Student Competency Assessment Guide

February 2016

ANTIOCH SCHOOL
OF CHURCH PLANTING AND
LEADERSHIP DEVELOPMENT

Contents

The Context of Assessment for Antioch School Students

The <u>historical</u> context for student assessment in the Antioch School is deep in its roots. For decades, BILD International has emphasized portfolio assessment as a rigorous and robust means of evaluation. Nonformal church-based theological students have been expected to maintain folios (collections) and use presentation portfolios of artifacts and attestations to demonstrate their competencies related to character, ministry skills, and biblical knowledge. These include general competencies expected of everyone and specific competencies unique to them as individuals in specific situations.

Several years ago, BILD was invited to help several large indigenous church-planting movements in India to develop large-scale, nonformal leadership development programs. A comprehensive portfolio assessment system was built to serve all types of leaders in their movements from grassroots church-planters to strategic national leaders. Five templates of portfolio transcripts were created to serve each of these types of leaders. The portfolio transcripts for Type 3, Type 4, and Type 5 leaders eventually became foundational for the Antioch School degree programs.

The <u>academic</u> context for student assessment is related to the strong emphasis within higher education for outcomes assessment. The current emphasis comes from governments wanting to make sure that they are getting their money's worth from financial aid and subsidy of public institutions, accreditation agencies wanting to make sure that institutions are maintaining standards of quality in learning, and stakeholders wanting to make sure that degrees accurately represent what they claim.

Most institutions, including ones that for decades have rested on their stellar reputations and enormous resources, are now focused on outcomes assessment. Accreditation agencies aren't just concerned that you have good resources (e.g. faculty, library), but that you can prove that those resources are being effectively used for the accomplishment of student learning.   A macrostructural shift is taking place in higher education in which the emphasis is changing from teaching (what faculty accomplish) to learning (what students accomplish).

It has been very difficult for many institutions to make the shift to outcomes assessment. However, the Antioch School had this emphasis from its inception because it began with the rigorous and robust evaluation processes already in place through BILD International. Further, there are other academic institutions, such as Western Governors University that have also taken

radically competency-based approaches to education. Their students do not earn degrees by accumulating credits from courses, but by the progressive demonstration of competencies related to their particular field of student. In fact, students can graduate without even taking any courses, as long as they can demonstrate appropriate competencies. And Western Governors University is accredited by numerous agencies, including all U.S. regional accrediting agencies, but it received its initial accreditation from DEAC, the same agency with which the Antioch School is seeking its initial accreditation. Recognition of the changing face of accreditation, namely its new emphasis on assessment, was our indication that it was time for BILD International University to start its Antioch School so that students could earn degrees along with their outstanding church-based theological education programs.

The practical context for student assessment takes two forms: the ministry context of a student and the e-Portfolio System. For decades, BILD International has provided excellent resources for church-based theological education. We recognize the need to provide forms of training that serve more than those who are able to take advantage of traditional forms of campus-based (or even distance education). We also recognize the power of in-service learning, particularly for those being better equipped for ministry. We believe that experiential learning turbocharges education, but that situated learning (where the context and the content match) turbocharges experiential learning. No other field of study has the vast, natural potential for situated learning as we find in churches as context for ministry education. Further, we recognize that it is more than just an effective educational approach, but it is aligned with the biblical mandate for the church to be central in the development of its leaders.

Church-based theological education programs using BILD resources are designed to have numerous, multi-faceted forms of assessment related to the development of students. For instance, each student engages in a serious developmental relationship with a local mentor. Classes are not just about the accomplishment of individual academic objectives, but also the building of one-mindedness of a ministry team.

It is in the midst of this context of assessment that particular forms of assessment particularly related to the Antioch School take place through the use of the e-Portfolio System. Upon admission, each student is given a portfolio transcript (matching the one in the current catalog and also available on the website) to guide the student assessment process. Each student is also given access to an e-Portfolio with is an electronic version of their portfolio transcript. There are three stages of assessment related to the e-Portfolio: 1) students post evidence demonstrating competencies; 2) Certified Leaders provide initial review and approval; and 3) Associate Faculty provide review and validation.

First, students engage in self-assessment. They select artifacts and attestations to post in their e-Portfolios to demonstrate competencies. For instance, after they complete a Leadership Series course (with all of its readings, discussions, and projects), they reflect on their work (in the course and beyond) and decide what they want to post in order to demonstrate each of the competencies listed on the portfolio transcript. This may also be done with the coaching of a local mentor and/or Certified Leader.

Second, local Certified Leaders provide the initial review of the evidence. If they think it sufficiently demonstrates competency, then they mark the e-Portfolio as approved for that item. If not, they give comments to the student regarding what needs to be improved. Note that this is not just an abstract academic evaluation, but part of the ongoing developmental emphasis of local leaders with their students.

Third, Associate Faculty (those designated by Senior Faculty based on their exceptional knowledge of BILD resources and related portfolio assessment) review everything posted by students and given initial approval by Certified Leaders. It is at this stage where the academic quality control of the Antioch School programs takes place. If Associate Faculty review the evidence of competency and are able to validate it as sufficient, then they mark it as validated and the student has officially been recognized as demonstrating the competency. In traditional terms, this is when the student has "earned credit."

