**Pacific Lutheran Theological Seminary**

**Contextual Education**

**Syllabus for FE 4450: Internship**

**Academic Year 2020-21**

**Supervision**

* PLTS PROGRAM SUPERVISOR: The Director of Contextual Education
* SITE SUPERVISOR: Parish Pastor or Equivalent Supervisor

**Course Description:** The internship provides a supervised ministry context in which the intern develops and hones gifts and skills for ministerial leadership. The internship experience is designed to integrate divinity studies and form M.Div. students in the arts and skills of ministry. This is an interactive learning process reflecting the Spirit’s work of weaving together the person that God has created and called in Christ through the practice of ministry, theological reflection, spiritual formation, constructive feedback, critique, and evaluation. Please refer to the Internship Handbook for further descriptions of and information about the different pieces of the internship experience that are outlined here. The overall objective of the internship program at PLTS is to provide the intern with the opportunity to practice and integrate the orientating perspectives and dimensions of ministry that serve as a basis for our life and work together at PLTS.

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| **PLTS Orientating Perspectives**  (see the PLTS Student Handbook for  more details)   * Nurturing a life-giving relationship   with God   * Intellectual engagement with Scripture, faith traditions, and the world * Faithful social transformation * Learning through a socio-ecological lens that considers the nexus of race, class, gender, and earth | **Critical Ministerial Areas for**  **Effective Pastoral Leadership**  (developed more fully in the Internship Quarterly Evaluation Forms)   * Healthy Relationships with Self and Others * Worship Leadership * Teaching * Preaching * Pastoral Care * Public Ministry * Administration |

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**Prerequisites:** Since this is the culmination of the students Master of Divinity degree program, students need to have completed the bulk of their requirements before beginning the internship course. Students also need to have completed the Ministry in Context series of courses and their Clinical Pastoral Education course as well as participated in the Healthy Boundaries workshop and Anti-racism training at PLTS.

**Student Learning Objectives:** This course advances many of the following Student Learning Outcomes at both the School and Program levels:

1. LIFE-GIVING RELATIONSHIP WITH GOD: All graduates of Pacific Lutheran Theological Seminary learn how to celebrate, nourish and deepen not only their own life-giving relationship with God; but also how to empower individuals and communities of faith to deepen and nourish their own such relationships.
2. INTELLECTUAL ENGAGEMENT WITH SCRIPTURE, FAITH TRADITIONS AND THE WORLD: All graduates of Pacific Lutheran Theological Seminary have engaged Scriptures, faith traditions and contexts with intellectual rigor and curiosity, utilizing a triple hermeneutic—critical, appreciative and constructive—in both the classroom and in contextualized ministry experiences and settings.
3. PRACTICES OF SOCIAL TRANSFORMATION AND LIBERATION: All graduates of Pacific Lutheran Theological Seminary have explored and learned to employ theologies of liberation and advocacy in their present and future ministries, including collaboration with ecumenical, interfaith and secular partners in the work of congregational, ecclesial and social transformation.
4. RACE-CLASS-GENDER-EARTH NEXUS: All graduates of Pacific Lutheran Theological Seminary have learned to seek out and recognize the race-class-gender-Earth nexus as they engage the work of contextual analyses and in their critique, retrieval and reconstruction of Christian beliefs and practices.
5. SPIRITUALITY AND VOCATION: In addition, graduates with a Master of Divinity degree are capable of articulating their experience and understanding of who God is; of facilitating faithful conversations among people with varied perspectives; of appreciating a variety of ways to engage God’s presence; and of using biblical and theological tools for building vibrant faith communities.
6. HERMENEUTICS AND INTERPRETATION: In addition, graduates with a Master of Divinity degree can make normative use of critical, intersectional and constructive theological theories; recognizing and utilizing hermeneutical approaches other than those of one’s own cultural/social group. They can demonstrate how these tools of interpretation ground their preaching, teaching, worship leadership and pastoral care.
7. CONTEXTUAL ANALYSIS: In addition, graduates with a Master of Divinity degree have learned to identify privilege and oppressions; to articulate the root causes of systemic inequity and environmental degradation in their specific ministry context; to teach and preach from various biblical and theological bases for the work of social transformation toward restorative justice. They can lead worship that integrates each Christian’s baptismal call to “seek justice and peace in all the Earth” with core strategies to engage self and communities in the work of dismantling “isms.”
8. PASTORAL LEADERSHIP SKILLS: In addition, graduates with a Master of Divinity degree have developed skills in teaching, preaching, pastoral care, worship leadership and planning, outreach, conflict resolution and congregational fiscal responsibility. They understand how denominational identity [Lutheran and others] informs one’s understanding of God and celebrate how multicultural, ecumenical and interfaith perspectives deepen, challenge and animate each spiritual journey.

