

Syllabus for
PRM 775—Missionary Internship
3 Credit Hours
Summer 2010

I. COURSE DESCRIPTION

Participation in a missionary activity working with nationals. This experience is supervised by a faculty member and/or an experienced missionary selected by ORU. Includes a period of training and study prior to departure, participant observation, and post trip reporting.

Prerequisites: None.

Course Fees: Background check, \$25.50; liability insurance, \$15.

This is a study course linked with practical Christian ministry activities. These activities are supervised by either a faculty member or one suitably qualified and approved by the faculty member usually responsible for the course, as well as by the dean. Students are prepared academically, spiritually, and with certain basic skills by the faculty before participating in observation, interview, and report back. An analysis of the student's performance missiologically is also required.

The student establishes a relationship and ministry definition by working with nationals in a cross-cultural ministry setting. There is only very limited association with peers of one's own ethnicity during the internship period since the major working and social relationships are with those of another ethnicity and language.

On the field, students are required to undergo the normal orientation training and to take part in ministry activities with nationals that are consistent with the needs of the particular field and the real circumstances found there. Students receive local supervision in these activities and are also required to have at least one interview with a local national supervisor. Students are required to keep a journal of activities while on the field. This includes an outline of each sermon, teaching, or public address. Upon returning, students write a twenty-page report that missiologically describes and analyzes both field activities and the host mission. Students are expected to integrate missiological theory and an understanding of the culture concerned with personal missionary experience.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Learn to work with people of another ethnic background.
- B. Experience having very limited contact with people of the students own ethnicity.
- C. Experience learning a language in an environment where English is not the primary language.
- D. Learn to apply lessons from missiological classes in which cross-cultural ministry principles were learned.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As result of successfully completing this internship, mission students will be able to do the following:

- A. Evaluate and report to the class decisions as to whether or not the student is inclined to experience a career as a foreign missionary.
- B. Discuss analytically a missionary's dealing with hardship, loneliness, and cross-cultural adversity and how to rise above it.
- C. Report on the establishment of personal relationships with local national people and experiences of teamwork and social interdependence with them.
- D. Present in writing what it is like to not only work with people of a different ethnicity but also to appreciate and celebrate the different strengths each individual brings to the cooperative partnership.
- E. Demonstrate preparedness for intercultural ministry by supervised application of missiological insights through immersion in cross-cultural ministry experiences.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Material

1. Textbooks

Aroney-Sine, C. *Survival of the Fittest*. Monrovia, CA: MARC, 2005.

Lingenfelter, J., and S. Lingenfelter. *Teaching Cross-Culturally*. Grand Rapids, MI: Baker, 2003.

Lingenfelter, S. G., and Marvin K. Mayers. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. 2nd ed. (Paperback). Grand Rapids, MI: Baker, 2003.

Lingenfelter, Sherwood G. *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership*. (Paperback). Grand Rapids, MI: Baker, 2008.

2. Other

None

B. Optional Materials

1. Textbooks

None

2. Other

None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.

3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School of Theology Policies and Procedures

1. **Completion of Assignments**
 Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.
2. **Incompletes**
 - a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
 - b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The**

submitting of a petition does not automatically ensure the granting of an incomplete. The petition must be approved by the academic committee of the School of Theology and Missions. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The Official Attendance Policy for the School of Theology and Missions is as follows:

- a. If the class meets three times a week, the missing of **6** class sessions results in a grade reduction of **one letter** grade. Missing **8** class sessions results in a grade reduction of **two letter** grades. Missing **12** class sessions automatically results in a **grade of F**. If a class meets twice a week, the missing of **4** class sessions results in a grade reduction of **one letter** grade. Missing **6** class sessions results in a grade reduction of **two letter** grades. Missing **8** class sessions automatically results in a **grade of F**. If the class meets once a week, then the missing of **3** class sessions results in a grade reduction of **one letter** grade. Missing **4** class sessions results in a grade reduction of **two letter** grades. Missing **5** class sessions automatically results in a **grade of F**.
- b. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- c. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- d. Students are expected to be prompt for classes.
- e. Students are expected to remain for the entire class session.
- f. Leaving early without permission constitutes an absence.

