TWO AND THREE-CREDIT SERVANT LEADERSHIP INTERNSHIP SYLLABUS

I. COURSE DESCRIPTIONS

SL105 Master of Theology Internship (“ministry emphasis” system starting 2011–2012 catalog) - Department
Supervised field-based education in the student’s intended vocational ministry context, under the supervision and encouragement of an experienced ministry mentor. Enrollment limited to ThM students. Prerequisite: Satisfactory completion of 60 hours, including PM103 Expository Preaching I or an approved communication course and SF100 Spiritual Formation. 3 hours

SL105 Master of Theology Internship (“track” system prior to 2011–2012 catalog) - Department
Supervised field-based education in the student’s intended vocational ministry context, under the supervision and encouragement of an experienced ministry mentor. Prerequisite: Satisfactory completion of 60 hours, including PM103 Expository Preaching I or an approved communication course and SF100 Spiritual Formation. 2 credit hours.

SL140 Master of Arts in Cross-Cultural Ministries Internship - Department
Supervised field-based education in cross-cultural church planting or church nurture in a foreign country or in the United States, under the supervision and encouragement of an experienced ministry mentor. Enrollment limited to MA/CM students. Prerequisite: Satisfactory completion of 30 hours, including WM205 Cultural Dynamics in Ministry and progress toward completion of SF100 Spiritual Formation. 2 hours

SL155 Master of Arts in Christian Leadership - Department
Supervised field-based education in the student’s intended vocational ministry context, under supervision and encouragement of an experienced ministry mentor. Enrollment limited to MA/CL students. Prerequisite: Satisfactory completion of 30 hours, including SL305 Dynamics of Christian Leadership and progress toward completion of SF100 Spiritual Formation. 3 hours.

SL165 Master of Arts in Christian Education Internship - Department
Supervised field-based education in one or more forms of Christian education ministry and educational leadership, under the supervision and encouragement of an approved field observers. Enrollment limited to MA(BS) students. Prerequisite: Satisfactory completion of 30 hours, including PM102 Evangelism and progress towards completing SF100 Spiritual Formation. 2 hours.

SL215 Master of Arts in Biblical Studies Internship - Department
Supervised field-based education in the student’s intended ministry context, under the guidance and encouragement of approved field observers. Enrollment limited to MA(BS) students. Prerequisite: Satisfactory completion of 30 hours, including PM102 Evangelism and progress towards completing SF100 Spiritual Formation. 2 hours.

II. COURSE OBJECTIVES

A. Cognitive
1. The student will appraise his/her personal ministry vision and vocational plans based on the experiences of the internship.
2. The student will validate her/his own personal strengths, weaknesses, and sin issues that affect one’s 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
Two and Three-Credit Servant Leadership Internship Syllabus
Spring 2016
1. The student will design, execute, and evaluate a measurable learning plan and portfolio based on his/her vocational understanding and goals.
2. The student will model leadership skills in her/his ministry setting.
3. The student will persuade others with respect to biblical and theological truth.
4. The student will engage with people of different cultures.
5. The student will demonstrate theological reflection.

III. COURSE TEXTBOOKS
A. Required
*Kindle edition also available*
*Preparing for Ministry* is for the Ministry Mentor. The student is responsible to purchase this book if the Ministry Mentor does NOT own the book. It is also available on Logos.

B. Supplemental Bibliography

IV. COURSE REQUIREMENTS
NOTE: Due dates for both TWO and THREE-credit hour internships are listed in this syllabus. Carefully note the due dates that pertain to one’s specific internship. Contact the Internship Office for any clarification.

A. Internship Ministry Hours
The student will engage in 7–10 hours a week of active ministry leadership in an organization/parachurch/church setting during his/her internship semesters. Activities may include:

- Participation in weekly Mentor Meeting (see Consistent Mentor Meeting section of the syllabus)
- Leadership in worship service in the local church
- Leadership in small group or accountability relationship
- Service with ministries in the local church (teaching children, teaching youth, teaching adults, preaching, pastoral duties, missions, community outreach, evangelism, discipleship, worship, etc.)
- Service with parachurch ministries in the local community (working in a cross-cultural setting, ministry to homeless population, ministry to orphans or single parents, crisis counseling, hospital chaplaincy, hunger outreach, evangelism, teaching classes for the community, etc.)
- Service cross-culturally internationally

The actual reporting of the internship ministry hours is an “honor system.”

