

Course ID:	Course Title:	Fall 2024
FE 300 Or FE 360, FE 365	Ministry Internship Or Intercultural/Cross-cultural Internship	Prerequisite: (see below)
		Credits: 6

Class Information		Instructor Information		Important Dates	
Delivery:	Field Education	Instructor:	(Rev) Dr. Ric D. Strangway, DMin	First day of classes:	n/a
Days:	n/a	Email:	ric.strangway@ambrose.edu	Last day to add/drop, or change to audit:	n/a
Time:	n/a	Phone:	403.410.2000 ext.4902	Last day to request revised final exam:	n/a
Room:	n/a	Office:	L2047	Last day to withdraw from course:	n/a
Lab/Tutorial:	n/a	Office Hrs:	By Appointment	Last day to apply for coursework extension:	n/a
Final Exam:	n/a			Last day of classes:	n/a

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

Course Description

FE 300a/b, FE 360a/b, FE 365a/b Internship (6) A

Internship is an integral part of preparation for ministry. It provides the intern with an extended, in-depth practice of ministry for the purpose of integrating classroom study with field experience. In addition, Internship provides interns with a working relationship with another person in ministry. The intern is exposed to all forms and facets of the ministry but the primary focus in an internship experience is on the intern as a disciple in development and on the pastor-mentor as a teacher-leader.

Students must have completed 75 credits to be eligible for Internship.

Prerequisites for Internship are listed below.

FE 300a/b Ministry Internship (6) A

Prerequisite: FE 201, PST 212, REL 315

Note: PASS/FAIL – not included in GPA.

FE 360a/b Intercultural Ministries Internship or FE 365a/b Cross-Cultural Experience

Prerequisite: FE 201, ICS 202, ICS 205, PST 161, PST 212

Note: PASS/FAIL – not included in GPA.

Overview of Internship Program

Field education, or experience based education is a critical part of preparation for Christian ministry. This is accomplished when students are given an opportunity to experience new opportunities in a safe learning context while under the guidance of a mature mentor-supervisor. In the field experience, the student-intern is given the occasion to apply biblical knowledge, theological understanding, developing gifts and abilities in a ministry environment. Key to the learning experience is an opportunity for reflective practice with their mentor-supervisor. Experts in the field of ministry formation and education suggest that the two most important components of learning in ministry are experience in the practice of ministry and reflection on that practice.¹

With that in mind, the internship focuses on three core areas of assessment: vocational readiness and discernment, spiritual formation in Jesus Christ, and the integration of theology and practice.

Therefore, the internship placement, Learning Contract, assessments, and final internship debrief are all focused towards providing the student-intern a quality learning experience under the guidance of a mature, mentor-supervisor.

The Field Education Team provides support to the student in the planning, placement, preparation and ongoing assistance through the internship experience:

(Rev) Dr. Ric Strangway, Coordinator of Field Education: ric.strangway@ambrose.edu

(Associate Professor of Pastoral Theology)

Dr. Jen Singh, Associate Professor of Intercultural Studies, : jennifer.singh@ambrose.edu

(Oversight of Intercultural Studies Internship)

Alice Kung, Field Education Associate: alice.kung@ambrose.edu

(Oversight of Theological Studies in Chinese, Seminary)

Kelly Martin, Field Education Assistant: kelly.martin@ambrose.edu

Field Education Webpage: <http://fielded.ambrose.edu>

Expected Learning Outcomes

By the conclusion of the internship the student should be able to:

1. Explore their personal identity as part of the body of Christ.
2. Discover areas of personal and professional effectiveness in and through the ministry of the Church, or Christian organization.
3. Evaluate personal character, behavior, and values as they relate to Christian ministry, the church, culture, and relationships with others.
4. Analyze a ministry situation and set realistic goals and strategies to meet the needs discovered in the analysis.
5. Integrate more fully biblical theology and the practice of ministry.
6. Assess vocational readiness and effectiveness for ministry.

¹ Matthew Floding, "Engaging Theological Education." *Engage* (2017), 9.

Preparing For Internship

An internship must approved by the Coordinator of Field Education is required for Ministry programs. The coordinator assists in locating and approves appropriate internships. Before an internship can begin the following prerequisites must be successfully completed by the end of Winter semester:

- Receiving approval by the Coordinator of Field Education for the internship placement.
- Attend the annual Internship Seminar in late April or early May.
- Maintaining a minimum Grade Point Average (GPA) of 2.0.
- Completion of at least 75 credits.

The minimum amount of time for an internship is five months on a full-time basis in a ministry context, usually in a church setting. Part-time internships are permitted with the approval of the Coordinator of Field Education. To prepare for Internship, students must apply to the internship program during September prior to starting an Internship. Bachelor of Theology students must begin to prepare for Internship in their third year of full time studies. All students must attend a pre-internship orientation meeting. Students may need to produce the results of a Criminal Record Check before being permitted to participate in Internship.

The intern receives a monthly allowance, room and board (if needed), and a usually a expense allowance while ministering. Churches and Christian ministries from various denominations participate in the Ambrose University Internship program.

