

**School for Correctional Ministries**  
**Program Handbook**

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# PROGRAM CONTEXT

## Program History

Established in 2007, the School for Correctional Ministries (SCM) is a program of the Institute for Prison Ministries at the Billy Graham Center, Wheaton College. SCM was built on the foundation and merger of the American Chaplaincy Training School (ACTS) which existed since 1985. Additional collaborators instrumental in the creation of the School were the Christian Association for Prisoner Aftercare, Crossroad Bible Institute, Good News Jail & Prison Ministries, and Prison Fellowship.

## Conceptual Framework

The conceptual framework for the School for Correctional Ministries is described through its mission, vision, goals, core values, and educational objectives. The credential program is based on the development of the whole person in preparation for correctional ministry. SCM recognizes that a Biblical foundation is critical for ministry and Biblical truth is integrated into each SCM course.

SCM recognizes the value of working with the American Correctional Association, Department of Justice, the National Institute of Corrections, the Bureau of Prisons, and other state and local government agencies. Empirically based research offered by these agencies is used to develop curricula for inmate transformation and increase public safety.

SCM believes in the value of learning communities. Those in correctional ministries are often in ministry alone and in need of support. Therefore, SCM offers learning communities created through intensive residential courses and communication between learners in the online courses.

## Mission

The School for Correctional Ministries exists to equip professionals and volunteers who serve in jails, prisons, and re-entry for effective ministry through the church.

## Vision

Our vision is that equipped professionals and volunteers would be effectively fulfilling the Great Commission through service in correctional ministries.

## Goal

To provide college accredited Correctional Ministry courses for those who minister to offenders, ex-offenders and their families.

## Core Values

- **Biblically based** – all material is developed on Biblical principles with an emphasis on the integration of faith and learning.
- **Compelled to evangelize and disciple** – sharing the Gospel message and provide help in Christian formation.
- **Committed to unity of believers in Jesus Christ** – as evidenced by the ministry collaboration.

- **Devoted to excellence: quality equipping for quality ministry** – convinced that people in need deserve the highest quality of ministry possible.

## **Educational Objectives**

### *Knowledge*

- Articulates a strong biblical/theological basis for correctional ministry.
- Handles Scripture rightly, wisely and humbly.
- Develops evangelism and discipleship strategies for target population.
- Apprehends the truths within the disciplines related to correctional ministry.
- Appreciates the value of being a life-long learner.

### *Christian Commitment*

- Commits to an ongoing life of personal growth in Christ as the foundation of effective ministry.
- Applies Scriptures to themselves for developing the character of Christ and to serve in correctional ministry setting with integrity and humility.
- Develops an awareness of their gifts, passions, and calling in correctional ministry.
- Commits both personally and collaboratively to work for God's global Kingdom purposes through the universal and local Church.
- Honors all persons as created in the image of God by appreciating the diversity of cultures, ethnicities, and traditions within the correctional environment.

### *Practice*

- Communicates effectively orally (teaching and presentation skills) and in writing in multiple learning environments.
- Manages programs and people in the correctional setting that promotes offender transformation.
- Promotes strong interpersonal relationships in with colleagues, offenders, corrections staff, volunteers, the Church and the community to support ministry goals and offender rehabilitation.
- Creates learning experiences that help others encounter the person of God and the truths of His Word.

## **PROGRAM PARTICIPANTS**

### **Students**

The SCM students must be Christians and accepted into Wheaton College as a Special Student. SCM students range in educational and ministry experiences. Students may come with a GED or a Master's of Divinity Degree and may have been in correctional ministry for over twenty years or in their first year of ministry. The diversity provides a rich learning environment and we especially welcome former prisoners. Residential students must agree to abide by the Wheaton College Community Covenant (See SCM Student Handbook).

## **Faculty**

The SCM faculty come from the Wheaton College Christian Formation and Ministry Department or serve as guest faculty. All faculty are followers of Christ and have experience and expertise in the field of correctional ministry.

## **Spiritual Mentor**

The Spiritual Mentor (SM) is selected by the student and focuses on the student's spiritual and character formation. Students are encouraged to select a SM from their church.

# **PROGRAM OVERVIEW**

## **Undergraduate or Graduate Credit**

SCM courses are accredited by Wheaton College and cross-listed for undergraduate or graduate credit. Graduate students are expected to produce a higher level of thinking and writing for each assignment and an additional reading assignment or research paper.

## **Credential Programs**

The Institute for Prison Ministries offers a credential to SCM students who complete the core requirements and coursework for of the following tracks:

- **Correctional Chaplaincy**
- **Reentry Leadership**
- **Correctional Ministries Focus Area**

## **Core Requirements**

The core requirements for all credential students include a spiritual mentor, core courses and internship or capstone course.