Based on the student’s vocational intent and ministry emphasis in her/his degree, specific requirements may be expected. See the Internship Office for more information.

B. Reading
Whereas it is strongly encouraged that the student reads *Ministry Greenhouse* BEFORE the start of the semester, Facing *Messing Stuff in the Church* is for discussion, not information. The student should read it as scheduled.

If the Ministry Mentor has not received a copy of *Preparing for Ministry* from a previous intern, then the student will purchase a copy of this book and give it to his/her Ministry Mentor as a reference for the internship. It is the responsibility of the student to determine if the Ministry Mentor has previously received a copy of this book. Note the book is available on Logos as well.

C. Assignments

1. **Learning Planning Worksheets**
   
The Learning Planning Worksheets are found on DTS Online and bring three (3) completed paper copies to the Mentor Consult (see next task). After the Mentor Consult occurs, the student will use Learning Planning Worksheets as a guide for designing the Learning Portfolio.

   The Learning Planning Worksheets will include goals and proposed artifacts in the following areas:
   
   - **Christian Spirituality** - The student, by means of the Spirit, demonstrates increasing love and devotion to God and loving service to others.
   - **Servant Leadership** - The student models servant leadership and equips others in a God-given direction through Christlike character, leadership capability, and love.
   - **Communication** - The student is able to persuade others with respect to biblical and theological truth through oral, written, and electronic media. (NOTE: For purposes of the Internship, the student will have an oral communication goal).
   - **Cultural Engagement** - The student demonstrates appreciation for the many dimensions of ongoing public-square and global conversations related to social, cultural, religious, biblical, and theological concerns, and develops a biblical Christian perspective that results in knowledgeable, compassionate dialogue with appropriate evangelistic engagement. (NOTE: For purposes of the Internship, the student will have a cross-cultural goal).

2. **Mentor Consult with Student & Internship Coordinator**
   
The student will arrange for a meeting between the student, the student’s Ministry Mentor, and the student’s Internship Coordinator.

   If the student’s internship occurs within the immediate Dallas/Fort Worth or Houston area, this meeting will take place in a face-to-face setting. If the student’s internship occurs outside of the immediate Dallas/Fort Worth or Houston area, this meeting will take place as a web conference (such as Skype or Google+) or a conference call.

   To schedule the Mentor Meeting, please call the Internship Office (no e-mails please). In scheduling this appointment, please give the Internship Office staff three (3) potential dates your Ministry Mentor is available.

   NOTE 1: The student must bring three (3) paper copies of her/his completed Learning Planning Document to the Mentor Consult. These paper documents are the “ticket” for admission to this meeting.

   NOTE 2: Military Chaplain candidates do not participate in the Mentor Meeting. See Course Requirement I for additional information.

   NOTE 3: Due to the volume of students the Internship Office serves, anticipate a two-week wait period between the time you call and the first available appointment that we can offer you.

3. **Learning Portfolio Design**
   
   At the Mentor Consult, you, your Ministry Mentor, and your EML Department Internship Coordinator reviewed the Learning Planning Worksheets. Your Ministry Mentor or your EML Department Internship Coordinator may have made suggestions or corrections to the paper copy of the Learning Planning Worksheets discussed at that meeting.
Towards the end of your internship, you will be completing a Learning Portfolio with artifacts and reflections based on your goals in the Learning Planning Worksheets. What you are doing in this assignment is designing the basic framework for your Learning Portfolio.

Please watch the instructional video in DTS Online to learn how to design your Learning Portfolio.

Throughout the internship, the student will be collecting ministry artifacts (documents produced for ministry, videos of student teaching or preaching, pictures from ministry events, reflective journals, reference letters, lesson plans, projects, curriculum, weblinks, examples of work, etc.) based on his/her learning goals (Christian Spirituality, Servant Leadership, Communication, and Cultural Engagement) and her/his ministry emphasis or concentration (see the Internship Office for specific requirements). During this first phase of development, the student the Learning Planning Worksheets to design the Learning Portfolio the student will use throughout the internship.

Detailed instructions for the portfolio are found on DTS Online and at www.dts.edu/portfolio

4. Reading & Student Communications
The student will complete several reflections, interactions, and goal appraisal quizzes. Please see DTS Online for more details and instructions.

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<th>3 Hour Internship</th>
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<tr>
<td>Goal Appraisal Quiz</td>
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5. Profiles of Ministry Stage II Recorded Interview
The student will schedule a 45-minute interview with the Internship Office to complete the Profiles of Ministry Stage II Recorded Interview. This interview can take place at any time before the due date.

