



Online Course Syllabus

MIN 715.01

Ministry Practicum

Spring 2025

Contact Information

Instructor Name: Michael Cooper

Instructor Email: mcooper@criswell.edu

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 completes this course will:

- 1) Evaluate principles and methods of ministry from Scripture for application in the student's context of ministry.
- 2) Research and engage practical theology for application in the student's context of ministry.
- 3) Integrate theology into a real-world ministry context.
- 4) Gain supervised ministry experience and relevant wisdom.

Required Textbooks

Purves, Andrew. *The Crucifixion of Ministry: Surrendering Our Ambitions to the Service of Christ*. Downers Grove: InterVarsity Press, 2007.

Purves, Andrew. *The Resurrection of Ministry: Serving in the Hope of the Risen Lord*. Downers Grove: InterVarsity Press, 2010.

Field Notes: Original Kraft Plain Paper Memo Book (you can purchase on Amazon).

Course Requirements and Assignments

- 1) Weekly Reading Report (10%):** The student is required to submit a weekly reading report on the assigned textbooks (*The Crucifixion of Ministry and The Resurrection of Ministry*) throughout the semester (10 total). These progress reports focus on the student's engagement with the material (general observations, insights, etc). The student must show how the material is relevant to their current and/or future ministry context. Progress Reports should be no more than two pages single-spaced (front and back). Don't worry about formatting these reports. These reports will be uploaded to Canvas. The professor will engage with the student's weekly reading report.
- 2) Field Note Submission (20%):** Throughout the semester, the student will carry on their person a "field note" memo book to collect daily thoughts, quotes, and ideas about life, character formation, and ministry. These thoughts can be gathered from the student's devotional time (like reading through 2 Corinthians *hint hint*), chapel speaker, church staff meeting, class lecture, textbooks, conversations in the coffee shop, pastoral visitations, teaching opportunities, observing patterns of behavior from leaders, or just about anywhere. Be creative, thoughtful, and innovative. Don't wait until the end of the semester to do this assignment. Each entry must include the date. The student should aim to write an entry every day. The student will photocopy the pages and upload them to Canvas on the due date.
- 3) Pauline Ministry Principle Assignment (20%):** The student will work through 2 Corinthians, drawing out ministry principles from Paul's ministry. There are two assignments due throughout this course. Each assignment will be four to five pages and should articulate at least three ministry principles. Use proper formatting and citations. For each assignment, the student will 1) state the ministry principle in a simple and clear sentence, 2) cite where the principle is found, 3) discuss the exegetical context where the principle is expressed, 4) apply the principle to their own ministry context by providing specific examples. Examples of principles: Personal Suffering in Ministry Provides me the Ability to Minister to Others (2 Corinthians 1:3-7); God has Called me to Ministry by His Mercy (2 Corinthians 4:1). See course outline for due dates.
- 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 minimum of two times during the course to discuss what the student is learning/applying in their local church ministry.
- 5) Practical Ministry Paper (30%):** This will be a 7–10 page research paper on a topic related to practical theology and ministry leadership, with a specific emphasis on the student's ministry context. The paper needs a clear thesis, structure, and relevant application to practical ministry. Use proper formatting and citations. *Topic Examples:* Union with Christ and Christian Ministry; The Role of Preaching in the Context of the Local Church; How Liturgy Shapes Identity; A Biblical Theology of Leadership; Cultivating a Culture of Discipleship for Students; Theological Education for Lay Ministry Leaders.

Online Course Information

In an online course at Criswell College:

1. To meet 25–30% of the direct faculty interaction required by the college’s Credit Hour policy, instructors and all students enrolled in an online course will meet at scheduled class times throughout a semester/term using the video conferencing app, Zoom, found in the left-hand global menu in Canvas. Student cameras must remain on during the entirety of these video-conferencing sessions. (In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting.*)
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch at their convenience but in accordance with assignment due dates
 - 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 Management System (LMS). In online courses at Criswell College, instructors 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 with the students rather than by broadcasting to a class email listserv outside of Canvas.
- use Zoom in Canvas for all “live” (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.

