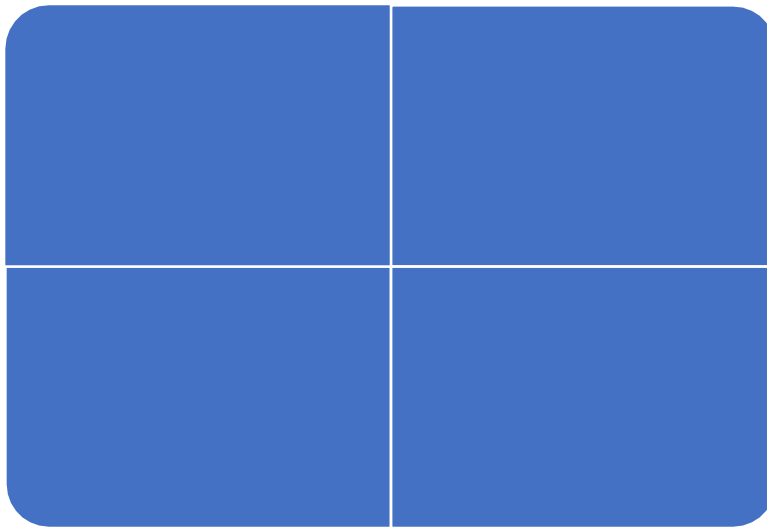




## TABLE OF CONTENTS

CHAPTER	PAGE
<i>Faculty and Staff Director</i>	3
<i>The Internship Team</i>	3
<i>Statement of Purpose</i>	4
<i>Course Overview and Objectives</i>	5
<i>Minimum Requirements</i>	6
<i>Supervision and Trust</i>	6



# THE INTERNSHIP

## Statement of Purpose

The aims of this course are based on an understanding of the Gospel, the Church and the mission of Perkins School of Theology.

*The Gospel*, testified to by the various voices of Scripture and Tradition, is the proclamation that God has created this world and continues to bless it with life and well-being (Gen. 1:28; 12:1-peace and justice and human flourishing. God continues to overcome everything that distorts and destroys life and wholeness (Isa. 61:8; Amos 5; John 1:1-5; Rev. 21:3-4). This Gospel, decisively embodied in Jesus Christ, embraces the totality of creation: the personal and the social, the spiritual and the secular, the present and the future.

*The Church* is called by God to be the community of those who commit themselves in the name of Jesus to -giving Gospel in their own lives and to advocating the divine blessing/justice for the whole of creation in a way that confronts the concrete issues of power, economics, class, gender, and race (Matt. 25:31-46).

*The primary mission*

-17 *Catalog*. p. 13).

*The purpose* of the Internship Course is to enable students to participate in and reflect upon ministry experiences and their contexts to provide resourceful, faithful Christian leadership in the world. To achieve this, students are placed in a variety of supervised settings. Students will reflect theologically on ministry experiences, the contexts of these experiences, and their own leadership. Students will receive various forms of supervision for the performance of ministry in fulfillment of learning goals and for their personal reflections.

This course seeks to realize this purpose by assisting students to develop several competencies. These competencies are organized in three categories: *Be Aware*, *Think Theologically*, and *Lead Faithfully*. The complete descriptions of all the required competencies are contained in this curriculum guide.





## **Supervision and Trust**

The purpose of all conversations among the Intern, mentor pastor, lay teaching committee, consultant and faculty supervisor – that is, the Internship team – is to foster the growth and learning of the Intern in her/his pastoral identity. By their nature, such conversations are very personal and thus are most helpful when they take place in a setting in which all the persons involved trust each other. Therefore, the content of these conversations should not be shared with anyone who is not a member of this Internship team. To do so would be a serious violation of trust.

In certain exceptional cases, a member of the team may conclude that in order to avert harm – whether to the Intern, some other member of the Internship team, or other persons in the church or community – he/she must share something said or learned in such conversations with someone outside of the team. This should be done only after a great deal of thought, prayer and consultation. Such a decision should be discussed with both the Intern *and* the faculty supervisor and/or the consultant to ensure communication with persons outside the circle of trust is done in the most responsible and helpful way.

