TYNDALE UNIVERSITY

TYNDALE SEMINARY
COURSE SYLLABUS

"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Semester, Year	**WINTER, 2027**
Course Title	**INTERNSHIP**
Course Code	**INTD 0701**
Date, Time, and Delivery Format	JANUARY 2027 – AUGUST 2027 INTERNSHIP COORDINATION SESSION: January 26, 2027 (Tue) Afternoon Section: 2:00-3:30 pm Evening Section: 7:00-8:30 pm
Instructor Contact Information	**DR. JAMES WATSON, PhD** **Internship Program Coordinator** Email: jwatson@tyndale.ca Phone Number: (416) 226-6620 Ext. 2184
Class Information	Ministry Reflection Seminars will be held in small groups during the course, through both terms, meeting monthly. Groups will be assigned during (or following) our initial Coordination Session on January 26, 2027. Students may choose to take all sessions related to this course online. (One or two small groups may choose to meet with the professor in-person at Tyndale, and this choice will be accommodated **if** there is sufficient interest and schedules align.)
Office Hours	Meet on Teams or in-person. Email to make an appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only. It is the student's responsibility to check MyTyndale.ca e-mail account frequently.

I. COURSE DESCRIPTION

The Tyndale Seminary Internship Program (TSIP) is a central component in the theological curriculum at Tyndale Seminary. All MDiv students must complete at least a two-term internship in their major area of study. The Internship provides students with a vibrant and transformative context for integrating the theological, spiritual, relational, and vocational dimensions of Christian ministry and leadership.

The Internship has a formative aim in developing theologically reflective Christian leaders for service in the Church and the world. Through engagement in real-world ministry in supervised placements, interns are provided with opportunities to work alongside experienced ministry supervisors to develop ministry competencies, to set and meet individualized learning goals, and to clarify and confirm their ministry gifts and calling.

Clinical Counselling majors in MDiv/MA and Spiritual Formation majors in MDiv have specific internship requirements and should consult their program coordinators for details. Internships for all other MDiv students are overseen by TSIP. Students enrolled in the MTS program may elect to take an internship course. Students with double majors must take two internships.

PREREQUISITES: Students will normally have completed a minimum of 15 courses (45 credits) before registering for the Internship course. Prerequisite courses include SPIR 0700 Spiritual Formation, LEAD 0510 Leadership Development and MISS 0782 Gospel, Church and Culture. Exceptional cases will be considered by the Internship Program Coordinator (Dr. James Watson). Consult the Internship Student Handbook (found on the MDiv Internship Program page on classes.tyndale.ca).

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Demonstrate growth in ministry capacities and competencies in accordance with their individualized learning covenant and their ministry major competency requirements.
2. Engage effectively to the practice of both personal and group theological reflection on ministry experience.
3. Analyze the social, cultural, and global context of God's mission in the world with particular focus on their own ministry setting.
4. Understand the value of mentoring, supervision, and peer accountability for lifelong personal, professional, and spiritual.
5. Identify and articulate one's calling, aptitudes, growing edges and personal philosophy of ministry.
6. Demonstrate an integrative understanding of the Biblical, theological, historical, spiritual, and personal dimensions of Christian ministry through questions asked during ministry reflection seminars and final summative reflection paper.

III. COURSE REQUIREMENTS

A. INTERNSHIP

1. **STUDENT APPLICATION INFORMATION FORM: (Required before registering for the course)**

Students will indicate options for consideration for internship according to discernment of future ministry direction. **Note**: The process of application should begin several months in advance of the Internship and must be approved by the Internship Program Coordinator prior to registration in the course.

2. **SITE INFORMATION FORM: (Required before registering for the course)**

Students will select an internship site and supervisor, in close collaboration with the Internship Program Coordinator. **Note**: The process for selecting and negotiating an internship site should begin several months in advance of the Internship and must be approved by the Internship Program Coordinator **prior to registration** in the course.

3. **LEARNING COVENANT: (Required before registering for the course)**

Formulation and adherence to an individualized Learning Covenant that identifies specific learning and ministry goals for the Internship is required. The Learning Covenant is to be written in consultation with the Supervisor and must be approved by the Internship Program Coordinator. The Learning Covenant is found on the course page, MDiv Internship Program, at classes.tyndale.ca.

