



P358 Internship

9 credits. Prerequisites: Faculty Approval.

 Directed Study

January 4 – April 16, 2027
Winter Semester

Rev. Stephen Barkley, D.P.T.
stephen.barkley@mcs.edu
stephenbarkley.com

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 Tim 3:14–15 NRSV)

To fulfill program requirements, students must finish this course with a grade of C- or higher.

Course Goals

Course Description

Internship is an immersive experience where students minister under the mentorship of an experienced ministry practitioner. It is an opportunity for students to practice what they have learned in the classroom and theologically reflect on that practice. Internship is usually completed near the conclusion of a student's program, providing a summative assessment of the student's growth and capacity in all six competencies.

Relationship to Horizon and MCS's Missions

Internship is the final stage of a student's preparation for Spirit-empowered ministry.

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. Develop goals to facilitate growth in the six competencies and focus the internship experience.
 - *Assessment:* Learning Goals
2. Apply cumulative academic learning to field-education ministry.
 - *Assessment:* Intern Self-Evaluation; Internship Mentor Assessment; Intern Check-in Meetings; Internship Director Assessment
3. Analyze, evaluate, and formulate new insights for decision-making through intentional theological and ministry reflection experiences.
 - *Assessment:* LEARN Theological Reflection
4. Record, reflect, and assess the internship experience via the six competencies.
 - *Assessment:* Quick Report; Internship Narrative

Course Work

Required Readings

There are no required textbooks for internship. However, the internship mentor may choose readings from the bibliography or elsewhere to assist the mentoring process.

****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. *Learning Goals – 10%*

Purpose

In this assignment, students will set SMART goals to guide their internship learning experience in collaboration with their internship mentor. Once agreed upon, the learning goals will become part of the Internship Agreement between the internship mentor and the intern.

Process

- The intern should begin by thoroughly reading each of the six competency descriptions in full. It's easy to miss some of the nuance if you only rely on the title of the competency.
- The intern should prayerfully consider some goals that would support growth in each of the six competencies.
- Students should identify 1–2 goals per competency for a total of 6–12 goals.
- During the first week of internship, the student should consult with their internship mentor to refine their ideas. Some goals may suit the ministry organization while others may not. Internship mentors may have goals in mind that the intern did not consider.
- After agreeing on a set of goals, the student should complete the Learning Goals template, sign it with their internship mentor, and submit it to Populi.

- This goal exercise is intended to focus the internship but the goals are not set in stone. Interns and internship mentors together may decide to modify these goals as the internship proceeds. Adjusted goals should be uploaded to the Populi assignment for the internship director to review.
- Only the original set of goals will receive be graded.

Smart Goals

Most people confuse goals with dreams. Dreams are great but they're often vague and difficult to pin down. SMART goals, on the other hand, are concrete and actionable. Keep the acronym in mind when developing your goals:



Sample Goal Format

- **Activity:** Brief description of the ministry goal
 - **Tasks:** Break down the steps needed to plan, execute the activity.
 - **Tools Needed:** List whatever resources are needed to complete the tasks.
 - **Timeline:** Set an appropriate start and end date, as well as the frequency if necessary (e.g., weekly, monthly)
 - **Evaluation:** How will you measure the effectiveness of this ministry activity? What constitutes a win?
- Related learning outcome: #1.
- **Assignment length:** 3–4 pages (follow the template).

- **Due date:** Friday, January 15.

2. *LEARN Theological Reflection* – 15%

Purpose

In this assignment, students choose one thing that has occurred during their internship to reflect upon in more depth.

Process

Write a 750–900-word reflection with five headings for the five steps of the LEARN theological reflection method:

Look Back on recent experiences in your placement in which you personally played a role:

- Select one experience that stands out for you as particularly challenging, thought-provoking, puzzling, or that raised questions.

Elaborate and describe what happened during the event:

- Answer the basic questions of who, what, when, where, and how.
- Include your thoughts and feelings.
- How did you specifically respond to the situation? How did others respond?

Analyze the experience:

- What key issues seem to be operative in this situation? You may wish to consider inter- or intra-personal dynamics, power differentials, ministry dilemmas, value conflicts, sociocultural issues, communication issues, or unclear assumptions.
- What do you think influenced your responses and actions in this situation?
- What seemed to be effective? What seemed to be ineffective?
- Why is this experience important to you?
- What specific questions do you have about the situation?

Reflect theologically on the experience:

- What theological issues or themes are present in this situation?
- What biblical stories, passages, images, or principles seem applicable? It is better to consider one or two significant themes than provide a list of proof-texts.
- What learning and insight from your biblical studies are relevant?
- How do you perceive the Spirit of God to be present in this situation?
- How does your denominational tradition inform this experience?

New insight for action:

- What new insights have surfaced from your reflection that you can take with you into similar situations in the future?
- What do you want to remember to do or avoid doing, in the future?
- What are your next steps?
- How do you perceive this experience will shape you in the future?

