



Online Course Syllabus

MIN 715.L2

Ministry Practicum

Spring 2024

Contact Information

Instructor Name: Michael Cooper

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Instructor Phone: 903-802-2197

Instructor Office Hours: (days and times of set office hours and means for scheduling virtual meetings using Zoom or phone)

Course Description and Prerequisites

Supervised on-the-job training in the various aspects of ministry by an approved field education supervisor with set standards of performance and accountability required by both the ministry and the college. (Open to students in the last 24 credit hours of the program.)

Course Objectives

The student who successfully completes this course will demonstrate the ability to:

- 1) **Biblical Studies:** Evaluate principles and methods of ministry from 2 Corinthians for application in the student's context of ministry.
- 2) **Theological Studies:** Research and evaluate the classical tradition of pastoral theology for a contemporary application in the student's context of ministry.
- 3) **Applied Studies:** Supervised on-the job training by an approved field education supervisor to gain ministry experience in various aspects of ministry.
- 4) **Integration:** Articulate core ministry convictions related to pastoral theology in the life of the local church.

Required Textbooks

Purves, Andrew. *Reconstructing Pastoral Theology: A Christological Foundation*. Westminster John Knox Press, 2004.

Purves, Andrew. *Pastoral Theology in the Classical Tradition*. Westminster John Knox Press, 2001.

Hebert, Andrew. *Shepherding like Jesus: Returning to the Wild Idea that Character Matters in Ministry*. B&H Academic, 2022.

Nelson, Tom. *The Flourishing Pastor: Recovering the Lost Art of Shepherd Leadership*. IVP Press, 2021.

Course Requirements and Assignments

- 1) Reading Progress Reports (10%):** The student is required to submit three reading progress reports on the assigned textbooks throughout the semester. These progress reports are primarily focused on seeing the student's engagement with the material (general observations, disagreements, insights, etc). Progress Reports should be no more than 2 pages single-spaced. These progress reports will help with assignment #5. *See course outline for due dates.*
- 2) Pauline Pastoral Ministry Assignment (10%):** Murray Harris has argued, "2 Corinthians has a strong claim to be recognized as the Pastoral Epistle par excellence because it contains not "pure" but "applied" pastoralia. Paul the pastor has unconsciously penned a profound, though brief, autobiography..." The student will work through 2 Corinthians, drawing out observations from Paul's ministry along with practical relevance for the student's own ministry. Examples of observations: The role of the Spirit in Paul's ministry; aspects of Paul's preaching; the role weakness plays in ministry. The student will engage these observations in journal/devotional form. *See course outline for due dates.* (see my article to get an idea of what I'm looking for: <https://research.lifeway.com/2019/11/07/how-a-right-understanding-of-the-pastorate-can-transform-your-ministry/>)
- 3) Historical Christian Mentor Paper (20%):** Following the pattern established in *Pastoral Theology in the Classical Tradition*, the student will choose a Christian mentor from the past and write a 7-10 page paper. The question needing to be answered is: "What can " _____ " teach me about ministry?" The instructor must approve the student's Christian mentor. *Due May 9th @ 11:59pm.*
- 4) Field Supervisor Evaluation (20%):** The field education supervisor will submit a formatted evaluation to the instructor of the course. Guidelines will be given to assist the student and Field Supervisor in preparing the evaluation. The student will be required to meet with their Field Supervisor a few times during the course to discuss what the student is learning/applying in their local church ministry (the number of times should be determined by the student and supervisor). *Final Evaluation is Due May 3rd @ 11:59pm.*
- 5) Ministry Convictions Research Paper (40%):** After completing *Reconstructing Pastoral Theology*, *Shepherding like Jesus*, and *The Flourishing Pastor* the student will write a ministry convictions research paper. This paper will distill 10 core ministry convictions from the three books. Note, however, that the student is not limited to just the three textbooks. This research paper is looking for engagement with classical and contemporary pastoral theology. These convictions should be specific to the student's ministry context (both present and future ministry). Each conviction will need to be cited and well-researched. Each conviction must be articulated in a sentence, expounded, and applied. *Due May 5th @ 11:59pm.* During Finals Week, the student will meet with the instructor via Zoom for an hour-long tutorial to present and discuss the paper.

Online Course Information

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college's Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:

- Lectures/instruction for students to watch asynchronously
- Online content modules in which instructor provides feedback to student work
- Tests/quizzes on which instructor provides feedback
- Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day.

