

## **CED770: Field Curriculum / CED775: Innovative Ministries Independent Studies Template**

### **Rationale: Preliminary comments**

The following “template” is offered to guide learners in independent studies of CED770 Field Curriculum in Christian Education and CED775 Innovations in Christian Education. This approach provides consistent guidelines for courses that often might incorporate more tailored educational events that do not fully qualify either as an experimental course (CED790) or pure research (CED795). The two classes are designed for exploring new ministry development either as a curricular strategy or as a novel leadership event (emerging ministry). In addition to specific coursework designed by faculty, these courses also serve as venues for independent student projects where one or more students might capitalize on a learning opportunity. The following guidelines serve to encourage students to both “think outside the box” and also “think like a graduate student.”

### **Field Curriculum/Innovative Ministries Template**

Currently NTS students remain attracted to innovative conferences designed for professional development (National Pastors Conference, Youth Specialties, Ignite Children’s ministry conference, etc.) that often intersect with broader curricular strategies. At other times students discover new or emerging approaches to ministry at the grassroots (through a specific center or local congregation) that represents grounded but innovative ministry. Both types of events often afford opportunities for adult graduate learning.

Normally adult education models incorporate two different learning approaches:

- 1) Self-directed education based on independent learning projects. The traditional approach, following Malcolm Knowles, incorporates the learning contract where the learner identifies
  - a. personal and project goals
  - b. learning activities with timeline
  - c. and appropriate assessments to assure learning has occurred.
  
- 2) In Experiential learning, following David Kolb, the learning project intersects with either
  - a. pre-existing expertise (prior learning assessment)
  - b. or anticipated events (action/reflection learning)
  - c. and calls for a systematic approach that assures experiences intersect with key research (funded experiences of others) in a manner that encourages both reflection and application of the new knowledge

Adapting these two approaches within a graduate academic framework, the following guidelines allow students to attend such events for graduate credit while also establishing a comprehensive strategy for graduate theological education. Particular attention should be given to the pre-planning phase where students not only identify the conference or ministry context but also must develop (in consultation with responsible faculty) a comprehensive and systematic plan for study reflected in their course syllabus. When done well, student initiated course syllabus will guide all facets of the study and ensure a plan for achievement. The following template will assist students in developing their proposal, plan, project and assessments for the class.

## **Preliminary Task: Developing a Class Syllabus Template**

The following syllabus “template” provides direction to assist NTS graduate students seeking to develop individualized coursework that incorporates these unique curricular strategies or innovative settings/events as part of their graduate education in the field of Christian discipleship. The syllabus for individualized learning must include the following major domains:

- Description of the Area of Study (Course Narrative in relation to Course Description)
- Learning Outcomes
- Supervision
- Supplemental Reading and Research
- Course Plan/Sequence
- Final Project and Assessment Reflecting Graduate Studies

Each domain must be completed and approved before course credit may be granted (see deadlines below).

### **Description of the Area of Study**

In addition to the course description provided in the appendix, the syllabus template must provide a general description of the event(s) students wish to study. The description should clarify whether the conference/ministry center provides a broader form of curricular strategy for ministry (perhaps to a given age-level) or a more selective, yet innovative, strategy within the field of discipleship. The quality of the description will determine the feasibility and focus of the study.

### **Learning Outcomes**

The student must supply personal goals and/or professional goals addressing basic domains of cognition, behavioral application, or personal valuation of the learning project. These goals should be stated as learning outcomes or ability statements that the student hopes to attain. “Upon completion of this course the student will (understand, demonstrate, appreciate, or another appropriate verb) the following....”

Examples of learning outcomes are provided at the end of the template to assist in formulating goals. These outcomes or ability statements serve as core guidelines for ministerial preparation in the Church of the Nazarene. The statements may be adapted or adopted as intended learning outcomes, but need to be contextualized to the general description named in this class and the broader disciplinary domain that governs the syllabus (Christian Education).

### **Supervision**

Coursework must include two forms of supervision that may be satisfied by one supervisor but must address both capacities.

Field supervision: Supervision must include an experienced person, a field supervisor, who possesses direct knowledge and oversight of the event/project. The field supervisor might have leadership oversight or direct knowledge of the construction of the conference or may have experience with similar conferences as curricular events. The supervisor might also be in direct leadership of the center implementing the ministry innovation. This supervisor should be able to oversee any field components; assisting in quality observation, providing times for reflection and synthesis during the learning project, and verifying student participation as a significant contributor to the learning process while on site.

