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[*rti* business plan

Prepared for: *Salem Alliance Church Governing Board*
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[project description

Salem Alliance Church leaders are prepared to launch the **reach training institute** (***rti***) in partnership with the Antioch School of Church Planting and Leadership Development. We hope to develop highly-effective leaders through theological education and practical ministry experience for kingdom service, internationally and locally, at the lowest possible cost.

SALEM ALLIANCE CHURCH

[table of contents

Personnel

Financial Plan

C&MA Partnership

Appendix 1

[e x e c u t i v e   s u m m a r y

The Vision

The **reach training institute** (*rti*) develops highly-effective leaders through theological education and practical ministry experience for kingdom service, internationally and locally, at the lowest possible cost.

Called to Serve

The call to full-time international service has captured the hearts of young people at Salem Alliance Church (SAC). Over 275 students have indicated their intention to become international workers as God allows, since 2007. The cost of education and length of preparation time with traditional approaches has resulted in many of these individuals pursuing other career paths. An affordable and accessible training option, set in the context of the local church, is the next step for those who are ready to say 'Yes' to the call to ministry. While the *rti* concept has its roots in identifying and training workers primarily for international service, the same heart applies to U.S.-based ministry workers.

Reach Training Institute Goals & Objectives

rti is partnering with the Antioch School of Church Planting and Leadership Development to offer fully-accredited 4-year Bachelor's degrees (see p. 5 for details about Antioch's accreditation).

Goal #1 - To graduate individuals who are field-ready for international/local service with the C&MA:
  - Graduates who are debt-free
  - Graduates who are licensed with Alliance NW
  - Graduates who are biblically trained, intellectually sharp, and culturally astute
  - Graduates who have completed home service requirement

Goal #2 - To develop leaders who are prepared for broad kingdom impact within other organizations:
  - Leaders who are equipped to launch effective new ministries
  - Leaders who are trained to develop other leaders
  - Leaders with humility and character to lead through conflict
  - Leaders with a global perspective and biblical worldview

[project details

Alliance Tradition of Equipping

The first bible college in North American history affirmed the concept of education as preparation for Christian service. Established in 1882, the Missionary Training Institute in New York founded by A.B. Simpson was "devoted to serving unreached people" (Nyack College website/history). From the beginning, the school focused on inspiring the church to fulfill the Great Commission of world evangelization.

rti in Salem, Oregon hopes to build on this tradition of equipping people with a distinct call to full-time Christian ministry.

New Levels of Debt

A study conducted by Wells Fargo of 1,414 college graduates revealed that total student loan debt in 2010 topped $1 trillion for the first time in U.S. history (exceeding credit card debt at $798 billion).[1] The average debt levels for graduating seniors rose to $35,200, and 60% expected it would take over 8 years to pay off their student loans.

A survey conducted by Operation World revealed that 6 in 10 missionaries will leave the field before 10 years for "preventable" reasons.[2] For individuals and couples who remain on the field longer than 10 years, greater emphasis is typically placed on skill building in the area of financial management (along with other topics such as team building, conflict resolution, strategic planning and organizational management, spiritual formation and the interior life of the leader, and cultural engagement).

The next generation of long-term international workers will need significant participation and support from their sending churches to address the issue of financial indebtedness. The *rti* model for leadership development focuses on church-based education where the home church becomes more integrally involved in the preparation of a ministry leader. The *rti* vision provides for equipping and resourcing in Salem alongside a team of veteran and seasoned pastors and program directors.

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[1] Kavoussi, B. (2012). Student Loan Debt Hits $1 Trillion, Huffington Post. March 22, 2012.
[2] Van Meter, J. (2003). Operation World Report, Word Press.

Antioch School Model

The Antioch School was founded in 1986 as a program of the City Church in Ames, Iowa to advance the philosophy of church-based theological education and ministry development. After twenty years of training individuals for ministry roles, the school was accredited in 2006 by the Distance Education and Training Council as the first church-based and competency-focused institution to be recognized by the U.S. Department of Education.

The vision of the Antioch School is "to support the tremendous spontaneous expansion of the church in the twenty-first century through theological education done in the context of church ministry, which maintains high levels of achievement in character, skills, and knowledge" (Antioch School Handbook, p. 6).