**COURSE LEARNING OUTCOMES**

At the end of this course, the students will have developed an emerging capacity for liturgical leadership by:

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| **Course Learning Outcome** | **Assessment** |
| Demonstrating understanding of what constitutes healthy relationships with self and others | Through feedback given by supervising pastor and the lay committee on the quarterly evaluation forms as well as feedback given from PLTS instructor and peer group through online discussion threads |
| Exhibiting growth in worship leadership | Through feedback given by supervising pastor and the lay committee on the quarterly evaluation forms |
| Honing their skills in teaching all ages | Through feedback given by supervising pastor and the lay committee on the quarterly evaluation forms |

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| Demonstrating growth and creativity in preaching the Gospel | Through feedback given by supervising pastor and the lay committee on the quarterly evaluation forms |
| Showing initiative in participating in acts of public ministry | Through feedback given by supervising pastor and the lay committee on the quarterly evaluation forms as well as feedback given from PLTS instructor and peer group through online discussion threads |
| Demonstrating basic knowledge of church administration | Through feedback given by supervising pastor and the lay committee on the quarterly evaluation forms |

Because each intern and internship site is unique, the intern, in consultation with the supervising pastor and the lay committee, will develop specific learning objectives to demonstrate the above by using the Learning Service Agreement Form.

**Essential Elements and Requirements**

1. **Theological Reflection**
   1. **With Supervising Pastor and Lay Committee**
2. **Weekly**: The intern and Supervising Pastor shall arrange for weekly meetings to reflect on the ministry of the intern with the community. Some of this time will be set aside for discussion of the book on stewardship that the intern will read with the Supervising Pastor.
3. **Monthly**: The intern and the Lay Committee shall meet for a time of reflection on the ministry of the intern in the community. This meeting can happen more frequently if all desire it.
   1. **With Peer Group**

**1. On Moodle**: The intern will engage with the other PLTS interns over the course of the year through discussion threads, project development, resource sharing, and in general support of one another via the Moodle platform used by PLTS.

**2. At Cluster Group Gatherings**: Once in the fall and again in the spring, the intern, along with the supervisor, will gather with other Lutheran interns and supervisors in the same geographical area to engage in theological reflection with one another.

1. **Major Assignments**
2. **The Learning Service Agreement**

The purpose of the Learning Service Agreement (LSA) is to give the intern and the Supervising Pastor the opportunity to formalize 4-6 goals for the intern to use as major foci throughout the year. The LSA should be reviewed periodically to determine if the goals are still appropriate and are in the process of being met. Small changes may be made to these goals throughout the year. If major changes are made, a new LSA should be developed and submitted to the Office of Contextual Education for approval.

1. **The Internship Project**

The purpose of the internship project is twofold: (1) to provide the intern with an opportunity to initiate and organize a program new to the life of a congregation, and (2) to encourage the intern to do additional study and ministry in an area of special interest. The intern’s project is to be new to the life of the congregation so that the intern will have an opportunity to exercise initiative and to take responsibility for a project or program that is not already developed in the congregation.

Towards the beginning of the internship, the intern will write up a project plan outlining what the project will be and what it will entail, the rationale behind the chosen project, the timeline for completing the project, and how the level of success of the project will be measured. This must be submitted to the Office of Contextual Education by the end of the second month of the internship year. After completing the project and no later than one month before the completion of the internship, the intern will submit a 5-page Project Review Paper describing the project, how it was implemented, its level of success, lessons learned through the process and the outcomes, and how this information will be useful in the intern’s future ministry.

1. **Book on Stewardship**

The intern supervising pastor will choose a book on stewardship to read and discuss together over the course of the internship. This book may come from the choices offered by the Office of Contextual Education or the Supervising Pastor and intern may submit another book title for approval. At the completion of this assignment, the intern and the Supervising Pastor will complete a simple form to acknowledge that this has taken place and will highlight any insights that were gleaned in the process.

1. **Preaching**

The intern will preach at least once monthly during the internship period. Early on in the internship, the Supervising Pastor and the intern should decide together the best timing for these preaching opportunities. Once this has been determined, the intern will submit a proposed preaching schedule to the Office of Contextualization.

1. **Evaluating the Intern’s Growth in Ministry**
2. **Supervising Pastor**

The Supervising Pastor is asked to engage in general evaluation of the ministry and growth of the intern through the weekly meetings and in written, in-depth quarterly evaluations. The forms for the quarterly evaluations are available on the PLTS Contextual Education web site. The quarterly evaluations should be discussed with the intern and signatures verifying that both the Supervising Pastor and the intern have seen and discussed the forms are required prior to submission.

1. **Lay Committee**

The Lay Committee acts as a representative of the larger community in which the intern is engaging in ministry. They are asked to participate in evaluating the ministry and growth of the intern through giving feedback in the monthly meetings as well as by completing the in-depth quarterly evaluations (beginning with the second quarterly assessments). The forms for the quarterly evaluations are available on the PLTS Contextual Education web site. The quarterly evaluations should be discussed with the intern and signatures verifying that both the Lay Committee and the intern have seen and discussed the forms are required prior to submission

1. **Peer Group**

Interns will offer feedback and evaluation to their peers as they engage in theological reflection online via Moodle and in person at the Cluster Group Gatherings.