## **The Learning Covenant**

The Intern Program values Interns as adult learners who are responsible for their growth and learning.

heir experience and  
vocalional gocbg0 G[(voc)7(a)7(t EMC /P A/CID 5>BDC q0.00000912 0 612 792 reW\*nBT/F1 12 Tf1 0 0)-10(C00





## **THE INTERNSHIP SEMINAR**

The Internship Seminar is inseparable from the supervised ministry in the church or agency and is core to the Internship course. It introduces Interns to practical tools and strategies for ministry, guides theological reflection on diverse Internship experiences, and helps develop intrapersonal awareness and interpersonal relationship skills.

Each faculty supervisor will designate the format of the seminars for his/her Intern group. These seminars will include leadership by a mental health consultant.

# **THEOLOGICAL REFLECTION PAPER INSTRUCTIONS**

## **Part I: Assignment Overview**

### **Purpose**

The purpose of this assignment is to guide the Intern to develop a lifelong discipline of reflecting theologically on the practice of ministry.

### **Pedagogy**

Our pedagogy requires Interns to reflect regularly on their practice of ministry by writing Theological Reflection Papers that are discussed with an experienced Mentor Pastor who is theologically trained. This

- Theological questions required by the Board of Ordained Ministry if discussed with the Mentor Pastor in a 90-minute session.

*Who receives these papers?*

The Intern should submit the first two Theological Reflection Papers to **both** the Mentor Pastor and the Faculty Supervisor. Afterwards, the Intern should only submit papers to the Mentor Pastor (unless instructed differently by the Faculty Supervisor).

Faculty Supervisors have the option of requesting papers and scheduling conversations at any time during the Internship. Please note that the Lay Teaching Committee does not receive Theological Reflection Papers.

*Supervisory Session*

1. The Intern and the Mentor Pastor should schedule ninety-



- c. As you reflect on the main theological-ethical issue at stake in the narrative account, does it promote or oppose the Divine desire for creation? What gaps exist between that intention and the way of the world? Explain.
- d. How did you rely on exegesis of Scripture to address the theological-ethical issue(s)? How did this exegesis help you act in a way consistent with your theological commitments while maintaining a pastoral relationship?
- e. As you consider your seminary education as a whole, what other coursework (besides biblical and theological studies) could you use to deepen your theological analysis of your narrative account? Explain.

**III.** *Lead Faithfully*

- a. What leadership qualities were you trying to embody (e.g. assertive, approachable, inclusive, authoritarian, etc.)? Explain.
- b. How might others describe the leadership you displayed? What, if anything, interfered with your intended leadership?
- c. What spiritual disciplines, if any, did you rely on to lead in



7.

*b)*



## **INTERNSHIP EVALUATION CONFERENCES**

The faculty supervisor guides all internship evaluations and will make adjustments to the guidelines listed below, as appropriate.

### **The Ninth Week Evaluation**

The lay teaching committee and mentor pastor will meet separately with the intern in the ninth  
vement of  
competencies based on the Learning Covenant. The faculty supervisor will offer guidance in  
the use of the Perkins Internship Evaluation Form.

### **The Midpoint Evaluation**

In preparation, the intern will write a self-evaluation paper based on a set of guiding questions and distribute it to the lay teaching committee members, the mentor pastor and the faculty supervisor at least five days prior to the Midpoint Evaluation conference. The lay teaching committee and the mentor pastor may be required to prepare a written assessment for this meeting.

The intern will use the information gained at the Midpoint Evaluation to write Revision 2 of the Learning Covenant. Revision 2 integrates the feedback and also adds new learning goals corresponding to the remaining Course Competencies. It also includes any Course Competencies the intern desires to continue to address.

This second revision is due to the faculty supervisor with signatures from the mentor pastor and the lay teaching committee chairperson on a date agreed upon in consultation with the faculty supervisor.

### **The Final Evaluation**

The Final Evaluation will assess the intern's overall growth and learning. The faculty supervisor guides this process in order to submit the final grade. The faculty supervisor will collect documents from the intern, the lay teaching committee, and the mentor pastor.