Church-Based Training

The Antioch School is built on a unique educational philosophy that enables churches to engage in theological education and ministry development in their own settings. Partner churches develop a ministry training program under the general guidelines and accreditation of the Antioch School. The following sections outline the specific steps we hope to take in becoming an Antioch partner institution.

Certification of Leaders

Each partner church must have at least one Certified Leader to oversee program development and implementation. Antioch certifies leaders year-round through e-certification training webinars and on-going seminars for developing skills and expertise in church-based theological education. *rti* Certified Leaders will oversee the following areas (See Appendix - Table 1 *rti* Leadership/Essential Functions):

Student Life & Development
- Develop criteria for student candidates and conduct preliminary interviews.
- Make recommendation to Antioch School on behalf of *rti* student candidates.
- Recruit, train, and assign mentors and ministry supervisors.
- Assign Ministry Practicums: Connect *rti* students to a Ministry Supervisor who assists in development of the student 'Learning Contract' for Ministry, and oversees ministry activities and assessment.

Academics & Administration
- Academic Development: Coordination of all academic procedures and guidelines with Antioch School leadership; Set Academic

Calendar; Recruit and develop Instructors; Develop elective courses and curriculum in consultation with *rti* Academic Council.

- ▪ Application Process: Receive student applications and retain hard copies in each student files; submit applications to Antioch School for each cohort; file official response for each student.
- ▪ Materials: Disseminate Antioch materials to students as needed; gather artifacts and assessments for each student's e-portfolio.
- ▪ Academic Advising: The Academic Dean oversees all official advising activity. The *rti* Academic Council will act as volunteer advisors in an official capacity and be available to *rti* students on a quarterly basis for reviewing program development and advancement.

Note: Brian Condello and Steve Dangaran completed the Initial Certification process, September 2013 and are ready to act as *rti* Certified Leaders.

Program Design

Antioch School partner churches tailor their education programs to fit their unique cultural context, including developing additional learning modules and competencies as needed. *rti* program design officially began in March, 2013 with the launch of a task force consisting of Lead Pastor, Steve Fowler, Executive Pastor, Robb Childs, Associate Pastor of Student Ministries, Brian Condello, and Associate Pastor of Outreach, Steve Dangaran.

Memorandum of Understanding

Partner churches must submit a signed Memorandum of Understanding to Antioch School before a training program is officially launched. Our hope is to sign and deliver the MOU document to Antioch School leadership by November 1, 2013 for a January launch of *rti.* NOTE: MOU approved by SAC Governing Board, signed, and sent to Antioch School – 11.2.13

Strengths of Antioch/*rti* Partnership

Several key distinctives of the Antioch approach to theological education have specific application to *rti* vision and goals:

Low-Cost

Tuition for the Bachelor's degree is $7200. Additionally, a system of comprehensive assessments costs $750 for each degree program, and $750 for Course Materials. A separate administrative fee of $3300 payable to the *rti* office is assessed per program, therefore the **total cost to complete the program is $12,000** (not including Ministry Practicum expenses for international service, and General Education credits – See p. 27 for example of Gen Ed costs factored in). *Note*: Average yearly tuition and fees (not including books, room and board,

and transportation) for private colleges in the U.S. is $23,712 for a 4-year total of $94,848. Tuition at a popular seminary is more than $25,000 for an M.A. and $37,000 for an M.Div.

Cohort-based
Students are admitted into cohorts where feedback is provided on academic work and competency assessments, relationships are built on common ministry objectives, and accountability is established in the unique Antioch environment.

Interactive Course Design
Antioch curriculum is built on an non-formal, Socratic approach to learning. Faculty are trained in facilitating discussion and incorporating student insights into learning objectives.

Competency-focused
The Antioch School relies on an extensive, robust portfolio assessment system to provide frequent and multi-layered evidence that students deserve the degrees that are being granted. For example, students enrolled in Leadership courses will develop formal ministry plans, teaching lessons, and other practically-focused artifacts.

