

College of Bible and Christian Ministry
Department of Pastoral Ministry
FALL 2022

COURSE: PMN 391 – Pastoral Ministry Internship: Teaching

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TUESDAYS 10:00 – 12:30

Pastoral Ministries Department Purpose Statement:

“The aim of the Pastoral Ministries Department at Nyack College is to educate with enriching truth, train with foundational skills, and impart spiritual gifts in order to bring personal transformation, and help each student fulfill his or her destiny in God’s Kingdom.”

Course Description:

This course is designed for the student intern to put into practice the principles and theories studied in the classroom. In general, each student will assume an approved internship assignment in a local church or parachurch organization, minister in that position for a minimal number of hours, fulfill a number of core and specialization experiences, complete reading and reflection assignments, and evaluate the internship experience.

Students in the Pastoral Ministry Major are required to engage in Internships/Christian Service activities in **three** of the following four areas:

- 1) PMN 391: Teaching Internship**
- 2) PMN 392: Preaching Internship (only after completing PMN 311)**
- 3) PMN 393: Community Ministry Internship (outreach or service outside the regular church program)**
- 4) PMN 394: Worship Leading Internship**

These Internship requirements may be completed in consecutive semesters or through a summer ministry. The student must register for them as three separate 1 credit courses, for which the Head of the Pastoral Ministry Department gives a grade of Pass/Fail. Forms for reporting the Internships are available on the Nyack College “I” drive or from the Pastoral Ministry Department Head. The student is responsible for finding internship opportunities. The department head must verbally approve these opportunities. The student is also responsible for the completion and the submission of the appropriate report forms.

ACADEMIC POLICIES:

Academic Quality:

Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated the higher the grade given to the assignment.

“All Nyack College students seeking assistance with pre-writing, drafting, revising, and editing their written assignments are encouraged to use the resources available through the Writing Center. Sites are available at the Rockland graduate and undergraduate campuses, the Manhattan campus, and phone consultation is available for off-campus graduate students.”

Late Assignments:

All assignments are due on the day scheduled. Assignments submitted late will receive a 5% reduction in grade.

Grading Scale:

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. All grades are calculated based on the following scale of Letter Grade\Percentile Equivalents:

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A = 100% - 93% (1000 – 930 Points)	C = 77% - 73% (770 – 730 Points)
A - = 92% - 90% (920 – 900 Points)	C- = 72% - 70% (720 – 700 Points)
B+ = 89% - 88% (890 – 880 Points)	D+= 69% - 68% (690 – 680 Points)
B = 87% - 83% (870 – 830 Points)	D = 67% - 63% (670 – 630 Points)
B- = 82% - 80% (820 – 800 Points)	D- = 62% - 60% (620 – 600 Points)
C+ = 79% - 78% (790 – 780 Points)	F = 59% - 0% (590 – 0 Points)

2017-2018 Nyack Catalog, P. 287

Plagiarism: Plagiarism is defined as an act of “Literary Theft,” when the work of another is misrepresented as the general work of the Nyack College student. This may be done intentionally or unintentionally. ***When excerpts, thoughts, writings, or statements of others are used in papers, essays, or other projects, they must be acknowledged through footnotes, bibliography, and other accepted MLA or APA practices and standards.*** Please see pages 290-291 of the 2017-2018 catalog for a detailed description of levels and consequences.

Students With Disabilities: Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from Academic Support Services within the first six weeks of the beginning of classes.

PASTORAL MINISTRY PROGRAM GOALS:

We develop men and women who demonstrate the following competencies:

Empowered Ministry:	Shows clear calling, gifting, competence, and Missional focus in ministry
Quality Leadership:	Is a team player, employs effective strategies for decision making, and has a servant’s heart when working with others
Understanding Scripture:	Demonstrates good working knowledge of the Bible, an understanding of theology, and appropriate application of Scripture to life

Intentional Healthy Living:	Maintains physical, emotional, and relational health with family and others
Passionate Spirituality:	Evidence of ever deepening intimacy with Christ and progressive sanctification
Socially Relevant:	Adept in applying kingdom principles to individuals (family), industry (business), and institutions (government)

NYACK COLLEGE CORE VALUES

Academically Excellent: quantitative technological	Students will acquire and demonstrate college level proficiency in general education and essential skills, including oral and written communication, scientific and reasoning, critical analysis and reasoning, information literacy and competency, and basic biblical literacy.
Globally Engaged: heritages,	Students will acquire knowledge of skills to articulate the interplay of historical, cultural, and geographical realities of the global community which inform worldviews, and traditions of peoples and cultures.
Intentionally Diverse:	Understand how ethnocentrism and personal biases impact cultural awareness.
Personally Transformed: building curricular activities.	Students will gain knowledge and skills in faith - strengthening life habits of prayer, bible study, corporate worship, critical thinking about faith, appropriate self-care, community, and engagement in service through curricular and co-
Socially Relevant: in	Students will gain knowledge of the value of economic, political and social systems as tools for positive change, practice biblical principles of social justice, and engage servant leadership opportunities locally, nationally, or internationally.

