



CFM 251: Ministry Practicum (0 Credits)

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in Canvas.

Instructor Information

Professor: Dr. Sherri Shackel

Email: Sherri.Shackel@wheaton.edu

Phone: 630-747-3007

Office Hours/Availability: please email or text for an appointment (to cancel, please text)

Course Materials

*Required course materials should be obtained before the first day of class.
Additional course readings and resources are available within Canvas.*

Required Materials:

A Diary of Private Prayer by John Baillie (ISBN-13: 9781476754703)

📖 It is important that you ***purchase this edition***. Here is how you will “read” this book through the semester: It is divided into 31 morning and evening prayers with a blank page before each to use as an ongoing monthly journal. In the morning, you are to bullet-point an intercession or two for that day and pray through the printed prayer. In the evening, you are to use the blank page as a gratitude journal and bullet-point at least one thing you were grateful for that day. During your practicum, you will cycle through this book and revisit and add to the lists one the given days. It will take one month to complete the whole book so the idea is that through the semester this can guide your morning and evening prayers of request and thanksgiving around four times (i.e. about four months in a semester). An effective ministry is one where prayer is the foundation. This serves as practical training in the life of a minister of the gospel being a life rooted in prayer.

Course Description & Outcomes

Catalog Description: Integrating the theories learned in the classroom with the practices of ministry, students will participate in a specific ministry context approved by the CFM Internship Coordinator and their faculty advisor. The practicum includes a summative assignment in which students consider the links between ministry principles, personal spiritual formation, and practical skills. Graded pass/fail.

The purpose of this practicum is to infuse ministry experience with intentional critical reflection to integrate practical skill development with academic grounding and spiritual maturing in line with our CFM mission. Students will choose a practicum that spans at least a semester. Students can enroll in CFM 251 (0 credits) in multiple semesters, although only one semester is required for graduation. The student is also encouraged to meet this requirement through a summer ministry program at HoneyRock. If HoneyRock is not an option, other contexts may be considered (such as service through The Office of Ministry and Evangelism on campus or as an RA, etc.). The practicum requirement can be met fall, spring or summer and requires a minimum of 80 clock hours within at least a 6-week timeframe (however, it is highly suggested that a student’s engagement in time and experience would exceed these minimum requirements).

Practicum Process: The practicum experience itself is designed in partnership between the CFM Internship Coordinator and the student. Students will complete the Ministry Practicum Application Form together with the Internship Coordinator, which identifies the experience itself, the expectations and responsibilities of the practicum, and the name and contact information of the person who is in a supervisory role during this practicum (i.e. the practicum site supervisor). The Practicum Application Form is then submitted to the CFM Office Coordinator who will gain the signatures for final approval and then submit the form to the registrar.

Course Specific Outcomes: By the end of the practicum, students will have:

- 1.) met with the CFM Internship Coordinator who will provide guidance and oversight throughout the practicum (including engagement with reflection prompts on Canvas)
- 2.) demonstrated engagement with the practically skilled elements of the CFM department objectives (C1, C2, C3) through participation and leadership in a ministry setting (while also intentionalizing other selected department objectives within the academically grounded and spiritually maturing outcomes of the BA degree); and
- 3.) synthesized and articulated the connections between their academic course work and the practical skills they gained and exhibited during the practicum (Center for Vocation and Career partnership requirements: 1) utilize myStory by meeting with your coach in the CVC and 2) attend at least one CVC program).

The following departmental outcomes are also used to inform the course:

Academically Grounded	Spiritually Maturing	Practically Skilled
A1. Articulate a biblical, theological, historical, and philosophical perspective of formation and ministry.	B1. Demonstrate a life of discipleship and spiritual growth as the foundation of effective ministry.	C1. Minister and teach effectively, integrating theory and scripture into creative practice with integrity, humility, and grace.
A2. Identify a theoretical framework for ministry context analysis.	B2. Identify one's gifts and calling, responding to areas of strength and challenge in preparation for serving the needs of the church and the world.	C2. Serve collaboratively and compassionately, balancing the needs of others with adequate self-care.
A3. Demonstrate an understanding of the educational, spiritual, and ministry practices by which people mature in Christ.	B3. Respect every person, valuing the diversity of cultures, ethnicities, and traditions within the church.	C3. Demonstrate the necessary skills of a ministry practitioner/ scholar: critical analysis; oral communication; written communication; program evaluation.

Students will self-select their due dates for each assignment depending on when their practicum begins. Due dates vary from student to student. Students must select their due dates in the google sheet on Canvas by the start date of their practicum.

Student Evaluation Procedures & Attendance

Grade Assessment: There are two assessment components for this experience. First, with the CFM Internship Coordinator, choose one of the following assessments that you both believe would best fit the nature of your practicum:

- regular reflective responses that address the “practically skilled” objectives and incorporate insights from what you are learning in your classes that apply to your ministry experiences;
- a final reflective paper which views your ministry experience through the lens of your academic course work and/or your academic readings; or
- a final reflective paper which views your ministry experience through the lens of the “spiritual maturing” objectives; or
- another mode of assessment decided upon by you and your faculty advisor. A second assessment component for this experience is an evaluation by your on-site practicum supervisor, indicating that you have successfully completed the practicum. This evaluation is attached to this syllabus.
- The grade for this practicum will be either a Pass or a Fail.