The Antioch School does not try to determine specific percentages or letter grades. We consider them to be something with false precision. For instance, we don't think that there is necessarily a true substantive difference between a 91% and a 92% on most exams. Further, we think that the difference between an A-student and a B-student may have as much to do with the context in which the competency is being applied as to the competency itself. However, we recognize that letter grades are part of the academic economy. Thus, a competency will be considered to have been met when the student demonstrates a high minimum standard of "B-level" achievement. This means that the student has been fully engaged with the learning materials and activities necessary for mastery of the competency, has demonstrated the skills needed to utilize the competency, and has produced work that indicates command of the competency. Further details regarding these distinctions are on the pages to follow.

In most cases, there will be a collegial relationship during the assessment process. Certified Leaders and students have a strong mutual interest in their development for ministry. However, there may be occasions of disagreement regarding assessment of competencies. For instance, if a student insists that a competency has been demonstrated, but a Certified Leader won't approve it after several interactions, the Certified Leader should notify the designated Associate Faculty to get an authoritative third party decision. If a student and Certified Leader think a

competency has been demonstrated, but the Associate Faculty does not, the Associate Faculty will provide a thorough explanation. If this is not satisfactory to the student and Certified Leader, the Certified Leader may petition to the Academic Dean to have the evidence of competency reviewed by another Associate Faculty member.

The Associate Faculty validation review is not done blindly. Rather, there will be an ongoing relationship between the Certified Leader and the Associate Faculty assigned to the Certified Leader's program. This will support mutual understanding and clear expectations throughout the e-Portfolio assessment process, as well as in the larger church-based theological education effort to develop leaders in the Certified Leader's church, church network, or ministry organization.

Academic Progress Requirements

Students are expected to maintain adequate academic progress. Students who fail to maintain adequate academic progress may be placed on Academic Probation and dismissed from their programs if progress is not made.

Academic progress requirements include:

- Completing the SIMA Autobiographical Form within 3 months of admission.
- Completing a SIMA 10-Step Response within each 12 month period.
- Completing a Life^n Plan (or annual revision) within each 12 month period.
- Completing Personal Development Assessment Reports within each 3 month period.
- Completing demonstration of competency for a Leadership Series course within each 6 month period until all are done.
- Completing an Initial Integrated Ministry Plan within 24 months, Interim Plan within 36 months, and Final Plan within 48 months.
- Completing a Ministry Practicum Report within each 6 month period until all are done.
- Completing a Teaching Practicum Report within each 12 month period until all are done.

Help Center

The Antioch School has created a webpage as a Help Center to provide you with support in the use of resources and services (https://antiochschool.zendesk.com/hc/en-us). It contains video tutorials, FAQs, and discussion boards for students, Certified Leaders, Associate Faculty, and Senior Faculty. Students may deal directly with Associate Faculty on the community discussion board.

The Content of Assessment for Antioch School Students

This section is intended to guide you through the actual process of assessment in each of the types of competency sets in Antioch School programs.

Life and Ministry Development

"Life and Ministry Development" is a type of competency set composed of the SIMA Motivated Abilities Pattern (MAP) and 10 Step Programs, Life^n, and Personal Development Plans, and Personal Development Assessments. It is part of all Antioch School degree programs.

SIMA Motivated Abilities Pattern (MAP) and 10 Step Program

For more complete details about the SIMA MAP, the 10 Step Program, and how to engage with it, see the SIMA MAP Manual and the instructions in the Life and Ministry Development Portfolio binder. Students are expected to post in their e-Portfolios the results of their engagement in the 10 Step Program.

Competency is assessed according to the following criteria:

1. Does the student demonstrate accurate understanding of their MAP in the 10 Step Program? Does the student draw from all parts of their MAP? Does the student remain consistent in interaction with their MAP?
2. Does the student demonstrate an enhancement of the student's self-understanding in the 10 Step Program? Does the student explain how they learned something new about themselves (or came to see something about themselves in a new light)?
3. Does the student's 10 Step Program have relevance for the student's life and ministry development? Does the student make reference to a minimum of 3 areas of relevance?

Students should receive an average rating of 4 (with no ratings less than 3) on the chart below to be recognized as having demonstrated competency.

Students who fail to complete their SIMA Autobiographical Form within 3 months of admission or fail to post and/or have the results of their 10 Step Program validated by Associate Faculty within 12 months of admission to an Antioch School degree or certificate program may be placed on Academic Probation.

Students in C.Min. and C.Th. programs may use the Computerized Motivated Abilities Pattern (CAP) and the same 10 Step Program.

SIMA Motivated Abilities Pattern (MAP) and 10 Step Program

Criteria	1	2	3	4	5
1. Demonstrates Accurate Understanding	No demonstration of understanding	Little demonstration of understanding	Few major misunderstandings	No major misunderstandings and/or nearly comprehensive understanding demonstrated	No apparent misunderstandings and/or comprehensive understanding demonstrated
2. Enhancement of Self-Understanding	Shows no enhancement of self-understanding	Shows little enhancement of self-understanding	Shows some enhancement of self-understanding	Shows substantial enhancement of self-understanding	Shows major enhancement of self-understanding
3. Relevance of Response for life and ministry development	Shows no relevance	Shows little relevance	Show marginal relevance	Shows substantial relevance	Clearly shows major relevance

Life^n Plan

For more complete details about the Life^n Plan and how to engage with it, see the Life^n Manual and the instructions in the Life and Ministry Development Portfolio binder.