4. **INTERNSHIP HOURS AND SUPERVISION: (Record of hours due August 13, 2027)**

Engagement in at least 260 hours of ministry experience throughout the duration of the internship (approximately 8-10 hours per week over two semesters.) Engagement in weekly supervision/reflection sessions with the approved site Supervisor/Ministry Mentor. Students will submit a Weekly Summary of Internship Hours and Supervision Sessions. This document may be reviewed at any time during the internship and should be kept up to date.

5. **MINISTRY REFLECTION SEMINARS: (Various dates)**

Attendance and participation in the Coordination Session, Midpoint and Final Integrative Seminars, and four other Ministry Reflection Seminars for case study presentation and peer input are **mandatory** (Coordination Session + 4 Ministry Reflection Seminars + Midpoint Seminar + Final Integrative Seminar = 7 total). Students will meet in groups of 3-5 with specific seminar dates and groups to be determined at the Coordination Session (seminars take place approximately once a month with mid-term or final sessions replaced by appointments at discretion of the Internship Program Coordinator).

6. **MINISTRY REFLECTION CASE STUDIES: (Due before assigned dates – the student will write one case study each semester)**

Students will write and submit **two** ministry reflection case studies over the course (one per semester, 5 pages each). See class webpage at classes.tyndale.ca or refer to the guidelines on the course page, MDiv Internship Program, at classes.tyndale.ca.

7. MID-TERM SELF-EVALUATION: (Due April 12, 2027)
Submission of student self-evaluations (see guidelines on the course page, MDiv Internship Program, at classes.tyndale.ca).

8. SUPERVISOR'S EVALUATION: (Due August 13, 2027)
Submission of a final end of course evaluation of the student by the ministry mentor. The document can be found on the course page at classes.tyndale.ca or on the course page, MDiv Internship Program, at classes.tyndale.ca.

9. FINAL (SUMMATIVE) INTEGRATIVE REFLECTION PAPER: (Due August 13, 2027)
A 12-page Final Integrative Reflection Paper due at the end of the internship (see guidelines on the course page, MDiv Internship Program, at classes.tyndale.ca). This integrative paper will be discussed during the final Integrative Ministry Reflection Seminar (normally held toward the end of the second term).

10. INTERNSHIP PROGRAM EVALUATION: (Due August 13, 2027)
At the end of the internship, fill out a Student Internship Program Evaluation Form focusing in on your own experience, your experience with the supervisor/mentor, and with the internship site. The document can be found on the course page, MDiv Internship Program, at classes.tyndale.ca.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Because the Internship and Ministry Reflection Seminars are designed as a context for integrating classroom learning with the practice of ministry, the "reading list" comprises any reading that one has done in the courses taken to date. In addition, the following are particularly helpful resources in thinking theologically about the practice of ministry.

Chang, Sung Hee and Matthew Floding (Editors). *Enlighten: Formational Learning in Theological Field Education.* Lanham: Rowman & Littlefield, 2020.

Peterson, Eugene. *Working the Angles: The Shape of Pastoral Integrity.* Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 1989.

Stone, Howard W., and James O. Duke. *How to Think Theologically*. 3rd Edition. Minneapolis: Fortress Press, 2013.

Tyndale recommends STEPBible – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. GRADING AND EVALUATION

By the end of the internship, students will have a portfolio of documents providing evidence of their growth and learning through the internship experience. These documents must all be submitted to the course page (INTD 0701) to receive the internship credit. The portfolio will include:

- The Learning Covenant outlining the student's individualized learning and ministry plan
- The Site Placement Form indicating the agreement between the student's supervisor and Tyndale Seminary
- Mid-term and Final Self-Evaluation Reports, reflecting on progress and learning in the Internship based on goals outlined in the learning covenant
- Supervisor's Final Evaluation by the Supervisor or Ministry Mentor providing feedback and reflection on ministry strengths and areas for future growth
- Two ministry reflection case studies from the Ministry Reflection Seminars revised with feedback from fellow students (one for each semester)
- A summary of your internship hours and your weekly internship conversations with your Supervisor or Ministry Mentor
- Final Integrative (Summative) Reflection paper integrating learning that occurred during the internship and the course of all your seminary learning and presented to other students during the last Ministry Reflection Seminar

