, in partnership with MTS, are trustworthy models and trainers for students who are being formed for ministry.

 The Field Instructor must be approved by MTS before they can take on the internship. If the person the intern selects to be the Field Instructor does not meet the qualifications, or seems like he/she cannot meet all the responsibilities, the intern is responsible to discuss options with the Director of Field Education.

 Field Instructor Qualifications:

* Ten or more years of ministry supervision experience
* Five or more years in the same or similar ministry position
* One or more years in the current ministry position
* Formal theological training
* Not a current student of MTS
* Not a family member

Responsibilities of the Field Instructor

* To acquaint the intern with the procedures, philosophy, routines, environment and personnel of the internship ministry/organization.
* To make clear to the ministry/organization the status of the intern as a professional co-worker. (This will help the intern establish delegated authority when the Field Instructor provides the opportunity to participate in the ministry).
* To provide the intern with opportunities to work in various aspects of the ministry.
* To properly orient the intern and to review experiences with the intern.
* To observe the intern’s strengths and weaknesses, and suggest corrective procedures.
* To arrange for the intern to assume full responsibility for the ministry toward the end of the experience.
* To commit to weekly meetings with the intern (a minimum of one hour/week). This time should involve assessing the intern’s progress and learning objectives, planning for future opportunities in which the intern can be involved, and praying for the intern and the internship.
* To assess the intern by submitting a thoughtful and constructive final assessment.
* Pray for the intern.
* Ask questions that will enable the intern to self-reflect deeply and honestly.
* Maintain the instructor role as a facilitator rather than a problem solver.
* Demonstrate honesty and authenticity about one’s own faith journey and ministry.

Giving Feedback to the Intern

A large aspect is maximizing the benefit of feedback for the intern’s ministry formation. Feedback should be characterized by the following:

* Evaluations are to be descriptive rather than judgmental or condemning.
* Specific rather than general.
* Directed toward behaviors that the intern can change.
* Timely—the more immediate the feedback, the more useful for the intern.
* Checked for clarity and accuracy.

MTS expects the Field Instructor to invite the intern into self-reflection about the internship to promote self-understanding and awareness in ministry; this should be done in conjunction with ministry skill development.

**Field Observer**

The Field Observer plays a vital role in supporting, encouraging and evaluating the intern. He/she provides a different perspective in reflecting on the challenges and the successes of the internship. The Field Observer should already be connected with the internship site and be able to observe the intern during ministry activities. He/she will be requested to complete an assessment of the intern at the close of the internship.

Responsibilities of the Field Observer

* Pray for the intern.
* Encourage and support the intern.
* Be a source of accountability for the intern.
* Observe the intern in various ministry settings.
* Provide constructive feedback for the intern.

**Mentoring Responsibilities**

**Mentoring Aspects**

The foundation of effective field education is the supervisory relationship. One of the distinguishing factors between a good and a poor site is the frequency, quality, and intensity of supervision provided. Good supervision can rescue even a poor internship experience and a good site can be spoiled by a supervisor who cannot follow through on the promised time and attention for the intern.

Kenneth Pohly is the director of the Center for Supervisory Studies at United Theological Seminary in Dayton, Ohio. In his work *Transforming the Rough Places: The Ministry of Supervision*, he describes supervision in this way:

(It is) a method of doing and reflecting on ministry in which a supervisor (teacher) and one or more supervisees (learners) covenant together to reflect critically on their ministry as a way of growing in self-awareness, ministering competence, theological understanding, and Christian commitment (p. 75).

Supervision should focus on accountability and mutual trust; it begins as a required effort in which both parties realize that proper supervision does not happen on its own—supervision is work. Although every intern/supervisor relationship is unique, the role and responsibility of the intern and supervisor must be well defined if the mentoring meeting is to be an intentional time of growth and theological reflection.

This is an academic internship and that the prime objective is intern growth and learning. The intern’s responsibility must be centered on being receptive to the instruction of the supervision and eager participation in the work of the internship. Their responsibility must be to fill their role as an adult learner under the supervision of another mentoring adult.

**Source:** Pohly, Kenneth H. *Transforming the Rough Places: The ministry of supervision*. 2nd ed. Franklin, TN: Providence House, 2001.