1. The intern will write the Final Self-Evaluation Paper based on a set of guiding questions in the Intern Handbook and will distribute it to the lay teaching committee members, the mentor pastor and the faculty supervisor at least five days prior to the Final Evaluation.
2. The mentor pastor will provide verbal and/or written feedback on the intern's progress to the intern and faculty supervisor.

Each lay teaching committee member will provide verbal and/or written feedback on the intern's progress to the intern and faculty supervisor

# APPENDIX A

## INTERNSHIP COURSE COMPETENCIES

### Master of Arts in Ministry and Master of Divinity

#### Section I: Be Aware

##### *Cultivating Faith, Formation, and Ministerial Identity*

1. Students will develop daily practices, grounded in the love of God, the love of self, and the love of neighbor, to grow in their faith, formation and ministerial identity. Daily practices should include:
  - Sustainable spiritual disciplines
  - Sustainable self-care that addresses physical, emotional and relationship needs
  - Ethical boundaries for healthy, interpersonal relationships
2. Students will critically reflect on their worldview (influenced by social location and personal identity) and discuss how it impacts interpersonal communication, Biblical interpretation, and theological commitments in the Theological Reflection Papers.
3. Students will demonstrate the ability to integrate constructive feedback from the Internship Team in their Learning Goals and ministry practices.
4. Students will cultivate the discipline necessary for continual theological, professional and ministerial growth by completing the Internship Seminar assignments in a timely manner.

#### Section II: Think Theologically

##### *Integrating Theological Disciplines with Praxis*

5. Students will demonstrate the ability to identify and critically assess the theological commitments undergirding their ministry responses in the Theological Reflection Papers.
6. Students will reflect on how their ministry responses are both appropriate and congruent with their theological commitments in the Theological Reflection Paper assignments and to engage in substantive theological conversations with Mentor Pastors, Intern Faculty, and Internship peers.
7. Students will develop the ability to bring their coursework in theology, Bible, and church history into dialogue with their Learning Goals and Tasks (in the Learning Covenant), and to explore how each informs the other, and how, together, these are re-shaping their theological commitments.
8. Students will develop a Theology of Ministry grounded in their internship experience. This competency is part of the Final Evaluation Paper.

**Section III: Lead Faithfully**  
*Learning While Leading*

9. Students will develop the ability to lead a team to conduct and analyze data gained from a focused Ministry Context Study (gathering demographic and other data, conducting interviews and/or surveys) that will offer new information that may assist the placement site achieve its mission. A written team report, spearheaded by the Intern, should be submitted to the Lay Teaching Committee and other church teams, as appropriate. *MAM: Skip and go to #10.*
10. Students will explore the role of Christian leadership in public theology by participating in at least one event or meeting of an interfaith community organization.
  - Examples of interfaith organizations are: Texas Impact, Faith Forward Dallas, Faith in Texas, National Faith in Action, Dallas Peace and Justice Center, *La Red*, International Rescue Committee, Community Action Partnership, Texas Freedom Network, National Council of Churches, the BJC for Religious Liberty, etc.

**11.** Students will

**APPENDIX B**  
**THE MIDPOINT SELF-EVALUATION PAPER**  
**THE FINAL SELF-EVALUATION PAPER**

**The Midpoint Self-Evaluation Paper**  
**Master of Divinity and Master of Arts in Ministry**

**Guiding Questions in Preparation for the Midpoint Evaluation Conference**

*The following questions are to be submitted to the lay teaching committee, mentor pastor, and faculty supervisor **five days** prior to the evaluation conference.*

***Submit this paper with a cover page that includes: Title, Date, Author, Mentor Pastor, Lay Committee Members designating the Chairperson, and Faculty Supervisor.***

***Include the questions in the body of your paper.***

Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

Placement Site: \_\_\_\_\_

1. How is your self-awareness increasing? Cite examples from the competencies under *Be Aware*.
2. What are you learning about theological reflection in your context? Cite examples from the competencies under *Think Theologically*.
3. What are you learning about leading faithfully? Cite examples from the competencies under *Lead Faithfully*.
4. Identify the competencies and learning goals you adjusted and give the rationale.

course

*The latter is your deliberative theology.*

Include the following in your paper:

- What are the life and death questions facing our cities and world that have kept you up at night? How are these shaping your understanding of the vocation of the Christian leader?
  - As you re-read your Credo or other assignment of that course, discuss where these intersect with the questions arising from your ministry practices.
  - Identify and comment on the texts and metaphors (Biblical, cultural, social, etc.) that best capture the basis of your ministry as a public theologian.
  - Identify and comment on the theological resources from your seminary education that support the basis of your theology as a public theologian.
10. What do you want to discuss, if anything, about your growth and learning not already covered in the questions above?