**Mentor**: Having a mentor is strongly encouraged. See Appendix A for Mentor Guidelines.

## **Core Courses**

### **CE 301/CFM 501      Introduction to Correctional Ministries**

This course will provide an overview of ministry to offenders and their families and the Biblically-based role of the Church in that effort. In addition, the course will examine the basic structure and functions of the criminal justice system and the cultural distinctives that govern it. The primary focus will be on the multiple ministry opportunities present in each of the various phases of the criminal justice system—presentencing, long-term incarceration, and reentry. (One week residential, 3 credits)

### **CE 302/CFM 503      Dynamics of Working with Offenders**

This course will examine the common characteristics of offenders, the specialized approaches to ministering within a correctional facility, and the Biblical corollaries for transformation as they pertain to offenders. Special attention will be given to the psycho-sociological factors that contribute to criminality, as well as to ways institutional conditions damage family structures, add to the pains of incarceration, and impair

successful reentry. Students will examine possible solutions for overcoming these deficits and helping inmates prepare for a return to their communities. (Online, Summer, 3 credits)

**CE 303/CFM 503 Leadership and Spiritual Formation of Offenders**

The Leadership and Discipleship course is designed to help those involved in various areas of Correctional ministry to be better equipped to meet the variety of challenges and opportunities leadership provides and how to be a witness and disciple others. Students will examine the foundational aspects of leadership, explore their giftedness, competencies, calling, and character, and apply leadership within their area of ministry. (Online, Fall Quad A, 3 credits)

**CE 493/CFM 593 Correctional Ministry Capstone Project**

See Appendix A for Capstone Project Guidelines. (3 credits)

OR

**CE 396/CFM 596 SCM Practicum**

See Appendix B for Internship Guidelines. (3 credits)

**Program Plan:** Credential track students must complete the Program Plan (Appendix E) before the end of their first course. This form should be submitted to the student's advisor for approval and will be part of the student's permanent file.

## **CREDENTIAL TRACKS**

### **Correctional Chaplaincy**

#### **Core Competencies**

#### **Competency 1 Identity and Conduct**

*The Correctional Chaplain evaluates one's self and calling, implements a personal and professionally development plan, maintains a high level of integrity, and complies with all institutional policies.*

- 1.1 Develops a personal mission statement that describes the calling to correctional chaplaincy, identifies his/her gifts, strengths, and weaknesses and aligns that statement with professional ministry goals and objectives.
- 1.2 Plans for ongoing personal spiritual development that includes a spiritual mentoring partner and a process of accountability.
- 1.3 Engages in activities that implement his or her professional development plan which includes professional memberships and extended learning.

- 1.4 Understands the importance of engages professional inmates, families and staff with respect.
- 1.5 Adheres to the Code of Ethics and any affiliation where they belong. at the correctional institution that they function. Functions within the *American Correctional Chaplaincy Association (ACCA)* and Common Code of Ethics for Chaplains, Pastoral Counselors, Pastoral Educators and Students.

## **Competency 2                      Biblical Theology and Corrections**

*The Correctional Chaplain develops a philosophy of correctional ministry and articulates and understanding of institutional culture and systems and systemic relationships.*

- 2.1 Identifies, describes, and explains the influences that Christian theology has had on the development of the American correctional system and its primary philosophical premises.
- 2.2 Defines and effectively presents restorative justice principles to key stakeholders and applies those principles, where appropriate, within his/her ministry delivery.
- 2.3 Identifies, describes, and explains the unique cultural dynamics of correctional settings—how those impact both staff and inmates and contribute to stress-related behaviors.
- 2.4 Recognizes prominent manipulative behaviors of inmates that are designed to bypass institutional rules and applies strategies to avoid being compromised.

## **Competency 3                      Correctional Chaplaincy**

*The Correctional Chaplain demonstrates competency in the critical dimensions of chaplaincy.*

- 3.1 Identifies, describes, and presents the historical roots of chaplaincy, the redefinitions of chaplaincy roles and expectations in response to changing environments, and the current trends that impact the profession.
- 3.2 Describes the critical implications of RLUIPA on administrative policies and procedures, and demonstrate the incorporation of functional principles of the legislation into institutional ministry protocols.
- 3.3 Identifies and describes the four *critical dimensions of chaplaincy*—Personal, Pastoral, Administrative, Community—and present specific strategies for integrating them into the personal institutional ministry plan.