Feedback: Feedback on assignments will be given by the CFM Internship Coordinator in a timely manner.

Course Evaluations: There is a final supervisor evaluation at the end of your experience (see last page of this syllabus).

Academic Honesty and Original Work

The Wheaton College Community Covenant, which all members of our academic community affirm, states that, “According to the Scriptures, followers of Jesus Christ will...be people of integrity whose word can be fully trusted (Psalm 15:4; Matt. 5:33-37).” It is expected that Wheaton College students, faculty and staff understand and subscribe to the ideal of academic integrity and take full personal responsibility and accountability for their work. Wheaton College considers violations of academic integrity a serious offense against the basic meaning of an academic community and against the standards of excellence, integrity, and behavior expected of members of our academic community. Violations of academic integrity break the trust that exists among members of the learning community at Wheaton and degrade the College’s educational and research mission.

As students and faculty of Wheaton College, we are members of an academic community with high scholarly standards, a commitment to pursuing truth, a recognition that our actions affect others in the community and a desire to follow Jesus’ example of integrity and truthfulness. Academic honesty is essential for establishing and maintaining the trust that is fundamental to the educational process. Examples of academic dishonesty, which will result in disciplinary action, include, but are not limited to:

- **cheating** – using unauthorized material or unauthorized help from another person in any work or examination submitted for academic credit (**this includes the use of A.I. in any form**).
- **fabrication** – inventing information, citations, reporting participation in activities never done, or inflating the effort put in and/or the effect of various self-reported activities

- **facilitating academic dishonesty** – providing unauthorized material or information to another person
- **plagiarism** – representing the work of another as one’s own without acknowledging the source
- **misrepresentation** – giving the impression of having done more significant work than you actually did (e.g., padding references with works not consulted, doing less than your fair share of a group project, or recycling one’s own work)

Disciplinary responses will be individualized to reflect the maturity of the student, the severity of the infraction and any evolving patterns.

Learning and Accessibility Services

Wheaton College believes that disability is an indispensable part of the diversity of God’s Kingdom. We work to provide equal access to college programs and activities as well as spaces of belonging for students with disabilities. Students are encouraged to discuss with their professors if they foresee any disability-related barriers in a course. Students who need accommodations in order to fully access this course’s content or any part of the learning experience should connect with Learning and Accessibility Services (LAS) as soon as possible to request accommodations <http://wheaton.edu/las> (Student Services Building - Suite 209, las@wheaton.edu, phone 630.752.5615). The accommodations process is dynamic, interactive, and completely free and confidential. Do not hesitate to reach out or ask any questions.

Wheaton College Policies & Procedures

⇒ Review this comprehensive resource page on [Academic Information and Policies](#) at Wheaton College.

Inclusive Language: For academic discourse, spoken or written, the faculty expects students to use gender inclusive language for human beings. [See College Catalog](#)

Title IX and Mandatory Reporting: Wheaton College instructors help create a safe learning environment on our campus. Each instructor in the college has a mandatory reporting responsibility related to their role as a faculty member. Faculty members are required to share information with the College when they learn of conduct that violates our Nondiscrimination Policy or information about a crime that may have occurred on Wheaton College’s campus. Confidential resources available to students include Confidential Advisors, the Counseling Center, Student Health Services, and the Chaplain’s Office. More information on these resources and College Policies is available <http://www.wheaton.edu/equityandtitleIX>.

Canvas: Students should become familiar with Canvas. The course Canvas page will be a hub for course materials and communications. If you have difficulty accessing Canvas, you have access to the in person/live person support options available during regular business hours through the Wheaton’s Help Center at 630.752.4357 or ait.service.desk@wheaton.edu.

The Writing Center is a free resource that equips undergraduate and graduate students across the disciplines to develop effective writing skills and processes. This academic year, the Writing Center is offering in-person consultations in our Center in the College Library, as well as synchronous video consultations [online](#). Make a one-on-one appointment with a writing consultant [here](#).

Library: The subject librarian for Christian Formation and Ministry, Steve Oberg, is available to help you with planning and organizing your research, locating resources, and answering library questions. He can be reached at steve.oberg@wheaton.edu or x5852.

MINISTRY PRACTICUM EVALUATION FORM
(to be completed by the ministry partner)

Practicum Title: _____

Practicum Location: _____

Practicum Site Supervisor: _____

*Dear Practicum Site Supervisor,
 Thank you so much for your work with a student from the Department of Christian Formation and Ministry at Wheaton College. In order to help us gain an understanding of how well our students are doing in a practical ministry context, we would like your feedback on their progress. Please complete the following evaluation and return it to cfm@wheaton.edu.*

Student Name _____ **Practicum Term** _____

	(1) Not acceptable	(2) needs improvement	(3) progressing well	(4) outstanding
Fulfilled the expectations of the ministry practicum.				
Exhibited responsibility in ministry assignments.				
Ministered and/or taught effectively, integrating theory and Scripture into creative practice with integrity, humility, and grace.				
Served collaboratively and compassionately, balancing the needs of others with adequate self-care.				
Demonstrated the necessary skills of a ministry practitioner/scholar: critical analysis; oral communication; written communication; program evaluation.				
Exhibited appropriate behavior for the ministry context (e.g., punctuality, dress, language)				

Overall: (Please add any additional comments)

This student has demonstrated sufficient ministry potential: Yes _____ No _____

Practicum Supervisor Signature _____ **Date** _____