**The Learning Covenant**

Interns, Field Instructors, and Moody Theological Seminary commit to a partnership in ministry when each party signs the covenant. To begin the internship, students and Field Instructors jointly formulate and enter into cov­enants based on Seminary requirements, as well as students’ and sites’ needs. The goals need to be specific, measurable, achievable, and realistic. The process encourages students to take ownership. Therefore, a greater sense of self-awareness will be required as students focus on personal and vocational needs that could affect their professional identity.

*The Learning Cove­nant* provides a mutual basis for self-appraisal by the student and assessment by the supervisor, while fostering the development of a meaningful relationship. The Learning Covenant format, which is provided by MTS, organizes the relationship and sets learning objectives. Learning in field education depends upon realistic goals supported by learning objectives, a plan to help the student meet them, and defining criteria for measuring achievement.

**Setting Learning Objectives**

*The Learning Covenant* developmental plan requires the intern and Field Instructor to develop learning objectives that are specific, measurable, achievable, realistic and transferable. The process provides the intern to take ownership in the formation of their practical educational program. The intern, with the help of the Field Instructor, will need to make choices concerning their goals that will have the potential to directly affect their call to ministry. Therefore, a greater sense of self-awareness will be required as students focus on personal and vocational needs that could affect their professional identity.

One of the main objectives of the *Learning Covenant and Development Plan* is for the intern to learn to set reasonable goals and develop strategies to achieve them. It is important to hone skills such as lesson planning, community building, and working with small groups. Based on the strengths of the Field Instructor, the intern should choose goals that are realistic and most conducive in their learning environment. The intern should also seriously consider the timeframe of their internship to make sure that the goals are not too big or small for the time allotted to their internship.

**Theological Reflection**

The Field Instructor is delegated the authority of an instructor and a facilitator by MTS and the church or agency. He or she needs to model professional behavior, facilitate ministry experience and mentor the intern. However, there needs to be affirmation and mutual respect. The Theological Reflection process provides a prime opportunity to bring all these elements of mentorship together.

Feedback and constructive criticism should be neutral, objective, descriptive, subject to dialogue, and directed at behavior, not personality. The mentoring meeting is not a time for personal counseling. It is not appropriate for the Field Instructor to engage in the counseling of a student who is under his/her supervision.

If the Field Instructor believes that counseling is necessary, he or she should contact the Office of Field Education early. Students need structure, especially in the initial stage of a placement, when performance anxiety is high. A Field Instructor who is spontaneous, informal supervisory meetings, especially in regard to theological reflection, is doing the student a disfavor.

Theological Reflection is a time to identify and process growth areas for the intern in conjunction with what he or she is learning and experiencing in the internship. Clear guidelines and instructions are posted on the Blackboard site. Please refer to the provided instructions and models posted on Blackboard. For any clarification on the theological reflection process, please contact the Field Education office.

**Code of Conduct**

**Requirements**

Both the intern and the Field Instructor must adhere to the standards of conduct as outlined in the MTS Field Education Handbook, the MTS standards in the Catalogue, and the MBI regulations in the Graduate Student Handbook. All interactions and behaviors must be above reproach and in line with a biblical lifestyle. Any deviation from these standards will result appropriate action by the Field Education Department and may result premature ending and failing of the internship. Character development is an essential element in the internship process and both the intern and the Field Instructor must be held to a high moral, professional and relational standard to preserve the integrity of MTS and the body of Christ. Please refer to the Grad Student handbook and the MTS catalogue for disciplinary procedures and standards.

 **MTS Student Life**

The MTS Catalogue states:

In a changing world, the Christian has an unchanging standard, God’s Word. Moody Bible Institute’s standards of conduct are based on the teaching and principles of Scripture, seeking to develop personal holiness and discipline exemplified in a lifestyle glorifying to God. For these reasons, students enrolled at the Institute are required to refrain from the following activities: use of any tobacco products, consumption of alcoholic beverages and non-medicinal narcotics and hallucinogenic drugs, gambling, and the reading of obscene or pornographic literature. Members of the MBI community are expected to use discernment in making choices concerning music, drama, dance, comedy, literature, television, and movies.

Students are expected to conduct themselves in a manner keeping with a good Christian testimony, including modesty in dress and appearance.

The Institute reserves the right to require the withdrawal of students whose behavior is in conflict with these standards. Individuals who do not fit in with the objectives and ideals of the Institute may be asked to withdraw whenever the general welfare demands it, even though there may be no specific breach of contract. More detailed explanations are provided in a handbook distributed to all semester students upon enrollment at MTS.