## **Competency 4                      Pastoral Care**

*The Correctional Chaplain provides a pastoral presence to inmates, families and staff.*

- 4.1 Identifies the primary biogenic, psychogenic, and sociogenic factors contributing to criminal behaviors and apply counseling strategies that account for them.
- 4.2 Identifies the primary dysfunctional cognitive errors and demonstrate the ability to help inmates recognize them and apply biblically-based counter measures.
- 4.3 Develops strategic alliances with community faith-based reentry agencies and leaders and, where appropriate, serves as a liaison to them on inmate issues.
- 4.4 Describes and explains the theological foundations for a pastoral ministry within a correctional setting along with major theories of counseling that are applicable in that setting such as caring for those experiencing loss or grief.
- 4.5 Identifies pastoral care strategies that respects diversity and differences.
- 4.6 Identifies and describes presenting behaviors by offenders that are indicative of mental health profiles and explain strategies for collaboration with institutional Mental Health staff.
- 4.7 Handles Scripture rightly, wisely, and humbly in respectful interactions with inmates, families and staff.

## **Competency 5                      Programmatic**

*The Correctional Chaplain provides quality religious resources and programs for inmates, families and staff.*

- 5.1 Prepares a detailed in-facility ministry plan that incorporates the *critical dimensions* of chaplaincy and that includes an analysis of: 1) the institutional mission; 2) any physical characteristics that impact program delivery; and 3) the demographics of the inmate population.
- 5.2 Develops and implements a strategic plan for faith-based instruction that demonstrates transformational learning principles and developmentally appropriate teaching methods to address identified needs of the inmate population.
- 5.3 Prepares an annual plan for recruiting, training, and evaluating volunteers for specific tasks to be performed within the parameters of the institutional ministry plan.
- 5.4 Identifies ministry resources for families and corrections staff.

## **Correctional Chaplaincy Required Courses**

### **CE 304/CFM 504 Foundations of Correctional Chaplaincy**

An overview of correctional chaplaincy as it functions in jails and prisons. The course will examine the history of correctional chaplaincy, the special skills and abilities the professional chaplain must possess, the critical dimensions of the multiple roles a chaplain assumes, and the constitutional mandates that govern the delivery of religious services in an institutional setting. Special focus will be placed on the chaplains as “agent of change,” the “ministry of presence”, on effective volunteer management, and the development of individualized ministry plans. (Online, Fall Quad B, 3 credits)

### **CE 406/CFM 506 Correctional Ministries Program Development & Evaluation**

This course equips those who work in correctional ministries plan, administrate and provide learning experiences that help offenders/ex-offenders develop life skills, transform their thinking and encounter the person of God and the truths of His Word. (Online, Spring Quad A, 3 credits)

### **CE 408/CFM 508 Care and Counseling in Correctional Ministry**

This course provides an introduction to the unique challenges and strategies involved in care and counseling within a correctional setting as presented by correctional staff, the incarcerated and the families of offenders. Focus will be given to an introductory knowledge of the problems of human suffering, biblical foundations for care in ministry, rudimentary person-to-person helping skills, as well as general counseling theories and techniques applicable to the correctional setting. Consideration will be given to ethical issues, knowing one’s limits of competence and knowledge, and of when and to whom one should refer. Attention will be given to issues of diversity and their implications for the utility of the concepts of this course where possible. (Residential Intensive, June, 3 credits)

## **Reentry Leadership**

### **Core Competencies**

#### **Competency 1 Personal and Professional Christian Leadership**

- 1.1 Develops a personal mission statement that identifies his/her gifts, strengths, and weaknesses and aligns that statement with professional ministry goals and objectives.
- 1.2 Plans for ongoing personal, spiritual, and professional development that includes a spiritual mentoring partner and a process of accountability.
- 1.3 Engages in activities that implement the professional development plan.
- 1.4 Complies with the standards of ethics of the Christian Association for Prisoner Aftercare and ethics standards identified by the ministry, correctional facility or community organization where employed or volunteering.

## **Competency 2      Biblical Integration**

- 2.1 Summarizes the Biblical foundation for reentry ministry and practical implications for the individuals, the church and parachurch ministries.
- 2.2 Develops biblically based strategies that can assist former prisoners in their spiritual transformation.
- 2.3 Defines and effectively presents restorative justice principles to key stakeholders and apply those principles, where appropriate, within his/her ministry delivery.

## **Competency 3      Knowledge of Former Prisoners and Reentry Issues**

- 3.1 Identifies the primary biogenic, psychogenic, and sociogenic factors contributing to criminal behaviors and applies strategies that may remediate them.
- 3.2 Identifies the primary dysfunctional cognitive errors (choices and decision processes) and demonstrates the ability to help offenders recognize them and apply biblically-based counter measures for effective intervention and functioning.
- 3.3 Summarizes the impact of prison environment on former offenders and their families and how to best integrate back into their community.
- 3.4 Describes the historical roots of reentry, the reentry professions, the role of faith-based organizations, and the current trends that impact the profession.
- 3.5 Researches offender reentry and describes the needs, barriers, issues, and effective strategies.

