

Ministry Leadership Practicum Syllabus/Handbook

**LS7401 Supervised Ministry Leadership Practicum
(3 credits)**

**LS7402 Supervised Ministry Leadership Practicum
(3 credits)**

for

Students in the
M.A. Ministry Leadership

Horizon College and Seminary

Ministry Leadership Practicum Handbook

Table of Contents

Introduction	2
Student Learning Outcomes	3
Identifying a Suitable Site for Practicum Experience	3
Practicum Requirements	4
1. Supervised Practical Experience	4
2. Participation in Cohort Group	4
3. Submission of Learning Covenant, Student Narratives, and Self-Evaluations .	4
4. Submission of Case Studies	5
5. Assigned readings	5
6. Attendance at Retreats, Seminars, Presentations, etc.	5
7. Reports from Mentor	6
8. Estimate of Times.....	6
9. Academic Policies.....	6
Appendix 1 – Learning Covenant.....	9
Appendix 2 – Narrative Form	11
Appendix 3 – Student’s Self-Evaluation Form	12
Appendix 4 – Case Study Form	14
Appendix 5 – Report Form for Assigned Reading.....	15
Appendix 6 – Evaluation Form for Mentor-Supervisor	16

Introduction

The M.A. in Ministry Leadership includes the opportunity for the completion of two practicum courses: LS7401 Supervised Ministry Leadership Practicum 1 and LS7402 Supervised Ministry Leadership Practicum 2 (3 credits each).

The Ministry Leadership Practicum 1 and 2 may be fulfilled in whatever context of leadership the student is already involved which may be a church/parachurch, marketplace, or other relevant setting. For students who do not already have a location for their practicum, faculty instructors will assist to find placements.

Ministry Leadership Practicum 1 3 credits

This practicum is oriented *inwards* towards the student’s

- a) personal life and ministry formation and
- b) awareness of calling and vocation

With the reading assignment, the student will be asked to select a book with a more inward orientation.

Ministry Leadership Practicum 2 3 credits

This practicum is oriented *outwards* towards the student's

- a) ability to communicate effectively in diverse contexts and
- b) leadership skills and resilience in changing environments

With the reading assignment, the student will be asked to select a book with a more outward orientation.

Student Learning Outcomes

The intended learning outcomes of the M.A. Ministry Leadership Practicums are summarized below from the point of view of the student:

- Who I am as a leader (personal life management, styles, skills, etc.)?
- What I know about leadership theory and practice (in team relationships, ministry and marketplace organizations, etc.)?
- What I actually do to exercise effective leadership in all aspects of my personal life and my organization?
- How I relate my Christian faith to leadership (e.g., attitudes, values, ethics)?
- How I integrate my biblical and theological awareness with issues of leadership and implement leadership in actual practice?
- What challenges do I face as a leader (vision, change, conflict, etc.)?
- How do I relate and work with others, particularly a team setting?
- How do I shape leadership to best fit with varying cultural contexts?
- How can I maintain continuous personal and professional learning for growth in effective leadership?

Identifying a Suitable Site for the Practicum Experience

Getting connected with the 'right' placement site and mentor-supervisor is a critical first step in setting up for the practicum experience.

The process for selection of a placement site and a mentor-supervisor will vary. Many will already be immersed in a ministry or work setting with available on-site personnel who may serve as a mentor-supervisor. Others may choose to engage in new situations with no previous relationship between the student and the site or mentor-supervisor. The common denominator is that the practicum is challenging, with new learning to be gained by and through the experience.

Through discussion with their faculty instructor, each student will determine an optimum site placement and mentor-supervisor.

Ministry Leadership Practicum Requirements

The fulfilment of one practicum includes several components:

- Prescribed hours of supervised practical experience
- Participation in a cohort group
- Submission of a learning covenant, student narratives, and self-evaluations
- Completion of case studies
- Required reading
- Attendance at retreats, seminars or presentations integrated with the cohort schedule
- Reports from mentor-supervisor

Details for each component are given below.

1. Supervised Practical Experience

Students must fulfil a minimum of 100 clock hours per semester (approximately 7 hours per week, or 1 day a week, for 15 weeks including preparation time) for each practicum course (3 credits). The ministry must be done under the guidance and oversight of a supervisor-mentor.