Competency in a Life^n Plan is assessed according to at least 4 of the following criteria:

1. Does it show what nodal events (central, noteworthy milestones) will contribute to accomplishing a student's intentions and reaching a student's goals?
2. Who does the student need as mentors and in what areas do I need them to mentor me?
3. What ministry experiences does the student need to be engaged in?
4. What educational experiences (formal and nonformal) ought the student to seek?
5. What family experiences may contribute to accomplishing the student's intentions and reaching the student's goals?
6. What achievements must be made along the way?
7. How do future goals and desires relate to one another?

Further, each Life^n Plan should be:

1. Complete and clear. A Life^n Plan should be useable by others in the student's life, such as a spouse or mentor. Thus, it must be able to communicate on its own to them.
2. Directive. A Life^n Plan should be a guide that helps a student make wise decisions, particularly when unexpected twists and turns come.
3. Measureable. A Life^n Plan should be an accountability tool. Over time, the student (and others) should be able to look back and make assessments about how the student is doing in terms of fulfilling long-range intentions and annual goals.

Students should receive an average rating of 4 (with no ratings less than 3) on the chart below to be recognized as having demonstrated competency.

Students who fail to post and/or have the results of their Life^n Plan validated by Associate Faculty within 12 months of admission to an Antioch School degree or certificate program may be placed on Academic Probation.

Life^n Plan

Criteria (at least 4)	1	2	3	4	5
1. Nodal events	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
2. Mentors	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
3. Ministry Experiences	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
4. Educational Experiences	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
5. Family Experiences	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
6. Achievements	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
7. Future Goals and Desires	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified

Criteria (all)	1	2	3	4	5
1. Complete and Clear	Both incomplete and unclear	Either incomplete or largely unclear	Marginally complete and clear	Complete, but not so clear. Or Clear, but not entirely complete.	Complete and clear
2. Directive	Not directive	Insufficiently directive	Marginally directive	Sufficiently directive	Extensively directive
3. Measurable	Not measureable	Insufficiently measurable	Marginally measurable	Sufficiently measurable	Extensively measurable

Personal Development Assessments

For more complete details about the Personal Development Assessments and how to engage with them, see the Personal Development Assessment manual and the instructions in the Life and Ministry Development Portfolio binder.

Competency is assessed according to the following criteria:

- Is there evidence that the assessment tools have been used quarterly as a point of reference by a mentor with the student (e.g. scanned documents or a report of their use)?

Students who fail to post reports and/or have the report of their mentoring validated by Associate Faculty for 2 consecutive quarters may be placed on Academic Probation.

Students should receive an average of at least 4 on the chart below:

Criteria	1	2	3	4	5
1. Life and Ministry Assessment	No scanned document or report on use of tool			Scanned document or report on use of tool	Scanned document and report on use of tool
2. Becoming Established Assessment	No scanned document or report on use of tool			Scanned document or report on use of tool	Scanned document and report on use of tool
3. Giftedness	No scanned document or report on use of tool			Scanned document or report on use of tool	Scanned document and report on use of tool
4. Ministry Team Profile	No scanned document or report on use of tool			Scanned document or report on use of tool	Scanned document and report on use of tool
5. Current Ministry	No scanned document or report on use of tool			Scanned document or report on use of tool	Scanned document and report on use of tool

General Education

"General Education" is type of competency set composed of an "Integrative Core" of seven areas and a community service learning projects and/or Great Books reading program. It is required in all bachelors-level programs.

The Integrative Core

The "Integrative Core" is a set of areas related to the analytical, communicative, and quantitative skills associated with a well-trained bachelors-level student.   Its seven areas are built from Ernest Boyer's *College: The Undergraduate Experience in America*, Mortimer Adler's *The Paideia Program: An Educational Syllabus*, and Howard Gardiner's *The Disciplined Mind.* The seven areas are:

1. *Language: The Crucial Connection*
2. *Art: The Esthetic Experience*
3. *Heritage: The Living Past*
4. *Institutions: The Social Web*
5. *Nature: Ecology of the Planet*
6. *Work: The Value of Vocation*
7. *Identity: The Search of Meaning*

They may be fulfilled in four ways: BILD courses (using same criteria as Leadership Series courses, see next page); transfer credit from traditional institutions; portfolio assessment of other demonstrations of competency; CLEP tests. A score of at least 4 must be given in one type of evidence on the chart below for it to be considered as fulfilled:

Type	1	2	3	4	5
Transfer Credit	Not comparable	Barely comparable	Marginally comparable	Comparable to item in list in Handbook or case has been made for course	From list in Handbook
Portfolio Assessment	No evidence of competency in area	Minimal evidence of competency in area	Marginal evidence of competency in area	Sufficient evidence of competency in area	Extensive evidence of competency in area
CLEP (or Other Test)	Not comparable	Barely comparable	Marginally comparable	Comparable to item in list in Handbook	From list in Handbook