## **Competency 4      Reentry Programs and Skills**

- 4.1 Designs a reentry program that integrates key principles and evidence-based practices for successful reentry that addresses employment training, educational services, substance abuse treatment, mental health treatment, medical services, mental health issues, restitution, housing assistance, community support services, life skills training, family support and reunification services, intensive post-release supervision, and case management.
- 4.2 Demonstrates effective case management skills that include assessment, making referrals, goal-setting, maximizing client strengths and resources, motivational interviewing, helping to transition from poverty and accountability.
- 4.3 Develops effective gender specific case management and mentor programs that are sensitive to socioeconomic and ethnic cultural differences.
- 4.4 Creates a database representative of community resources with reentry services for former prisoners and their families.
- 4.5 Evaluates programs and services on a regular basis and uses data gained to inform changes.

## **Competency 5      Nonprofit Capacity Building**

- 5.1 Summarizes and demonstrates non-profit leadership and management skills: board development, strategic planning, fundraising, and sustainability planning, program and staff development and evaluation, volunteer management, financial integrity, and administration duties.
- 5.2 Evaluates the collaborative nature of individuals, churches, and organizations in a reentry ministry and make recommendations for developing effective strategies for building a stronger community foundation.

## **Reentry Leadership Required Courses**

### **CE 405/CFM 505 Foundations of Offender Reentry**

This course will provide participants knowledge of the Biblical foundation for reentry ministry and reentry statistics that will help them describe the issues, barriers, and challenges to successful ex-offender reentry. The course will also describe the phases and key principles of reentry with emphasis on making decisions related to practical planning for your ministry along with the reality of the collaborative nature of individuals, churches, organizations, and the community to assist the ex-offender with reentry. (Online and CAPA Conference, Quad B, 3 credits)

### **CE 407/CFM 507 Organizational Administration for Non-Profit Correctional Ministries**

This course provides an overview of the principles and practices for leading and managing a not-for-profit organization. Topics introduced will include leadership, ethics, strategic planning, operating policies, board governance, human relations, marketing, fundraising, financial management,, collaborative partnerships, and program evaluation as they relate to non-profit correctional organizations. Each topic will be approached from a Biblical perspective. (Online, Spring Quad A, 3 credits)

### **CE 409/CFM 509 Case Management and Mentoring Exoffenders**

The course will examine theories and practices in case management and mentoring for successful reentry of offenders. Assessment and program development will be discussed. Opportunities for role play and application will be utilized. (Residential intensive, June, 3 credits)

## **Correctional Ministries Focus Area**

The correctional ministry credential program prepares those interested in ministering to a specific population or a correctional ministry focus area. The program is individualized and flexible to meet the goals, interests and needs of the student.

### **Core Competencies**

#### **Target Audience**

The correctional ministry certificate program prepares those interested in ministering to a specific population or focused correctional ministry area, but not chaplaincy. The program is individualized and flexible to the interests and needs of the student.

### **Program**

#### **Focus Area**

In addition to taking the Core Courses, students propose an individualized Focus Area. Acceptable Focus Areas are to be:

- Congruent with the student's personal goals
- Congruent with the correctional ministry areas of competence and educational goals
- Supported by the student's access to a professional setting within which to practice, apply, and/or derive learning throughout the program.

## **Correctional Ministry Areas of Competence**

### **1. *Christian Commitment***

- 1.1 Has developed a personal mission statement that identifies his/her gifts, strengths, and weaknesses and has aligned that statement with professional ministry goals and objectives.
- 1.2 Presents a plan for ongoing personal spiritual development that includes a spiritual mentoring partner and a process of accountability.
- 1.3 Can summarize the Biblical foundation for the Focus Area and practical implications for the individuals, the church and parachurch ministries.
- 1.4 Can develop biblically based strategies that can apply to the Focus Area.
- 1.5 Can define and effectively present restorative justice principles to key stakeholders and apply those principles, where appropriate, within his/her ministry delivery.

### **2. *Knowledge***

- 2.1 Can describe and analyze theories, models, principles and/or concepts in the Focus area or related fields—including implications for practice.

### **3. *Practice***

- 3.1 Identifies, describes and demonstrates skills relevant to the Focus Area.

## **Potential Focus Areas**

- Juvenile
- Female inmates
- Male inmates
- Families/Children of inmates
- Victims/Restorative justice
- Offender or Ex-offender programs
- Sex Offenders
- Corrections Officers

## **Suggested Topics**

- Cross-cultural (urban, ethnic, disabilities, SES)

- Correctional Education – Teaching and Curriculum Development
- Employment
- HIV/Health
- Life Skills
- Mental Health Issues
- Restorative Justice
- Substance Abuse
- Other

## **Appendix A Mentor Guidelines**

*The whole purpose of spiritual direction is to penetrate beneath the surface of a man's life, to get behind the façade of conventional gestures and attitudes which he presents to the world, and to bring out his inner spiritual freedom, his inmost truth, which is what we call the likeness of Christ in his soul.<sup>1</sup>*

~ Thomas Merton

The vision of the School of Correctional Ministries is to equip professionals and volunteers to effectively fulfill the Great Commission, to evangelize and disciple those directly involved in their ministry. We know, as believers, that we can only “give” what we have first experienced. While we will always be becoming the saints scripture calls us to be, we also have the responsibility to “make disciples” after the fashion seen by Jesus Christ and others in scripture.

