



Nazarene Theological Seminary

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

CED510 — Congregational Discipleship Online **Spring 2012** **Feb 6-May 10th 2012**

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 in the Essential Information section at <http://support.nts.edu>.

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

Instructor Information

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Office Hours: by appointment

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 "administer" 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.

Degree Objectives

M.Div.

4. Cultivation of gifts, practical skills, and vocational identity as a minister of the Gospel of Jesus Christ through engagement in and reflection on the pastoral arts, exhibited in the following outcomes; the student/graduate will:

- a. Facilitate the formation of a community of faith as the called and gathered, centered in Christ, and sent people of God
- b. Model and facilitate Christian witness and spiritual transformation
- c. Communicate effectively in written, spoken, artistic, and other forms
- d. Engage the holistic nature of the church in redemptive ministries of restoration
- e. Lead in such a way as to develop the leadership potential in others

5. Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God, exhibited in the following outcomes; the student/graduate will:

- a. Articulate the missional nature of the church
- b. Exegete the congregation
- c. Exegete aspects of society including ethnicity and culture
- d. Navigate the complexities of globalization expressed through pluralism, world religions, and other issues
- e. Participate in the stewardship of creation

Course Outcomes

Upon completion of the course students should demonstrate the following course outcomes:

- 1) An ability to define discipleship within the local congregational context and within the historic life of the church **CA&R 1-3,5**
- 2) An ability to explore and understand the formative practices in a church as it pursues discipleship **CA&R 1,4**
- 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 **CA&R 1,4**
- 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 **CA&R 1,4-5**

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 **CA&R 1,4**

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 **CA&R 1-5**

Required Texts & Course Materials

Title	Author(s)	ISBN (13 characters)	Publisher	Copyright Date	List price
<i>Recapturing the Wesleys' Vision: An Introduction to the Faith of John and Charles Wesley</i>	Paul Wesley Chilcote	0830827439	InterVarsity Press	2004	\$14
<i>Educating Congregations</i>	Charles Foster	0687-00245-1	Abingdon	1994	\$19
<i>The Nuts and Bolts of Christian Education</i>	Delia Halverson	0687-07116X	Abingdon	2000	\$21
<i>A Model for Making Disciples: John Wesley's Class Meeting</i>	Michael D. Henderson	1-92895-70-1	Evangel Press	1997	\$13.99
<i>Discovering Discipleship: Dynamics of Faithful Christian Education</i>	Dean G. Blevins and Mark Maddix	978-0834124967	Beacon Hill	2010	\$44.99
Website: Kolb learning styles inventory		www.haygroup.com			\$25

Recommended Texts & Course Materials

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

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)

Unit 3: Defining Discipleship: biblical, historical, and theological concerns (Resources: *Discovering Discipleship*, Critical Concerns Reading, and Comparative Review) Weeks 4-5 (includes Reading and Research Week 6) (Course Outcome One)

Unit 4: Dynamics of Discipleship: Why and How of CE (Resource: *Discovering Discipleship*) Weeks 5-8 (Course Outcome Two)

Unit 5: Designing Discipleship: Congregational Curricular issues (Resource: *Discovering Discipleship*) Week 10 (Course Outcomes Two, Three, and Four)

Unit 6: Practicing Faithful Discipleship: Pastor as Educator (Resource: *Discovering Discipleship, Nuts and Bolts of CE*) Week 11-13 (Course Outcomes Two and Four)

Course Assignments & Requirements

1. Class Participation: general Moodle and Group participation (300 points) Class participation is crucial in an online environment. 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 words) as well as responses (normally 50 words) to their classmates. Online postings and responses are required at least three times a week including concluding summaries that summarize class reflections. 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 by the deadline, normally 11:55 PM Central Time (CT), 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. **DO 4-5; CO 1-4; CP 19-20**

(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).

Students are reminded of the following **minimum** requirements for online participation:

- Students are encouraged to read posts nearly every day.
- Students are required to write a quality post at least three days each week.
- A quality post is one that begins a new topic, critical reflection on another person's post, or one that moves the discussion in a new direction.
- Unless otherwise assigned, posts in a Forum should be at least 75 words for a new topic and at least 50 words for a response to another's topic.
- An assignment posted in a Discussion Forum may be considered a quality post at the discretion of the instructor.
- Correct grammar and accurate spelling are expected.