General Education

BILD courses	1	2	3	4	5
1. Clarity	Unclear	Insufficiently clear, major lapses in form and content	Marginally clear, many lapses in form or content	Sufficiently clear, some lapses in form or content	Extremely clear in form and content
2. Thoroughness	Addresses no parts	Addresses few parts	Addresses some parts	Addresses nearly all parts	Addresses all parts of the competency
3. Accuracy	Off-target	Rather off-target	Roughly on target	Nearly on target	Perfectly on target
4. Substantive	Not substantive at all	Inadequate treatment	Marginal treatment	Sufficiently substantial treatment	Extensive and/or substantial treatment
5. Resources	Not engaged	Inadequately engaged	Marginally engaged	Sufficiently engaged	Fully engaged with relevant resources
6. Implementation	No reflection on ministry experience or plan for implementation	Insufficient reflection on ministry experience and/or plans for implementation in an actual ministry situation	Marginal reflection on ministry experience and/or plans for implementation in an actual ministry situation	Sufficient reflection on ministry experience and/or plans for implementation in an actual ministry situation	Substantial reflection on ministry experience and/or plans for implementation in an actual ministry situation
7. Creative	No demonstration of creativity appropriate to the area	Insufficient demonstration of creativity appropriate to the area	Marginal demonstration of creativity appropriate to the area	Sufficient demonstration of creativity appropriate to the area	Substantial demonstration of creativity appropriate to the area
8. Critical	No demonstration of critical thinking appropriate to the area	Insufficient demonstration of critical thinking appropriate to the area	Marginal demonstration of critical thinking appropriate to the area	Sufficient demonstration of critical thinking appropriate to the area	Substantial demonstration of critical thinking appropriate to the area
9. Collaborative	No demonstration of collaboration appropriate to the area	Insufficient demonstration of collaboration appropriate to the area	Marginal demonstration of collaboration appropriate to the area	Sufficient demonstration of collaboration appropriate to the area	Substantial demonstration of collaboration appropriate to the area

Community Service Learning Projects

"Community Service Learning Projects" are opportunities through which academic objectives are accomplished by preparation for, participation in, and reflection on mutually beneficial community service experiences tied to particular aspects of the "Integrative Core" (of the student's or Certified Leader's choosing).

Competency is assessed according to the following criteria:

1. Is there a report that clearly presents the learning goals, learning activities, and reflection on learning?
2. Is the report clearly linked to an area (or areas) of the Integrative Core?
3. Is the service likely to be beneficial to the community?
4. Is the service likely to be beneficial for the learning objectives related to the Integrative Core?
5. Does the reflection indicate significant learning and/or recognition of areas of need for further learning?

An average score of 4 (with no ratings less than 3) is necessary to receive credit.

Community Service Learning Projects

Criteria	1	2	3	4	5
1. Report	No report	Report is missing learning goals, activities, and/or reflection	Report is marginal regarding learning goals, activities, and/or reflection	Sufficient report	Complete report
2. Linked to Integrative Core	Not linked	Insufficiently linked	Marginally linked	Sufficiently linked	Clearly and appropriately linked
3. Beneficial to Community	Not beneficial or no indication of benefit	Insufficiently beneficial	Marginally beneficial	Sufficiently beneficial	Clearly and extensively beneficial
4. Beneficial to Learning Objectives	Not beneficial or no indication of benefit	Insufficiently beneficial	Marginally beneficial	Sufficiently beneficial	Clearly and extensively beneficial
5. Reflection	No reflection	Insufficient reflection	Marginal reflection	Sufficient reflection	Substantial reflection

Great Books Reading Program

The "Great Books Reading Program" ties the accomplishment of academic objectives with reading and response to particular resources in the Great Books of the Western World collection.

Competency is assessed according to the following criteria:

1. Is there a report that clearly presents the learning goals, learning activities, and reflection on learning?
2. Is the selection of Great Books clearly linked to an area (or areas) of the Integrative Core?
3. Is there evidence of understanding the contribution of the Great Books read?
4. Does the reflection indicate significant learning and/or recognition of areas of need for further learning?

An average score of 4 (with no ratings less than 3) is necessary to receive credit.

Criteria	1	2	3	4	5
1. Report	No report	Report is missing learning goals, activities, and/or reflection	Report is marginal regarding learning goals, activities, and/or reflection	Sufficient report	Complete report
2. Linked to Integrative Core	Not linked	Insufficiently linked	Marginally linked	Sufficiently linked	Clearly and appropriately linked
3. Understanding Contribution	No indication of understanding	Insufficient understanding	Marginal understanding	Sufficient understanding	Clear and extensive understanding
4. Reflection	No reflection	Insufficient reflection	Marginal reflection	Sufficient reflection	Substantial reflection

Leadership Series Courses

The "Leadership Series Courses" are the core training modules of all programs. The courses have been designed with readings from Scripture, readings from the Theological Reader, Socratic discussions, and projects to help students develop. However, competency is not viewed as the aggregate of work that a student does in the course. Rather, specific evidence of competencies must be demonstrated according to the items listed in the portfolio transcript for each course in each degree program. The BILD course materials focus on the learning experiences and development of students with Certified Leaders and course facilitators in local contexts. The Antioch School e-Portfolio focuses only on particular outcomes. Students don't necessarily need to agree with everything that is taught in the courses, but they must engage with the itemized competencies according to the criteria.