ASSESSMENT RESULTS:

The College of Bible and Christian Ministry may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement.

COURSE REQUIREMENTS

PMN 391 Teaching

A regular teaching ministry that involves preparation and presentation may fulfill this portion of the requirement. Ministry in Sunday School Courses, Youth Groups, Bible Study Groups and other teaching venues will suffice as long as **preparation and presentation are involved for at least six (6) sessions**. Street Evangelism and “off the cuff” ministry groups will not fulfill this requirement. Someone in authority at the church who witnesses the teaching must fill out the Evaluation Form and the Professional Dispositions Form. This must then be filed with the Pastoral Ministry Department.

Students are also required to read the assigned textbook for their particular internship

**TEXT: Teaching Changes Lives, Howard Hendricks, Multnomah Press, 2003
ISBN: 978-1590521380**

COURSE REQUIREMENT CALENDAR

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|-----------|--|--|
| A) | Selection of internship:
Provide the name of the internship location, supervisor, and schedule for completing each component of your internship requirements | Maximum 100 Points
Due Date: SEPT. 30 |
| B) | Performance Review – Teaching Evaluation Form:
Have your supervisor complete and return the confirmation of internship and the pastoral disposition form to your course instructor | Maximum 100 Points
Due Date: OCT. 30 |
| C) | Performance Review: Professional Disposition Form:
Have your supervisor complete and return the confirmation of internship and the pastoral disposition form to your course instructor | Maximum 100 Points
Due Date: NOV. 15 |
| D) | Ministry Reflection Paper:
Submit a 3 page reflection paper (12 pt font, double-spaced) whereby you reflect on (1) the value of the internship; (2) Strengths and weaknesses that were confirmed or discovered during the internship; and (3) How the internship has helped clarify your call to ministry. | Maximum 300 Points
Due Date: NOV 30 |
| E) | Book Compliance Statement:
Submit the reading compliance statement for each textbook | Maximum 100 Points
Due Date: DEC. 7 |
| F) | Lesson Plans:
Submission of 3 of the 6 Lesson Plans the student completed for their lessons
(A lesson plan template is provided on page 5 of this syllabus). | Maximum 300 Points
Due Date: DEC. 10 |

Nyack College

**PMN391 – Internship: Teaching
Lesson Plan**

Lesson Title	The importance of Prayer
Scripture References	⁶ Don't worry about anything; instead, pray about everything; tell God your needs, and don't forget to thank him for his answers. Philippians 4:6 (TLB)
Emphasis or Theme	Pray and talk with God do not worry.
Welcome & Pre-class Activity <i>(Establishing rapport as children arrive through activities such as chatting, preparing items for class together, singing songs or praying.)</i>	Group sing along will be conducted after group prayer.
Introducing the Story <i>(What you might say or do before the story to help create an interest or curiosity)</i>	I will put a chair in the front of the room and kneel down on it and ask the children what they think I was doing. Then wait for responses' and introduce the topic of prayer to them.
Telling the Story <i>(Outline the story here. Then describe the method you will use to tell the story. Examples might include showing pictures, drawing as you tell, using puppets, costumed characters, dramatic story-telling or any number of other methods)</i>	Children will be shown picture illustrations as I engage them in discussion about the reason prayer is important.
Learning Activities <i>(Games, crafts, artwork, songs, memory verses or other activities that bring fuller meaning to the Scripture or make application to the lives of the students)</i>	I will have the children draw pictures at their tables using different color markers, pencils and or crayons illustrating themselves or someone praying to God.
Review <i>(Solidify learning by repeating facts or themes or even the story itself through games, crafts, activities or visual aids)</i>	Students will be given the opportunity to rehearse the theme scripture together and we will sing a song about prayer to end the class
Closing <i>(Prayer, last song...)</i>	I will end by saying The Lords Prayer and having students repeat it with me.
Preparation <i>(What I need to do and items to</i>	Drawing paper, color markers, crayons and pencils.