Identity Verification

Students enrolled in online courses must verify their identity through the term for each course. Identity confirmation occurs through scheduled video conference calls, scheduled submission of assignments, quizzes or exams, participation in online discussions, student/instructor communication, and a picture ID submitted in the Canvas profile. For instructions on how to upload a profile picture, [click here](#).

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 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 “live” (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 an online 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

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.”

NOTE: No end-of-semester extensions (i.e., “Incompletes”) will be granted for students taking Criswell College courses through Acadeum.

Academic Honesty

Academic honesty is essential to the integrity of the College’s academic programs and to the success of its students. Defining and addressing academic dishonesty helps to ensure the maintenance of academic honesty among students.

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/her own,
- 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.

NOTE: Acadeum students should have their Home Institution contact Criswell's Acadeum Student Contact and acadeum@criswell.edu

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	DUE
WEEK 1 (1/21-26) Zoom Class Meeting TBD	Discuss Syllabus	
WEEK 2 (1/27-2/2)	Read 2 Corinthians 1:1-2:4 Read <i>The Crucifixion of Ministry</i> , Intro – Ch. 1	Weekly Reading Report Due by Sunday @ 11:59pm.
WEEK 3 (2/3-9)	Read 2 Corinthians 2:5-17 Read <i>The Crucifixion of Ministry</i> , Ch. 2.	Weekly Reading Report Due by Sunday @ 11:59pm.
WEEK 4 (2/10-16)	Read 2 Corinthians 3:1-18 Read <i>The Crucifixion of Ministry</i> , Ch. 3.	Weekly Reading Report Due by Sunday @ 11:59pm.
WEEK 5 (2/17-23)	Read 2 Corinthians 4:1-6 Read <i>The Crucifixion of Ministry</i> , Ch. 4.	Weekly Reading Report Due by Sunday @ 11:59pm.
WEEK 6 (2/24-3/2)	Read 2 Corinthians 4:7-18 Read <i>The Crucifixion of Ministry</i> , Ch. 5.	Weekly Reading Report Due by Sunday @ 11:59pm.
WEEK 7 (3/3-9)	Read 2 Corinthians 5:1-6:13 Read <i>The Resurrection of Ministry</i> , Intro-Ch. 1	Weekly Reading Report Due by Sunday @ 11:59pm.
WEEK 8 (3/10-16) Zoom Class Meeting to Discuss Ministry Principle Paper.	Read 2 Corinthians 6:14-7:16 Read <i>The Resurrection of Ministry</i> , Ch. 2.	Weekly Reading Report Due by Sunday @ 11:59pm. 1st Pauline Ministry Principle Paper Due by Sunday @ 11:59pm.
(3/17-23)	SPRING BREAK	
Week 09 (3/24-30)	Read 2 Corinthians 8:1-9:15 Read <i>The Resurrection of Ministry</i> , Ch. 3.	Weekly Reading Report Due by Sunday @ 11:59pm.

Week 10 (3/31-4/6)	Read 2 Corinthians 10:1-11:15 Read <i>The Resurrection of Ministry</i> , Ch. 4.	Weekly Reading Report Due by Sunday @ 11:59pm.
Week 11 (4/7-13)	Read 2 Corinthians 11:16-12:13 Read <i>The Resurrection of Ministry</i> , Ch. 5-6.	Weekly Reading Report Due by Sunday @ 11:59pm.
Week 12 (4/14-20) Zoom Class Meeting to Discuss Ministry Principle Paper.	Read 2 Corinthians 12:14-13:13	2nd Pauline Ministry Principle Paper Due by Sunday @ 11:59pm.
Week 13 (4/21-27)	Research	Field Notes Due by Sunday @ 11:59pm. Upload Field Supervisor Evaluation (Due 4/27 @ 11:59pm)
Week 14 (4/28-5/4)	Research	
Week 15 (5/5-11)	Research	
Week 16 (5/12-16)	Zoom Tutorial with Instructor during finals week to present and discuss Research Paper.	Research Paper (Due prior to Zoom Tutorial)

***Course assignments and dates are subject to change.**

***Students graduating will need to communicate with the professor to adjust due dates**

Field Supervisor Evaluation Form

This form must be completed during Week 13. Print the form, scan it, and email it to MCooper@criswell.edu.