2. "Wesleyan Discipleship" Key concerns paper (100 points) Students will write a reflective 5-7 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 8 at 11:55 pm **DO 4; CO 1, 3, CP 20**

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 or submitted for approval at least three weeks in advance. Due Monday Week 5 at 11:55 pm **DO 4, CO 1; CP 20**

4. Congregational Assessment and Strategy 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. Due Thursday 11:55 PM CT Week 12. **DO 4-5; CO 2-4; CP 19-20**

Students not in leadership should seek permission to use a local congregation with the project. **All student submissions will include a review by someone with leadership responsibility in the congregation, this person must be identified and pre-approved by WEEK THREE.** Students will also be asked to review and respond to at least one other student strategy and offer comment. Not providing the review may result in a 10% reduction of the total class participation grade for the assessing student. Due Wednesday 11:55 PM CT Week 13.

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 Monday 11:55 PM CT final exam week. **DO 4; CO 1, 4; CP 20**

Distribution of Student Learning Hours

	hours
Online Participation in forums, groups, etc.	48
Reading	45
Writing	34
Other Assignments and Learning Activities	11
Exams & Quizzes	3
TOTAL	141

Method for Submitting Assignments

All assignments for online courses will be submitted using the corresponding location within the Moodle course. Assignments should not be submitted by hardcopy, fax or email.

Form and Style Expectations

All submissions must meet Turabian Form and Style

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.

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 11:55 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 15% each week following. No coursework may be submitted after the last day of the regular semester.

Additional Costs

Students will need to take the following Learning style at the designated Website: Kolb learning styles inventory

http://www.haygroup.com/leadershipandtalentondemand/Products/Item_Details.aspx?ItemID=55&type=7

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.

If a student does not meet class participation standards in an online environment for four or more weeks, the professor may automatically fail the student.

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 that have been beneficial for the student in the past.

Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.

If a student does not meet class participation standards in an online environment for four or more weeks, the professor may automatically fail the student.

Course Calendar

Date	Week	Assignment
2/6 Unit One	One	<p>Congregational Discipleship Introductory Assignment Take a moment to 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 by Wednesday 11:55 PM CT.</p> <p>Be sure to respond to two-three other students by Friday 11:55 PM CT.</p>
2/13 Unit Two	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 (200-300 words) by Tuesday 11:55 PM CT. Post responses (100 words each) to two-three students by Thursday 11:55 PM CT.</p> <p>Discerning Discipleship One Summary: How would you summarize the key issues based on your observation and those of your classmates? (100 words) Due 11:55 PM Friday CT.</p>
2/20	Three	<p>Discerning Discipleship Assignment Two Read Charles Foster's <i>Educating Congregations</i> pp. 109 to the end of the text. Also read Carl S. Dudley's chapter "Using Church Images for Commitment, Conflict, and Renewal" available on Moodle. 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 (200-300 words) by Tuesday 11:55 PM CT. Post responses (100 words each) to two-three students by Thursday 11:55 PM CT.</p> <p>Discerning Discipleship Two Summary: 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 or adopt Carl S. Dudley's Eight Images as a guide. Where do you anticipate future changes might need to happen to create a more "faithful" discipleship in your context? Be sure to respond to two of your group participants. Due Friday 11:55 PM CT.</p> <p>Note: Secure permission to use a specific context and identify a local leader who will provide a review of your final project by Sunday 11:55 PM CT</p>
02/27 Unit Three	Four	<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. Post insights (200-300 words) by Tuesday 11:55 PM CT. Post responses (100 words each) to two-three students by Thursday 11:55 PM CT.</p>