**Distribute to Faculty and Mentor Pastor Only:**

11. On a separate page, index your theological reflection papers. List the date of each paper and a phrase describing the subject matter. This index is submitted only to the faculty supervisor and mentor pastor.

**Reminder:** Revision 2 of the Learning Covenant is due after the midpoint evaluation conference on a date mutually agreed upon with your faculty supervisor.



6. What do you want to discuss, if anything, about your growth and learning not already covered in the questions above?

**Distribute to Faculty and Mentor Pastor Only:**

7. On a separate page, index your theological reflection papers. List the date of each paper and a phrase describing the subject matter. This index is submitted only to the faculty supervisor and mentor pastor.

**APPENDIX C  
THE LEARNING COVENANT**

**THE LEARNING COVENANT**

**MAM**  **MDiv**

**INTERN:** (FULL NAME)

**PLACEMENT AND CITY/STATE:**

**MENTOR PASTOR:** (TITLE AND NAME)

**CHAIRPERSON NAME:** (NAME) **PHONE:** (xxx)-(xxx)-(xxxx) **E-MAIL:** xx@xxx.xxx

**COMMITTEE MEMBERS** **AMES:** (FIRST AND LAST N



- 1.2 Tasks
  - 1.2.1. I
  - 1.2.2. I
  - 1.2.3. I
- 2. Students will critically reflect on their worldview (influenced by social location and personal identity) and discuss how it impacts interpersonal communication, Biblical interpretation, and theological commitments in The Theological Reflection Papers.
  - 2.1 Learning Goals
    - 2.1.1. I will
    - 2.1.2. I will
    - 2.1.3. I will
  - 2.2 Tasks
    - 2.2.1. I
    - 2.2.2. I
    - 2.2.3. I
- 3. Students will demonstrate the ability to integrate constructive feedback from the Internship Team in their Learning Goals and ministry practices.
  - 3.1 Learning Goals
    - 3.1.1. I will
    - 3.1.2. I will
    - 3.1.3. I will
  - 3.2. Tasks
    - 3.2.1. I will..
    - 3.2.2. I
    - 3.2.3. I
- 4. Students will cultivate the discipline necessary for continual theological, professional and ministerial growth by completing the Internship assignments in a timely manner.
  - 4.1 Learning Goal
    - 4.1.1. I will
    - 4.1.2 I will
    - 4.1.3. I will
  - 4.2. Tasks
    - 4.2.1. I
    - 4.2.2. I
    - 4.2.3. I

## B. THINK THEOLOGICALLY

- 5. Students will demonstrate the ability to identify and critically assess the theological commitments undergirding their ministry responses in the Theological Reflection Papers.

## 5.1 Learning Goals

5.1.1. I will

5.1.2. I will

5.1.3. I will

## 5.2. Tasks

5.2.1. I

5.2.2. I

5.2.3. I

6.

report, spearheaded by the Intern, should be submitted to the Lay Teaching Committee and other church teams, if appropriate. **MAM: SKIP AND GO TO #10.**

9.1. Learning Goal

9.1.1. I will

9.1.2. I will

9.1.3. I will

9.2. Tasks

9.2.1. I

9.2.2. I

9.2.3. I

10. Students will explore the role of Christian leadership in public theology by participating in at least one event or meeting of an interfaith community organization. Examples of interfaith organizations are: Texas Impact, Faith Forward Dallas, Faith in Texas, National Faith in Action, Dallas Peace and Justice Center, *La Red*, International Rescue Committee, Community Action Partnership, Texas Freedom Network, National Council of Churches, the BJC for Religious Liberty, etc.