1. **Intern**

The intern will engage in written, in-depth self-evaluation using the quarterly evaluation forms of PLTS. The intern will read and discuss the evaluations of the Supervising Pastor and the Lay Committee prior to submitting them to the Office of Contextual Education.

1. **Grading:** This is a full-time course with employment equivalent to 40 hours per week, which translates

to 13.5 course hours per semester. The course is pass/fail. Evaluations are read and examined for areas of concern or growth to be noted. Any areas deemed to be of extraordinary concern or need for growth will result in follow up from the Director of Contextual Education. Quarterly evaluations and other paperwork must be received in a timely fashion in order to receive a passing grade for each grading period.

**COURSE POLICIES**

**Communication and Academic Discourse**

All class communication will be grounded in mutual respect. Both the students and the instructor must be open to academic discourse, which can include challenges to and critiques of ideas. This is different from personal attacks (“bullying”), which will not be tolerated.

**Statement on Academic Honesty**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU’s dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as “deceitful” or “dishonest” will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

* Word for word copying without using quotation marks or presenting the work as yours
* Using the ideas or work of others without acknowledgement
* Not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

* [Student Life Handbook](http://www.callutheran.edu/student_life/student_handbook/)
* [Academic Honesty Statement](http://www.callutheran.edu/ctl/services/academic-honesty.php)

**Research and Writing Supports**

PLTS students also have access to the Cal Lutheran Writing Center. Students can make an appointment with the Writing Center through their My CLU. More information about the Writing Center is available from Dr. Scott Chiu, Director of the Writing Center and Assistant Professor of English, at [chchiu@callutheran.edu](mailto:chchiu@callutheran.edu) .

**Inclusive Language Policy**

In keeping with the PLTS and GTU inclusive language policies, you are required to use inclusive language for human beings in all of your coursework.

**Accommodations Policy**

Students whose first language is other than English and who need accommodations with regard to completing class assignments should communicate their needs to the instructor.

Pacific Lutheran Theological Seminary of California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities.  If you are a student requesting accommodations for this course, please register with Disabilities Support Services: [https://www.callutheran.edu/students/disability services/accommodations.html](https://www.callutheran.edu/students/disability-services/accommodations.html).  As part of registration, you will be provided with a Letter of Accommodation that outlines your requested accommodations for your instructor.

**Sexual Misconduct**

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran’s Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at <http://www.callutheran.edu/title-ix/>

**Veterans Resources**

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran’s Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/>

Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, [veterans@callutheran.edu](mailto:veterans@callutheran.edu) or 805-493-3648, for more information.

**Help Desk**

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation. Please e-mail specific details about your problems to [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu) click on the following link for more information

<http://www.callutheran.edu/iss/technology_services/helpdesk.php> or call 805-493-3698.

Students who require assistance with Moodle are to contact GTU Moodle Support at [moodle@gtu.edu](mailto:moodle@gtu.edu) or call 510-649-2510.

**Schedule and Due Dates:**

* Within the first two weeks of beginning the internship:
  + Arrival Form due
  + Stewardship Book Declaration Form due
  + Due date plan sheet (copies to Context Ed office and Supervising Pastor)
* By the end of the first month
  + Learning Service Agreement due
  + Preaching Schedule
* By the end of the second month
  + Internship Project Plan due
* Cluster Group Gathering: *Dates TBD*
  + Fall – sometime in October
  + Spring – sometime in March or April
* Quarterly Evaluations
  + End of 3rd month (Supervisor and Intern only)
  + End of 6th month (Supervisor, Lay Committee, and Intern)
  + End of 9th month (Supervisor, Lay Committee, and Intern)
  + End of internship + ELCA Final Evaluation forms (Supervisor, Lay Committee, and Intern)
* Conversation Threads:
  + #1 – 14 September 2020
  + #2 – 5 October 2020
  + #3 – 26 October 2020
  + #4 – 16 November 2020
  + #5 – 7 December 2020
  + #6 – 4 January 2021
  + #7 – 25 January 2021
  + #8 – 15 February 2021
  + #9 – 9 March 2021
  + #10 – 29 March 2021
  + #11 – 19 April 2021
  + #12 – 10 May 2021
  + #13 – 7 June 2027 [Final conversation thread]
* Summary Recommendation Form due for Faculty Approval Recommendation Vote – 7 May 2021
* Two months before the end of the internship
  + Stewardship Book Reporting Form due
* One month before the end of the internship
  + Internship Project Review Paper due

**Final Note**

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

**Please refer to the *Student Handbook* for additional policies and procedures.**