Course/Classroom Policies and Information

Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be

removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Support

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information can be found at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

DATE	ASSIGNMENT
WEEK 1 (01/16) Zoom Class Meeting TBD	Read <i>Reconstructing Pastoral Theology: Introduction and Chapter 1</i> Read <i>Shepherding like Jesus: Introduction Chapter 1</i>

	Read <i>The Flourishing Pastor: Chapter 1</i>
WEEK 2 (01/23)	Read 2 Corinthians 1:1-2:4 Read <i>Reconstructing Pastoral Theology: Chapter 2</i> Read <i>Shepherding like Jesus: Chapter 2</i> Read <i>The Flourishing Pastor Chapter 2</i>
WEEK 3 (01/30)	Read 2 Corinthians 2:5-17 Read <i>Reconstructing Pastoral Theology: Chapter 3</i> Read <i>Shepherding like Jesus: Chapter 3</i> Read <i>The Flourishing Pastor: Chapter 3</i>
WEEK 4 (02/06)	Read 2 Corinthians 3:1-6 Read <i>Reconstructing Pastoral Theology: Chapter 4</i> Read <i>Shepherding like Jesus: Chapter 4</i> Read <i>The Flourishing Pastor: Chapter 4</i> 1st Reading Progress Report Due 2/9
WEEK 5 (02/13)	Read 2 Corinthians 3:7-18 Read <i>Reconstructing Pastoral Theology: Chapter 5</i> Read <i>Shepherding like Jesus: Chapter 5</i> Read <i>The Flourishing Pastor: Chapter 5</i> 1st Pauline Pastoral Journal Due (02/16)
WEEK 6 (02/20)	Read 2 Corinthians 4:1-6 Read <i>Reconstructing Pastoral Theology: Chapter 6</i> Read <i>Shepherding like Jesus: Chapter 6</i> Read <i>The Flourishing Pastor: Chapter 6</i>
WEEK 7 (02/27)	Read 2 Corinthians 4:7-18 Read <i>Reconstructing Pastoral Theology: Chapter 7</i>

	<p>Read <i>Shepherding like Jesus: Chapter 7</i></p> <p>Read <i>The Flourishing Pastor: Chapter 7</i></p>
<p>WEEK 8 (03/05) ZOOM MEETING TBD</p>	<p>Read 2 Corinthians 5:1-10</p> <p>Read <i>Reconstructing Pastoral Theology: Chapter 8</i></p> <p>Read <i>Shepherding like Jesus: Chapter 8</i></p> <p>Read <i>The Flourishing Pastor: Chapter 8</i></p> <p>2nd Reading Progress Report Due 3/8</p>
<p>(03/11-15)</p>	<p>SPRING BREAK</p>
<p>Week 09 (03/19) ZOOM MEETING TBD</p>	<p>Read 2 Corinthians 5:11-15</p> <p>Read <i>Reconstructing Pastoral Theology: Chapter 9</i></p> <p>Read <i>Shepherding like Jesus: Chapter 9</i></p> <p>Read <i>The Flourishing Pastor: Chapter 9</i></p> <p>2nd Pauline Pastoral Journal Due (03/22)</p>
<p>Week 10 (03/26)</p>	<p>Read 2 Corinthians 5:16-6:2</p> <p><i>Reconstructing Pastoral Theology: Chapter 10</i></p> <p>Read <i>Shepherding like Jesus: Chapter 10</i></p> <p>Read <i>The Flourishing Pastor: Chapter 10-11</i></p> <p>3rd Reading Progress Report Due (03/29)</p>
<p>Week 11 (04/02)</p>	<p>Read 2 Corinthians 6:3-13</p> <p>Read <i>Pastoral Theology in the Classical Tradition: Introduction and Chapter 1-2</i></p>
<p>Week 12 (04/09)</p>	<p>Read 2 Corinthians 12:1-10; 13:1-4</p> <p>Read <i>Pastoral Theology in the Classical Tradition: Chapters 3-4</i></p>
<p>Week 13 (04/16)</p>	<p>Read <i>Pastoral Theology in the Classical Tradition: Chapters 5-Conclusion</i></p>
<p>Week 14 (04/23)</p>	<p>3rd Pauline Pastoral Journal Due (04/26)</p>
<p>Week 15 (04/30)</p>	<p>Upload Field Supervisor Evaluation (Due 05/03 @ 11:59pm)</p>
<p>Week 16 (05/07) Zoom Tutorial with Instructor during finals week to present Conviction Research Paper.</p>	<p>Upload Ministry Convictions Research Paper (Due 05/05 @ 11:59pm)</p> <p>Upload Historical Christian Mentor Paper (Due 05/09 @ 11:59pm)</p>

Field Supervisor Evaluation Form

This form must be completed by 05/03. Print the form and email it to MCooper@criswell.edu

Student's Name: _____

Field Supervisor: _____

Date: _____

In what areas of ministry is the student currently serving? _____

- 1) The student has successfully met with the field supervisor at various times during the semester. Y/N
- 2) The student has made significant contributions to his current ministry assignments. Y/N
- 3) The student has applied what he has learned to his current ministry. Y/N

Based on your interactions with the student, in what ways is he maturing spiritually?

In what specific ways has the student grown in his ministry leadership capabilities over the course of the semester?

Other Field Supervisor Comments:
