MACL Ministry Formation Internship (3 hours)
Syllabus: specialized for North Point only

I. COURSE DESCRIPTIONS

INT155 MACL Ministry Formation Internship
Supervised field-based education in the student’s intended vocational ministry context, under supervision and encouragement of an experienced ministry mentor. Enrollment limited to MACL students and requires consent of the Ministry Formation Internship Staff. 3 hours

Note: This section is open only to North Point Leadership Experience Residents.

II. COURSE OBJECTIVES

A. Cognitive
1. The student will appraise their personal ministry vision and vocational plans based on the experiences during their North Point Residency.
2. The student will validate their own personal strengths, weaknesses, and sin issues that affect their ability to provide servant leadership.

B. Affective
1. The student will display love for God and others.
2. The student will display the heart of a servant leader.
3. The student will propose needs for personal and professional lifelong leadership development.
4. The student will share deeper appreciation for the contributions of different cultures.

C. Behavioral
1. The student will design, execute, and evaluate a measurable plan and portfolio based on their vocational understanding and goals.
2. The student will model leadership skills at North Point Ministries.
3. The student will synthesize succinctly biblical and theological thought and apply it to a case study.
4. The student will engage with people of different cultures.
5. The student will demonstrate theological reflection.
6. The student will practice competence in engaging others with digitally-based, video communication tools.

D. Course Rationale
The design of this contextually-based internship process actively links God’s activity in the classroom with God’s activity outside the classroom. The internship process is a personalized process that further develops a student’s theological reflective capacities through an action-reflection process including case-studies and the student’s personalized goals.
III. COURSE TEXTBOOKS

A. Recommended

B. Supplemental Bibliography


IV. Course Requirements
As a part of their internship through the North Point Leadership Residency Program, students will engage in guided ministry training opportunities for 23 hrs/wk for 22 months. Additionally, residents will participate in monthly coaching meetings with both their ministry manager and residency staff manager (2–4 hrs/mo), and attend required weekly team meetings, bi-weekly campus staff meetings, and quarterly all-staff trainings (4–6 hrs/mo).

A. Theological Reflection
1. *Discussion*: Students will meet for one class period to discuss issues and practices of theological reflection and practice it using a case study. Students will report on their attendance by in INT155NP in Canvas. See Canvas for specific due date.

2. *Discussion*: Each student will meet at least twice with his or her Capstone Integrative Project advisor to reflect theologically on their chosen case study. The meetings must take place between November 1 (due date for the Capstone Integrative Project topic selection) and April 1 (about three weeks before the Capstone Integrative Project due date).

In these meetings the student and advisor will address the following questions, as well as other relevant project questions:

- What ethical, legal, or pastoral issues should be considered when evaluating this situation?
- What are the multiple possible personal perspectives at play in this situation? Do I naturally identify with one of these perspectives? Do I naturally disagree with any of them?
- How do my personal values, biases or history inform my perspective on this situation?
- What theological lens do I most naturally see this situation through?
What other theological lenses should I consider as I approach a pastoral response?

The advisor will confirm the above questions were discussed using the form provided by the NPLE Program director. Signed forms should be scanned and uploaded to INT155NP in Canvas. See Canvas for specific due date.

B. Goal Setting
Students will use the Goals Worksheets (located in the INT155 course files) to craft four (4) personal, ministry-specific goals related to the following values: Christian Spirituality, Servant Leadership, Communication, and Cultural Engagement.

For each of these values, students will briefly:

- Ask their ministry & residency managers for feedback related to possible areas of growth.
- Consider the resources/relationships necessary to move towards the goal.
- Articulate the desired outcome of this goal on the template.

The development of these goals must be done with the guidance of their Residency Mentor (at the September one-on-one meeting) and Ministry Manager (at the October one-on-one meeting).

Students will scan and upload the Goals Worksheet to INT155NP in Canvas. See Canvas for specific due date.

C. Field Evaluation and Reflection
In their January Residency Mentor one-on-one meeting, students will receive an evaluation form which they will use to self-evaluate their unique strengths and struggles as a ministry leader. They will also share this form with at least three other people who work closely with them. Each student should have a follow-up meeting by the end of February with each of the three colleagues to discuss the feedback for the purpose of growth. The student will discuss these evaluations with their Residency Mentor in their March one-on-one meeting.

After the March meeting, students will use the template provided to reflect on what they learned from the feedback meetings and develop a plan to grow from it.