10.1 Learning Goals

10.1.1. I will

10.1.2. I will

10.1.3. I will

10.2. Tasks

10.2.1. I

10.2.2. I

10.2.3. I

11. Students will demonstrate the capacity to collaborate with a team to plan and lead worship services while reflecting on the underlying theological dimensions of worship. **Students are expected to preach at least four sermons over the course of the Internship. MAM: SKIP AND GO TO #12.**

11.1 Learning Goals

11.1.2. I will

11.1.3. I will

11.2. Task

11.2.1. I

11.2.2. I

11.2.3. I

12. Students will demonstrate **effective collaborative leadership** by recruiting and resourcing a team that **defines a theological vision** and **develops strategies** for **sustainable** ministries after the internship concludes.

One leadership responsibility is required of MAM, two for Part-time MDiv Interns and three for Full-Time MDiv Interns. *Refer to the Course Competencies for a list of examples of responsibilities.*

12.1. Learning Goals

12.1.1. I will

12.1.2. I will

12.1.2. I will

12.2. Tasks

12.2.1. I

12.2.2. I

12.2.3. I





Additionally, problems arise when a student who had a prior relationship with the staff member needs his/her assistance. As a result, even where there is no power or authority of the staff member over the student, consensual sexual relationships are discouraged between staff members and students.

### 3. FACULTY/STAFF RELATIONSHIPS

Relationships between supervisors and subordinates, whether involving faculty or staff members, may become problematic because of the inequality of power in the relationship. Faculty and staff members are encouraged to avoid such relationships. The appearance of impropriety, the perception of pressure on the subordinate, concern for favoritism to the subordinate reflect examples of potential disruption to the professional work environment that result from such relationships. Problems may arise, not only during the course of such relationships, but also when they end. Questions about the propriety of consensual sexual relationships between supervisors and subordinates, who are members of the faculty or staff, should be addressed to immediate supervisors or to the Director, Office of Institutional Access and Equity.

### C. GRIEVANCE PROCEDURES:

#### OVERVIEW

There are two levels of review for complaints of sexual harassment. The first involves an informal complaint procedure to be handled by the administrative official to whom the complaint is first

authority (the

The goal at both levels will be to perform a thorough, timely review and resolution of the complaint. In either case, an informal, preliminary investigation shall be held in order to determine whether there is a reasonable basis for believing the Complainant's allegations. If the Administrative Official handling the charge, or the Appropriate Authority to whom the case is referred, considers settlement to be a reasonable outcome, settlement between the Complainant and the Accused may be accomplished. If a written settlement is reached, the Administrative Official or the Appropriate Authority must file a copy of the Agreement with the Office of Institutional Access and Equity. A copy of the written settlement agreement shall also be made available, upon request, to each party. If an oral agreement is reached, the Administrative Official or Appropriate Authority must file a summary of the case, including the nature of the agreement, with the Office of Institutional Access and Equity. At the conclusion of the informal proceedings, if an agreement has not been reached, the Complainant may pursue a formal complaint. Persons involved in this process should not publicize or divulge either the nature of the procedure or the substance of the complaint.

alleged offending party. If a direct approach results in a satisfactory resolution, the matter will be deemed closed, except that the Administrative Official will notify the Director of Institutional Access and Equity of the allegation and outcome in order to keep appropriate and accurate University records. If the result of the direct approach is unsatisfactory, or if the Complainant chooses not to use it, the Administrative Official will direct the Complainant to the Appropriate Authority to hear the complaint and handle the case under this Policy.

In determining the Appropriate Authority to whom the Complainant shall be referred, the Administrative Official to whom the Complainant initially brings the allegation shall consult the Director of the Office of Institutional Access and Equity. The Director of the Office of Institutional Access and Equity may handle the investigation at her/his discretion. If the Director does not handle the investigation the Administrative official and the Director of the Office of Institutional Access and

will take effect. However, the University reserves the right to act as deemed appropriate at any

## 2. DISCONTINUANCE OF INFORMAL PROCEEDINGS AND INITIATION OF FORMAL PROCEEDINGS

Informal proceedings may be discontinued and formal proceedings initiated in one of the following ways:

- a. If, after the informal proceedings, the Appropriate Authority handling the case concludes that there is no reasonable basis for the complaint, the Complainant may request a formal hearing in accordance with the procedures outlined in the next section.
- b. If the Complainant wishes to end the informal process at any time, the Complainant may request formal proceedings as outlined below.