Ministry Development
Students must be active in Life and Ministry Development requirements and Personal Development assessments for a minimum of 3 years, including but not limited to Giftedness Assessment, Ministry Team Profile, Motivated Abilities Pattern Responses, Leadership Series I and II, Building a Biblical Theology, Ministry and Teaching Practicums, and other competencies specific to each degree program (see Antioch Handbook, pp. 21-27). *Our hope is that **rti** students who complete their Ministry Practicums will meet the basic standard for C&MA Home Service required of all International Ministries candidates.*

Affirmation of Calling
It is the role of church leaders to support giftedness, competency, and fruitfulness in people's lives. Although there is academic oversight by Antioch Associate Faculty, the role of supervision and assessment is maintained by church leaders with critical insights and relational connections to enhance ministry development.

Relational Network
Antioch School degrees focus on character development, ministry skills, and biblical knowledge that is unparalleled by programs of other

academic institutions because they are grounded in long-term relationships and coaching from local church leaders.

[*rti* e d u c a t i o n   p l a n

Accredited Degree

rti offers a fully accredited Bachelor of Ministry degree in partnership with the Antioch School, designed to grow Christ-like character, build ministry skills, ground students in the Word of God for long-term ministry effectiveness, while fulfilling C&MA district and national level requirements for credentialing. Ministry certificates, credit-only options, and post-graduate degrees (Masters and Doctoral level) are available through the Antioch School and may be offered in the future.

Bachelor of Ministry

The Bachelor of Ministry degree (B.Min.) is granted for demonstration of basic competencies associated with being a minister of the gospel (pastor, church planter, international worker). Specific program objectives of the B.Min. include:

- Mastery of scripture relevant to church and leadership development.
- Reflection on contributions of leading scholars regarding church and leadership development.
- Engagement with the pertinent issues related to church and leadership development.
- Formulate conclusions and personal applications regarding these issues.

Program Structure

Program Scope & Sequence

rti cohorts are designed to accommodate between 10 and 15 students per term. Qualified Instructors will lead each cohort through coursework developed by the Antioch School, while mentors guide students through program assessments, development of personal growth plans, and ministry strategy and practicum planning. Ministry supervisors from SAC departments will coordinate practicum activities and help assess *rti* student's progress.

The Bachelor of Ministry degree requires 120 credits to become candidates for graduation from the program. The *rti* Program Scope & Sequence (See Tables 1-4 below) lays out the schedule of courses and assessments for all

students. **rti** Academic Advisors will help each student design their program according to academic achievement and ministry involvement to date.

Table 1: *rti* Program Scope & Sequence/Year 1, Cohort 1 2014

Cohort 1			
Year 1	Term 1 Jan-Apr '14	Term 2 May- July '14	Term 3 Aug-Dec '14
Group Track			
MAP	MAP Response (.5)		
Personal Development Plan Personal Dev Assessments	Initial Dev Plan (.5) Initial Assessment w/Mentor (.5)	Continued Assessment	Continued Assessment
Coursework /Leadership Series I		Acts (3) (Antioch)	Pauline Epistles (3) (Antioch)
Electives		Alliance Distinctives (3) (RTI)	Peacemakers (3) (RTI)
Individual Track			
General Education		*Identity (3)*	Language (3)
Ministry Strategy Plans			
Ministry Practicum	Practicum 'Learning Contract' Developed	Practicum I (1)	Practicum II (1)
Teaching Practicum			Teach Acts (3)
Academic Advisory	Program Planning		
Total Credit Hours	1.5	10	13

Table 2: *rti* Program Scope & Sequence/Year 2, Cohort 1 2015

Cohort 1			
Year 2	Term 1 Jan-Apr '15	Term 2 May-July '15	Term 3 Aug-Dec '15
Group Track			
MAP	MAP Revised Response (.5)		
Personal Development Plan Personal Assessments	Revised Dev Plan (.5) Revised Assessment (.5)		
Coursework /Leadership Series I	Essentials of Sound Doctrine (3) (Antioch)	Leaders & the Early Church (3) (Antioch)	Preaching & Teaching (3) (Antioch)
Electives		Basic Ministry Skills (3) (RTI)	Intercultural Ministry (3) (RTI)
Individual Track			
General Education	Art (3)	Heritage (3)	Institutions (3)
Ministry Strategy Plans			Initial Ministry Strategy Pl (2)
Ministry Practicum	Practicum III (1)	Practicum IV (1)	Practicum V (1)
Teaching Practicum	Teach Pauline Epistles (3)	Teach Essentials of Snd Doc (3)	
Academic Advisory	Review/Revise Program Plan		
Total Credit Hours	11.5	13	12