**Legal and Grievance Issues**

**Legal Issues**

The Intern, Field Instructor and Internship site/organization take on full legal responsibility for any issues and conflicts that could arise in connection with the internship.

Moody Bible Institute views any form of sexual harassment, verbal or physical, express or implied, direct or indirect, quid pro quo or through a hostile work environment, as inconsistent with biblical teachings, Institute standards, and applicable laws. MBI will address any such complaint swiftly and appropriately in accordance with Moody Bible Institute’s Sexual Harassment Policy. No forms of sexual harassment will be tolerated. Sexual harassment includes, but it not limited to, any repeated or undesired verbal or sexual advances, sexually explicit derogatory remarks, or offensive statements made by someone in the workplace.

In a ministry connected with children or youth, the Internship organization is responsible for all details and expenses pertaining to background checks. Child abuse allegations are criminal in nature and will be dealt with in accordance with the laws of the state or country in which the internship takes place. The Intern and the Field Instructor must agree to these terms.

Reports of harassment complaints or violations of the law should be submitted to the Dean of Students and the MTS Director of Field Education in a timely and appropriate manner.

**Grievance Procedure**

As a Christian academic community committed to equipping believers for effective ministry, we recognize the importance of maintaining clear lines of communication between the Field Instructor and the Intern, to reduce anything that would destroy the unity of the Spirit and be injurious to being a testimony for Christ. In the event of a serious complaint, criticism, or disagreement between these two persons, it is vital to follow the instructions given by the Lord in Matthew 18:15-17. The aggrieved person, whether Field Instructor or Intern, should go directly and privately in person to the individual involved. However if the scriptural guidelines do not resolve differences on a personal level, the aggrieved person may invoke the following grievance procedure.

The aggrieved individual has a right of representation and may present a brief written statement of appeal to the Director of Field Education. The Director of Field Education will call a preliminary meeting between the Field Instructor and the Intern one week after receiving the written statement of appeal. Once the grievance procedure has been invoked, there will be no termination of internship until all provisions of the procedure have been exhausted. The grievance committee will make the appropriate determination to resolve the conflict.

**Internship Changes**

MTS strongly discourages termination of any internship after the signing of the *Learning Covenant*, but also recognizes that extreme issues can arise. If an extreme issue arises, it is the responsibility of the offended parties to contact the Field Education Director to begin a mediation process. Mediation should take place at the first sign of concern.

If the mediating efforts of the Field Education Director does not bring about the desired results, MTS will help to facilitate the termination of the placement. The following procedure must be followed to properly terminate a placement, regardless of which party is making the request. If the procedure is not followed, a site cannot continue in the program, and the student may receive a failing grade (NP).

Internship termination must be preceded by a formal meeting to include the intern, the Field Instructor, and the Field Education Director. During this meeting, the participants must seek to bring closure to the internship and must refrain from assigning blame for the reasons of termination. A proposed process of reconciliation will be given for the benefit of both the site/Field Instructor and the intern to seek to continue the program if at all possible. If not, there must be arrangements for severance pay or other financial obligations. The Director will also seek to insure that all relationships with the site remain as positive as possible.

Upon conclusion of this meeting, the involved parties will attempt to reach a mutual decision regarding the terms of the termina­tion. If a solution is not agreeable to all participating parties, the terms and conditions of termination shall be decided by the Field Education Director. The intern and site/Field Instructor must agree to comply with this final decision and work to bring closure to the situation as quickly as possible.

It is important to realize that a terminated internship will result in zero credit for the intern and will require that the intern wait for the next semester before enrolling in a new internship. Under no circumstances will partial credit be given for a terminated internship.

If the internship is terminated due to a leave of absence or for any other reasons, the student should still plan to have a Ministry Completion Meeting with the Field Education Director. The intern and Director will discuss a procedure for resuming the internship.

**International internships**

**Purpose**

One of the main goals of Moody Bible Institute since its conception has been to prepare Christian leaders for full-time ministry positions in overseas settings. That is still a primary part of MBI’s mission today and it is encouraged by the Field Education Department. Internship opportunities in cross-cultural settings can enrich the ministry mindset of an intern, provide new understanding of people and culture, expand ideas of ministry techniques, integrate academic knowledge with practical applications, and build a healthy appreciation for differences in language, lifestyle, religion and appearance in people both within and outside the ministry setting. Our goal is to provide a program by which interns could experience these differences over a summer semester to enrich their global perspective on ministry and relational interactions and to give them the opportunity to connect with possible ministry partners for the future.