NOTES:

1. Guidelines for all course requirements can be found on the class page at classes.tyndale.ca.
2. All assignments must be submitted on the class page at classes.tyndale.ca.
3. Hard copy (paper) documents must be scanned and submitted electronically to the course page. All photocopiers at Tyndale are able to scan and email scanned documents to students' email addresses.
4. **All internship requirements must be completed in order to pass the course.** This includes mandatory attendance at the Coordination Session, the four Ministry Reflection Seminars, Midpoint Session, and the Final Integrative Seminar (7 in total), as well as completion and submission of all documents as outlined above.
5. The course is graded on a Credit/No-Credit basis.

D. SUMMARY OF PORTFOLIO AND DATES

Evaluation is based upon the completion of all the required elements:

Submission of Student Application Information From, Site Selection Form, and Learning Covenant	Prior to registering for the course
Attend Internship Coordination Session	January 26, 2027

Ministry Reflection Seminars and Case Studies – submit one case study per term and respond to other students' case studies.	TBD
Midterm Self-Evaluation	April 12, 2027
Attend Final Integrative Seminar	TBD
Final Integrative Reflection Paper	August 13, 2027
Supervisor's Evaluation of the Intern	August 13, 2027
Weekly Summary of Internship Hours and Supervision Sessions	August 13, 2027
Internship Program Evaluation	August 13, 2027
Transcript Grade	Credit / No Credit

IV. SELECTED BIBLIOGRAPHY

Anderson, R. S. *The Soul of Ministry: Forming Leaders for God's People.* Louisville, KY: Westminster John Knox Press, 1997.

Branson, Mark and Alan Roxburgh. *Leadership, God's Agency & Disruptions: Confronting Modernity's Wager.* Cascade, 2021.

Coyle, Suzanne M. *Uncovering Spiritual Narratives Using Story in Pastoral Care and Ministry.* Minneapolis, MN: Fortress Press, 2014.

Cahalan, Kathleen A. *Introducing the Practice of Ministry.* Collegeville, MN: Liturgical Press, 2010.

Campbell-Reid, Eileen R. *Pastoral Imagination: Bringing the Practice of Ministry to Life*. Fortress Press, 2021.

Chang, Sung Hee and Matthew Floding (Editors). *Enlighten: Formational Learning in Theological Field Education*. Roman & Littlefield, 2020.

Killen, P. O. & de Beer, J. *The Art of Theological Reflection.* New York: Crossroad, 2001.

Kinast, R.L. *If Only You Recognized God's Gift: John's Gospel as an Illustration of Theological Reflection.* Grand Rapids, MI: Eerdmans, 1993.

Kinast, R.L. *Let Ministry Teach: A Guide to Theological Reflection.* Collegeville, MN: The Liturgical Press, 1996.

Kinast, R.L. *What Are They Saying About Theological Reflection?* New York: Paulist Press, 2000.

Mahan, J. H., Troxell, B.T., & Allen, C.J. *Shared Wisdom: A Guide to Case Study Reflection in Ministry.* Nashville: Abingdon Press, 1993.

McAlpin, Kathleen. *Ministry That Transforms: A Contemplative Process of Theological Reflection.* Collegeville, MN: Liturgical Press, 2009.

Pohly, K. *Transforming the Rough Places.* Franklin, TN: Providence House, 2001.

Pyle, W.T. & Seals, M.A. (Eds.). *Experiencing Ministry Supervision: A Field Based Approach.* Nashville: Broadman & Holman, 1995.

Robinson, Anthony B. *What's Theology Got to Do With It? Convictions, Vitality and the Church.* Herndon, VA: Alban Institute, 2006.

Schön, D. *The Reflective Practitioner: How Professionals Think In Action.* New York: Basic Books, 1983.

Thompson, Ross, and Judith Thompson. *Mindful Ministry: Creative, Theological and Practical Perspectives.* London: SCM Press, 2012.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**Exceptions with permission from professor.*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have

committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors

may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT,

etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. "No Credit" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.