Academic supervision: The course will also include an academic supervisor to oversee aspects of the class that directly address graduate level education including grounded preparation, dialog with significant research content within the discipline, and final conceptualization of the learning. The academic supervisor must review all content including bibliography and projects to ensure appropriate attention is given to graduate level research and writing. The supervisor must be a content specialist (working within the domain of discipleship) but also grounded in academic performance.

### **Supplemental Reading and Research**

Students must designate approximately 500 pages of supplemental reading for every graduate hour (three-hour class = approx. 1500 pages) addressing resources (books, articles, supporting literature) of significant academic quality to represent graduate study. This material should assist either in preparation for the ministry event or subsequent knowledge building based on the ministry experience. An annotated bibliography of representative readings will be required, a portion of which will be due prior to the ministry event.

### **Course Plan/Sequence**

Students must be able to show how the class will incorporate but also extend the learning process present in conference events or innovative ministry settings. Since many of these gatherings occur as isolated events (experiences of learning) they must be incorporated into a larger framework for learning. David Kolb provides one such model that seeks to integrate ministry experiences and research into a reflective model that advances ministry practice. Kolb asserts that experiences require reflection that engenders concepts (that should be in dialog with other theoretical knowledge) before suggesting new practice designed for further ministry experience. As discrete components, Kolb intends for students to:

- a. Engage in a direct experience (i.e. attend conference or participate in ministry)
- b. Incorporate sufficient time for reflection to turn observations of the experience into new conceptual insights
- c. Converse with existing research and writing (i.e. integrate supplemental reading appropriately)
- d. Extend the learning process by proposing new ministry practice through project development in a specific context

In addition to Kolb's description, graduate level study calls for "grounded" engagement/observation so students must include time for adequate preparation prior to and during the learning experience to maximize their direct observation/apprehension of the ministry experience. To assist with this component, students should include some level of advance reading in preparation for any conference or ministry event as part of the course. The amount of reading may be limited depending on when the conference occurs, but the first class assignment should be an early reading either prior to the conference or at the very beginning of the ministry event.

Since conferences and ministry settings vary during the academic semester, students must develop a plan that allows for adequate preparation and sequencing of the learning components. Events that occur early in a semester will require an intensive preparation (advance reading) prior to the event but more time for follow-up to ensure additional reflection, reading dialog and project development occur. Events happening late in the semester may require anticipation of these elements so the conference fits within a pre-planned sequence of early reading and reflection and culminates with a short ministry project. Events occurring over the duration of the course (such as a camp) require spacing within the event to ensure all components are met. Events that incorporate more than one academic semester (such as combining projects) may be initiated in one semester and completed "in progress" to the following semester; however, the plan must be approved with the initial syllabus.

Students should complete the equivalent of 45 hours of research for each hour of academic credit. At least one third of these hours should incorporate both direct experience within the ministry event and face-to-face contact with supervisors & students at strategic points during the semester. Contact hours may be supplemented with online participation at scheduled times; however, some direct supervision must occur during the semester. The ministry event must be significant enough to warrant extended experience for each academic hour.

### **Final Project Work & Assessment Reflecting Graduate Studies**

Students must propose a means by which their learning will be assessed based on graduate level instruction. The assessment may take multiple forms including reflective assignments, artifacts from the event/program in portfolio fashion, oral accounts to supervisors, etc. However, the course must include both a representative project (research paper or curricular plan) and a summary integrative reflection paper that will serve as the final exam. All writing assignments must represent graduate level work including use of course resources and research as well as reflect graduate writing capabilities. Student should propose projects but supervisors determine final form and ultimate assessment. All projects must be finalized in a timely manner consistent with the academic guidelines for semester coursework unless advance approval is given.

### **Syllabus Construction and Approval**

Students should develop the syllabus, in consultation with the academic supervisor, prior to the “drop without penalty” due date of the semester the student will take the class. Students are subject to standard academic withdrawal policies when the syllabus is not completed on time and the project is withdrawn at a later time. Students will bear the cost of conference events or any extra expenses entailed in participating in an innovative ministry experience.

## Appendix

### Course Descriptions (designate)

CED770 FIELD CURRICULUM IN CHRISTIAN EDUCATION DESIGNATED STUDY (1-3 HOURS)

Designed to allow students to explore and assess new curricular strategies and products as they emerge in local settings, particularly area conferences and national gatherings.