The Interview consists of a series of questions dealing with the student’s view of himself/herself and his/her approach to ministry. Each question poses a problem, an issue, or a circumstance in ministry calling the student for a response. The student’s responses to these questions will be summarized by scores that will indicate the tendencies and perceptions he/she has about ministry.

If the student’s internship occurs within the immediate Dallas/Fort Worth area, this interview will take place in a face-to-face setting. If the student’s internship occurs outside of the immediate Dallas/Fort Worth area, this interview will take place as a web conference (such as Skype or Google+) or a conference call.

To schedule the Profiles of Ministry Stage II Recorded Interview, please call the Internship Office (no emails please). In scheduling this interview, please give the Internship Office staff three (3) potential dates.

NOTE 1: The Ministry Mentor does not participate in this interview.

NOTE 2: Due to the volume of students the Internship Office serves, anticipate a two-week wait period between the time you call and the first available appointment that we can offer you.

NOTE 3: Arrangements must be made to complete this task earlier if the student is traveling out of country the semester this task is due.

6. Profiles of Ministry Stage II Casebook
The student will obtain a weblink to the Profiles of Ministry Stage II Casebook from DTS Online. The Casebook creates an opportunity for the student to self-identify her/his attitudes, characteristic approaches, and perceptions of ministry through various case studies. Each case poses a problem, an issue, or a circumstance in ministry calling the student for a response. The Casebook is not designed to test the student’s ability to identify good or bad ministry. Most of the responses to the case situations represent what ministers have identified as the response or rationale they would use. The student’s responses to these items will be summarized by scores that will indicate the tendencies and perceptions he/she has about ministry.

Please allow a minimum of four (4) hours for the Casebook to be completed. It is highly recommended that the student not attempt to complete the entire Casebook in a single sitting.

NOTE: Because this material is processed by an outside agency, there are NO EXCEPTIONS to this due date. The weblink closes at 11:59 p.m. CST on the due date. Students who miss the due date will be
expected to file an extension, complete the evaluations the following semester, and their grade will be penalized. Preventing delays of graduation is the student’s responsibility.

7. 360-Degree Evaluations (aka Field Evaluations)

The student will obtain a personalized weblink to their evaluation from DTS Online and email the weblink to his/her Ministry Mentor and a minimum of five (5) Field Evaluators for a total of six (6) Field Evaluations.

For most students, Field Evaluations will come from adult participants or lay leaders in the ministry the student is leading. For example, if the student is working with the high school ministry at a local church, one of the adult small group leaders could complete a Field Evaluation. Other suggestions include other interns, pastors, deacons/elders, lay leaders, church administrative assistants, or parents of the youth. The goal is to get a true 360-degree evaluation with multiple people speaking truth into the student’s life.

NOTE 1: For some students in parachurch ministry sites (such as mission settings, academic settings, military chaplaincy, etc), Field Evaluations may come from offsite individuals who have insight into the student’s Christian spirituality, servant leadership skills, and communication skills. Field Evaluators can include one’s spouse or roommate, members from one’s local church, members from one’s home church, members of one’s Spiritual Formation group, etc. Students are limited to including only one family member in this evaluation).

NOTE 2: Because this material is processed by in bulk, there are NO EXCEPTIONS to this due date. The weblink closes at 11:59 p.m. CST on the due date. Students who miss the due date will be expected to file an extension, complete the evaluations the following semester, and their grade will be penalized. Preventing delays of graduation is the student’s responsibility.

8. Learning Portfolio Completion

Throughout the internship, the student will be collecting ministry artifacts (documents produced for ministry, videos of student teaching or preaching, pictures from ministry events, reflective journals, reference letters, lesson plans, projects, curriculum, weblinks, examples of work, etc.) based on her/his learning goals (Christian Spirituality, Servant Leadership, Communication, and Cultural Engagement) and his/her ministry emphasis or concentration (see the Internship Office for specific requirements). The student will work with the Internship Office in developing a Learning Portfolio from these artifacts. These artifacts are to demonstrate what the student has learned during her/his seminary experience and to demonstrate competency for ministry. The student will also craft several reflective statements on his/her own growth in each area.

In addition, the student will be posting a ministry resume (based on the DTS Placement Office template). Detailed instructions for the portfolio are found on DTS Online and at www.dts.edu/portfolio.