Competency is assessed according to the following criteria:

1. Clarity. Is it understandable? Can it be readily seen that you are addressing a particular competency rather than the others? Is it easy to see strengths and weaknesses related to the other criteria?

2. Thoroughness. Is it comprehensive (of all parts of the competency)? This is especially important for competencies that have multiple parts. Can you easily point to the sections that address each part of the competency?

3. Accuracy. Is it on target with the area being assessed? This is where you assess issues of theological content and interpretation.

4. Substantive. Is it a significant treatment of the area? Is it more than cursory?

5. Resourced. Does it show engagement with the learning materials and activities of the course (or other relevant resources)? Citing biblical passages alone is not sufficient. Do you address contributions from authors who have impacted you with relation to the competency? Have you compared your perspective (or other authors) with a particular author's perspective?

6. Implementation. Does it show advanced mastery through reflection on substantial ministry experience and/or plans for implementation in an actual ministry setting? You and your situation should be clearly visible.

7. Creative. Does it show personal style and application? Have you used visual graphics, such as original charts, or literary efforts, such as original alliteration?

8. Critical. Does it show judgment (wisdom) regarding options? Have you used a standard as a point of reference? Often, students combine critical analysis with an assessment of implementation in their ministry setting.

9. Collaborative. Does it show consideration of others in the student's ministry situation? This is not necessarily about doing something with another, but keeping in mind other individuals, churches, organizations, etc.

The first four criteria are mandatory for students at the bachelors-level and at least one other of the remaining criteria must also be met satisfactorily (with an average of 4 on the chart below and no ratings less than 3).

The first six criteria are mandatory for students at the masters-level, and at least one other of the remaining criteria must also be met satisfactorily (with an average of 4 on the chart below and no ratings less than 3).

Students in bachelor- and masters-level programs who fail to post and/or have competencies validated by Associate Faculty for at least one Leadership Series course during each six month period may be placed on Academic Probation.

Leadership Series Courses (general rubric)

Criteria	1	2	3	4	5
1. Clarity	Unclear	Insufficiently clear, major lapses in form and content	Marginally clear, many lapses in form or content	Sufficiently clear, some lapses in form or content	Extremely clear in form and content
2. Thoroughness	Addresses no parts	Addresses few parts	Addresses some parts	Addresses nearly all parts	Addresses all parts of the competency
3. Accuracy	Off-target	Rather off-target	Roughly on target	On target	Perfectly on target
4. Substantive	Not substantive at all	Inadequate treatment	Marginal treatment	Sufficiently substantial treatment	Extensive and/or substantial treatment
5. Resourced	Not engaged	Inadequately engaged	Marginally engaged	Sufficiently engaged	Fully engaged with relevant resources
6. Implementation	No reflection on ministry experience or plan for implementation	Insufficient reflection on ministry experience and/or plans for implementation in an actual ministry situation	Marginal reflection on ministry experience and/or plans for implementation in an actual ministry situation	Sufficient reflection on ministry experience and/or plans for implementation in an actual ministry situation	Substantial reflection on ministry experience and/or plans for implementation in an actual ministry situation
7. Creative	No demonstration of creativity appropriate to the area	Insufficient demonstration of creativity appropriate to the area	Marginal demonstration of creativity appropriate to the area	Sufficient demonstration of creativity appropriate to the area	Substantial demonstration of creativity appropriate to the area
8. Critical	No demonstration of critical thinking appropriate to the area	Insufficient demonstration of critical thinking appropriate to the area	Marginal demonstration of critical thinking appropriate to the area	Sufficient demonstration of critical thinking appropriate to the area	Substantial demonstration of critical thinking appropriate to the area
9. Collaborative	No demonstration of collaboration appropriate to the area	Insufficient demonstration of collaboration appropriate to the area	Marginal demonstration of collaboration appropriate to the area	Sufficient demonstration of collaboration appropriate to the area	Substantial demonstration of collaboration appropriate to the area

Leadership Series Courses (Acts)

Criteria	1	2	3	4	5
3. Accuracy	Off-target	Rather off-target	Roughly on target	On target	Perfectly on target
Biblical Keys	Not mentioned	Barely mentioned	Incomplete list and explanation	Complete list and explanation	Both keys and subsidiary keys
Designed a Model	No model	Talked about a model	Incomplete model	Complete model with explanation	Extended explanation of model
Definitions	No definitions	Sketchy definitions	Lacking something	Solid definitions	Extended explanation of definitions
Convictions for Local Church	Not mentioned	Barely mentioned	Incomplete model	Complete model with explanation related to convictions	Extended explanation of convictions and/or model

Leadership Series Courses (Pauline Epistles)