Table 3: *rti* Program Scope & Sequence/Year 3, Cohort 1 2016

Cohort 1			
Year 3	Term 1 Jan-Apr '16	Term 2 May-July '16	Term 3 Aug-Dec '16
Group Track			
MAP	MAP Revised Response (.5)		
Personal Dev Plan & Assessments	Revised Dev Plan (.5) Revised Assessment (.5)		
Coursework /Leadership Series I	Interpreting Scripture I (3) (Antioch)	Shepherding & Counseling (3) (Antioch)	Interpreting Scripture II (3) (Antioch)
Electives	Leadership Development (3) (RTI)	Business Design & Dev (3) (RTI)	OT Survey (3) (RTI)
Individual Track			
General Education	Nature (3)	Work (3)	Elective (3)
Ministry Strategy Plans			
Ministry Practicum	Practicum VI (1)	Practicum VII (1)	Practicum VIII (1)
Teaching Practicum	Teach 1st Principles (3)	Teach 1st Principles (3)	
Academic Advisory	Review/Revise Program Plan		
Total Credit Hours	14.5	13	10

Table 4: *rti* Program Scope & Sequence/Year 4, Cohort 1 2017

Cohort 1			
Year 4	Term 1 Jan-Apr '17	Term 2 May-July '17	Term 3 Aug-Dec '17
Group Track			
MAP	MAP Revised Response (.5)		
Personal Dev Plan & Assessments	Revised Dev Plan (.5) Revised Assessment (.5)		
Coursework /Leadership Series I	Habits of the Heart (3) (Antioch)	Covenants & Bib Worldview (3) (Antioch)	
Electives	OT Survey (3) (RTI)		Licensing Process (2) (RTI)
Individual Track			
General Education	Community Service (3)		Community Service (3)
Ministry Strategy Plans			
Ministry Practicum	(9 Credits of Ministry Practicum may be spread out over course of 4 years)		
Teaching Practicum		Teach Leaders (3)	Teaching Leadership
Academic Advisory	Review/Revise Program Plan		
Total Credit Hours	10.5	6	5
Total All Terms Credit Hours	120 Credit Hours		

Competencies

rti students are coached and evaluated by their mentors and ministry supervisors according to a set of competencies established by the Antioch School that have been designed to enable a student to reach full capacity in ministry preparation and effectiveness. Competencies are evaluated in real-world environments that give students the opportunity to attempt great things for God in the most supportive settings possible. This type of 'situated learning' has proven to be extremely valuable for Antioch School partner churches in drawing out the God-given potential in student's who sense God's calling on their lives for career-track ministry.

A complete list of **Competency Areas** includes the following: (See *rti* Program Scope & Sequence Tables above)

Life and Ministry Development

- SIMA Motivated Abilities Pattern MAP *rti* students engage with the System for Identifying Motivated Abilities in order to obtain a personal MAP (See Appendix - Table 2 SIMA Motivated Abilities Pattern Assessment Form).
- Personal Development Plan (PDP) *rti* students produce initial Personal Development Plans through the use of a set of life development tools that address one's unique purpose, story, abilities, roles and responsibilities, resources, disciplines and determinations, and lifelong wisdom. (See Appendix - Table 3 Personal Development Plan Criteria).
- Personal Development Assessment *rti* student's PDP's are used to facilitate the mentoring process by those God has put in each student's life to invest in their development and growth for leadership.