2. Participation in a Cohort Group

Cohort groups meet at least 2 to 3 times per semester. These meetings are for sharing case study experiences (more info below) and processing what is happening in each student's practicum setting. The meetings will be by zoom and/or onsite.

3. Submission of Learning Covenant, Student Narratives, and Self-Evaluations

a) Learning Covenant (10%)

Normally there will be some dialogue and discernment between the student and a potential host site and mentor before any commitment to the practicum experience by either party. Once a decision is made to proceed with the practicum, this mutual commitment is documented in the 'Learning Covenant' contained in Appendix 1. Complete, sign, and return this form to the faculty instructor by or before the beginning the practicum.

b) Student Narratives (10%)

At the midpoint of each semester, take time to document personal reflections on specific events and/or experiences that are noteworthy for personal growth. Use the 'Narrative Form' in Appendix 2. Share and discuss each form with your mentor-supervisor prior to submitting it to your faculty instructor.

c) Self-Evaluations

At the end of each semester, complete the 'Student's Self-Evaluation Form' available in Appendix 3. These self-evaluations review and assess the overall practicum experience. Share and discuss each form with your site mentor prior to submitting it to your faculty instructor.

4. Submission of Case Studies (10% for reach assignment, for a total of 20%)

Participation in a cohort group includes the preparation and sharing of two case studies each semester. Student narratives may be used as the basis for some of these case studies. Use the 'Case Study Form' in Appendix 4 as a template for each report.

5. Required Readings (10%)

Ministry Leadership Practicum 1 and 2 will each have required readings in selected topical areas. Though not required for the supervisor-mentor, an ideal approach would be the discussion of a book, jointly selected and read by both the student and the supervisor-mentor. Use the 'Report Form for Assigned Reading' in Appendix 5 for each reading. Share each report and discuss the topics/issues with your mentor-supervisor before handing it in to the faculty instructor.

With LS7401 the student will be asked to select a book of choice with a more inward or personal growth orientation, reading at least 150 pages. Some sample book titles with a more inward orientation include:

- Carty, Austin. *The Pastor's Bookshelf: Why Reading Matters for Ministry*. Grand Rapids: Eerdmans, 2022.
- Chambers, Oswald. *So Send I You: Recognizing and Answering God's Call to Service*. Grand Rapids: Oswald Chambers Publications Association, 1930.
- Eswine, Zach. *The Imperfect Pastor: Discovering Joy in Our Limitations through a Daily Apprenticeship with Jesus*. Wheaton: Crossway, 2015.
- Nieuwhof, Carey. *At Your Best*. New York: Waterbrook, 2021
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*.
- Scazzero, Peter. *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Grand Rapids: Zondervan, 2015.
- Trull, Joe E. and R. Robert Creech. *Ethics for Christian Ministry*. Grand Rapids: Baker, 2017.
- Or a book of choice selected by the student, or perhaps selected and read by both the student and the supervisor-mentor.

With LS7402 the student will be asked to select a book of choice with a more outward orientation, reading at least 150 pages. Some sample book titles with a more outward orientation include:

- Blanchard, Ken and Jesse Stoner. *Full Steam Ahead: Unleash the Power of Vision in Your Work and Your Life*. Second edition
- Cox, Rodney. *Leading from Your Strengths: Building Close-Knit Ministry Teams*. Revised edition.
- Habecker, Eugene. *The Softer Side of Leadership: Essential Soft Skills that Transform Leaders and the People They Lead*. Sisters, Oregon: Deep River Books, 2018.
- Kim, Matthew D. *7 Lessons for New Pastors. Your First Year in Ministry*. Second ed. Eugene: Cascade Books, 2021.
- Norman, Steve, *The Preacher As Sermon: How Who You Are Shapes What They Hear*. Carol Stream, IL.: Christianity Today, 2021.
- Robinson, Haddon. *Biblical Preaching: The Development and Delivery of Expository Messages*, 2nd ed., Grand Rapids: Baker Academic; 1980, 2001.
- Or a book of choice selected by the student, or perhaps selected and read by both the student and the supervisor-mentor.