**Application Process**

Applying for an international internship must be done in conjunction with and approval from the Director of Field Education. Mission trip internships will only be approved during the summer semester unless permission is given directly from the Field Education Director. Do not make preparations to go on a mission trip to fulfill the requirements for an internship without first discussing the details with the Field Education Director.

International internship placements will still follow all the procedures of a general internship, including site research and Field Instructor approval. The MTS website contains a special Internship Approval Form for mission trip applicants. This form must be downloaded and completed after the intern has been given the approval of the Field Education Director for the specified site, duration, and ministry.

In addition to the MTS application documents, the intern must give proof that they have contacted the potential host or coordinating organization for the trip. Before the internship is fully approved, the intern must provide documentation to MTS that the organization has accepted the intern and all the stipulations outlined by the MTS Field Education Site Requirements in this Manual have been accepted by the organizers and the Field Instructor. Any alterations in this process must be addressed by the Field Education Director.

After the *Internship Site and Field Instructor Approval Form* have been approved, the intern may complete the remaining application documents and continue making preparations for going on the trip.

Students classified with an intercultural emphasis are encouraged to do internship programs in an international setting, especially if their desire is to minister in a foreign country in the future. However, this opportunity is open to all MTS students who desire to engage ministry in a cross-cultural setting. Each student must be able to demonstrate to the Field Education Director why this internship will benefit them and how they plan to use this experience to prepare for future ministry.

Because any international travel can easily result in complications, it is strongly suggested that interns interested in doing an international internship begin the application process a minimum of six months in advance of the beginning of the internship. Please contact the Field Education Department for further guidance on this process.

**Requirements and Information**

General Requirements

Register for FE 6601-6616 or FE 6617-6632 through the Field Education Department. This course must follow the requirements set forth for all internships in the other sections of this manual. International interns are not exempt from any requirements unless specified by the Director of Field Education in writing.

Intern Requirements

* **Passport**: The intern is responsible for making sure their passport is current; if renewal is needed, all arrangements and costs associated with this process will be covered by the student and not by MTS.
* **Visa**: The coordinating organization should assist with the arrangements for applying for and securing the proper visa documentation. MTS will not participate in any of these arrangements nor will they compensate for any costs.
* **Insurance**: Moody students are responsible for providing their own domestic insurance, and it is the responsibility of the intern to confirm that their insurance is valid for international travel. The coordinating organization may be of assistance in determining where to get additional insurance, but MTS will not participate in these arrangements.
* **Evacuation Costs**: These arrangements must also be made through the coordinating organization, since standards vary based on destinations. All arrangements and costs must be covered by the intern. MTS cannot be held responsible for any part of this procedure.

Site Selection Process

The site selection process is listed in this Manual (in the sections Before You Apply for an Internship, and Roles of Internship Participants) and applies to all international internships.

While MTS strives to accommodate interns desiring to serve overseas, each application will be handled on a case-by-case basis. The Field Education Department reserves the right to reject a potential site or suggest the benefit of another site. This requires that the intern know the background, present ministry and positive aspects of the proposed site. It is always important to begin the process of screening potential sites with ample time for the Field Education Department to give approval.

**Release of Liability**

**REQUIRED for all international internships**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(full name)* assume any and all responsibility for risk and liability during the international trip to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(international location)* for the purpose of fulfilling my Moody Theological Seminary (“MTS”) Field Education requirements. I release Moody Bible Institute and all departments of the institution from any responsibility connected with incidents that might occur during the internship placement (including but not limited to mugging, property vandalism, hostage situations/ abductions, physical assaults, coup attempts, and situations of political unrest).

I knowingly take on the costs and responsibility for all insurance matters that apply to international travelers and will not hold Moody Bible Institute responsible for any of these arrangements or financial obligations.

In giving approval to the internship site, MTS makes no representations or warranties, with the sole exception of the existence of the internship as a valid legal entity. It is the sole responsibility of the intern to confirm that the internship site is safe and spiritually valuable place to work.

I acknowledge that I have read the recommendations for international travel outlined by the Field Education Handbook. I choose to take this international placement because I believe the experience will be educationally beneficial and will assist me in future ministry opportunities. I will take on all other obligations, fees, and research necessary to working outside the United States of America in a way that demonstrates integrity and responsibility.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Witness\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

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