<i>gather before I begin to teach)</i>	
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PMN 391 - TEACHING INTERNSHIP
Performance Review - Teaching Evaluation (To be filled out by Intern Supervisor)

Student's Name: Daryl Gross

Person Confirming Teaching Internship: _____

Dates of Internship: October Oct18, 21, 23,25,_____

Number of Sessions (six required): 6 Teaching Time per Session: 35-40

Location of Teaching: Church and via zoom Average Attendance: _____

General Topics: _____

Session Topics: _____

Curriculum or Resources Used: _____

Name & Position of Person in Charge: _____

EVALUATION RUBRIC	1 – Quality Missing entirely; unacceptable	2 – Quality Demonstrated occasionally; below average	3 – Quality Demonstrated; average	4 – Quality Demonstrated; above average	5 –Quality Demonstrated with excellence
Clarity Teaching - clear & easy to understand					
Relevance material connected with audience					
Impact information led to transformation					

Comments by Overseer

Do you see evidence of God's Call & Favor on this person's teaching ministry? _____

Approved Observer's Signature: _____ Date: _____

**Pastoral Ministry Student Internship
Performance Review - Professional Disposition Evaluation
(To be filled out by Intern Supervisor)**

Intern: _____ Semester: **Spring or Fall Year 20__**

This evaluation assesses the professional affective dispositions, characteristics, and behaviors of Pastoral Interns. It does not address scholarship or achievement criteria. Students will review this evaluation.

Please use the following scale for each of the items to follow:

- | | | |
|--------------------------|-----------------------|------------------------|
| N – Not Observed | 1 – To No Extent | 2 – To A Little Extent |
| 3 – To A Moderate Extent | 4 – To A Great Extent | |

- | | | |
|-------|--|--|
| _____ | 1. Demeanor: | The student demonstrated positive attitudes in interactions with staff and people. |
| _____ | 2. Responsibility: | The student undertook and completed assigned tasks. |
| _____ | 3. Maturity: | The student displayed maturity and poise in completing tasks and interacting with people. |
| _____ | 4. Cooperation: | The student displayed a positive willingness to work with others. |
| _____ | 5. Flexibility: | The student displayed a willingness and ability to adapt to changes in events, conditions, activities, and tasks. |
| _____ | 6. Appearance: | Appropriate and professional. |
| _____ | 7. Attendance/Punctuality: | The student was regular and punctual. |
| _____ | 8. Initiative: | The student displayed independence in starting and completing assigned activities |
| _____ | 9. Awareness of Individual Differences: | The student displayed a recognition of and empathy for human differences in ethnicity, gender, physical ability, and intellectual ability. |
| _____ | 10. Patience: | The student displayed the ability to be patient in activities, and interaction with people. |
| _____ | 11. Tactfulness: | The student displayed the ability to recognize and compensate for the feelings and self-esteem of others. |
| _____ | 12. Enthusiasm: | The student displayed energy and enthusiasm and responded appropriately to humor in human to human interactions. |
| _____ | 13. Organization: | The student displayed the ability to monitor and control time and materials. |
| _____ | 14. Creativity: | The student displayed the ability to synthesize theology and practice into new personalized adaptation and applications. |

_____ 15. **Written Communication:**

The student's written products reflected appropriate spelling, grammar, punctuation, syntax and format with clear and legible writing.

_____ 16. **Oral Communication:**

The student's oral communication displayed effective voice and speech delivery patterns.

_____ 17. **Professionalism:**

The student recognized, sought, and used the best research, theology and practice in his/her professional activities and presentations.

_____ 18. **Reflective Practitioners:**

The student displayed ability to reflect evaluating his/her own experience and receive constructive criticism.

_____ 19. **Awareness:**

Exhibited a level of awareness regarding the learning environment

_____ 20. **Technology:**

Demonstrates appropriate levels of technology for classroom use and professional communication.

PMN Student Signature: _____ **Date:** _____

Approved Observer's Signature: _____ **Date:** _____

**Nyack College New York City
PMN 391 – Internship: Teaching**

Reading Statement for “Teaching Changes Lives”

With integrity, I have read this book (Highlight One)

Chapters 1 through Application 100 Points

Chapters 1 through 7 75 Points

Chapters 1 through 5 50 Points

Chapters 1 through 4 0 Points

Signed _____