Leadership Series Courses

A series of courses designed by Antioch School faculty over 30 years that help students interact with and apply the truths of Scripture in order to unleash high levels of leadership competency. The courses utilize group discussions and interactive methodologies for personal and community insights. (See Appendix - Table 4 Leadership Series Assessment)

Electives

rti students will take a series of elective courses designed by the *rti* Academic Council to achieve *rti* goals and objectives, and to build Godly-character and greater leadership depth and understanding that are vital for effective church ministry. *rti* leaders work in partnership with Antioch faculty and leaders in the development of all elective

courses (See *rti* Program Scope & Sequence Tables above for elective course titles).

General Education

General education courses are a type of educational experience that expose students to an 'Integrative Core' of seven areas and a community service learning project and/or Great Books reading program. The 'Integrative Core' relates to the analytical, communicative, and quantitative skills associated with a well-trained bachelors-level student (See Table 6 General Education Requirements).

General Education requirements may be fulfilled by transferring credit from another institution or taken simultaneously during the course of *rti* training and education through Chemeketa Community College, Corban University, or other accredited institutions. Each student is responsible to obtain and finance General Education requirements in consultation with *rti* academic advisors.

Ministry Strategy Plans

Ministry Strategy Plans demonstrate integration of ministry strategy into on-going comprehensive personal ministry based upon competencies associated with Leadership Series I courses.

Ministry Practicum

Ministry practicums are educational and experiential opportunities for students to grow in ministry skills in 'learn-by-doing' environments, while fulfilling C&MA district and national requirements for credentialing.

▪ *Academic Credit* 1 credit hour (B.Min.) is earned for each 45 hours of ministry completed, including preparation, experience, reflection, and reporting. The number of academic credits earned is directly related to the quantity and quality of time spent on each practicum.

▪ *Ministry Supervisors* The value of a ministry practicum is determined in large part by the relationship between the student and Ministry Supervisor. A Ministry Supervisor will be assigned to each student at the beginning of each practicum period to help the student gain valuable feedback and coaching.

▪ *International Ministry Experience* *rti* students have the unique opportunity to experience ministry across a wide variety of international settings through SAC partnerships and other approved organizations. Customized ministry practicums may be arranged in consultation with *rti* Certified Leaders in coordination with international partners as students desire to explore missions and/or sense a calling to long-term cross-cultural service.

- *Ministry Practicum Selection Process* Practicum experiences are driven by three important perspectives:
    1. *The perspective of the mentor* Mentors are a critical part in determining a student's practicum experience. The perspective of the mentor regarding a student's leadership capacity and potential areas of growth directly connect to the development of the student 'Learning Contract.'
    2. *The perspective of the student* Students contribute significantly in the determination of their ministry practicum assignments. The Personal Development Plan completed by the student early in the program will be used as a point of reference in determining the practicum site.
    3. *The perspective of **rti** leadership* There are times when the needs and opportunities of a specific ministry within the church or partner align with the long-term growth needs of the student. A mentor and/or Certified Leader may assign a student(s) to a specific ministry when the anticipated outcomes are perceived to contribute significantly to long-term development of the student.

Practicum selection should address the following issues:
    1. Requirements for Alliance credentialing if a student is planning on serving within the C&MA long-term.
    2. Compelling needs at SAC or broader networks in Salem.
    3. Developmental needs of individual students.

Learning Contract **rti** students develop a 'Learning Contract' in consultation with their mentor and ministry supervisor that describes in detail the goals and objectives of each serving opportunity. Academic credit is given for ministry practicum experiences when there is evidence of three things:
    1. *Preparation* Is there a plan for making the experience effective?
    2. *Experience* Is there a report that debriefs what actually took place in the practicum?
    3. *Reflection* Is there an assessment of what was learned?

Each 'Learning Contract' should include the following:
    1. *Goals and Objectives* Goals should be related to each student's Personal Development Plan. Each goal should have 2-3 objectives that are specific and measurable describing hoped for outcomes.
    2. *Assessment* This section of the 'Learning Contract' would include the name and role of the ministry supervisor (supervisors may change from Term to Term, or remain the same over a longer period of time), and how the ministry experience will be assessed. The assessment process is designed as a time of review and

reflection on what was learned and how to improve in areas needing growth and affirmation of what went well.

