



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

CED510 — Congregational Discipleship Module Fall 2010 (Hybrid) July 12th, 2010-October 15th 2010

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

Professor: Dean G. Blevins, Ph.D.
Office: (816)268.5481
Office Hours: by appointment

Email: dgblevins@nts.edu
Home/Cell: (913)523.3857 Please do not call between
9:00 p.m. and 8:00 a.m. CT.

Catalog Description

An exploration of the dynamics of congregational life necessary to disciple persons and communities in Christian faith and life. Attention will be given to the historical and theological dynamics informing Christian education through the processes of formation, discernment and transformation; as well as to pastoral oversight of educational ministries in the local church.

Course Narrative & Rationale

The history of the church remains marked by a call to faithful discipleship both within persons and within Christian communities. If the triune God reveals God-self as essentially relational, then faith exists relationally, developed and nurtured both within and between congregations that make up the Body of Christ. Wesleyan discipleship, known also as Christian education, involves three dynamic and interrelated approaches for faithful educational ministry: formation, discernment and transformation. Formation includes those practices, symbols and relationships that engender faith and holiness through our interaction within the life of the Church (in conversation with other living contexts). Discernment remains the careful exploration of the nature of the Christian faith, in direct conversation with the nature of persons, to engender faithful practice and faithful living in a world that remains diverse and, at times, subversive and destructive. Transformation defines not only the outcomes of God's presence in the lives of believers but also the very practices that believers exercise to become agents of transformation (means of grace) both within and outside the life of the local congregation. This course takes seriously the historic and contemporary life of the congregation seeking faithful discipleship, attending to the responsibility of leaders who must lead and "ad-minister" educational ministry in the church.

However, each of these processes requires a context for implementation so we must first "see" our context through analysis before bringing our ministry (the heritage and theories of discipleship to bear). This class proceeds first and foremost with an exploration the concrete experiences within a local congregation, moves to

the traditions that inform Christian education, and ultimately moves to strategies based on “both” personal and social convictions. To guide this journey the course will include texts that help with both contemporary and historical analysis as well as personal application.

Educational Assumptions:

1. The work of the Holy Spirit is essential to the processes of Christian education at any level. I will consistently request the Spirit’s presence within and among us.
2. Christian teaching and learning is best done in the context of community. Christian community remains the gift of the Spirit, enhanced or hindered by human effort.
3. Students are valued not only as persons who have potential to learn, but also as persons who already have significant knowledge and experiences to contribute to the purposes of the course. Consequently, some of the course assignments will require cooperative efforts among students. Such cooperation is inherent in a Christian community of learning.
4. The course focuses on the community of faith expressed in a local congregation or parish. In order for the purposes of the course to be fulfilled, each student should have a local church or parish in which he/she regularly participates or is able to “call to mind” a recent congregation that provides a living context for ministry discussion..
5. This is a graduate course. The quality of thinking, writing, speech, and class participation should reflect a graduate level quality. Higher levels of thought (e.g., analysis, synthesis, and evaluation), writing style, spelling, grammar, as well as faithful attendance, consideration of fellow students and their ideas, and timely submission of assignments is expected.

Course Outcomes

Upon completion of the course students should demonstrate:

- 1) An ability to define discipleship within the historic life of the church.
- 2) An ability to explore and understand the formative practices in a church as it pursues discipleship
- 3) An ability to describe the stages of human development and other aspects of human life and to apply that knowledge in leading people in Christian maturity
- 4) An ability to envision Christian Education most appropriate for a local church and to assure the development of and empowerment of those serving in it.

Church of the Nazarene COSAC Competencies

CP 19 Ability to describe the stages of human development and to apply that knowledge in leading people to Christian maturity

CP 20 Ability to envision Christian education most appropriate for a local church and to assure the development and empowerment of those serving in it

Required Texts & Course Materials

1. Blevins, Dean G. and Mark A. Maddix. *Discovering Discipleship: Dynamics of Faithful Christian Education*. Kansas City: Beacon Hill of Kansas City, 2010 (384 pp)
2. Chilcote, Paul Wesley. *Recapturing the Wesley’s Vision: An Introduction to the Faith of John and Charles Wesley*. Downer’s Grove, IL. InterVarsity Press, 2004. (125 pages) ISBN 0830827439
3. Foster, Charles. *Educating Congregations*. Nashville: Abingdon, 1994. ISBN 0-687-00245-1 (155 pp)
4. Halverson, Delia. *The Nuts and Bolts of Christian Education*. Nashville: Abingdon, 2000. ISBN 0-687-07116-X (123 pp)
5. Henderson, D. Michael. *A Model for Making Disciples John Wesley’s Class Meeting*. Nappanee, IN: Evangel Press, 1997. ISBN 1-92895-70-1 (191 pp)
6. Website: Kolb learning styles inventory (mandatory)
http://www.haygroup.com/leadershipandtalentondemand/Products/Item_Details.aspx?ItemID=55&type=7
Please take the Learning Styles Online assessment (cost \$25.00)