CED775 INNOVATIONS IN CHRISTIAN EDUCATION (1-3 HOURS)

Exploratory course designed to explore and assess innovative approaches to ministry

### Representative Outcomes/Ability Statements

(please note: must meet contextual demands and also reflect the broader disciplinary goal of Christian Education)

- CP 1 Ability to communicate publicly through oral & written mediums with clarity & creativity for the sake of fostering meaning
- CP 2 Ability to write clearly & in a grammatically correct manner in the modes of discourse used in the ministry
- CP 3 Ability to speak coherently & cogently in the modes of discourse appropriate for the various ministry contexts
- CP 4 Ability to write and integrative philosophy of ministry that will answer “why I do what I do when I do it”
- CP 5 Ability to provide oversight of a congregation using management skills including leadership, conflict resolution, & administration
- CP 6 Ability to manage ministry resources (time, human, financial, etc.) in a way consistent with a church’s size & characteristics
- CP 7 Ability to conceive & articulate purpose, mission, vision, & to develop strategic plans in a local church
- CP 8 Ability to develop team building skills, identify & cultivate spiritual gifts, recruit volunteers, diagnose & intervene in problems
- CP 9 Ability to appropriately manage personal & church finance
- CP 10 Ability to synthesize, analyze, reason logically for discernment, assessment, & problem solving & live with ambiguity
- CP 11 Ability to analyze the validity of arguments & to identify their presuppositions & consequences
- CP 12 Ability to prepare, organize, & deliver biblically sound sermons using appropriate techniques and skills & in culturally appropriate ways
- CP 13 Ability to identify the strengths & weaknesses of different approaches to preaching such as narrative, inductive, deductive, etc.
- CP 14 Ability to appropriately express pastoral care & concern for individuals & families in crises, passages, & the normal routines of life
- CP 15 Ability to offer spiritual counseling & to discern for referral counseling needs beyond the minister’s ability
- CP 16 Ability to apply the knowledge of basic counseling gained from historic Christian & appropriate contemporary models
- CP 17 Ability to envision, order, participate, & lead in contextualized theologically grounded worship

- CP 18 Ability to develop & lead appropriate services for special occasions (i.e. wedding, funeral, baptism, & Lord's Supper)
- CP 19 Ability to think globally & engage cross-culturally for the purpose of mission
- CP 20 Ability to preach evangelistically & to be engaged with & equip others in personal & congregational evangelism
- CP 21 Ability to lead the church in disciplining & assimilating new converts into the church
- CP 22 Ability to identify social & congregational factors that influence church growth
- CP 23 Ability to envision Christian education most appropriate for a local church & to assure the development & empowerment of those serving in it
- CP 24 Ability to describe the stages of human development & to apply that knowledge in leading people to Christian maturity

- CX 1 Ability to discover sociological dynamics & trends & to apply that information to specific ministry settings
- CX 2 Ability to analyze & describe congregations & communities
- CX 3 Ability to describe socialization & to apply its dynamics to the life of the Christian community
- CX 4 Ability to explain the operational culture
- CX 5 Ability to describe & interpret the relationship between culture & individual behavior
- CX 6 Ability to sensitively explain the nature of cultures
- CX 9 Ability to apply historical analysis to the life of a local congregation in order to describe its historical & cultural context
- CX 10 Ability to understand & articulate the biblical, historical & theological bases for Christian mission
- CX 11 Ability to describe basic missiological principles & to apply them to the development of the life of a church

- CH 1 Ability to apply basic understanding of ethical theories to teach & nurture ethical behavior in the Christian community
- CH 2 Ability to discern & make theologically based ethical decisions in the midst of a complex and/or paradoxical context
- CH 3 Ability to teach & model sexual purity
- CH 4 Ability to understand & apply the unique ethical dimensions of spiritual leadership in the church
- CH 5 Ability to apply Christian ethics to the issues of the integrity of the minister & the congregation for authentic Christian faithfulness & public witness
- CH 6 Ability to pursue holy character (Christlikeness) by practicing faith formation & the classic Christian disciplines as a means of grace
- CH 7 Ability to locate, understand, & use the resources for individual & corporate spiritual formation
- CH 8 Ability to take responsibility for his or her own continuing spiritual development
- CH 11 Ability to maintain the practice of Sabbath & healthy self-care
- CH 12 Ability to practice faithful stewardship of personal relations including gender relationships, marriage & family, personal finance, & professional conduct
- CH 13 Ability to describe & apply personal communication skills, nurturing relationships, conflict resolution skills for marriage and family
- CH 14 Ability to maintain a healthy balance between family, church, & community commitments