- Related learning outcome: # 3.
- **Assignment length:** 750–900 words.
- **Due date:** Friday, January 29.

3. *Quick Report* – 10%

Purpose

It's important to keep open communication between the intern, internship mentor, and internship director. The Quick Report facilitates this communication by providing a snapshot of how the internship is progressing.

Process

The intern should fill out the Quick Report on the provided template. The report covers major activities, highlights and lowlights, challenges, and problems. At the end of the report, the student will reflect on their growth in the six competencies and list any prayer requests. When the quick report is completed, it should be discussed and signed by the internship mentor before being submitted to Populi.

In the case of problematic working relationships, it is always best for the intern and the internship mentor to talk through those issues together to come to a resolution. However, the intern or internship mentor is always able to discuss issues directly and confidentially with the internship director at the College.

- Related learning outcome: #4.
- **Assignment length:** 2–3 pages (follow the template)
- **Due date:** Friday, February 19.

4. *Internship Narrative* – 25%

Purpose

In this assignment, students record the developmental narrative of their personal growth in each of the College's six core competencies. This narrative includes reflection on specific internship experiences and an assessment of those experiences.

Process

- Begin a journal at the start of internship where you can record events and moments that happen. You may choose to reflect on ministry highlights or lowlights, relationships, and learning experiences.
- Toward the end of your internship create a document with a heading for each competency. For each competency:
 - Briefly describe 1–2 events related to the competency that were significant learning experiences. Anything that happened while on internship can be a significant learning experience, whether it be the achievement of learning goal or a casual conversation.
 - Explain why those events are relevant learning experiences for the competency.
 - Reflect on how those experiences have contributed to your personal growth in the competency.
- The final assignment should be 1,800–2,100 words (300–350 words per competency)
- This Internship Narrative is not an essay and does not require an introduction and conclusion.
- Related learning outcome: #4.

- **Assignment length:** 1,800–2,100 words.
- **Due date:** Friday, April 2.

5. *Final Assessment* – 40%

The final assessment of the student’s internship experience consists of two parts:

Part 1: Internship Mentor’s Final Assessment (20%)

- Near the end of internship, the internship mentor will be emailed a link to the final assessment form.
- The details of this form are provided in the Internship Manual under the sub-heading “Mid-Term and Final Assessment.”

Part 2: Internship Director’s Final Assessment (20%)

- The internship director’s assessment takes into consideration:
 - The internship mentor’s final assessment
 - The Intern Self-Assessment form *via* Populi test
 - The intern’s participation and insight in the internship check-in meetings
 - Feedback received from all sources throughout the internship
- Related learning outcome: #2.
- **Assignment length:** Completed form.
- **Due date:** Friday, April 9.

Estimate of Time Investment

This internship requires 550 ministry hours. For details, see “Time and Workload Requirements” in the Internship Manual.

All assignments are due at 8pm *ET*, unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline

Assignment	Due Date	Grade Value
Internship Agreement	Prior to the start date	
Orientation Meeting	Tuesday January 12, 2pm	
Learning Goals	Friday January 15	10%
Internship check-in meeting 1	Thursday January 28, 10am	
LEARN Theological Reflection	Friday January 29	15%
Quick Report	Friday February 19	10%
Internship check-in meeting 2	Thursday February 25, 10am	
Internship check-in meeting 3	Thursday March 25, 10am	
Internship Narrative	Friday April 2	25%
Intern Self-Assessment	Friday April 9	

Internship Mentor Final Assessment	Friday April 9	20%
Internship Director Final Assessment	Friday April 16	20%

- Revision week is April 12–16. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: April 16.

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. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked

assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency 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
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated minimal progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	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; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

Blodgett, Barbara and Floding, Matthew, ed. *Brimming with God: Reflecting Theologically on Cases in Ministry*. Eugene: Pickwick, 2015.

Bolsinger, Tod. *Tempered Resilience: How Leaders are Formed in the Crucible of Change*. Downers Grove: IVP, 2020.

Floding, Matthew, ed. *Engage: A Theological Field Education Toolkit*. Lanham: Rowan and Littlefield, 2017.

Hillman, George. *Ministry Greenhouse: Cultivating Environments for Practical Learning*. Lanham: Rowman and Littlefield, 2008.

Hillman, George M., ed. *Preparing for Ministry: A Practical Guide to Theological Field Education*. Grand Rapids: Kregel, 2008.

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

Linhart, Terry. *The Self-Aware Leader: Discovering Your Blind Spots to Reach Your Ministry Potential*. Downers Grove: IVP Books, 2017.

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

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

Ward, Angie. *Uncharted Leadership: 20 Case Studies to Help Ministry Leaders Adapt to Uncertainty*. Grand Rapids: Zondervan Reflective, 2023.