Student's Name: _____

Field Supervisor: _____

Date: _____

Has the student successfully met with the field supervisor at least two times during the semester? Y/N

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

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

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

In what areas can the student continue to grow?

Other Field Supervisor Comments:

Tips for the Course and Rationale for Assignments

This course aims to integrate the theoretical and practical. The “hands-on” aspect of the course is vital to your overall grade. The more you see how the theology of leadership and ministry shapes the real-world application, the more you’ll grow as a Christian minister/leader. My role in this course is less instructor and more facilitator. Each assignment is intended to shape your thinking, which in turn, reorients your practical ministry.

The Assigned Books: The two books assigned for the course are short summaries of a larger book (*Reconstructing Pastoral Theology*). *The Crucifixion and Resurrection of Ministry* are broader in scope, encompassing ministry leaders, not just pastors. Andrew Purves aims to introduce the reader to the classical tradition of Christian ministry, one that is grounded in a robust Theology Proper. My encouragement is to read these two books in the spirit of theological reflection. If you read to disagree, you’ll find something. So, read in a way that notices the theological nuances and the relevance for your ministry context. Your weekly reading reports will show me how you are working through the material. Once you upload to Canvas, I’ll spend time engaging your thoughts and send my comments back to you.

Pauline Principle: This assignment is part exegetical and devotional. As you engage 2 Corinthians, do so not as a scientist but as a participant in the Scriptural narrative. I have chosen 2 Corinthians because it seems to be the case that Paul writes an “applied pastoral epistle.” He deals with various ministry-related questions. I would encourage you to pick up Dane Ortlund’s *Ministry in the New Realm* (Crossway, 2023) as a helpful introduction. If you want to go the next mile, grab Murray Harris and George Guthrie’s commentary on 2 Corinthians if you want more of an exegetical approach. Either way, the goal is sustained reflection on Scripture. Ask, “What does the text mean?” and then, “How does this shape me?” As an aside, this assignment will help you see the larger main idea of the Biblical text. So, if you preach, this will give you a jump start on 2 Corinthians.

Field Notebook: So here is the rationale for this assignment. First, you are reading assigned books presenting you with information about ministry. Second, you are allowing Scripture to shape your thinking. The field notebook is used as a “catch-all” for your real-world reflections. Learning does not just take place in the classroom. It happens in everyday life. Here are some examples: let’s say you are visiting a church member in the hospital. What did you learn from that experience? You are asked to preach on a Sunday. In what ways can you improve? You are speaking with your Field Supervisor. How did they challenge you? Learn every day. Grow in deeper ways. I am looking for thoughtful reflection.

Research Paper: There is a lot of freedom for this assignment. The topic will depend on your interest. This is where the academics, theological reflection, and practical considerations come

to fruition. All I am asking is that you have a clear thesis statement, organized structure, and proper citation. I desire that you own this project. For example: You've been tasked to start theological training for lay ministry leaders in your local church. What is your objective (thesis)? How are you going to do this? What resources are you going to use? How are you going to evaluate effectiveness? I want to walk with you in this assignment. I want to help you excel!

Zoom Meetings: Just a word on our TBD Zoom meetings. The goal is to meet 4 times over the semester. We will meet week 1, 8, 12, and 16. You'll need to email me when you are available during the week so I can create a Zoom meeting. You can expect to meet for an hour. The final meeting will be a tutorial meeting. I'll give you further instructions on how this will work. IF YOU ARE GRADUATING, please let me know because we will need to rearrange due dates for assignments.

A personal note: I understand the complexities of navigating personal life, school, ministry, family, and everything else involved with what you are doing. I have a young family (two little girls), I've been pastoring the same church for over a decade, and I just finished a doctoral degree. Believe me, I understand how much time and energy it takes to read, write, and think. I've been where you are. Please know I am on the front lines with you and stand ready to help in any way that I can. Feel free to email or text me. I am on your team. I am praying for you. As you engage this semester, do it for the glory of God!