9. Intentional Growth Form

Once the student’s assessment materials (Casebook, Field Evaluations, and Interview) are processed, the student will receive an electronic copy of her/his Profiles of Ministry scores (usually four weeks after the material is turned in). Based on these scores, the student will complete the Intentional Growth Form and submit it DTS Online. Completing this document is the “ticket” to admission to the Exit Interview.

A Profiles of Ministry Stage II Interpretation Manual will be provided on DTS Online to the student to assist in this task.

NOTE: This task must be uploaded to DTS Online 48 hours before the Exit Interview (see Task #10).

10. Internship Exit Interview

At the conclusion of the internship, the student will participate in a 90-minute Internship Exit Interview with her/his Internship Coordinator.

If the student’s internship occurs within the immediate Dallas/Fort Worth or Houston area, the Internship Exit Interview will take place in a face-to-face setting. If the student’s internship occurs outside of the immediate Dallas/Fort Worth area, this meeting will take place as a web conference (such as Skype or Google+) or a conference call.
To schedule the Internship Exit Interview, please call the Internship Office (no e-mails please). In scheduling this appointment, please give the Internship Office staff three potential dates.

NOTE 1: The Ministry Mentor does not attend this meeting.

NOTE 2: Due to the volume of students the Internship Office serves, anticipate a minimum two-week wait period between the time you call and the first available appointment that we can offer you.

NOTE 3: The Intentional Growth Form and the Learning Portfolio (see Tasks #8 and 9) must be uploaded to DTS Online 48 hours before the Exit Interview (see Task #9).

D. Consistent Mentoring Time

Every experience for the student in the internship has 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.

Additional instructions for the Mentoring Time are found online (www.dts.edu/ministrymentor) and will be given during the Mentor Consultation.

E. Academically Focused Internships working with a Dallas Theological Seminary professor

Students in an academically focused internship with a faculty member are required to have elements of the internship take place both on campus and off campus in ministry. This balanced approach will offer the student important opportunities to explore the links between theological study (what he/she is learning in the classroom) and practical experience in a local church or parachurch setting. Ministry in the context of a local church or parachurch also offers the student helpful additional ministry credentials and background training for his/her own future Bible college or seminary students.

Students in an academically focused internship with a faculty member are also required to have teaching opportunities in front of a “live” audience (e.g. in the Lay Institute, in other local schools, in one’s local church, or on the mission field). See Appendix A for suggestions.

F. Media Arts Internships

Students focused in Media Arts related-fields need to contact Dr. Tim Basselin (tbasselin@dts.edu) directly to review their options for internship. This syllabus does not contain the requirements for the necessary fulfillment of the Media Arts emphases of the ThM degree nor the MAMW and MAMC degrees.

G. Center for the Study of New Testament Manuscripts (CSNTM) Internships

Students working with the CSNTM need to contact the Internship Office for information on their modified requirements.

H. Teachers of English to Speakers of Other Languages (TESOL) Internships

TESOL Certificates can be obtained in conjunction with any degree. Students with a focus in TESOL need to contact the Internship Office for information regarding TESOL internship requirements.

I. Military Chaplaincy Internships

Students who are officially in a military chaplaincy candidacy program with any branch of the United States Armed Forces may apply their chaplaincy training to any of the required internships. Students using their chaplaincy training toward their internship requirement will still be required to complete all of the paperwork that is necessary for any other internship, but these students need to also consider the following:

1. Acceptance Letter from the Military

   An official letter of acceptance from her/his particular military branch must be filed with the Internship Office before the student can officially be registered for the Internship.

2. Exemption of Mentor Meeting
Due to the nature of the military chaplaincy training program, the student is not required to set up a Mentor Consultation.

3. Military Evaluation Forms

In addition to the Profiles of Ministry material, the student’s particular military branch will also have its own evaluation process. The student will submit these evaluations to the Internship Office, in addition to Profiles of Ministry.

4. Profiles of Ministry Field Observations

Due to the nature of the military chaplaincy training program, the student will not have Profiles of Ministry Stage II Field Observations completed by other military personnel. Instead, the student will have five “character references” complete the Profiles of Ministry Stage II Field Observations for the student. See the Internship Office for more information.

5. Portfolio requirements can be adjusted to accommodate limited access for Internet and is dependent on the military branches.

6. Exit Interview Extension of Due Dates

Due to the nature of the military chaplaincy training program, extensions will be dealt with on a case-by-case basis. See the Internship Office for more information.

