Internship P458/P459

12 credits. Prerequisites: (Approval of Faculty)
(P458- first six credits; P459-final six credits)

📲 Directed Study

September 8, 2023 to April 18, 2024
Duration: 8-months

Rick Schellenberg, S.T.M.
rschellenberg@horizon.edu

"But as for you, continue in what you have learned and have become convinced of, because you know those from whom you have learned it, and how from infancy you have known the Holy Scriptures which are able to make you wise for salvation through faith in Christ Jesus"
(2 Timothy 3:14-15).
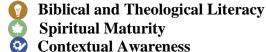
Course Goals

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 field education. Internship is done under the guidance of a supervisor-mentor who provides direction, encouragement, and assessment around six competencies. Internships are done towards the conclusion of a student's program.

Relationship to Horizon's Mission
The college's mission is: *Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry.* 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 Evaluation by Supervisor-Mentor
2. Analyze, evaluate, and formulate new insights and learnings through intentional theological reflection.
   - *Assessment*: Use of the LEARN Method of Theological Reflection
3. Record, reflect, and assess the internship experience in the context of the six competencies.
   - *Assessment*: Internship Narrative

Course Work

Required Readings
Required readings are from the upper year courses that run parallel to the internship experience.

**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. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

1. *Field Education Experience* – 70%
The primary assignment of Internship is the field education experience where the 'doing of ministry' is the primary textbook. The Internship Manual describes in detail the various tasks and expectations.
   - To complete this assignment, students will
     - Refer to the relevant sections of the Internship Manual
   - Related learning outcome(s): #1
   - **Assignment length:** Eight months for 12 credits (Four months for 6 credits)

2. *Theological Reflection Exercise* – 10%
Using the LEARN Method of Refection, the intern will prepare a reflection paper. A copy should be provided to the supervisor-mentor and the director of internship, with a debrief meeting set up with the supervisor-mentor. Full assignment details are in the Internship Manual.
   - To complete this assignment, students will
     - Follow the Horizon Format Guide
     - Refer to the relevant sections of the Internship Manual
   - Related learning outcome(s): #2
   - **Assignment length:** 2-3 pages, double spaced.
   - **Due date:** Within one month of the onset of a six-credit phase of internship:

- October 20, 2023, and
- January 31, 2024

3. *Internship Narrative – 20%*
To record, reflect, and assess the internship experience in the context of the six competencies. The narrative will become part of the intern's Portfolio. Full assignment details are in the Internship Manual.
- To complete this assignment, students will
  - Follow the Horizon Format Guide
  - Refer to the relevant sections of the Internship Manual
- Related learning outcome(s): # 3
- **Assignment length:** 6-7 pages, double spaced.
- **Due date:** Conclusion of internship placement (April 15, 2024).

Estimate of Time Investment
For a full statement of required hours, see the Internship Manual, "Calculation of Required Hours" under the "Experiencing Internship" tab or file. Briefly stated, for an eight-month internship, the following hours are required:
- In a local church context: 1300 clocked hours which would include weekly church attendance and participation, as well as allocated time for Horizon courses.
- In an alternate ministry organization (e.g., parachurch) context: 1100 clocked hours which would also include time allocated for Horizon courses. The 1100 hours would not include weekly church attendance and participation.

Assessment Rubrics
All rubrics will be available in the Internship Manual as well as on Populi. Click on the name of the assignment to access each rubric. The rubrics for an eight-month internship include:
- Learning Goals Exercise – Due prior to beginning of internship
- Theological Reflection Assessment (2 times) - see above
- Quick Report – Due November 3, 2023
- Midterm Assessment by the Supervisor-Mentor - Due December 15, 2023
- Final Assessment by the Supervisor-Mentor – Due April 15, 2024
- Internship Narrative – Due April 15, 2024
- Overall Assessment by Director of Internship – Due April 18, 2024

Course Schedule
- Orientation meeting between intern, supervisor-mentor, and the director of internship
- Commencement of internship
- Theological Reflection #1
- Quick report #1
- Internship continued
- Midterm assessment
- Theological Reflection #2
- Quick report #2
- Internship continued

- Internship Narrative
- Final assessment

<u>Academic Policies</u>

General Assignment Guidelines
Please see the 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 Dean of the College.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused 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.

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.

Assignments 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 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.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated **exceptional** achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated **excellent** achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated **good** achievement of the 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. 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** 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
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. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Richelle Bekkattla, Horizon's Library Technician, at library@horizon.edu.

Class Attendance
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 live-streaming 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 one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above 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.

Live-Streaming Etiquette
Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming 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 live-stream, 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 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. 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 Horizon College and Seminary 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.

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

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

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

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