

Syllabus for
FED 750—Ministry Practicum
3 Credit Hours
Fall 2009

I. COURSE DESCRIPTION

Provides the senior master of arts (in practical theology) student with practical experience in ministerial responsibilities and in a broad range of roles performed by the professional minister. Trainees gain competence in essential areas of local church ministry.
Prerequisite: PRM 673 and M.A. candidate in Practical Theology.
Course fees: Background check, \$25.50; liability insurance, \$15.

II. COURSE GOALS

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

- A. Experience, as closely as possible, the life of a minister as pastor, preacher, worship leader, and administrator.
- B. Learn to develop and refine skills as a practical minister.
- C. Learn to develop professional attitudes toward the practice of ministry.
- D. Study the nature and function of pastoral ministry in the local church.
- E. Develop a professional self-image through acceptance of responsibility and interaction with qualified supervisors serving as models in the developmental process.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing the Ministry Practicum, the student will be able to do the following:

- A. Interpret and discuss the theory and practice of ministry in the local church.
- B. Analyze and discuss the needs of a local church from a congregational perspective.
- C. Discuss the importance of exhibiting competence in essential ministerial duties.
- D. Participate in leadership development in the local church within pastoral guidelines.
- E. Discuss the need to develop a balanced lifestyle and consistent disciplines for successful ministry in the local church.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
 - Barber, James. *Ministry Practicum/Pastoral Internship Journal*. Tulsa, OK: ORU, 2006. (Available online at D2L or Class Pages.)

Mathew, Thomson K. *Spirit-Led Ministry in the 21st Century*. Fairfax, VA: Xulon Press, 2004.

Scazzero, Peter. *The Emotionally Healthy Church*. Grand Rapids, MI: Zondervan, 2003.

2. Other

Barber, James. *Ministry Practicum/Pastoral Internship Learning Contract, Midterm Evaluation, and Final Examination Packet*. Tulsa, OK: ORU, 2006-07. (Available online at D2L or Class Pages.)

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, video, multimedia, or computer software. 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.
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 and Missions 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. This course is a letter grade format. To pass the course students must perform a minimum of 240 ministry contact hours at approved sites and maintain a course work average of 75 or better. Each student must **log ministry experience at the site weekly**. The only exception is during the first week of class and in the case of illness. Those hours must be made up. If the required number of hours per week is not logged in, students are not allowed to pass the course. Course work is weighted in the following way:

Supervisor's Evaluations	30%
Midterm Evaluation (15%)	
Final Evaluation (15%)	
Case Study 1	15%
Case Study 2	15%
Quality of the Journal	20%
Synthesis Paper	20%

- b. 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 skills needed to create an ePortfolio.
- b. Whole Person Assessment requirements for this course:
None

3. Other Policies and/or Procedures

- a. **All students must complete the required background check** prior to going on site. The student's account is charged for this service.
- b. **It is the responsibility of the trainee to initiate the process of placement** by contacting the site and the Director of Field Education. All sites used for practicum purposes must be certified and preapproved by the Director of Field Education.
- c. All Ministry Practicum site supervisors must be ordained ministers or certified practitioners in their respective fields of practice. All site supervisors must be in good standing with an ecclesiastical body or organization and must be the senior pastor, the leading supervisor, **or** a member of the pastoral or leadership staff authorized to supervise the trainee. All site supervisors must be approved by the Director of Field Education.
- d. Students not approved in sites **by Friday of the second full week of classes** (or later, if approved by the Director of Field Education) are subject to penalties on the final computation of the course grade.
- e. **Learning contracts must be submitted by Friday of the fourth week of classes** or students are subject to penalties on the final computation of the course grade.
- f. Length of practicum:
(1) A minimum of **240 clock hours** is required for completion of the

Ministry Practicum. Students must log in a minimum **16 hours** of practicum field experience per week **for 15 weeks**, and a minimum **20 hours** of practicum field experience per week **for 12 weeks** during summer.

- (2) A minimum of one hour per week is required for one-on-one conferences between the trainee and the on-site supervisor where actual ministry experiences are discussed.
- g. Two case studies are presented on each site.
- h. All Ministry Practicum trainees must **keep a weekly tracking log and journal** that includes at least three journal entries and a supervisory meeting sheet, and submit them to the Director of Field Education on the **eighth week and at the end of the practicum**. The journal specifies the required number of entries per week.
- i. Midterm and final evaluations are completed by the site supervisor and returned to the Director of Field Education.
- j. A **final synthesis paper** (7-10 typed pages). This report is due at the completion of the term. The paper is not a critique or a review of the required reading, but **reflects the students' interactions with the texts and their interactions with the ministry site**. Students synthesize the concepts that the authors present and (**only**) those aspects that they experienced in the ministry practicum. They choose the key aspect or several key aspects from chapters of the books that reflect how their practicum experience relates to the key aspects that have been chosen. **The key aspects should be referenced and cited**, followed by the students' personal reflections.

VI. COURSE CALENDAR (Choose 12- or 15-week Practicum)

12 Week	Assignment
1	Introduction to Practicum Site Locations
2-6	Case Study Presentations
6	Midterm Evaluation Due
7-12	Case Study Presentations
12	Synthesis Paper Due
12	Final Evaluation Due

15 Week	Assignment
1	Introduction to Practicum Site Locations
2-7	Case Study Presentations
7	Midterm Evaluation Due
9-15	Case Study Presentations
14	Synthesis Paper Due
15	Final Evaluation Due

Course Inventory for ORU's Student Learning Outcomes
FED 750—Ministry Practicum **Dr. James Barber, Instructor**
Fall 2009

This course contributes to the ORU student learning outcomes 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.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

Outcomes & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spirit-Filled Living				
1A	Entry-level competency —Possesses Christian character, personal integrity, a sense of calling, and a demonstrated interest in ministry-related endeavors				X
1B	Mid-level competency —Exemplifies the fruit of the Spirit, spiritual gifts, ongoing spiritual growth, and clarification of a call to ministry		X		
1C	Candidacy-level competency —Demonstrates involvement in charismatic signs and wonders and integration of ethics and personal integrity in the healing ministry in obedience to a defined call to ministry	X			
2	Outcome #2 – Academic Excellence				
2A	Entry-level competency —Demonstrates an aptitude for graduate theological education				X
2B	Mid-level competency —Practices theological reflection and sound scholarship in acquiring knowledge through learning and research		X		
2C	Candidacy-level competency —Evidences critical thinking, problem solving, and decision making	X			
3	Outcome #3 – Professional Competence				
3A	Entry-level competency —Demonstrates awareness of professional requirements				X
3B	Mid-level competency —Communicates discipline-specific information effectively in written and spoken discourse as pertaining to ministry calling		X		
3C	Candidacy-level competency —Integrates leadership in ministry and academic excellence with Spirit-led practices of ministry	X			
4	Outcome #4 – Cultural Relevance				
4A	Entry-level competency —Demonstrates knowledge about cultural diversity	X			
4B	Mid-level competency —Pursues participation in diverse social/cultural contexts	X			
4C	Candidacy-level competency —Evidences skill while engaging in healing, ministry, and acts of justice and mercy in diverse contexts	X			