Criteria	1	2	3	4	5
3. Accuracy	Off-target	Rather off-target	Roughly on target	On target	Perfectly on target
Concept of Establishing	Not mentioned	Briefly mentioned	Inaccurate explanation	Solid explanation	Extended explanation
Church in God's Plan	Not mentioned	Briefly mentioned	Mentioned but with errors	Built well from Paul's letters	Extended explanation with accurate references
Guidelines	No guidelines	Not drawn from Paul's letters	Some guidelines missing	Complete guidelines	Extended explanation of guidelines
Contemporary Model	No model	Only sketched	Missed bringing some guidelines to the model	Complete application of guidelines to contemporary model	Extended explanation of model

Leadership Series Courses (Essentials)

Criteria	1	2	3	4	5
3. Accuracy	Off-target	Rather off-target	Roughly on target	On target	Perfectly on target
Kerygma and Didache	Not mentioned	Barely mentioned	Some dependent on modern doctrinal statements	Drawn from apostolic teaching	Used as point of reference for evaluating modern doctrinal statement
Doctrinal Statement	No reference to kerygma and didache	Minor reference	Lacking some dependence on kerygma and didache	Truly modern statement	Extensive tracking to kerygma and didache
Historical Effort	No history	Little reference to history	Few historical misconceptions	Solid historical perspective	Unique historical insight
Strategy	Not really a strategy	Only a sketch of a strategy	Strategy with a few blind spots	Fitting strategy	Extended explanation of strategy

Leadership Series Courses (Leaders)

Criteria	1	2	3	4	5
3. Accuracy	Off-target	Rather off-target	Roughly on target	On target	Perfectly on target
Leadership in Early Church	Not about early church	Only part about early church	Few misconceptions	Solid understanding	Includes extended evidence or explanation
Antioch Tradition	Not mentioned	Mentioned but not understood	Didn't address beyond first century	Addressed first five centuries	Distinguished from Alexandrian Tradition
Multi-level leadership development	No levels	Few levels	Multi-level but with some lack of clear distinction	Built well on the NT teaching	Additional emphasis on effectiveness

Leadership Series Courses (Preaching and Teaching)

Criteria	1	2	3	4	5
3. Accuracy	Off-target	Rather off-target	Roughly on target	On target	Perfectly on target
Teaching Forms	Not mentioned	Barely explained	Explained well with some missing	Explained well with all present	Comparisons and contrasts
Preaching Forms	Not mentioned	Barely explained	Explained well with some missing	Explained well with all present	Comparisons and contrasts
Psalms, Hymns, Spiritual Songs	Not explained	Barely explained	Imbalanced explanation	Balanced explanation	With integration
Lord's Supper	Not mentioned	Not truly viewed from the early church perspective	Some minor misunderstanding	Integrates both teaching and preaching from early church perspective	Elaborates on early church and modern perspectives
Culturally Appropriate Forms	None given	Not dealing with cultural	Some minor misunderstanding of cultural forms	Solid explanation	Includes extensive explanation

Leadership Series Courses (Shepherding)

Criteria	1	2	3	4	5
3. Accuracy	Off-target	Rather off-target	Roughly on target	On target	Perfectly on target
Gospel and Work of the Spirit	Not mentioned	Barely mentioned	Missing some key items from Paul's early letters	Complete explanation	Connects with modern issues
Integrating Psychology and Theology	Not mentioned	Barely mentioned	Imbalanced explanation	Balanced explanation	Extensive explanation of integration
Handling Scripture	No guidance	Minimal guidance	Guidance with minor missteps	Complete guide	Extensive explanation
Christian Counseling	Not addressed	Only mentioned	Not well integrated	Well integrated with pastoral care	Elaboration on implications
Pastoral Care Strategy	No strategy	Mostly about professional counseling	Minor inconsistencies with Scripture	Contemporary and comprehensive	Integrated with professional counseling

Leadership Series Courses (Interpreting I)

Criteria	1	2	3	4	5
3. Accuracy	Off-target	Rather off-target	Roughly on target	On target	Perfectly on target
Convictions	No real convictions expressed	Convictions, but not about author's intent	Allowed some preconceptions	Solid on author's intent	Explained how to counteract preconceptions
Hermeneutics	Not addressed	Mentioned but misunderstood	Minor misunderstanding	Clearly understood concept	Extended explanation of linkages
Exegesis	Not addressed	Mentioned but misunderstood	Minor misunderstanding	Clearly understood concept	Extended explanation of linkages
Literary Contributions	Insignificant references	Significant references but not clearly understood	Significant references with minor misunderstanding	No apparent misunderstanding	Identified additional contributions

Leadership Series Courses (Interpreting II)

Criteria	1	2	3	4	5
3. Accuracy	Off-target	Rather off-target	Roughly on target	On target	Perfectly on target
Linguistics	Not addressed	Mentioned but misunderstood	Minor misunderstanding	Clearly understood concept	Extended explanation of linkages
Hebrew and Greek	Not addressed	Mentioned but misunderstood	Minor misunderstanding	Clearly understood concept	Extended explanation of linkages
Logos	Not addressed	Surface understanding	Some misconceptions	Well-understood	Superior understanding
Digital Library	No library	Only rudimentary list	Imbalanced list	Solid, balanced list	Extended list with priorities

Leadership Series Courses (Habits)