Recommended Texts & Course Materials (choose one for class assignment)

Brueggemann, Walter. *The Creative Word*. Minneapolis: Fortress Press 1982

Lynn, Robert W. and Elliot Wright. *The Big Little School 200 Years of the Sunday School*. Harper Collins 1971, 2nd Edition Revised and Enlarged Birmingham, AL: Religious Education Press, 1980.
Moore, Mary Elizabeth. *Teaching As A Sacramental Act*. Valley Forge: Pilgrim Press, 2004
Nelson, C. Ellis. Ed. *Congregations: Their Power to Form and Transform*. Louisville: Westminster/ John Knox Press. 1988
Pazmiño, Robert. *God Our Teacher: Theological Basics in Christian Education* Grand Rapids: Baker Academic 2001
Steele, Les. *On the Way: A Practical Theology of Christian Formation* Baker Books/Wipf & Stock Reprints. 2001
Everist, Norma Cook. *The Church as Learning Community*. Nashville: Abingdon, 2002

Additional readings provided by the instructor including Moodle resources.

Course Outline

Pre-Module

Unit 1: *Congregational Discipleship Introduction* (Resource: *Educating Congregations*) Week 1

Unit 2: Discerning Discipleship in a Local Congregation (Resource: *Educating Congregations*) Weeks 2-3 (Course Outcome Four) **Wesleyan Discipleship Key Concerns** Review & Assignment Week 4 (Course Outcome One)

Module (Week 5-6)

Unit 3: Defining Discipleship: biblical, historical, and theological concerns (Resources: *Discovering Discipleship*, Critical Concerns Review end of Week 5 (Course Outcome One)

Unit 4: Dynamics of Discipleship: Why and How of CE (Resource: *Discovering Discipleship*) (Course Outcome Two)

Unit 5: Designing Discipleship: Congregational Curricular issues (Resource: *Discovering Discipleship*) (Course Outcomes Two, Three, and Four)

Unit 6: Practicing Faithful Discipleship: Pastor as Educator (Resource: *Discovering Discipleship, Nuts and Bolts of CE*) (Course Outcomes Two and Four)

Post Module and Final Project (Weeks 7-12)

Unit 6: Practicing Faithful Discipleship: Pastor as Educator (Resource: *Discovering Discipleship, Nuts and Bolts of CE*) (Course Outcomes Two and Four)

Course Assignments & Requirements

1. Class Participation: general Moodle and Group participation (300 points) Class participation in a hybrid course includes online participation both prior and following the course. To assist in this process a Moodle discussion process will be included. Students will be required to post summary comments on weekly readings (normally 100-150 words) as well as responses (normally 50 words) to their classmates. Online postings and responses are required at least three times a week. The quality of these discussions will provide much of the basis for in class discussion as well. For assessment see *Posting Rubric* at the end of the syllabus. All discussion and regular class assignments need to be posted as instructed no later than the deadline, normally 11:59 PM Central Time, for full credit. Late posting results in a 20% deduction daily (which begins one minute after the deadline) unless you have a good rationale submitted *in advance* of the late post. No postings will be graded after the assigned week. Due to the progressive nature of online learning, required postings must be completed the week assigned for any credit to be given. (Course Outcome Two and Four)

(Note: There will be times when "life gets in the way" or you have a "ministry crisis." These situations will be taken into consideration when communicated to the professor. One "Mulligan" is allowed during the course for late assignments if requested by the student).