6. Attendance at Retreats, Seminars, Presentations, etc.

Site mentors and/or faculty instructors may find relevant professional development events occurring during the practicum. When desirable and feasible, such events may be included in the practicum experience. Reflections on these events may be included as ancillary material in student report forms.

7. Reports from Mentor-Supervisor (50%. 10% for the first assessment; 40% for the final assessment)

At the middle and end of each semester, the mentor will complete the 'Evaluation Form for Mentors' available in Appendix 5, discuss contents of the evaluation with the student, then submit a copy to the faculty instructor. The second and final evaluation can be an extension of the first evaluation, with additional thoughts either dated or presented in a different colored font.

8. Estimate of Time Investment for a 3-credit Practicum Course (individual time investments may vary), plus percentage of overall grade.

Learning Covenant: 5 hours (10% of grade)

Field ministry (includes meetings with supervisor-mentors): 100 hours (50% of grade)

Reading and Discussion: 15 hours (10% of grade)

Narrative and Case Studies (plus related cohort meetings: 15 hours (10% for each for a total of 30% of overall grade)

Interactions/meetings with faculty instructor: 5 hours

Total: 140 hours

9. Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [MCS-Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

All assignments are due when stated by the professor. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy

the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

.....

Appendix 1

Learning Covenant

The student and mentor complete this form together in conference with each other. Forward one copy to the faculty instructor by or before the start of the apprenticeship. Both student and mentor retain copies of this 'Learning Covenant' for future reference and evaluation.

This form does not leave adequate space for answering each area of questions. Use the electronic version of the form as a template for a document that includes all the information that is requested.

Student name:

Phone or cell number:

E-mail:

Supervisor-Mentor's name:

Phone or cell number:

Mentor's role/position:

Name of church or organization:

Location:

Student's Role (describe the formal job description or position)

Activities and Goals for the Practicum

Indicate all *major* activities for the semester together with goals for such activities. In a local church setting, areas for specific goals may include the following: Pastoral care, administration, worship, preaching and teaching, or evangelism and outreach (mission).

In a marketplace setting, areas for specific goals may include the following: Management functions, goalsetting, team leadership, reporting protocols, or customer service.

List every area of activity for the practicum that is apparent and write clear statements of goals for each area. The heart of the exercise is to clearly capture, before the beginning of the practicum, what it is the student will aim to experience. Examples are provided below:

Personal Development Goals

- **Goal 1:** *To understand my family background and discuss with my mentor how my family background influences my current way of leading people or groups.*

Continuing Education / Professional Growth Goals

- **Goal 1:** *To learn about the process and content for training small group leaders.*
- **Goal 2:** *To participate in a membership or baptism class and learn about the requirements for participants.*

Teaching/Preaching

- **Goal 1:** To teach the book of Philippians in an adult Sunday School or small group setting over 4 sessions.
- **Goal 2:** To preach at least once during the practicum experience.

An essential element of the practicum for student growth is a weekly conference meeting with the mentor/supervisor. Specify the day and time each week for this meeting to occur.

Financial Arrangements (optional)

Make note of any financial arrangements that may be part of the experience. A salary, stipend, or honorarium is not a required part of a practicum. However, the host organization is required to provide funds for any costs to the student for actual fulfilment of ministry/leadership responsibilities.

In Summary

The mentor-supervisor is committed to providing the student with regular personal supervision every week and being diligent in the completion of all evaluation forms. The student is committed to ‘showing up’ faithfully for all designated responsibilities and completing all requirements set out in this Handbook. The host organization recognizes its responsibility as a training center to receive the student both as a learner and as a leader.

Signed:

_____ (Student)

_____ (Mentor/Supervisor)

Date of Agreement: _____

Approved by: _____ (Faculty Instructor)

Appendix 2

Narrative Form

“At the midpoint of each semester, take time to document personal reflections on specific events and/or experiences that are noteworthy for personal growth. Use the ‘Narrative Form’ in Appendix 2. Share and discuss each form with your site mentor prior to submitting it to your faculty instructor.”

