

STUDENT COMPETENCY ASSESSMENT GUIDE

Revised February 2009

The Context of Assessment for Antioch School Students

The Content of Assessment for Antioch School Students

- **Life and Ministry Development**
 - **SIMA MAP Responses**
 - **Personal Development Plan**
 - **Personal Development Assessment**
- **General Education**
- **Leadership Series Courses**
- **Ministry Strategy Plans**
- **Major Projects**
- **Ministry Practicum**
- **Teaching Practicum**
- **Other/Electives**

The Context of Assessment for Antioch School Students

The historical context for student assessment in the Antioch School is deep in its roots. For decades, we have 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, we were 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 academic 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. 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 DETC, 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 us to start

the 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, we 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 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 our 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.

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) Response, Personal Development Plans, and Personal Development Assessments. It is part of all Antioch School degree programs.

1. SIMA Motivated Abilities Pattern (MAP) Response

For more complete details about the SIMA MAP and how to engage with it, see the SIMA MAP Response manual and the instructions in the Life and Ministry Development Portfolio binder.

Competency is assessed according to the following criteria:

- Does the student demonstrate accurate understanding of their MAP?
- Has the student chosen a legitimate form of response?
- Does the response demonstrate an enhancement of the student’s self-understanding?
- Does the response have relevance for the student’s life and ministry development?

Students should receive an average rating of 4 at a minimum on the chart below to be recognized as having demonstrated competency.

Students who fail to have a MAP Response validated by Associate Faculty during a year may be placed on Academic Probation.

SIMA Motivated Abilities Pattern (MAP) Response

Criteria	1	2	3	4	5
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
Legitimate Form of Response	Only posted the MAP itself and no response	Picked another form and made minimal effort to use it	Picked another form, didn't make a case for it and/or didn't use it effectively	Picked another form, making a case for it and/or using it effectively	Picked a form of response from the instructions
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
Relevance of Response for life and ministry development	Shows no relevance	Shows little relevance	Show marginal relevance	Shows substantial relevance	Clearly shows major relevance

2. Personal Development Plan

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

Competency is assessed according to the following criteria (at least four should be presented):

- What nodal events (central, noteworthy milestones) will contribute to accomplishing my intentions and reaching my goals?
- Who do I need as mentors and in what areas do I need them to mentor me?
- What ministry experiences do I need to be engaged in?
- What educational experiences (formal and nonformal) ought I to seek?
- What family experiences may contribute to accomplishing my intentions and reaching my goals?
- What achievements must be made along the way?
- How do future goals and desires relate to one another?

Further, each Personal Development Plan should be:

- Complete and clear. Your PDP should be useable by others in your life, such as a spouse or mentor. Thus, it must be able to communicate on its own to them.
- Directive. Your PDP should be a guide that helps you make wise decisions, particularly when unexpected twists and turns come your way.
- Measureable. Your PDP should be an accountability tool. Over time, you (and others) should be able to look back on the progress in your life and make assessments about how you are doing in terms of fulfilling long-range intentions and annual goals.

Students should receive an average rating of 4 at a minimum on the chart below to be recognized as having demonstrated competency.

Personal Development Plan

Criteria (at least 4)	1	2	3	4	5
Nodal events	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
Mentors	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
Ministry Experiences	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
Educational Experiences	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
Family Experiences	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
Achievements	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
Future Goals and Desires	Not identified	Insufficiently identified	Marginally identified	Substantially identified	Extensively identified
Criteria	1	2	3	4	5
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
Directive	Not directive	Insufficiently directive	Marginally directive	Sufficiently directive	Extensively directive
Measurable	Not measureable	Insufficiently measurable	Marginally measurable	Sufficiently measurable	Extensively measurable

3. 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 by a mentor with the student (e.g. scanned documents or a report of their use)?

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

Criteria	1	2	3	4	5
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
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
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
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
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
Journal of Mentor	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.

1. 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:

- *Language: The Crucial Connection*
- *Art: The Esthetic Experience*
- *Heritage: The Living Past*
- *Institutions: The Social Web*
- *Nature: Ecology of the Planet*
- *Work: The Value of Vocation*
- *Identity: The Search of Meaning*

They may be fulfilled in four ways: Leadership Series-type courses (forthcoming); 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
Leadership Series-type Courses (forthcoming)	NA	NA	NA	NA	NA
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

2. 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:

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

An average score of at least 4 is necessary to receive credit.