Internship Requirements

1. Attend the Internship Seminar in late-April or early May.
2. Learning Contract: At the beginning of the internship the student-intern and their mentor will create a Learning Contract that outlines the personal and professional objectives through the internship experience.
3. Assessments: The student-intern and the supervising mentor will evaluate the student-intern through a series of assessments using the Learning Contract as a baseline.
 - First Month Assessment. (intern)
 - Mid-Point Assessment. (intern/mentor)
 - Final Assessment. (intern/mentor)
4. Final Internship Debrief Interview: At the end of the internship the student is responsible to set up a Final Internship Debrief Interview with the Coordinator of Field Education. At the end of the debrief interview the coordinator will assess a Pass/Fail grade.

Grade Summary

FE 300, FE 360, and FE 365 are PASS/FAIL—and not included in the students GPA.

Professional Conduct During Internship

Ambrose School of Ministry and Seminary students are responsible for the professional conduct during their internship experience. All student-interns are expected to follow these areas of professional conduct in all internship contexts. There are no exceptions.

- Initiative and responsibility. Student-interns should do their best to give a determined effort in all internship tasks and responsibilities, taking responsibility for their own learning.

- Respect the church or organization. Student-interns should seek to always uphold professional attire, language, attitudes, and behaviours in the internship setting. This includes respect and adherence to the policies of the church or organization; asking questions and requesting help when unsure about policies; procedures, and expectations; managing time effectively; and seeking and accepting feedback from the mentor-supervisor, as well as the Coordinator of Field Education.
- Ethical practitioner. Student-interns must function as a ethical and competent practitioner. This includes the following: working in areas of training, not overstating their understanding or abilities, clearly identifying themselves as student-interns in all professional activities related to the internship; keeping accurate and reliable records for the church or organization; monitoring personal, emotional, and spiritual well-being, and notifying the mentor-supervisor, as well as the Coordinator of Field Education, if any conditions arise that might adversely affect the student's ability to serve in their internship; and maintain the confidentiality of individuals they serve. Part of being an ethical practitioner means caring for one's own wellbeing during the internship. Student-interns are able to access support during their internship from the Coordinator of Field Education, as well as, the Ambrose Student Life Office.
- Health and safety. Student-interns must abide by all health and safety policies of the church or organization where they are placed.

Grounds For Early Ending of an Internship

There are two grounds for ending an internship experience early. The first is based on the responsibilities and actions of the mentor-supervisor and/or church or organization. And the second is based on the responsibility and actions of the student-intern.

In rare circumstances, the Coordinator of Field Education, or the Dean of Theology, may inform the student-intern and partnering church or organization that the internship has been brought to an early end. The following are some of the conditions relating to this decision:

- The student-intern is unable to carry out the responsibilities and requirements of the internship.
- The student-intern has violated any part of the professional conduct standards outlined above.
- The student-intern has jeopardized the safety of others at the church or organization.
- The church or organization has failed to provide a safe and secure learning environment for the student-intern.

In situations where the student-intern is not able to complete the internship experience with the church or organization, yet still eligible to fulfill the internship course requirements, the Coordinator of Field Education will work with the student-intern and the Dean of Theology to establish a plan to complete the course requirements.

When the student-intern disagrees with the Coordinator of Field Education, they may appeal to the Dean of Theology in writing. The Dean's decision will be final.

Student Safety In An Internship Setting

Student safety in an internship is a priority and student-interns and mentor-supervisor's need to be aware of the risks to avoid potentially dangerous situations. Violence can be experienced in many forms, including verbal, physical, emotional, spiritual, and psychological. The Field Education department recognizes that intersectionality of social identities and marginalization can increase the likelihood of experiencing violence in a workplace or internship setting and will not tolerate any forms of discrimination and violence.

Additionally, policies related to gender-based sexual violence and harassment, discrimination, and bullying apply to students during their internship experience in a partnering church or organization.²

Partnering church or organization responsibilities in risk management include:

- Responding immediately to students concern about safety. All safety issues should be reviewed through consultation with the Field Education Coordinator.
- Students have the right to question any potentially unsafe assignment without repercussions.
- Informing students of safety and security programs/regulations of the church or organization.
- Advising students against working alone in the church or organization, especially during evening hours or at night.
- Informing students if someone within the church or organization has a history of violence.
- Discussing safety issues with students, particularly prior to hostile situations or home visits.

Student-intern's responsibilities in risk management include:

- Arranging designated workspaces with personal safety in mind (e.g., always have a pathway to the door, never work alone in a building).
- Reporting any concerns or incidents related to personal safety to the Coordinator of Field Education.

Information Sharing

The School of Ministry and Seminary Field Education Office have a shared responsibility for educating and shaping the students for the preparation of professional ministry. They also have a duty to protect individuals, families, and communities and to ensure competence in graduating pastors and leaders for Christian ministry. An essential part of this collaboration is the appropriate sharing of information about student performance collected by the Field Education department under the authority of the *Post-Secondary Learning Act*.

Throughout the duration of the field experience, information about students is collected for the purposes of identifying emerging issues, problem solving, evaluating student performance, and assigning grades. This information may become part of the student's file held by the Field Education department.

² Gender-Based and Sexual Violence Policy and Harassment, Discrimination and Bullying Policy can be found on the Ambrose University website.

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Online for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.