Criteria	1	2	3	4	5
3. Accuracy	Off-target	Rather off-target	Roughly on target	On target	Perfectly on target
Root Causes and Effects	Not addressed	Some addressed	Few not truly roots	Solid understanding	Extended treatment of relationship
Habits of Early Church	Not mentioned	Not really unique to Early Church	Few misconceptions	Drawn well from New Testament data	Extensive connection to false doctrine
Core Habits	Not identified	Not truly core	Mostly core, but not all	All core	Includes extensive explanation
Reading Skills	Not evident	Only mentioned	Explained with some misunderstanding	Complete lifelong reading program	Linked to habits
Strategy for Church	No strategy	Not really strategic	Strategic, but missing items	Complete strategy	Extended development of strategy

Leadership Series Courses (Covenants)

Criteria	1	2	3	4	5
3. Accuracy	Off-target	Rather off-target	Roughly on target	On target	Perfectly on target
Approach	No approach	Only sketched	Not for all Scripture	Complete	Complete and integrated
Basic Message	No basic message	Muddled basic message	Imbalanced	Complete	Complete and integrated
Tensions of OT/NT	No mentioned	Barely mentioned	Mostly continuity or discontinuity	Continuity and discontinuity	With integration
Worldview Manifesto	No manifesto	Hardly a manifesto	Some missing harmony	Complete harmony	With extended explanation

Integrated Ministry Plans

These plans demonstrate integration of ministry strategy into ongoing comprehensive personal ministry based upon competencies associated with Leadership Series I modules. In most cases, they will be written and revised upon the completion of sets of Leadership Series I courses.

Similar to the Leadership Series courses themselves, competency is assessed according to the following criteria (see additional explanation of criteria for Leadership Series courses):

1. Clarity. Is it understandable?
2. Thoroughness. Is it comprehensive (of all courses it covers)?
3. Accuracy. Is it on target with the ministry setting being envisioned?
4. Substantive. Is it a significant treatment of the area?
5. Resourced. Does it show engagement with the learning materials and activities of the course (or other relevant resources)?
6. Implementation. Does it show advanced mastery through reflection on substantial ministry experience and/or plans for implementation in an actual ministry setting?
7. Creative. Does it show personal style and application?
8. Critical. Does it show judgment (wisdom) regarding options?
9. Collaborative. Does it show consideration of others in the student's ministry situation?

At the bachelors-level, the first four criteria are mandatory and at least one other of the remaining criteria must also be met satisfactorily (with an average of 4 on the chart below and no ratings less than 3).

At the masters-level, the first six criteria are mandatory and at least one other of the remaining criteria must also be met satisfactorily (with an average of 4 on the chart below and no ratings less than 3).

Students in bachelor- and masters-level ministry programs who fail to post and/or have competencies validated by Associate Faculty for at least one Integrated Ministry Plan within a two year period may be placed on Academic Probation.

Integrated Ministry Plans

Criteria	1	2	3	4	5
1. Clarity	Unclear	Insufficiently clear, major lapses in form and content	Marginally clear, many lapses in form or content	Sufficiently clear, some lapses in form or content	Extremely clear in form and content
2. Thoroughness	Addresses no courses	Addresses only some courses	Addresses all courses with many or large lapses	Addresses all courses with a few lapses within courses	Addresses all necessary courses completely
3. Accuracy	Off-target	Rather off-target	Vaguely on target	Largely on target	Sharply on target with a ministry setting
4. Substantive	Not substantive at all	Inadequate treatment	Marginal treatment	Sufficiently substantial treatment	Extensive and/or substantial treatment
5. Resources	Not engaged	Inadequately engaged	Marginally engaged	Sufficiently engaged	Fully engaged with relevant resources
6. Implementation	No reflection on ministry experience or plan for implementation	Insufficient reflection on ministry experience and/or plans for implementation in an actual ministry situation	Marginal reflection on ministry experience and/or plans for implementation in an actual ministry situation	Sufficient reflection on ministry experience and/or plans for implementation in an actual ministry situation	Substantial reflection on ministry experience and/or plans for implementation in an actual ministry situation
7. Creative	No demonstration of creativity	Insufficient demonstration of creativity	Marginal demonstration of creativity	Sufficient demonstration of creativity	Substantial demonstration of creativity
8. Critical	No demonstration of critical thinking	Insufficient demonstration of critical thinking	Marginal demonstration of critical thinking	Sufficient demonstration of critical thinking	Substantial demonstration of critical thinking
9. Collaborative	No demonstration of collaboration	Insufficient demonstration of collaboration	Marginal demonstration of collaboration	Sufficient demonstration of collaboration	Substantial demonstration of collaboration

Major Projects

These projects integrate Leadership Series II courses in an ongoing comprehensive process of building biblical theology. They include presentations of the author's intent, literary design, and key theological and hermeneutical themes for all the books of the Old and New Testaments.

Competency is assessed according to the following criteria:

1. Author's Intention Statements. Are clear statements presented for each book?
2. Literary Design. Is the literary design of each book thoroughly explained and presented?
3. Key Theological and Hermeneutical Themes. Have key themes been identified and explained?
4. Implications for Theology in Culture. Has the content of biblical theology been applied to a significant issue in one's contemporary cultural situation?