Students will upload the Reflection Worksheet to INT155NP in Canvas. See Canvas for specific due date.

D. Self-Reflection
Students will complete the How Is Your Soul reflection project in the course
files in order to help them identify areas of spiritual growth and areas still in need of attention. Students may complete this personal reflection in a variety of shareable formats, e.g. a written essay (3-4 page limit), original video (4-6 minute limit), original musical composition or song (3-4 minute limit), original poem, etc. Please note the maximum page or time limits. *See Canvas for specific due date.*

**E. Portfolio**

Students will compile a portfolio detailing their qualifications and work developed through the internship program. The portfolio will include two elements:

- Ministry Résumé (using the Placement Office Template located in the INT155 course files in Canvas)
- Three unique artifacts that represent the sum of the student’s learning during the internship. Each artifact should include a one-paragraph explanation of the experience or assignment and how it was meaningful to the student’s learning experience. (Examples: NP class final exams, pictures from student camps, talk outlines, curriculum or lesson plans)

To submit the portfolio, students will place the above items in a folder on Google Drive and share that link in INT155NP in Canvas. *See Canvas for specific due date.*

**F. Exit Interview**

At the conclusion of the Internship, the student will participate in a debrief with the NPM Residency team about their Residency experience. This will take place in April. Additionally, the student may schedule a meeting with the Ministry Formation department at DTS or a confidential staff coach at North Point Ministries.

Students will report on their exit interview attendance by in INT155NP in Canvas. *See Canvas for specific due date.*

**Note: Consistent Mentoring Time**

Every experience for the student in the internship contains learning potential. During the consistent mentoring time, the ministry experiences become life changing. This consistent meeting with the student and the Ministry Mentor is the heart of the internship experience and needs to be a sacred priority for both the student and the Ministry Mentor. These meetings are the backbone of the internship because they provide regular opportunities for communication and instruction. If the prospective Ministry Mentor is unwilling or unable to make the pledge to meet consistently and to give the student undivided attention during these meetings, then the student needs to find another Ministry Mentor.

General Mentoring information can be found in chapters 6-8 in the book *Preparing for Ministry* and [www.dts.edu/mentor/](http://www.dts.edu/mentor/).

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**V. COURSE SUPPLEMENTAL INFORMATION**
A. Association of Theological Schools (ATS) Standards Related Directly to Internships

1. Because Northpoint Residency program is a unique experience, this syllabus and its course requirements have been tailored to work with the NP requirements and designed to minimize duplicate work. If students have questions about the design of the Internship for them, assignments, etc., they should contact the Ministry Formation Director.

2. ATS Standard

Theological education internships serve a central role in the overall training of ministry students at seminaries accredited by the Association of Theological Schools (ATS) across the United States and Canada. The following 2012 ATS standards relate directly to internships:

…provide for spiritual, academic, and vocational counseling and careful reflection on ministerial roles such as leader, guide, and servant of the faith community. A.2.4.1; B.3.3.3.2

…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 school’s degree program. A.2.4.2

…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; B.2.1

…provide theological reflection on and education for the practice of ministry. A.2.5.5

…provide for courses in the areas of ministry practice and for educational experiences within supervised ministry settings. B.2.5.1

…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 public context, and to reflect on interrelated theological, cultural, and experiential learning. A.2.5.3

…ensure a constructive relationship among courses dealing primarily with the practice of ministry and courses dealing primarily with other subjects. A.2.5.1

…provide qualified persons as field supervisors “trained in supervisory methods and the educational expectations of the institution.” A.5.5.5; B.2.5.5

…provide “established procedures for selection, development, evaluation, and termination of supervised ministry settings.” A.2.5; B.2.5.2

B. Graduating Students

Seminary policy states that graduating students for all terms must follow the earlier due dates established by the Registrar’s Office. Students will not graduate if their internship requirements are not fulfilled by the earlier graduating student due dates.
The following statement regarding final exams for graduates is from the 2019-2020 Student Handbook:

For those students graduating in a given semester or participating in the commencement ceremony, arrangements must be made with the professor to complete the final examination early. In addition to the final exam, all course work must be completed by graduates and commencement participants by the date specified for the semester of graduation. (1.19.1).