Use the following guidelines to write each narrative:

- a) Select one or more key events or experiences that have occurred during the designated time period of the practicum. The event may have been something that was particularly challenging, thought-provoking, puzzling, painful or exhilarating.
- b) Give a brief description of the event/experience to provide background and context. Also include the date, place, and people involved.
- c) Explain how you responded/reacted to the situation(s). Include reference to your internal processing of what happened, what you actually said and did, the emotional and mental and spiritual challenges you faced, etc.
- d) Also comment on any interpersonal issues and/or challenges that arose with other people involved in the situation, any ‘victories’ won and/or losses sustained (i.e., positive or negative consequences with other people), etc.
- e) Include reference to any theological and/or leadership issues that arose and related points of discussion.
- f) Reflect on what was learned from the experience.
- g) Share and discuss the narrative with your mentor prior to submitting it to your faculty instructor.

Length: 2 to 3 pages (500-750 words)

Note: These narratives are confidential and will be read only by your supervisor-mentor and the faculty instructor. If you have reason to not share the narrative with your mentor, confer directly with the faculty instructor to determine how to proceed.

Appendix 3

Student's Self Evaluation Form

“At the end of each semester, complete the ‘Student’s Self-Evaluation Form’ available in Appendix 3. These self-evaluations review and assess the overall practicum experience. Share and discuss each form with your site mentor prior to submitting it to your faculty instructor.”

Student: _____ Date: _____

Supervisor-Mentor: _____

In a separate document, work through the following sequence of self-evaluation:

1. Review your Learning Covenant and the goals stated there for each area of intended activity.
 - a) Assess to what extent you have achieved your goals in each area.
 - b) Describe areas where goals have been modified and why that happened.
 - c) Explain how and why any goals have been dropped and/or new ones added.
 - d) Summarize to what degree you are content that your practicum experience has achieved what you hoped to gain from it.

2. Respond to what extent you have grown in each of the student learning outcomes associated with the practicum:
 - a) Who I am as a leader (personal life management, styles, skills)?
 - b) What I know about leadership theory and practice (in team relationships, ministry and marketplace organizations)?
 - c) What I actually do to exercise effective leadership in all aspects of my personal life, my organization?
 - d) How I relate my Christian faith to leadership (e.g., attitudes, values, ethics)?
 - e) How I integrate my biblical and theological awareness with issues of leadership, and implement leadership in actual practice?
 - f) Challenges that I face as a leader (vision, change, conflict)?
 - g) How do I relate and work with others, particularly a team setting?
 - h) How do I shape leadership to best fit with varying cultural contexts?
 - i) How I can maintain continuous personal and professional learning for growth in effective leadership?

3. Name some things that you learned about yourself, about leadership and/or ministry, and about yourself in leadership/ministry that you had not anticipated learning during your practicum.

4. Rate yourself on your interpersonal relationships: (circle one for each item)

a) Dependability	Excellent	Good	Fair	Poor
b) Listening ability	Excellent	Good	Fair	Poor
c) Self-expression	Excellent	Good	Fair	Poor
d) Initiative	Excellent	Good	Fair	Poor
e) Sensitivity to others	Excellent	Good	Fair	Poor
f) Open to suggestions	Excellent	Good	Fair	Poor
g) Open to criticism	Excellent	Good	Fair	Poor
h) Relating to authority	Excellent	Good	Fair	Poor
i) Relating to peers	Excellent	Good	Fair	Poor

5. What do you value most about this ministry/leadership experience?

6. What strengths have you developed during this time?

7. Evaluate your ability to do theological reflection on the daily events and experiences of life.

8. Name specific ways in which your ministry/leadership could be improved.

9. List some things you would do differently 'next time' you would be in situations comparable to those experienced during the practicum.

10. Based on your experience during this practicum, what are some learning goals that you should include in future plans?

11. To what extent (i.e., what percentage) did you complete of all the requirements set out for this practicum?

90-100% ____ 80-90% ____ 70-80% ____ less than 70% ____

12. Other comments.

Signed:

(Student)

(Mentor/Supervisor)

Date: _____

Appendix 4

Case Study Form

“Participation in a cohort group includes the preparation and sharing of two case studies each semester. Student narratives may be used as the basis for two of these case studies. Use the ‘Case Study Form’ in Appendix 4.”