		<p>Defining Discipleship Summary. Review classmate comments, in light of this early perspective, what do you think defines a “faithful” discipleship regardless of contextual setting (200-300 words)? Due Friday 11:55 PM CT.</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 5 at 11:55 pm</p>
3/5	Five	<p>Critical Concerns book review due Monday 11:55 pm</p> <p>Defining Discipleship Critical Concerns. Identify and read one of the recommended readings that informs a critical concern you possess regarding a biblical, historical, or theological understanding of faithful discipleship (you may encounter summaries/adaptations of these books in the <i>Discovering Discipleship</i> so be sure to read beyond these summaries). Post your initial insights (200-300 words) by Tuesday 11:55 PM, CT. Post responses (100 words each) to two-three students by Thursday 11:55 PM CT.</p> <p>Defining Discipleship Summary: Read through classmates comments, begin to fashion a deeper understanding of “faithful” discipleship that may guide your future assessment and ministry? What might a discipleship mission statement look like based on your understanding of your context and your convictions? (200-300 words) Due Friday 11:55 PM CT.</p>
3/12 Unit Four	Six	<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 moral and faith development indicators). Post your insights (300-400 words) by Tuesday 11:55 PM CT. Post responses (100 words each) to two-three students by Thursday 11:55 PM CT.</p> <p>Dynamics of Discipleship Summary Assignment One: Read through classmates comments, assess one age level ministry in your local context. Can you identify particular strategies or practices that demonstrate an understanding of developmental tendencies? (200-300 words) Due Friday 11:55 PM CT.</p>
3/19	Seven	<p>Mid-Semester Reading and Research Assignment: “Wesleyan Discipleship” Key concerns paper (100 points) Students will write a reflective 5-7 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>. Due Monday Week eight 11:55 pm</p>
3/26	Eight	<p>Dynamics of Discipleship Assignment Two: Review learning theories and curriculum theory in <i>Discovering Discipleship</i>. 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</p>

		<p>your Learning style by Tuesday 11:55 PM CT.</p> <p>How does this information intersect with different facets of learning as well as the developmental descriptions mentioned before the break? How would you use this instrument in your teaching in a local church? Post your insights (200-300 words) by Tuesday 11:55 PM CT. Post responses (100 words each) to two-three students by Thursday 11:55 PM CT.</p> <p>Dynamics of Discipleship Summary Assignment Two: 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 11:55 PM CT.</p>
4/2 Unit Five	Nine	<p>Assignment: Wesleyan Discipleship Key Concerns Paper due Monday 11:55 PM CT</p> <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? Post your insights (200-300 words) by Tuesday 11:55 PM CT. Post responses (100 words each) to two-three students by Thursday 11:55 PM CT.</p> <p>Designing Discipleship Summary: Getting a bit more specific: Post some preliminary observations identifying changes you think should be made in your context to encourage a more faithful discipleship? By now you should have the tools to fashion both an assessment of the context based both on early analysis and the organizing principles offered this week. You should also have a working theological basis for an emerging mission statement. Where do you anticipate future changes 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 11:55 PM CT.</p>
4/9 Unit Six	Ten	<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). Post your insights (200-300 words) by Tuesday 11:55 PM CT. Post responses (100 words each) to two-three students by Thursday 11:55 PM CT.</p> <p>Practicing Discipleship Summary One: Getting a bit more specific: Post some preliminary observations ways your congregation or context could engage your world through educational ministry suggested by <i>Discovering Discipleship</i>.</p>

		Where do you anticipate future changes 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 by Friday 11:55 PM CT.
4/16	Eleven	<p>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). Post your insights (200-300 words) by Tuesday 11:55 PM CT. Post responses (100 words each) to two-three students by Thursday 11:55 PM CT.</p> <p>Practicing Discipleship Summary Two: 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? Due by Friday 11:55 PM CT</p>
4/23	Twelve	<p>Congregational Assessment and Strategy for Educational Ministry and Peer Review: Submit final project to assignment forum and submit to general student forum by Thursday 11:55 PM CT. Student evaluations will be assigned and students will submit observations using the form under course documents.</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>
4/30	Thirteen	Student Evaluation and Dialog (Summative Response): Students will post a review of a classmate project by 11:55 pm Tuesday CT. This review will be placed at the designated forum for reply by the student originally submitting the project if needed for clarification. Not providing the same for a fellow student may result in a 10% reduction of the total class participation grade for the assessing student.

		Local Peer Review: In addition students will insure that a local review by a designated leader (see week three) is submitted to the professor by Thursday 11:55 pm. 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.
5/7	Fourteen	Comprehensive essay (100 points). For final exam the student will write a summative essay (5-7 pages) giving their 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 Tuesday 11:55 PM CT final exam week.

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

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	
	Surprise Factor						
Total point/ percentage							