C. Letter/Numerical Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
</tr>
<tr>
<td>A</td>
<td>96-98</td>
</tr>
<tr>
<td>B+</td>
<td>91-93</td>
</tr>
<tr>
<td>B</td>
<td>88-90</td>
</tr>
<tr>
<td>A-</td>
<td>94-95</td>
</tr>
<tr>
<td>B-</td>
<td>86-87</td>
</tr>
<tr>
<td>C+</td>
<td>83-85</td>
</tr>
<tr>
<td>C</td>
<td>80-82</td>
</tr>
<tr>
<td>C-</td>
<td>78-79</td>
</tr>
<tr>
<td>D+</td>
<td>75-77</td>
</tr>
<tr>
<td>D</td>
<td>72-74</td>
</tr>
<tr>
<td>D-</td>
<td>70-71</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

The grade of A means the assignment is exceptional. The work is extremely well done and little could have been done to improve it.

The grade of B means the assignment is commendable. It is a solid piece of work, with all the aspects of the assignments covered effectively.

The grade of C means the assignment is acceptable. It is adequate to fulfill the assignment, though it may not have been as complete, as well thought out, or as organized as it could have been.

The grade of D means the work was of a minimal but passing quality.

The grade of F means the work is below master’s-level quality, because it was incomplete, missed the point of the assignment, or was superficial.

D. Weighing of Course Requirements for Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theological Reflection Discussion Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Theological Reflection Advisor Discussions</td>
<td>15%</td>
</tr>
<tr>
<td>Goal Setting Worksheets</td>
<td>20%</td>
</tr>
<tr>
<td>Field Evaluation and Reflection</td>
<td>20%</td>
</tr>
<tr>
<td>Self-Reflection</td>
<td>15%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Exit Interview</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
E. Being a Proactive Student
Student initiative separates average internship experiences from great learning opportunities. The student must pursue an active role in all aspects of the Internship. The student should be the core of the learning process and the source for the motivation, ownership, and focus of the mentoring relationship. The student with initiative will be proactive in assessing his or her developmental needs and goals for development and be much more likely to have a fulfilling internship.

F. Using DTS Online
The Ministry Formation Office administers the internship through DTS Online. The student accepts responsibility for learning how DTS Online works and for following the instructions, due dates, and tasks found there.

G. Official Correspondence with Ministry Formation Office
Students need to keep their contact information current on DTS Online. The Ministry Formation Office uses the contact information in DTS Online for all communications. Students are expected to check their email accounts routinely and are responsible for all information communicated in this manner.

When scheduling appointments, please contact the Ministry Formation Office by phone, (214) 887-5264. Appointments are NOT scheduled by e-mail or text messages.

H. Discrimination Policy of Dallas Theological Seminary
Dallas Theological Seminary does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

In order to facilitate timely grading, formats for these assignments should follow the basic Turabian style (the template is provided on the DTS Library website). Each assignment should include a cover page with the student’s information. If typos and/or poor grammar prevent us from understanding you, then your assignment may be returned for correction.

I. Language and Style
All written submissions should be carefully proof-read and should consistently follow Turabian style where appropriate. If typos and/or poor grammar prevent us from understanding you, then your assignment may be returned for correction. When referring to another student, please use their name or the term “colleague.”

All written submissions intend to use gender-inclusive language. While this has
become standard academic practice, this request is not merely an attempt at “political correctness.” As a gospel-shaped, gospel-centered community of learning, we have compelling reasons to think, write, and speak in such a way as to ensure that none are either intentionally or inadvertently excluded by our use of language. Student should use “humans,” “persons,” “humanity,” or “humankind” rather than “man” or “men” when referring to human beings in order to accurately communicate meanings. Consider alternating between the use of “he” and “she” as generic pronouns or substituting the use of the plural (“they,” “them,” “their”) when appropriate.

J. Withdrawal, Extensions, or Leave of Absence
Students must follow the policies in the Dallas Theological Seminary Student Handbook in regards to withdrawing from their internship, requesting an internship extension beyond the agreed upon term, or asking for a leave of absence from Dallas Theological Seminary.

Course Extensions. If a student has a valid “extenuating circumstance” (defined in the handbook) during the Internship and wants to receive a course extension, first he or she needs to ask the professor (i.e. Ministry Formation Department) for permission. Then, the student fills out a Credits Committee Petition (on students.dts.edu) that is digitally approved by the Ministry Formation Director. All this must take place before the last day.

K. Receive Weather and Flu Alerts by Text Message
Students need to be aware of Dallas Theological Seminary’s emergency texting service. The seminary strongly urges students to go to http://dts.onelogin.com and sign up with Omnilert - SMS Alerts to receive emergency texts related to school closing.