C. **Course Policies and Procedures**

1. **Evaluation Procedures**

- a. Four book interactions are due prior to student's departure. All interactions (one per book) must be a **minimum of three full pages** and are **required to pass** this course: **(20%)**
- b. Two full L.A.M. P. language learning cycles are to be completed (prior to departure, if possible) upon arrival at internship site.
- c. Ethnography report based on reading assignment prior to trip: **(20%)**
- d. Daily record of field activities and interviews (combined): **(20%)**
- e. Post-trip summary report: **(20%)**
- f. Grading scale:
A=90-100%
B=80-89%
C=70-79%

D=60-69%
F=59% and below

2. Whole Person Assessment Requirements
 - a. All students entering the seminary are required to enroll in PRF 059— ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
 - b. WPA requirements for this course:
The internship field work, reflection paper, and supervisory evaluation are required artifacts for the M.A. Missions degree program.
3. Other Policies and/or Procedures
 - a. Completion of a course:
To receive a passing grade in any course, **all work must be completed as assigned**. Failure to complete even one of the “lesser” assignments, i.e., a devotional paper or a reading report, results in a failing grade for the course. All assignments are due on the dates established in the course calendar, which is published in the syllabus or assigned in class. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays**. All work turned in two weeks after the assignment deadline is received but granted a grade of zero for that assignment. If the work is not turned in at all, the student receives a failing grade for the course. **No work is accepted after the final date of the internship**.
 - b. Requirements:
 - (1) The normal preparations for a mission, including travel plans, contacts with hosts, fund-raising, etc.
 - (2) The completion of all prescribed reading prior to the mission trip.
 - (3) The completion in the field language of two prescribed language-learning cycles prior to arrival or upon arrival at the internship site to enable the participants to have the bare minimum required to lead someone to Christ and to pray for the sick using that language.
 - (4) The ethnography paper is made up of a brief history and description of the target people. It also describes elements of ethnicity such as politics, eating, values, arts, language, social structure, religion, and, if possible, a description of the target’s worldview. This paper does not deal so much with a people as a political entity, but as an ethnic group. In other words, there could be several ethnic groups in one political nation. This paper should focus on ethnicity.
 - (5) On the field students are required to undergo the normal orientation training, take part in local ministry activities, and to do a required number of ministry tasks like preaching, teaching, evangelizing, praying for the sick, and counseling. Students receive supervision in these activities and are also required to have at least one interview with the field supervisor. Students are required to keep a journal of activities while on the field. This includes an outline of each sermon, teaching, or public address.
 - (6) Upon returning, students are required to write a twenty-page report in which the field activities and the host mission are missiologically analyzed and described. Students are expected to integrate missiological theory and an understanding of the culture concerned with personal missionary experience.

- c. Explanation regarding report analysis (evaluation of the mission): Students should not feel defensive about the mission. Students should learn to appreciate the good points and at the same time provide helpful critical evaluation. Students learn to live happily with ambiguity and develop the ability to adapt to imperfect organizations. Missionary endeavors can be evaluated by the mission courses the student has taken.
- (1) General Theology
Students should evaluate orthodoxy from a general evangelical/charismatic belief and practice. These latter aspects could be classified along a continuum from heretical through incorrect but harmless, popular but poorly supported, and Pentecostal orthodoxy to systematized theology.
 - (2) Theology of Missions
 - (a) The extent to which the mission believes that the Gospel should be preached in the whole world
 - (b) The amount of biblical missionary strategy
 - (c) The use of spiritual gifts for missions and the evidence of social concern
 - (3) Cultural Sensitivity
 - (a) Indications of either ethnocentricity or sensitivity toward the local culture
 - (b) An understanding of form versus meaning
 - (c) Good advocacy and the use of innovators
 - (d) The use of local cultural forms, avoiding the imposition of American forms
 - (4) Church Growth
 - (a) An acknowledgment of homogeneous units, existing lines of communication and resistance and receptivity
 - (b) An analysis of growth patterns and the effectiveness of evangelistic strategy
 - (c) The effectiveness of incorporation methods
 - (d) Plans for people movements
 - (5) History of Missions
 - (a) Lessons learned from successes or failures in past missions in that area and in missions in general
 - (b) Awareness of unreached people groups, and the need to complete the missionary task
 - (6) Language Acquisition
 - (a) The strength of personal relationships with the people
 - (b) The fluency and pronunciation of the missionaries in the local language
 - (7) Church Planting
 - (a) A theology of church planting and the gifts and strategy to accomplish this
 - (b) The effectiveness of evangelism, gathering, and discipline
 - (c) The development and use of local leadership
 - (d) The contextualization of the Gospel and of the Church
 - (8) Leadership Training
 - (a) The extent to which various levels of leadership are trained using cognitive, affective, and skill development