Serving in ministry requires Christ-like character. Those who fail in ministry often fail not because of competency issues but because of character issues. Those in correctional ministry often serve in parachurch organizations, in isolation or with little personal accountability. The School for Correctional Ministries seeks to develop correctional ministers who are:

- **Committed to an ongoing life of discipleship and spiritual growth as the foundation of effective ministry.**
- **Apply Scripture to themselves for developing the character of Christ and to serve in their ministry setting with integrity and humility.**
- **Actively reflect upon one’s spiritual development and practices noting areas of strength and weakness.**

Those students seeking the Correctional Ministries Credential are strongly encouraged to a Spiritual Mentor (SM) for a period of 10-12 months during your enrollment in the SCM program. The SM serves as a spiritual guide and focuses on the Mentoree’s spiritual and character formation. The SM provides encouragement, prayer, accountability for spiritual and character growth. If possible, the SM should be someone from the Mentoree’s church.

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<sup>1</sup> Thomas Merton, *Spiritual Direction and Meditation* (Collegeville, MN: Order of St. Benedict Press, 1960), p. 16.

## **The Anderson/Reese Model of Spiritual Mentoring<sup>2</sup>**

### **Definition of Spiritual Mentoring**

Spiritual mentoring is a triadic relationship between mentor, mentoree and the Holy Spirit, where the mentoree can discover, through the already present action of God, intimacy with God, ultimate identity as a child of God and a unique voice for kingdom responsibility.

### **Distinctives of Spiritual Mentoring**

- A means to enhance intimacy with God, ultimate identity and unique voice
- A way to recognize the already present action of God in the mentoree's life
- An effective model for personal development in character formation
- An effective way to discern God's direction in decision-making
- A historically proven diet for the journey of faith
- An effective safeguard during boundary and transitional times in ministry

### **Who is the Mentor?**

- One who creates a hospitable space of trust and intimacy
- One who is able to discern the already present action of God in the mentoree
- One who recognizes potential in people
- One with an experience of spirituality who is affirmed by having a life worthy of emulation
- One who seeks to live a life of authentic holiness, spiritual maturity, biblical knowledge and wisdom
- One who is familiar with contemplative prayer, listening and other spiritual disciplines

### **Who is the Mentoree?**

- One who desires spiritual growth and maturity.
- One who is vulnerable in sharing intimate issues of life
- One who is responsive and respectful to the directives of the mentor
- One who is teachable, submissive, faithful and obedient
- One who desires to serve God with his or her life

## **Movements in the Spiritual Mentoring Process<sup>3</sup>**

### **Attraction**

We define attraction as the initial establishment of the mentoring relationship. The tone is set by Augustine's challenge to the mentor, "Attract them by your way of life." Key components include claiming your own story as the mentor; initiation of the relationship primarily by the mentoree with a challenge for mentors to recognize potential mentorees;

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<sup>2</sup> Keith R. Anderson & Randy D. Reese, *Spiritual Mentoring: A guide for seeking and giving direction* (Downers Grove, IL: InterVarsity Press, 1999), p. 12.

<sup>3</sup> Keith R. Anderson & Randy D. Reese, *Spiritual Mentoring: A guide for seeking and giving direction* (Downers Grove, IL: InterVarsity Press, 1999), p. 13.

covenant making to establish motivation, frequency, location, format, accountability, confidentiality, evaluation and closure; potential relationships to avoid.

### **Relationship**

We define relationship as the nurturing hospitable space of trust and intimacy. The life of the mentoree will more effectively be heard when a safe space is created by the mentor. Key components include: the respect of vulnerability and boundaries; seeing the mentoring relationship in the progressive stages of friendship of selection, probation, admission and harmony; recognizing the essential functions of holy listening, holy seeing and wholly listening.

### **Responsiveness**

We define responsiveness as the sustaining of a responsive spirit of teachability. In order to grow, the mentoree must submit willingly to the guidance of the mentor. Various prayers movements, such as the “seven dwelling places” of Teresa of Avila and the “dark night” of John of the Cross, are used to assist in fostering a spirit of responsiveness.

### **Accountability**

We define accountability as growth through exercises of grace facilitated by the mentor. Ignatius sets the pace with spiritual exercises categorized as preparation of the heart, virtues of the heart, habits of the heart and rewards of the heart. Further suggestions include adaptable hospitality, intentionality and discipline, imagination, and discernment; Guyon’s prayer through Scripture; the discipline of questions; and lectio divina.