V. COURSE SUPPLEMENTAL INFORMATION

A. How to Register for an Internship

When a student is ready to register for an internship, the student will need to schedule a registration interview with the Internship Office the semester prior to the start of the internship to present the student’s internship plan. Students register for all internships through the registration interview, NOT through CampusNet. Approval for all internships will be granted only when the student has secured an approved internship site and Ministry Mentor.

For information about available opportunities in churches and parachurch organizations, please refer to the Internship Job Board (www.dts.edu/internships).

NOTE 1: If this meeting takes place after the early registration period, the student is responsible to pay all applicable late registration fees. Students should allow sufficient time prior to the start of the semester when scheduling the registration interview.

NOTE 2: Due to the volume of students the Internship Office serves, anticipate a two-week wait period between the time you call and the first available appointment that we can offer you.

B. Association of Theological Schools (ATS) Standards Related Directly to Internships

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

C. Dallas Theological Seminary Competencies and Internship Goals

The curricula and related seminary experiences are designed to help Dallas Theological Seminary students develop competencies of knowledge, abilities and skills, and beliefs and values to help evangelize the world and build the Church. Specific competencies are developed in each professional degree program, but all masters-level Dallas Theological Seminary students are to develop competencies in Biblical Interpretation, Theology, Communication, Christian Spirituality, Servant Leadership, and Cultural Engagement. The internship is a vital assessment of four of these competencies:

*Christian Spirituality* – The student, by means of the Spirit, demonstrates increasing love and devotion to God and loving service to others.

*Servant Leadership* – The student models servant leadership and equips others in a God-given direction through Christlike character, leadership capability, and love.

*Communication* – The student is able to persuade others with respect to biblical and theological truth through oral, written, and electronic media. (NOTE: For purposes of the Internship, the student will focus primarily on an aspect of oral communication).

*Cultural Engagement* – The student demonstrates appreciation for the many dimensions of ongoing public-square and global conversations related to social, cultural, religious, biblical, and theological concerns, and develops a biblical Christian perspective that results in knowledgeable, compassionate dialogue with appropriate evangelistic engagement. (NOTE: For purposes of the Internship, the student will have a cross-cultural goal).

D. Additional Credit Hour

Dallas Theological Seminary students may add one additional hour of credit to any Servant Leadership Internship as a separate Independent Study. See the Internship Office for more information.

E. 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.

F. 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.

G. Using DTS Online

The Internship 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.

H. Official Correspondence with Internship Office

Students need to keep their contact information current on DTS Online. The Internship 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 Internship Office by phone. Appointments are NOT scheduled by e-mail.

I. Introduction to Profiles of Ministry Material

The Profiles of Ministry Program is designed to help seminary students to assess their strengths and weaknesses and to focus on styles of ministry and preferred ministry settings. Profiles of Ministry identifies 43 characteristics and the importance of each by denominational family. While it has components of sociological and psychological analysis, Profiles of Ministry’s distinctive feature is that it explores theological criteria for ministry. The core questions addressed in Profiles of Ministry are 1) Do you love God?, 2) Will you love your people?, and 3) Can you do the job?

A computer-generated profile summarizes the scores from the instrument, and all students receive an Interpretive Manual to examine their scores in detail. There are no average scores. What is reported is the likelihood or extent to which a student exhibits some attitude, sensitivity, or skill in ministry. The student is not compared to his or her peers but to the criteria that exist in the reality of serving in the ministry in North America today.

Profiles of Ministry is an assessment tool developed by The Association of Theological Schools (ATS) in the United States and Canada. ATS is a membership organization of more than 250 graduate schools that conduct post-baccalaureate professional and academic degree programs to educate persons for the practice of ministry and for teaching and research in the theological disciplines. Because ATS represents such a broad representation of denominations and Christian traditions, please understand that any cases or responses expressed in Profiles of Ministry do not necessarily represent the doctrinal position or views of Dallas Theological Seminary.

J. International Students

Any internship (paid or volunteer) for international students needs to be discussed and authorized by the Advisor to International Students in the Student Services Office in coordination with the Internship Office. Non-immigrant students (international students) are not authorized to accept off-campus employment, in accordance with the regulations for international students issued by the Bureau of Citizenship and Immigration Services.