At the bachelors-level, the first three criteria are mandatory and must be met satisfactorily (with at least a 4 on the chart below and no ratings less than 3).

At the masters-level, all four criteria are mandatory and must be met satisfactorily (with at least a 4 on the chart below and no ratings less than 3).

Major Projects

Criteria	1	2	3	4	5
1. Author's Intention Statements	Not presented	Presented only for some books	Presented for each book, but most aren't clear	Presented for each book, but some aren't clear	Clearly presented for each book
2. Literary Design	Not explained and presented	Inadequately explained and presented	Marginally explained and presented	Sufficiently explained and presented	Thoroughly explained and presented
3. Key Themes	No presentation of key themes	Inadequate presentation of key themes	Marginal presentation of most key themes	Substantial presentation of most key themes	Comprehensive presentation of all key themes
4. Implications	No focus on a particular ministry situation and/or no integration of biblical theology	Insufficient focus on a particular ministry situation and/or insufficient integration of biblical theology	Marginal focus on a particular ministry situation and/or marginal integration of biblical theology	Sufficient focus on a particular ministry situation and/or sufficiently thorough integration of biblical theology	Extensive focus on a particular ministry situation with thorough integration of biblical theology

Ministry Practicum

These are opportunities to learn through substantial ministry responsibilities and reflection on ministry experience. Students "contract" with their mentors and Certified Leaders for development related to specific ministry responsibilities and evaluation (at a rate of 1 semester hour of credit for each 45 hours of designated ministry and reflection), particularly in relation to the use of the "Current Ministry Assessment" form by a student's mentor. See the Practicum Manual for further instructions.

Competency is assessed according to the following criteria:

1. Planning. Is there a clear and complete learning contract with learning goals and things to do to prepare for the learning experience?
2. Experience. Is there a thorough report of the experience, including activities, locations, and time spent?
3. Reflection. Is there a significant reflection on the accomplishment of learning related to the goals for the practicum, others identified in the process, and recognition of learning that still needs to take place?

Students who fail to post and/or have competencies validated by Associate Faculty for at least one Ministry Practicum within a six month period may be placed on Academic Probation.

Ministry Practicum

Criteria	1	2	3	4	5
1. Planning	No learning contract, goals, or items for preparation	Inadequate learning contract, perhaps without goals and items for preparation	Marginal learning contract, perhaps lacking sufficient goals and items for preparation	Adequate learning contract with sufficient goals and items for preparation	Clear and complete learning contract with goals and items for preparation
2. Experience	No report including activities and locations	Inadequate report including activities and locations	Marginal report including activities and locations	Adequate report including activities and locations	Thorough report including activities and locations
3. Reflection	No reflection on learning goals, other learning accomplished, and recognition of further learning needed	Inadequate reflection on learning goals, other learning accomplished, and recognition of further learning needed	Marginal reflection, weak on learning goals, other learning accomplished, and/or recognition of further learning needed	Adequate reflection on learning goals, other learning accomplished, and recognition of further learning needed	Significant reflection on learning goals, other learning accomplished, and recognition of further learning needed

Teaching Practicum

These are opportunities to learn through substantial teaching experiences and demonstrate learning through careful reflection and external evaluation. It is not primarily about students becoming better teachers, but learning through teaching.   See Practicum Manual for further instructions.

Competency is assessed according to the following criteria:

1. Planning. Is there a clear and complete learning contract with learning goals and things to do to prepare for the learning experience?
2. Experience. Is there a thorough report of the experience, including activities, locations, time spent, and evaluations received?
3. Reflection. Is there a significant reflection on the accomplishment of learning related to the goals for the practicum, others identified in the process, and recognition of learning that still needs to take place?

Students who fail to post and/or have competencies validated by Associate Faculty for at least one Teaching Practicum within a one year period may be placed on Academic Probation.

Teaching Practicum

Criteria	1	2	3	4	5
1. Planning	No learning contract, goals, or items for preparation	Inadequate learning contract, perhaps without goals and items for preparation	Marginal learning contract, perhaps lacking sufficient goals and items for preparation	Adequate learning contract with sufficient goals and items for preparation	Clear and complete learning contract with goals and items for preparation
2. Experience	No report including activities and evaluations	Inadequate report including activities and evaluations	Marginal report including activities and evaluations	Adequate report including activities and evaluations	Thorough report including activities and evaluations
3. Reflection	No reflection on learning goals, other learning accomplished, and recognition of further learning needed	Inadequate reflection on learning goals, other learning accomplished, and recognition of further learning needed	Marginal reflection, weak on learning goals, other learning accomplished, and/or recognition of further learning needed	Adequate reflection on learning goals, other learning accomplished, and recognition of further learning needed	Significant reflection on learning goals, other learning accomplished, and recognition of further learning needed

Other / Electives

This category allows students and partners to customize programs and determine competencies appropriate to the programs. It may include use of additional BILD resources, transfer credit from other institutions, specialized training unique to the ministry needs of the partner, Lifelong Learning Reading Reports, Leading "Great Books" community discussions, Ministry Practicum, Teaching Practicum, or other demonstrated competencies. It is used only for bachelor-level programs.

Evaluation will be done using the rubrics most closely associated with the type of learning activity and/or competency.

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