### **Empowerment**

We define empowerment as the discovery of one’s unique voice for kingdom service that derives from intimacy with God and ultimate identity as a child of God. The mentoree discovers his or her unique voice in God’s salvation story. The foundation is set in Scripture and validated through the classical perspectives.

## **School for Correctional Ministries Spiritual Mentor Guidelines**

### **Spiritual Mentor Selection**

SCM credential students will select their own Spiritual Mentor. If possible, the mentor is someone from their church. The selection of the SM is key and must meet the following qualifications:

- A person who is a fully devoted follower of Christ. Spiritual healthy.
- Willing to serve in the Spiritual Mentor role and fulfilling the areas of responsibility.
- Not be related to the student as a family member.
- Not currently serving in a direct supervisory role to the student in the workplace or vice versa.

### **Role and Responsibilities of the Mentee**

- **Christian Leadership Plan.** Discuss your Leadership plan with your Spiritual Mentor. (from Leadership and Spiritual Formation course)

- **Meet with Mentor.** If possible, meet with your mentor monthly.

### **Role and Responsibilities of the Spiritual Mentor**

- **Christian Leadership Plan.** Review your Mentees Leadership plan. Ask questions for clarification and for ways you can assist the Mentee to complete his or her plan. Make needed recommendations and set up accountability.
- **Prayer.** Regularly pray for the Mentee.
- **Meet with Mentor.** Meet monthly with your mentee.

### **First Meeting: (suggested agenda)**

- Review the Mentee's Leadership Plan
- Ask for clarification for each goal, plan, and outcome and ways the SM can support the mentoree in accomplishing the goals
- Discuss expectations that each has of the other (write them down). What would the mentee like from this SM relationship? What does the SM expect from the mentee?
- Discuss communication expectations (set up communication and meeting dates). When, how, who initiates?
- Pray together.

### **Suggested Readings:**

#### Spiritual Mentoring

Keith R. Anderson & Randy D. Reese, *Spiritual Mentoring: A Guide for Seeking and Giving Direction* (Downers Grove, IL: InterVarsity Press, 1999).

#### Spiritual Disciplines

Foster, Richard. *Celebration of Discipline: The Path to Spiritual Growth* (New York, NY: Harpers Row, 1998).

Thomas, Gary. *Sacred Pathways: Discovering Your Soul's Path to God* (Grand Rapids, MI: Zondervan, 2000).

#### Character Development

Swindoll, Charles R. *Quest for Character* (Portland, OR: Multnomah Press, 1987)

## **Appendix B Capstone Project**

A Capstone Project is an opportunity for students to apply their learning in a correctional ministry. The Capstone Project will demonstrate the student's ability to think about and evaluate critically important issues in the field of correctional ministry. The finished project will be planned and conducted under the supervision of the Capstone Advisor and will involve both a written and oral component.

All research should follow the guidelines of the *Turabian*, 7<sup>th</sup> edition. A proposal for the Capstone project should be submitted to the Faculty Capstone Supervisor before the beginning of your project. Alternative options may be presented but must be approved by the Faculty Capstone Supervisor.

The oral component is satisfied by presenting your project either at a prison ministry conference, professional meeting, or seminar approved by your Faculty Capstone Supervisor.

### **Possible Capstone Projects**

#### Program Initiative

The capstone project would involve the development of a plan to implement a correctional ministries program. The initiative will include critical issues such as the biblical foundation, role of the church, collaboration, management, fiscal, ethical and logistical aspects.

#### Practical Action Research

The capstone project involves investigating a problem in a correctional ministry. The research includes a problem statement, annotated bibliography, biblical perspective, potential solutions, analysis of solutions, development of a practical plan, plan implementation, reflection and recommended next steps. The goal is to discover how we can do things better.

#### Curriculum Manual/Instructional Materials

These include developing a curriculum to be used either inside jails or prisons or in a reentry program that addresses an area of need. The project will include rationale for curriculum topic, current curriculum evaluation, lesson plans, and a comprehensive list of links and additional resources.

## **Appendix C**

### **Correctional Ministry Practicum Guidelines**

#### **Purpose**

To provide the student an opportunity:

- To apply what they have learned in their coursework in an actual correctional ministry setting
- To participate in a reflective learning encounter with a seasoned expert in their field
- To assess their gifting and passion for the work they have identified
- To affirm their call to correctional ministry

#### **Critical Components**

The practicum must:

- Provide clear evidence of expanding the learning opportunities in the student's designated track
- Be consistent with and/or provide opportunity to demonstrate SCM's core values
- Enhance the student's achievement of SCM's educational objectives

#### **Preparation**

- The practicum will follow the completion of all coursework (except the final course) in the credential program
- It is the responsibility of the student to identify the site for the practicum and procure an on-site work supervisor
- The student will submit a proposal to the Practicum Coordinator outlining the parameters of the practicum
- The Practicum Coordinator will approve a final revision of the proposal for submission to the potential agency.