K. 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.

L. 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 should strive 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 insure that none are either intentionally or inadvertently excluded by our use of language. Consider using “humans,” “persons,” “humanity,” or “humankind” rather than “man” or “men” when referring to human beings in general. Consider alternating between the use of “he” and “she” as generic pronouns or substituting the use of the plural (“they,” “them,” “their”) when appropriate.

M. Withdrawal, Extensions, or Leave of Absence

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

N. 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.ssalert.com and sign up to receive emergency texts related to school closing.

VI. COURSE POLICIES

A. Letter/Numerical Grade Scale

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B. Weighing of Course Requirements for Grading

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<td>Ministry Portfolio</td>
<td></td>
</tr>
<tr>
<td>Exit Interview</td>
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<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

C. Assessment rubrics can be found for each assignment and are included in DTS Online.

Please review them to understand how the assignment will be graded.

D. Late Assignments

Late assignments require prior approval from the Internship Office. Unapproved late assignments will result in a loss of grade points.

- 7 days -10 points
- 14 days -15 points
- 15+ days = not accepted

VII. SERVANT LEADERSHIP INTERNSHIP SCHEDULE

Due Dates are 11:59 PM in general. Scheduling items are due at 4:30 p.m. on the day listed.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Assignments</th>
<th>TWO-Semester Internships (2 hr)</th>
<th>THREE-Semester Internships (3 hr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for Departure</td>
<td>Read Ministry Greenhouse: Reflection 1</td>
<td>January 15</td>
<td>January 15</td>
</tr>
<tr>
<td></td>
<td>Pre-Internship Survey</td>
<td></td>
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<tr>
<td></td>
<td>Schedule Mentor Consult</td>
<td>January 22</td>
<td>January 22</td>
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<tr>
<td></td>
<td>Schedule Profiles of Ministry (POM) Interview</td>
<td></td>
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<tr>
<td>Getting Your Peanuts</td>
<td>Mentor Consults with Student &amp; Internship Coordinator</td>
<td>February 12</td>
<td>February 12</td>
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<tr>
<td></td>
<td>Learning Planning Worksheets</td>
<td>February 29</td>
<td>February 29</td>
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<tr>
<td></td>
<td>Portfolio Orientation Quiz</td>
<td>February 29</td>
<td>February 29</td>
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<tr>
<td></td>
<td>Learning Portfolio Design</td>
<td>February 29</td>
<td>February 29</td>
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<tr>
<td></td>
<td>POM Interview</td>
<td>February 29</td>
<td>Not required</td>
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<tr>
<td>Cruising at Altitude</td>
<td>Read Swetland CH 3 Interaction 1</td>
<td>March 15</td>
<td>March 15</td>
</tr>
<tr>
<td></td>
<td>Responses to Interaction 1</td>
<td>March 31</td>
<td>March 31</td>
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<tr>
<td></td>
<td>Goal Appraisal 1</td>
<td>March 31</td>
<td>March 31</td>
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<tr>
<td></td>
<td>Read Swetland CH 2 or 11 Interaction 2</td>
<td>April 15</td>
<td>April 15</td>
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<tr>
<td></td>
<td>Responses to Interaction 2</td>
<td>April 30</td>
<td>April 30</td>
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<tr>
<td></td>
<td>Watch <em>My Garden</em> video</td>
<td>May 15</td>
<td>May 15</td>
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<tr>
<td></td>
<td>(Interaction 3)</td>
<td>(Casebook &amp; Field Evaluations Open)</td>
<td>May 15</td>
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<tr>
<td></td>
<td>Responses to Interaction 3</td>
<td>May 31</td>
<td>May 31</td>
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<tr>
<td></td>
<td>Goal Appraisal 2</td>
<td>May 31</td>
<td>May 31</td>
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<tr>
<td>Flying through Turbulence (3-hour internships only)</td>
<td>Read Swetland CH 1 or CH 12 Interaction 4</td>
<td>Not Required</td>
<td>June 15</td>
</tr>
<tr>
<td></td>
<td>Responses to Interaction 4</td>
<td>Not Required</td>
<td>June 30</td>
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<tr>
<td></td>
<td>Read HGW Wells’ Story</td>
<td>Not Required</td>
<td>July 15</td>
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<tr>
<td></td>
<td>Responses to Interaction 5</td>
<td>Not Required</td>
<td>July 31</td>
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<td></td>
<td>Read Swetland CH 5 or CH 14 Interaction 6</td>
<td>Not Required</td>
<td>August 15</td>
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<tr>
<td></td>
<td>Responses to Interaction 6</td>
<td>Not Required</td>
<td>August 31</td>
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<tr>
<td></td>
<td>Goal Appraisal 3</td>
<td>Not Required</td>
<td>September 15 (Casebook &amp; Field Evaluations Open)</td>
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<td></td>
<td>Read Swetland CH 10 or CH 13 Interaction 7</td>
<td>Not Required</td>
<td>September 30</td>
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<tr>
<td></td>
<td>Responses to Interaction 7</td>
<td>Not Required</td>
<td>September 30</td>
</tr>
<tr>
<td>Preparing for Landing</td>
<td>POM Casebook</td>
<td>June 15</td>
<td>October 15</td>
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<td></td>
<td>Field Evaluations</td>
<td>(Opens May 15)</td>
<td>(Open September 15)</td>
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<tr>
<td></td>
<td>Read Swetland CH 6 Reflections 2</td>
<td>July 15</td>
<td>November 11</td>
</tr>
<tr>
<td></td>
<td>Read Swetland CH 7 Reflections 3</td>
<td>July 15</td>
<td>November 11</td>
</tr>
</tbody>
</table>
### Learning Portfolio Completion