Online Participation breakdown; general discussion (post and responses) pre-module: 4 weeks x 20 = 60 points
general discussion (post and responses) post-module: 4 x 20 = 80 points

2. “Wesleyan Discipleship” Key concerns paper (100 points) Students will write a reflective 1250-1750 word (5-7 page) paper summarizing the key concerns for Wesleyan discipleship. This assignment must include dialog with D. Michael Henderson’s book *John Wesley’s Class Meeting* and Paul Chilcote’s *Recapturing the Wesley’s Vision* Due Monday Week Five (Course Outcome One & Two)

3. Critical Concerns book review (100 points) Students will identify at least one supplemental reading that corresponds to definitional and dynamic concerns for Congregational Discipleship. The reading may be taken from the recommended texts. The student will write a 1250-1750 word (5-7 page) review summarizing the text and importance to discipleship. Due Monday Week 8 at 11:59 pm (Course Outcome One)

4. Congregational Assessment and Strategy Portfolio for Educational Ministry (400 points)- Each student will develop a comprehensive plan for nurturing discipleship within a congregation. This strategy includes an assessment of the local congregation utilizing information from texts in class. The strategy may be diverse but with usability, initiative, breadth and relevance providing significant criteria for assessment. The project should include a congregational educational assessment, a preliminary mission statement consistent with the student’s stated theology of educational ministry, and a set of goals for the church that are attainable and can be communicated to the local congregation. The student will then provide a two year master plan for discipleship along with supporting strategies including curricula and methods of pastoral educational administration (e.g., budgets, recruiting forms, teacher meeting agendas, and curriculum order forms), as well as assorted practical ideas for educational ministries, topical bibliographies, seminar applications, appropriate websites and any other materials or information the student deems important to the work of a pastor educator. Preliminary portions of the project will be due throughout the semester as part of coursework but the final project will be submitted as one unit comprising of approximately 9500- 10,000 words (18-20 pages). Due Monday 11:59 PM CT Week 12. (Course Outcome Two, Three, Four)

Students will have to secure permission of congregational leadership for the project and provide contact information by week four of the course. All submissions will include a review by someone with leadership responsibility in the congregation, identified and pre-approved by week five. Not providing the review may result in a 10% reduction of the total class grade. Due Thursday 11:59 PM CT Week 12.

5. Comprehensive essay (100 points). For the final exam, each student will write a summative essay (5-7 pages) giving his/her own approach to “faithful” congregational discipleship that will guide future ministry. This summative paper may draw from sources within the class but should reflect the student’s synthesis of the material presented in class. Due Friday 11:59 PM CT Week 12. (Course Outcome One & Four)

Distribution of Student Learning Hours

SUMMARY

	hours
Online Participation in forums, groups, etc.	20
Reading	45
Writing	34
Other Assignments and Learning Activities	36
Exams & Quizzes	0
TOTAL	135

Method for Submitting Assignments

Please use the assignments section of Moodle unless otherwise directed.

Form and Style Expectations

All writing must meet the standards of graduate level, academic writing. Formal submissions, either as research papers or projects, should follow the basic guidelines of the Turabian (Chicago) Manual of Style. See Student Handbook for additional information.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Additional Costs

Website: Kolb learning styles inventory (mandatory)

http://www.haygroup.com/leadershipandtalentondemand/Products/Item_Details.aspx?ItemID=55&type=7 Please take the Learning Styles Online assessment (cost \$25.00)

Policy Regarding Late Work & Missed Exams

Late posts receive a 20% daily reduction the week of the assignment. Posting after the assigned week will not be graded. All research/project work is due 11:59 PM of the date assigned. Late work without a valid reason (illness or death in family) is reduced by 15% the first week and an additional 10% each week following. No coursework may be submitted after the last day of the regular semester.

Course Grading

1000-901: A 900-801: B 800-701: C 700-600:D 599 or Below: F

Grade Descriptions

“A”-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)

“B”-GOOD WORK (strong, significant achievement of course objectives)

“C”-ACCEPTABLE WORK (basic, essential achievement of course objectives)

“D”-MARGINAL WORK (inadequate, minimal achievement of course objectives)

“F”-UNACCEPTABLE WORK (failure to achieve course objectives)

See rubrics for major assignments and posting for further information on assessment.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