#### **Student Requirements**

1. **Complete the Memorandum of Understanding** with your supervisor and submit to the Practicum Coordinator for approval. Negotiate a written statement of expectations and list specific goals for the practicum ministry. This must be signed by both the mentor/supervisor and the student and submitted to the IPM Director by the student.
2. **Enroll in CE 396/CFM 596 Correctional Ministries Practicum** (3 credits) during the semester when practicum will be completed.
3. **Complete the required assignments** outlined in the practicum syllabus.
4. **Complete 90 clock hours** over a period of 5-15 weeks and **turn in a log** of your hours. The college is not able to give credit for comparable field experience that was completed prior to a formal "practicum" arrangement.

## Responsibilities of the Mentor/Supervisor

1. **Complete the Memorandum of Understanding with the Student.** Negotiate a written statement of expectations and list specific goals for the practicum ministry. This must be signed by both the mentor/supervisor and the student and submitted to the IPM Director by the student. Suggested activities may include but are not limited to:
  - Observation of every facet of the ministry's organization
  - Participation in the routine activities of the mentor/supervisor
  - Design and lead Bible study/teaching activities
  - Attend major administrative board, staff and committee meetings
  - Instruction in the administrative and organizational elements of the mentor/supervisor's ministry.
  - Involvement in public or large group up-front leadership.
  
2. **Mentor and Meet with the student.** This is a time of relationship building and investing in the student's experience. Areas of discussion may focus on such areas as:
  - *Onsite Mentor/Supervisor Relationship:* What is the student learning from the mentor/supervisor personally and professionally? What questions does the student want to ask the mentor/supervisor?
  - *Goals:* How is the practicum experience specifically helping or not helping the student fulfill his/her goals?
  - *Future Ministry:* What is the student learning about ministry as a vocation? How has this experience impacted his/her personal and professional goals? What are the student's strengths and weaknesses in ministry? Did the student fail at anything? What can the student learn from this? What skills is the student learning?
  
3. **Complete the Final Evaluation Form** and meet with the student for an exit interview. *Please return the form to the Institute for Prison Ministries* in the enclosed envelope.
  
4. **Contact the Practicum Coordinator with any concerns or questions** at 630-752-5727 or Karen.swanson@wheaton.edu

**Memorandum of Understanding**  
Between

\_\_\_\_\_ and \_\_\_\_\_  
(mentor/supervisor) (student)

Title of Student's position \_\_\_\_\_

Specific Goals for Internship (completed by Student)

Internship Schedule: Dates \_\_\_\_\_ Days \_\_\_\_\_ Times \_\_\_\_\_

Regular (weekly/daily) duties and activities (completed by Mentor/Supervisor)

Special duties and activities (completed by Mentor/Supervisor)

Intern will:

1. Discuss expectations of the Mentor/Supervisor with the Mentor/Supervisor.
2. Faithfully fulfill the agreed upon practicum schedule and duties.
3. Describe and complete his or her practicum goals.

Mentor/Supervisor will:

1. Discuss expectations of the student with the student
2. Provide opportunities for the student to engage in the following activities:
  - Observation of every facet of the ministry's organization
  - Participation in the routine activities of the mentor/supervisor
  - Design and lead Bible study/teaching activities
  - Attend major administrative board, staff and committee meetings
  - Instruction in the administrative and organizational elements of the mentor/supervisor's ministry.
  - Involvement in public or large group up-front leadership.
3. Meet weekly with the intern to process the experience.
4. Provide evaluation and feedback to the intern and the college through a written evaluation and exit interview at the end of the practicum.

Emergency Contact List:

Karen Swanson      630-752-7400 (w)    630-779-9226 (m)  
*IPM Director*                      Karen.k.swanson@wheaton.edu

Updated August, 2010

## **Final Reflection Integration Paper (Completed by the Student)**

Write a 5-page paper, typed and double spaced, answering the following questions. It is due the last week of the semester of the internship.

1. In what ways were you able to meet your expectations and responsibilities as stated in the beginning of your practicum? What have you come to learn regarding the role of expectations?
2. What educational principles or development theories could be applied to these experiences? How did you (or could you) specifically integrate these principles?
3. Summarize what God taught you about your spiritual growth goal through your practicum experience.
4. Describe your relationship with your mentor/supervisor. What did you learn about the dynamics of ministry relationships?
5. What would you identify as the most meaningful thing you learned about yourself? Describe at least one strength and one weakness.
6. What new skills and knowledge did you gain which will be helpful in future ministry?
7. What ministry issues did you encounter or observe? What did you learn about these issues from your experience and conversations with your mentor/supervisor and other staff members? Comment on any other general things you've learned about ministry that will be helpful for you in the future.
8. How have your academic or career goals changed?
9. In what ways could your practicum experience have been improved?
  - a. By you?
  - b. By the ministry?
  - c. By SCM?
10. What has become more important to you since the practicum and what has become less important?
11. At the end of your paper write and sign the following statement (you may make amendments to reflect an honest answer): "I completed \_\_\_\_\_ hours of my practicum and \_\_\_\_\_ journal entries a week. The journal entries were done weekly and each one was written during a different sitting throughout the course of the practicum." (your signature).