## 3. FORMAL PROCEEDINGS

Formal proceedings hereunder shall take place in accordance with the following guidelines:

- a. If a complaint is filed against either a full-time or part-time member of the faculty, a teaching assistant or a student teaching assistant in his/her teaching capacity, or any other instructional personnel, the matter shall be submitted to the Faculty Senate Ethics and Tenure Committee for its consideration and action in accordance with its then-current guidelines and procedures;
- b. If a complaint is filed against a University staff member, the matter shall be submitted to the Vice President, or to the person designated by the Vice President, responsible for the unit employing the accused. A formal hearing may be convened in accordance with the University's Grievance Policy and Procedures, Policy 2.8, if appropriate.
- c. If a complaint is filed against a student, the matter shall be submitted to the University Judicial System for adjudication in accordance with the judicial procedures for alleged violations of the Student Code of Conduct.

## 4. REPORTING

The University authority handling the informal proceedings, and the appropriate reviewing committee, board or panel, in the case of a formal proceeding, shall submit in writing their final recommendation or resolution regarding the complaint to the Director of the Office of Institutional Access and Equity of the University. The parties shall have an opportunity to be advised of the final outcome.

## 5. RECORDS

Records of any inquiry or proceeding, formal or informal, must be filed with the University Office of Institutional Access and Equity and be maintained by that office pursuant to the Office of Institutional Access and Equity's records retention policy, which is so long as any party is employed by, and/or is a student at, the University, plus two (2) years. Unless required by law, or unless disclosure to the Board of Trustees or corporate officers of the University should be warranted, as determined by the Office of the General Counsel, the identity of any participant in the record shall be kept confidential from anyone outside the Office of Institutional Access and Equity.

## 6. ISOLATED AND INADVERTENT OFFENSES





would be in a position either to retaliate against, or in any way do serious harm to members of the University community if the accused continues enrollment in that a class or classes or continues living in the University community.

## 8. FALSE ACCUSATIONS

The accusation of sexual harassment can place a permanent stigma on the Accused, regardless of the ultimate outcome of any inquiries and the truth of the matter. Thus, false accusations of sexual harassment are deemed reprehensible and are prohibited by the University. When this entire process has concluded, and it appears reasonably likely that a Complainant in bad faith, deliberately and knowingly filed a false complaint, the accused and/or the Appropriate Authority who has handled the case may seek redress through appropriate University channels.

## APPENDIX

### A. DEFINITION OF SEXUAL HARASSMENT

Behavior is defined as sexual harassment from the r

as unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature directed towards a student, member of the faculty or staff, or an applicant seeking to join the University community, particularly when any of the following circumstances are present:

1. tolerance of sexual harassment is made an explicit or implicit term or condition of: status in a course, program, activity; academic evaluation or admission; employment, hiring, promotion, job evaluation
2. submission to or rejection of sexual harassment is used as a basis for academic evaluation, or an employment decision affecting such individuals. The behavior described has the purpose or effect of creating an intimidating, hostile or offensive environment for work or learning, or unduly interfering with an individual's work performance. For purposes of this policy, "undue interference" is defined as improper, unreasonable or unjustifiable behavior going beyond what is appropriate, warranted or natural.

Sexual harassment is not limited to direct, abusive action by an individual in a supervisory position. All persons, including peers and co-workers, who exercise or have potential to exercise any kind of control or review should be careful not to permit the creation of a situation or environment that is abusive, or has potential for being abusive.

In addition, relationships that begin as consensual have the potential to evolve into sexual harassment -- particularly when the persons involved are in unequal positions of power or authority. This potentiality is an inherent risk in faculty/student and staff/student relationships, as well as in supervisor/subordinate relationships involving faculty and staff, and justifies the prohibitions and warnings contained elsewhere in this Policy.

### EXAMPLES OF SEXUAL HARASSMENT

Sexual harassment may encompass any sexual attention that is unwanted. For purposes of further clarification, and in order to provide some guidance as to what specific behavior constitutes sexual harassment as defined in Section A above, examples of the verbal or physical conduct prohibited by this policy include, but are not limited to:

- a) physical assault;