Course Calendar

Date	Week	Assignment
Pre-Module Discipleship Component		
12/24/07 7/26/2010	One	<p>Congregational Discipleship Introductory Assignment Introduce yourself online on this forum and give a brief history of your own personal heritage when it comes to discipleship. Read Charles Foster's <i>Educating Congregations</i> pp. 17-35 and reflect on a time when you experienced a "flaw" in Congregational education. Post no later than Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST.</p> <p>Discerning Discipleship Summary How would you summarize the key issues based on your observation and those of your classmates? (100 words) Due 11:59 PM Friday CST.</p>
12/31/07 8/2/2010	Two	<p>Discerning Discipleship Assignment One Read Charles Foster's <i>Educating Congregations</i> pp. 37-108. Respond to the reading. Can you identify formative and/or community building processes in your local church? Can you identify meaning making processes in your local church? Post your insights (100-150 words) by Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST.</p> <p>Discerning Discipleship Summary How would you summarize the key issues based on your observation and those of your classmates? (100 words) Due 11:59 PM Friday CST.</p>
8/9/2010	Three	<p>Discerning Discipleship Assignment Two Read Charles Foster's <i>Educating Congregations</i> pp. 109 to the end of the text. Can you identify processes for nurturing hope in your local church? What is the relationship between Foster's four categories? How would you lead a congregation through a self assessment? Post your insights (100-150 words) by Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST.</p> <p>Discerning Discipleship Summary How would you summarize the key issues based on your observation and those of your classmates? (100 words) Due 11:59 PM Friday CST.</p>
8/16/2010	Four	<p>Congregational Discipleship Wesleyan Preliminary Observations While reading for your Key concerns paper take time to identify two to three insights from the readings and post them online. Post by Thursday 11:59 PM CST. Evening. Post responses (50 words each) to two-three students by Friday 11:59 PM CST.</p> <p>“Wesleyan Discipleship” Key concerns paper please post under the Assignments section. Due Monday in class in the in-service module.</p> <p>“Wesleyan Discipleship” Key concerns paper (100 points) Students will write a reflective 1250-1750 word (5-7 page) paper summarizing the key concerns for Wesleyan discipleship. This assignment must include dialog with D. Michael Henderson’s book <i>John Wesley’s Class Meeting</i> and Paul Chilcote’s <i>Recapturing the Wesley’s Vision</i></p>

		<p>Resource project: Students should post some preliminary observations of the congregation they are using as part of their portfolio project. As you look over your initial assessment of your local church or ministry context, how would you characterize discipleship in that setting? You can use Foster’s four categories to help organize your observations. Where do you anticipate future changes might need to happen? Post one preliminary observation online Due 11:59 PM Friday CST.</p>
In-Service Module Component		
Monday 8/23/2010	Week Five	<p>Defining Discipleship Assignment One: Read Introduction & Part One of <i>Discovering Discipleship</i> (Defining Discipleship). Identify key biblical, historical or theological perspectives that guide your understanding of “faithful” discipleship.</p>
Tuesday		<p>Defining Discipleship Assignment One: Read Introduction & Part One of <i>Discovering Discipleship</i> (Defining Discipleship) focusing on Wesley. Identify Key insights in Wesleyan Thought that guide Faithful Discipleship (review and reading)</p>
Wednesday		<p>Dynamics of Discipleship Assignment One: Read Part II “Dynamics of Discipleship” in <i>Discovering Discipleship</i>. How do we learn to “pay attention” to the social and developmental aspects of age level ministry? Identify one age level and write a summary description of the age level based on basic developmental aspects of this age level (including mral and faith development indicators).</p>
Thursday		<p>Dynamics of Discipleship Assignment Two: Review learning theories and curriculum theory in <i>Discovering Discipleship</i>.</p> <p>Also take the learning styles inventory by David Kolb. Review support information on the Moodle site. Website: http://www.haygroup.com/leadershipandtalentondemand/Products/Item_Details.aspx?ItemID=55&type=7 Post your Learning style by Tuesday 11:59 PM CT. How does this information intersect with different facets of learning as well as the developmental descriptions mentioned before? How would you use this instrument in your teaching in a local church?</p>
Friday		<p>Dynamics of Discipleship Assignment Three: Getting a bit more specific: Post some preliminary observations identifying the “curriculum” of your local context (both general curricular flow as well as specific resources). As you envision the entire ministry as a “curriculum” what would you identify as the explicit goals, implicit goals and where might you identify the “null” curriculum of this ministry? Where do you anticipate future changes and might need to happen? How would you make those changes (see Delia Halverson’s <i>Nuts and Bolts of Christian Education</i> and other resources for ideas). Due Friday 11:59 PM CT.</p>
Monday 8/30/2010	Week Six	<p>Designing Congregational Discipleship: Read Part Three “Designing Discipleship” in <i>Discovering Discipleship</i>. Which of the three approaches to discipleship (formation, discernment, transformation) feel most comfortable to your personal history and current context? Which appear to be the greatest challenge? How might you organize ministry in your context according to these approaches? How does your supplemental reading support or challenge this view?</p> <p>Critical Concerns book review (100 points) Students will identify at least one supplemental reading that corresponds to definitional and dynamic concerns for Congregational Discipleship. The reading may be taken from the recommended texts or submitted for approval at least three weeks in advance. Due Monday Week 6 at 11:59 pm</p>
Tuesday		<p>Practicing Faithful Discipleship Assignment One: Read Part Four “Practicing Faithful Discipleship” In <i>Discovering Discipleship</i> focusing on Environments of Learning and Developmental Faithful Discipleship. Thinking of your context how might you begin to fashion strategies that encourage faithful discipleship across the church and within specific age level ministries (if appropriate).</p>