- (b) An awareness of the types of incoming participants and of whether the goals of the outgoing participants are achieved
 - (c) The possibility of feedback and a look forward leading to modification
- (9) Evangelism in Context
 - (a) An understanding of relevancy in evangelism
 - (b) An understanding of the need to adapt the approach so as to be understandable to the cultural, social, and religious contexts.
- (10) Power Encounter
 - (a) An appreciation of the worldview presuppositions of the people concerned and of the way in which a power encounter may undermine a non-Christian worldview and open the hearts of the people to Christ
 - (b) An analysis of the extent to which this has occurred
- d. Evaluation of personal performance:
 Students are urged to remember that they may not be experienced missionaries and should not be defensive concerning personal performance. To operate without making mistakes takes much longer than eight weeks; so an honest analysis of both successes and the mistakes made is an excellent start to a missionary career.
 - (1) Did the student develop fluency and fairly good pronunciation? Was the student able to communicate successfully?
 - (2) Did student make strong contribution in deliverance, prayer, and fasting? Does student feel that personal faith was strong and personal preaching effective? Did the student evangelize and disciple many people? Were people healed when the student prayed for them?
 - (3) Did the student have a good attitude toward the people? Did the student make friends? Was the student's attitude toward the group and toward the mission positive?
 - (4) Does the student think that he or she was culturally sensitive? Did the student look for local cultural forms in which to express meanings? Give examples. Did the student look for the meanings in those cultural forms, which seemed strange?
 - (5) State the student's measurable accomplishments: number of decisions, healings, people disciplined, reaction to sermons preached.
 - (6) What does the student think are personal gifts? Were they used on the mission trip, and how did the experience develop them?
 - (7) Has the student been able to think through personal theology and mission's theory? Does the student believe it only because it was taught, or has the student seen it used and demonstrated?
- e. Intern candidate qualifications:
 - (1) While not a course prerequisite, it is advantageous for the intern to have had a cross-cultural ministry experience such as ORU's summer mission program prior to beginning the internship.
 - (2) Also, while not a course prerequisite, it is advantageous for the intern to have taken PRM 773 Language Acquisition. The intern must be fluent with at least two language learning cycles prior to departure for the field.

VI. COURSE CALENDAR

The student meets with the professor to discuss this course several weeks before the trip. The two prescribed language-learning cycles are presented to the professor before departure. The ethnography report is handed in before departure.

The student keeps a daily journal throughout the trip and upon returning presents this journal, reports on interviews with local leaders in the field, and submits the posttrip summary report to the professor. Upon review of this material, the professor and the student meet together for a debriefing and evaluative discussion.

Inventory for Student Learning Outcomes
School of Theology and Missions
Master of Arts in Missions

PRM 775 Missionary Internship

Dr. Raymond Smith, Instructor

Summer 2010

This course contributes to student learning outcomes for the Master of Arts in Missions degree as indicated below:

Significant Contribution: Addresses the outcome directly and includes targeted assessment.

Moderate Contribution: Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution: Addresses the outcome indirectly and includes little or no assessment.

No Contribution: Does not address the outcome.

| Degree Program Outcomes | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|---|--------------------------|-----------------------|----------------------|-----------------|
| Historical/Theological Perspective of Missions | | | | |
| Articulate the historic, biblical, theological, and missiological perspectives that inform the church's missionary task. | | | X | |
| Strategy and Planning for Mission Agencies | | | | |
| Articulate an awareness and understanding of the basics of Christian missionary life and practice. | X | | | |
| Cross-Cultural Evangelistic and Church-Planting Strategies | | | | |
| Articulate a globalized strategy for cross-cultural evangelism and church planting. | | X | | |
| Leadership for Motivating, Mobilizing, and Training | | | | |
| Articulate the fundamental issues of the dynamic relationship of gospel to culture in establishing a strategy for effective intercultural ministry. | X | | | |
| Language Learning Methods and Techniques | | | | |
| Demonstrate language learning competency utilizing the ear and mouth more than the eye and writing skills. | | X | | |
| Internship in Evangelism/Church Planting | | | | |
| Demonstrate preparedness for intercultural ministry by supervised application of missiological insights through immersion in cross-cultural ministry experiences. | X | | | |
| Scriptural Knowledge | | | | |
| Articulate a foundational knowledge of the content of Scripture with application to selected contemporary situations. | | | X | |