Criteria	1	2	3	4	5
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
Linked to Integrative Core	Not linked	Insufficiently linked	Marginally linked	Sufficiently linked	Clearly and appropriately linked
Beneficial to Community	Not beneficial or no indication of benefit	Insufficiently beneficial	Marginally beneficial	Sufficiently beneficial	Clearly and extensively beneficial
Beneficial to Learning Objectives	Not beneficial or no indication of benefit	Insufficiently beneficial	Marginally beneficial	Sufficiently beneficial	Clearly and extensively beneficial
Reflection	No reflection	Insufficient reflection	Marginal reflection	Sufficient reflection	Substantial reflection

3. Great Books Reading Program.

Similarly, 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:

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

An average score of at least 4 is necessary to receive credit.

Criteria	1	2	3	4	5
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
Linked to Integrative Core	Not linked	Insufficiently linked	Marginally linked	Sufficiently linked	Clearly and appropriately linked
Understanding Contribution	No indication of understanding	Insufficient understanding	Marginal understanding	Sufficient understanding	Clear and extensive understanding
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 at the bachelors and masters-levels. 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 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.

Competency is assessed according to the following criteria:

- Clarity. Is it understandable?
- Thoroughness. Is it comprehensive (of all parts of the competency)?
- Accuracy. Is it on target with the area being assessed?
- Substantive. Is it a significant treatment of the area?
- Resourced. Does it show engagement with the learning materials and activities of the course?
- Implementation. Does it show advanced mastery through reflection on substantial ministry experience and/or plans for implementation in an actual ministry setting?
- Creative. Does it show personal style and application?
- Critical. Does it show judgment (wisdom) regarding options?
- Collaborative. Does it show consideration of others in the student’s ministry situation?

At the bachelors-level, the first four criteria are mandatory and must be met satisfactorily (with at least a 4 on the chart below). Also, at least one of the remaining criteria must also be met.

At the masters-level, the first six criteria are mandatory and must be met satisfactorily (with at least a 4 on the chart below). Also, at least one of the remaining criteria must also be met.

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 above.

Leadership Series Courses

Criteria	1	2	3	4	5
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
Thoroughness	Addresses no parts	Addresses few parts	Addresses some parts	Addresses nearly all parts	Addresses all parts of the competency
Accuracy	Off-target	Rather off-target	Roughly on target	Nearly on target	Perfectly on target
Substantive	Not substantive at all	Inadequate treatment	Marginal treatment	Sufficiently substantial treatment	Extensive and/or substantial treatment
Resources	Not engaged	Inadequately engaged	Marginally engaged	Sufficiently engaged	Fully engaged with relevant resources
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
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
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
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

MINISTRY STRATEGY 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 four Leadership Series I courses.

Similar to the Leadership Series courses themselves, competency is assessed according to the following criteria:

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

At the bachelors-level, the first four criteria are mandatory and must be met satisfactorily (with at least a 4 on the chart below). Also, at least one of the remaining criteria must also be met.

At the masters-level, the first six criteria are mandatory and must be met satisfactorily (with at least a 4 on the chart below). Also, at least one of the remaining criteria must also be met.

Ministry Strategy Plans

Criteria	1	2	3	4	5
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
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
Accuracy	Off-target	Rather off-target	Vaguely on target	Largely on target	Sharply on target with a ministry setting
Substantive	Not substantive at all	Inadequate treatment	Marginal treatment	Sufficiently substantial treatment	Extensive and/or substantial treatment
Resources	Not engaged	Inadequately engaged	Marginally engaged	Sufficiently engaged	Fully engaged with relevant resources
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
Creative	No demonstration of creativity	Insufficient demonstration of creativity	Marginal demonstration of creativity	Sufficient demonstration of creativity	Substantial demonstration of creativity
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
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:

- Author's Intention Statements. Are clear statements presented for each book?
- Literary Design. Is the literary design of each book thoroughly explained and presented?
- Key Theological and Hermeneutical Themes. Have key themes been identified and explained?
- 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).

At the masters-level, all four criteria are mandatory and must be met satisfactorily (with at least a 4 on the chart below).

Criteria	1	2	3	4	5
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
Literary Design	Not explained and presented	Inadequately explained and presented	Marginally explained and presented	Sufficiently explained and presented	Thoroughly explained and presented
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
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 for bachelor-level programs and 60 for masters), 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:

- **Planning.** Is there a clear and complete learning contract with learning goals and things to do to prepare for the learning experience?
- **Experience.** Is there a thorough report of the experience, including activities, locations, and time spent?
- **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?

Criteria	1	2	3	4	5
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
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
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:

- **Planning.** Is there a clear and complete learning contract with learning goals and things to do to prepare for the learning experience?
- **Experience.** Is there a thorough report of the experience, including activities, locations, time spent, and evaluations received?
- **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?

Criteria	1	2	3	4	5
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
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
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 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.