### Mentor/Supervisor Evaluation

(completed by the mentor/supervisor at the end of Practicum and sent to the SCM)

Evaluation may be:  shared freely       used with discretion       not shown to student

Name of intern \_\_\_\_\_ Dates of Internship \_\_\_\_\_ to \_\_\_\_\_

Organization \_\_\_\_\_ Intern's position \_\_\_\_\_

Intern's duties and responsibilities

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Please rate the intern on the following criteria: (scale 1 poor to 5 excellent, NA not observed)

Punctual and dependable	1	2	3	4	5	NA
Takes initiative	1	2	3	4	5	NA
Shows judgment about when to seek further guidance, when to be self reliant	1	2	3	4	5	NA
Accepts and makes positive use of criticism	1	2	3	4	5	NA
Demonstrates problem solving skills	1	2	3	4	5	NA
Respects, esteems and accepts all persons	1	2	3	4	5	NA
Adjusts to a variety of new circumstances, expectations and people	1	2	3	4	5	NA
Is a good listener, attentive	1	2	3	4	5	NA
Works as a team player	1	2	3	4	5	NA
Is teachable and open to suggestions by Mentor/supervisor	1	2	3	4	5	NA

\_\_\_\_\_  
(Mentor/supervisor)

\_\_\_\_\_  
(position)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(date)



**SCHOOL FOR CORRECTIONAL MINISTRIES  
PROGRAM PLAN**

Name \_\_\_\_\_

Wheaton College ID \_\_\_\_\_ Anticipated completion date \_\_\_\_\_

**Level:** Undergraduate  Graduate

**Credential Track:** Chaplaincy  Reentry  Ministry Focus  \_\_\_\_\_

**MENTOR**

*Please provide us with the following information regarding the individual you have identified to serve as your mentor during your time of study:*

Name \_\_\_\_\_ Relationship \_\_\_\_\_  
 Address \_\_\_\_\_ Email address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone # \_\_\_\_\_

**COURSE SCHEDULE**

<b>CORE COURSES</b> <i>(Required of everyone)</i>				
<b>Course Title</b>	<b>Number</b>	<b>Offered</b>	<b>Projected Enrollment Date</b>	<b>Completed</b>
Introduction to Correctional Ministries	CE 301 CFM 501	Residential Intensive		
Dynamics of Working with Offenders	CE 302 CFM 502	Summer Online		
Leadership & Spiritual Formation	CE 303 CFM 503	Fall Quad A Online		

<b>CHAPLAINCY COURSES</b> <i>(Chaplaincy Credential Track)</i>				
<b>Course Title</b>	<b>Number</b>	<b>Offered</b>	<b>Projected Enrollment Date</b>	<b>Completed</b>
Foundations of Correctional Chaplaincy	CE 304 CFM 504	Fall Quad B Online		
Program Development & Evaluation	CE 406 CFM 506	Spring Quad A Online		
Capstone or Practicum	CE 493 CFM 593	Spring Quad B Online		
Care & Counseling in Corrections	CE 408 CFM 508	Residential Intensive		

<b>REENTRY COURSES</b> <i>(Reentry Credential Track)</i>				
<b>Course Title</b>	<b>Number</b>	<b>Offered</b>	<b>Projected Enrollment Date</b>	<b>Completed</b>
Foundations of Offender Reentry	CE 405 CFM 505	Fall Quad B Online		
Organization Administration for Nonprofit Correctional Ministries	CE 407 CFM 507	Spring Quad A Online		
Capstone or Internship	CE 493 CFM 593	Spring Quad B Online		
Case Management and Mentoring Ex-Offenders	CE 409 CFM 509	Residential Intensive		

<b>CORRECTIONAL MINISTRY FOCUS AREA COURSES</b> <i>(Focus Area Credential Track)</i>				
<b>Focus area concentration:</b>				
<b>Course Title</b>	<b>Number</b>	<b>Offered</b>	<b>Projected Enrollment Date</b>	<b>Completed</b>
		Fall Quad B Online		
		Spring Quad A Online		
Capstone or Practicum		Spring Quad B Online		
		Residential Intensive		

*You may select courses for each term from one of the other credential track areas or, in consultation with the Director, design independent studies to meet your specific ministry requirements.*

I understand that any changes to this plan must be approved by the Director of the Institute for Prison Ministries.

\_\_\_\_\_  
Your Signature                      Date                      Director's Signature                      Date