Wednesday		Practicing Discipleship Assignment Two: Read Part Four “Practicing Faithful Discipleship” In <i>Discovering Discipleship</i> focusing on Shepherding Faithful Discipleship and Appendices. Thinking of your context how might you begin to fashion strategies that encourage faithful discipleship across the church and within specific age level ministries (if appropriate).
Thursday		Practicing Discipleship Assignment Three: Review Delia Halverson’s <i>Nuts and Bolts of Christian Education</i> . Identify three to four practical strategies in her text that you think are important to congregational discipleship in your context. Why are they often overlooked from your perspective? What changes need to be made?
Post-Module Online Component Please note that online discussion forums reflect only a small portion of writing for the summative portfolio project		
9/6/2010	Week Seven	Reading and Research (Travel Home)
9/13/2010	Week Eight	Portfolio project: Returning to your setting begin by writing a preliminary summary of your ministry context, give it a personality or name a comprehensive approach to ministry and discuss the various elements that inform your assessment. Post your insights (100-150 words) by Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST. Discerning Discipleship Summary How would you summarize the key issues based on your observation and those of your classmates? (100 words) Due 11:59 PM Friday CST.
9/20/2010	Week Nine	Portfolio project: Provide a preliminary mission statement that addresses congregational discipleship in your setting. Be certain to provide theological rationale for your statement. Post your insights (100-150 words) by Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST. Discerning Discipleship Summary How would you summarize the key issues based on your observation and those of your classmates? (100 words) Due 11:59 PM Friday CST.
9/27/2010	Week Ten	Portfolio project: Provide a short overview of your two year strategy for congregational discipleship in your setting. Include a short rationale. Post your insights (100-150 words) by Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST. Discerning Discipleship Summary How would you summarize the key issues based on your observation and those of your classmates? (100 words) Due 11:59 PM Friday CST.
10/4/2010	Week Eleven	Portfolio project: Provide a couple of strategies that you chose to implement as part of our congregational discipleship plan. Post your insights (100-150 words) by Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST. Discerning Discipleship Summary How would you summarize the key issues based on your observation and those of your classmates? (100 words) Due 11:59 PM

		Friday CST.
Due Monday 11:59 PM 10/11/2010	Week Twelve	<p>Discipleship Dynamics Congregational Portfolio Discipleship Project and Peer Review: Submit final project to assignment forum and submit to the group by Monday 11:59 PM CST. Determine “who” in your group will review your project and submit student evaluation using the form under course documents due Friday 11:59 PM CST.</p> <p>Each student will develop a comprehensive plan for nurturing discipleship within a congregation. This strategy includes an assessment of the local congregation utilizing information from texts in class. The strategy may be diverse but with usability, initiative, breadth and relevance providing significant criteria for assessment. The project should include a congregational educational assessment, a preliminary mission statement consistent with the student’s stated theology of educational ministry, and a set of goals for the church that are attainable and can be communicated to the local congregation. The student will then provide a “strategic” two year master plan for discipleship along with supporting strategies including curricula and methods of pastoral educational administration (e.g., budgets, recruiting forms, teacher meeting agendas, and curriculum order forms), as well as assorted practical ideas for educational ministries, topical bibliographies, seminar applications, appropriate websites and any other materials or information the student deems important to the work of a pastor educator. This plan must be applicable to your local context and reflect your understanding of CE. To assist in this ongoing project the student will be assigned to a “community” of inquiry. Students should use this community to post ideas and questions about their personal project. Final project will include an assessment by a peer (mandatory) of the student’s efforts.</p>
Due Thursday 11:59 PM CT 10/14/2010		Each report will undergo a peer review that directly affects the final grade. Lack of an informative peer review may affect the overall grade of the project and may result in a 10% reduction of the total grade. Due Wednesday 11:59 PM CT Week 13 Please download your review of another student at this site, be sure to include the student's name that you are reviewing
Due Friday 11:59 PM CT 10/15/2010		Comprehensive essay (150 points). For the final exam, each student will write a summative essay (5-7 pages) giving his/her own approach to congregational discipleship that will guide future ministry. This summative paper may draw from sources within the class but should reflect the student’s synthesis of the material presented in class. Due Monday 11:59 PM CT March 10th

