



## CFM 216: Discipleship Practicum

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

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### Instructor Information

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**Professor:** Dan Haase

**Email:** [daniel.haase@wheaton.edu](mailto:daniel.haase@wheaton.edu)

**Phone:** 630.956.1454 (cell)

**Office Hours/Availability:** BGH 234 – schedule appointment:

<https://go.oncehub.com/DanHaase>

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### Course Materials

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*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 (updated and revised by Susanna Wright)

ISBN: 9781476754703

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### Course Description & Outcomes

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**Catalog Description:** Integrating the theories learned in the classroom with involvement in a campus sponsored ministry, students will participate in a leadership role approved by the CFM Department. The practicum includes a summative assignment in which students consider the links between ministry principles, personal spiritual formation, and practical skills. Practica may be repeated up to a maximum of four times for credit. 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 within an approved ministry context that spans a semester. Students are encouraged to enroll in CFM 216 (1 credit) in multiple semesters so as to meet the Discipleship Certificate requirements. This practicum requirement can be met in the fall or spring and requires a minimum of 40 clock hours. Bi-weekly reflections and a summative assignment will be agreed upon with the practicum instructor as outlined in the application form. The required text, *A Diary of Private Prayer*, will be engaged as a daily journal of intercessions in the morning and captured gratitude each evening (compiled on the blank pages of the book and cycled through every thirty days).

**Course Specific Outcomes** All of the outcomes below identify the end goals of this practicum. By the completion of the practicum, students will have:

1. met with the CFM Department Chair, Dan Haase, who will provide guidance and oversight throughout the practicum;
2. demonstrated engagement with the *practically skilled* elements of the CFM department objectives (C1, C2,C3) through participation and leadership in a Discipleship Ministries

- program 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.
  4. utilized *A Diary of Private Prayer* as a guide for intercession and gratitude journal.

Discipleship is central to the work of the Church in the world. This is the educational ministry of the Church: to help people as they are being formed toward the likeness of Christ, and it is for this purpose that the Christian Formation and Ministry Department of Wheaton College exists. Our mission is to facilitate the development of academically grounded, spiritually maturing, and practically skilled leaders who minister the Gospel and build up God’s people in a constantly changing world. In partnership with the Discipleship Ministries programs on campus, this course is designed to nurture wisdom and small group ministry experience as students prepare to be lay ministers who are becoming...

<b>Academically Grounded</b>	<b>Spiritually Maturing</b>	<b>Practically Skilled</b>
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. •

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### **Course Content & Calendar/Assignments**

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The practicum experience itself is designed in partnership between the CFM Department Chair, Dan Haase, and the student. Students will complete the Discipleship Practicum Application Form together with the CFM Department Chair, Dan Haase, 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 registrar for registration.

There are three assessment components for this experience. First, in consultation with the CFM Department Chair, Dan Haase, determine a timeline for the following two assessments to be completed:

1. bi-weekly 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 (turned into the CFM Department Chair, Dan Haase);
2. a final reflective paper which articulates your ministry experience: You will reflect on your academic coursework and/or your academic readings in light of your ministry experience and the CFM objectives you crafted on your Discipleship Practicum application. Your final assignment will interact with these prior commitments and how they were accomplished (this application should be located in your email when you were registered for the course—reach out to the CFM department Office Coordinator if you cannot locate the application document).
3. a third assessment component for this experience is an evaluation by your on-site practicum supervisor, indicating that you have successfully completed the practicum. This “CFM 216 Site Supervisor Evaluation” is found at the [CFM Internships & Practica page online](#).

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### Student Evaluation Procedures & Attendance

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**Grade Assessment:** The grade for this practicum will be either a Pass or a Fail.

**Course Evaluations:** Course evaluations are not required for CFM 216.

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### Academic Honesty and Original Work

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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.

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### Learning and Accessibility Services

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Wheaton College is committed to providing access and inclusion for all persons with disabilities, inside and outside the classroom. 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. Please call 630.752.5615 or e-mail [LAS@wheaton.edu](mailto:LAS@wheaton.edu) for further information. You can find additional information about LAS and book an appointment on their [webpage](#).

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### Wheaton College Policies & Procedures

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⇒ 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 AIT Service desk at [ait.service.desk@wheaton.edu](mailto: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 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](mailto:steve.oberg@wheaton.edu) or x5852.