- **How is Your Soul?**
- **Intentional Growth Form**

### Exit Interview

- **April 29** (before Exit Interview)
- **August 5** (before Exit Interview)

<table>
<thead>
<tr>
<th>Landing the Plane</th>
<th>Learning Portfolio Completion</th>
<th>Exit Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How is Your Soul?</td>
<td>Before August 5</td>
</tr>
<tr>
<td></td>
<td>Intentional Growth Form</td>
<td>Before December 16</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTE FOR GRADUATING STUDENTS:**

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.
Appendix A - Academic Vocation Internship Suggestions

These ideas represent suggestions from previous students on utilizing well the internship in preparation for academic vocations. These suggestions would be related to learning goals and tasks for the internship and may not necessarily be enough experiences alone to comprise an entire internship. Please speak with the Internship Office for assistance.

**Teaching Opportunities in the Local Church**
- Teach Sunday School or facilitate a small group at one’s local church
- Teach lay Bible/theology classes at one’s local church
- Preach at one’s local church (including youth ministry services)

**Teaching Opportunities Overseas**
- Teach overseas at a mission school, Bible school, or seminary (e.g. Word of Life, BTCP, Entrust, etc.)
- Teach English as a Second Language (ESL) course overseas

**Teaching Opportunities on the DTS Campus**
- Teach at the DTS Lay Institute

**Teaching Opportunities at Local Schools (DFW & Houston)**
- Teach at the Southern Bible Institute
- Teach at a local Christian high school (e.g. Prestonwood Christian Academy, Trinity Christian Academy, Heritage Christian Academy, Coram Deo Academy, etc.)
- Teach at a local community college (e.g. DCCC, CCCC, etc.)
- Teach at Criswell College
- Teach at the College of Biblical Studies in Houston
- Teach with an online program at a college (e.g. Liberty, Moody, etc.)
- Teach English as a Second Language (ESL) course in a local venue

**Teaching/Writing Opportunities with Local Parachurch Organizations**
- Teach lay Bible/theology classes at a local parachurch ministry (e.g. Our Calling, Union Gospel Mission, etc.).
- Develop resources for Probe Ministries
- Develop resources for Bible.org
- Develop resources for other apologetic or teaching parachurch organizations (e.g. Probe, CSNTM, etc.)
- Teach English as a Second Language (ESL) course in a local venue

**Activities with DTS Faculty**
- Participate in ministry activities alongside a faculty member at church/parachurch
- Travel with a faculty member overseas to teach
- Travel with a faculty member to a DTS extension site to teach/assist.
- Travel with a faculty member to professional conferences (e.g. ETS, ATFE, NAPCE, etc.)
- Present at ETS Regional
- Attend faculty meetings, department meetings, and committee meetings
- Interview key staff members on campus
- Write a book review for *Bib Sac* with a faculty member
- Understand the needs of International students by speaking with International Student Advisor (Student Services)

**Discussion Suggestions with Faculty Mentor**
- Developing professional habits: reading, writing, teaching
- Current issues in education (*Educating Clergy*), online academics, contextualization, etc.
- Education books others utilized: *Courage to Teach* (Yount), *Called to Teach* (Yount), *Learning to Listen* (Vella)

Academic Vocation Internship Suggestions Updated 11.13.14