Grading Rubrics

Posting Rubric

	Poor	Below Average	Average	Great
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
	2 points	4 points	7 points	10 points
Totals				

Congregational Discipleship Assessment Tool

1. “The project should include a congregational educational assessment, a preliminary mission statement consistent with stated theology of educational ministry, and a set of goals for the church that are attainable and can be communicated to the local congregation.
2. Provide a two year master plan for discipleship along with supporting strategies including curricula and methods of pastoral educational administration (e.g., budgets, recruiting forms, teacher meeting agendas, and curriculum order forms), as well as assorted practical ideas for educational ministries, topical bibliographies, seminar applications, appropriate websites and any other materials or information deemed important to the work of a pastor educator. “

Congregational Discipleship Assessment Guidelines					
Domain	Non-compliance	Recognition	Comprehension	Analysis	Synthesis
Assessment	Congregational context ignored	Personality Stated but supplemental support missing	Personality stated and programs with no connection	Personality stated and programs/processes presented to clarify & elaborate	Personality stated programs/processes presented, with synthesis with other class information
75 Possible					
Design	No Mission Statement or goals	Mission Statement but no elaboration and no connection to goals	Mission statement with clear connection to goals and implicit Philosophy CE connections	Mission Statement and Philosophy of CE supporting Statement and goals	Mission Statement and Philosophy of CE with clear connections and goals related to context as well as personal philosophy
75 Possible					
Two Year Strategy	No two year strategy	Two year strategy but not connection to Mission Statement	Two year strategy connected to Mission Statement and goals	Two year strategy with strategic interventions based on analysis (could be small moves but addresses particular needs of congregation)	Two year strategy with strategic interventions that that directly draw upon Personality and programs of congregation
75 Possible					
Practical Ideas and interventions	Incomplete Practical Ideas	Practical ideas but not connected to strategy, limited range	Practical ideas commensurate with strategy and displaying some range of resources	Practical ideas commensurate with strategy, sufficient range, and appropriate to context	Practical ideas that relate to overall strategy, mission and personality/programs revealing a workable approach
75 Possible					
Feedback: 1 or 2 sources 25		Presentation Quality 25		Intangibles (reflects creativity) 30	
Final Total 400					

Grading Rubric for Reading and Research

Student _____

Preliminary Considerations	Cognitive Levels (Reasoning)	Recognition & Recall	Comprehension	Analysis	Synthesis	Evaluation	Comments
Target Level		1	2	3	4	5	
	Reading/ Research Indicators						
Point/ percentage of writing	Overview of writing or introduction to paper	Able to identify/ state key claim(s) of reading/ paper	Able to explain claims in clear & concise manner	Able to indicate how key claim develops through reading/writing	Relates Key Claim to Class focus	Indicates importance of material to Class focus	
Point/ percentage of writing	Primary review/ development of writing	Identifies primary support claims and backing	Able to define clearly & concisely support claims, backing, and qualifications	Able to identify warrants & assumptions support claims & backing	Relates support claims to each other and to class focus	Able to show relative strengths and weaknesses of support claims	
Point/ percentage of writing	Personal Interaction	Connects specific claims to personal interaction	Demonstrates why claim elicits response	Reflection nuances range of writings support claims	Reflection indicates sources that endorse/dispute writing	Reflection references constructive alternatives or application	
	Argumentation Level	Attention	Structure	Response	Detail	Demand	
Target Level		1	2	3	4	5	
Point/ percentage of writing	Form & Style Level	Demonstrates standard form (pagination) and clear writing style	Consistent outline with headings and subheadings detailing development of argument	Forceful writing with consistent documentation at key claims and clear transitions and anticipates qualifications	Documentation addresses supporting claims & backing internally with detailed transitions and intersects with issues in class	Wide range of academic sources with strong rhetorical skills at each level. Clearly identified audience to elicit response	
	<i>Surprise Factor</i>						
Total point/ percentage							