A case study is a retelling of something you have experienced in your ministry practice. You describe an event or incident, pose a problem or issue, and raise a question to be answered. It is presented to the cohort group for analysis and evaluation. Details and names of participants are suitably masked so that identification of persons is not possible.

Open a new document, clearly label it with your name, the date, and Case Study 1 (or 2, 3, or 4). Using the following elements, construct a case study for presentation to the cohort.

Continuation of a case study from study #1 to #2 and ongoing is appropriate, as long as new insights are being generated through the process.

1. The problem or issue

- Give some background including any demographic or factual data that is important to the description of the event or experience.
- Explain why the problem or issue was important.
- Explain how you or someone else came to identify the problem.

2. Steps taken to address the problem

3. Results

4. Challenges that occurred and how, or if, they were met

5. Lessons you learned about yourself and/or group dynamics

6. A question you pose to the cohort group that arises from the problem or issue?

- Example 1 - *Was there another way to handle this that would have reduced conflict in this particular issue?*
- Example 2 - *How should I resolve the discrepancy between my convictions and what the church chairman expected me to do?*

Appendix 5

Report Form for Required Reading

LS7401 and LS7402 will each have required readings in selected topical areas. Use the 'Report Form for Assigned Reading' in Appendix 5 for each reading. Share each report and discuss the topics/issues with your mentor-supervisor before handing it in to the faculty instructor."

Open a new document for each readings report, clearly label it with your name, the date, and the title of the assigned reading.

Your report will be a combination of a 'reflective response' and a 'critical review' of the assigned reading. The faculty instructor will set the length of each report depending on the nature of the reading assignment. See the guidelines below for framing your report.

A reflective response:

- Is an overview of your personal response/reaction(s) to the required reading.
- You share the following:
 - Specific highlights of the content that stimulate your response to the topic
 - Concerns or issues that arise in your mind as you read the author's perspective(s), arguments, conclusions
 - Suggestions you might have to add to, or take away from, how the author approached the topic
 - Other responses that arise from the more affective domain of your perceptions related to the assigned reading

A critical review:

- Is not just a summary of the material you have read!
- Rather, it is a personal assessment and evaluation of the content, issues, questions raised by the author
- Your goal is to demonstrate:
 - Your understanding of the author's purposes for writing
 - Your awareness of key content, arguments, and conclusions that the author puts forward
 - Your ability to interact with the material in a manner that illuminates the significance, the strengths, the weaknesses of what the author has to say
 - Other responses that arise from the more cognitive and analytical domain of your perceptions related to the assigned reading

Appendix 6

Evaluation Form for Mentor-Supervisor

At the middle and end of each semester, the student's mentor will complete the 'Evaluation Form for Mentors' available in Appendix 6, discuss contents of the evaluation with the student, then submit a copy to the faculty instructor. The second and final evaluation can be an extension of the first evaluation, with additional thoughts either dated or presented in a different colored font.

Name of Student _____ Date _____

Mentor-Supervisor's Name _____

Location of Placement _____

Note: This form is to be completed by the mentor-supervisor then discussed with the student. Both sign the form then the supervisor-mentor forwards it to the faculty instructor.

Open a Word document and respond to the questions below with as much data or anecdotal information as possible.

1. Comment on the progress made by the student towards the accomplishment of his/her learning goals.
2. How well does the student discuss his/her personal faith? How well does he/she enable others to discuss their faith? What helps? What hinders?
3. How well organized is the student in matters of time, preparation, worship leadership, program leadership, administration, public speaking, any other areas of relevant leadership activity? What helps? What hinders?
4. Rate the student on his/her interpersonal relationships: (circle one for each item and add comments to illustrate if possible)

a) Dependability	Excellent	Good	Fair	Poor
b) Listening ability	Excellent	Good	Fair	Poor
c) Self-expression	Excellent	Good	Fair	Poor
d) Initiative	Excellent	Good	Fair	Poor
e) Sensitivity to others	Excellent	Good	Fair	Poor
f) Open to suggestions	Excellent	Good	Fair	Poor
g) Open to criticism/feedback	Excellent	Good	Fair	Poor
h) Relating to authority	Excellent	Good	Fair	Poor