4. *Reporting Credit* Academic credit is earned by *rti* students through Antioch School as they show evidence of ministry competency. The ministry supervisor and mentor will post a Competency Assessment report in the e-Portfolio. When a Certified Leader approves the report and an Antioch Associate Faculty member validates findings, the student is awarded academic credit (See Appendix - Table 7 Ministry Practicum Competency Assessment Form).

Teaching Practicum

rti students begin their teaching practicums during the third term of their educational process. Each student begins by teaching the Acts course in a setting determined by mentor and ministry supervisor. Teaching Practicums are designed to help a student learn core concepts from courses they have taken by teaching others, rather than focused on teacher-training (though it is likely that students will develop basic skills of teaching during their practicum). (See Appendix – Table 8 Teaching Practicum Competency Form)

Teaching practicums may be done with small groups, family devotions, one-on-one discipleship, or other settings approved by mentor and ministry supervisors. A report of the practicum experience will be posted in each student's e-portfolio and evaluated by Antioch Associate Faculty for final awarding of academic credit.

e-Portfolio System

The Antioch School developed a system of assessment and skill development to provide 'abundant and multi-layered evidence that students deserve the degree that is being granted' (Antioch Handbook, p. 25). The e-Portfolio system was designed to enable partner churches to assess the growth and development of student's over time and from a distance.

There are three stages of assessment related to the e-Portfolio: 1) students post evidence in consultation with Instructors, Mentors, and Ministry Supervisors demonstrating competencies in the form of artifacts and attestations they feel adequately reflects their work and service, 2) Certified Leaders provide initial review and approval, 2) Antioch Associate Faculty provide review and final validation of competency.

Personal Development Plan

rti students develop their own individualized learning plan that incorporates personal development goals and ministry objectives during the first term of

their schooling experience. In consultation with Mentors and *rti* advisors, each student designs a Personal Development Plan (PDP) detailing their long-term intentions and short-term goals in effective service to God over their life time. A PDP may take many forms from longer narrative describing God's work over time and future hopes in service, to briefer outlines and charts of a more quantitative nature. Assessments, growth tools, and projects utilized during the first term become the basis for each student's PDP.

Academic Calendar

rti follows a year-round trimester calendar for Fall, Spring, and Summer terms. Courses, assessments, and development plans are offered in sequence.

Table 5: *rti* Academic Calendar Winter Term 2014/Cohort 1

Winter Term 2014 (Module 1/Cohort 1)	Week (Tues only) All classes – 10 am	Location
New Student Orientation	Jan 7 (T) All Day	Newport, OR.
Cohort Begins	Jan 14 (T)	BC 302
Personal Development Plan I	Jan 21 (T)	BC 302
Personal Development Plan II	Jan 28 (T)	BC 302
Personal Development Plan III	Feb 4 (T)	BC 302
Becoming Established Assessment	Feb 11 (T)	BC 302
Life & Ministry Assessment	Feb 18 (T)	BC 302
Gifts Assessment	Feb 25 (T)	BC 302
Current Ministry Assessment	Mar 4 (T)	BC 302
Team Profile Assessment	Mar 11 (T)	BC 302
Journal of Mentor Assessment	Mar 18 (T)	BC 302
Spring Break 2014	Mar 24-28	
SIMA (MAP) Initial Responses I	April 1 (T)	BC 302
SIMA (MAP) Initial Responses II Ministry Practicum Learning Contract I	April 8 (T)	BC 302
Cohort Orientation to Leadership Series Winter Term Ends	April 15 (T)	BC 302

Table 6: *rti* Academic Calendar Summer Term 2014/Cohort 1

Summer Term 2014 (Module 2/Cohort 1)	Week (Tues & Thurs) All classes – 10 am		Location
Cohort Begins/Acts Course Unit 1: Keys from Acts (Intro) (T)	May 6 (T)	May 8 (Th) Elective 1	BC 302
Unit 1: Keys from Acts (Issue 1) (T)	May 13 (T)	May 15 (Th)	BC 302
Unit 1: Keys from Acts (Issue 2)	May 20 (T)	May 22 (Th)	BC 302
Unit 1: Keys from Acts (Issue 2 cont)	May 27 (T)	May 29 (Th)	BC 302
Unit 1: Keys from Acts (Issue 2 cont)	June 3 (T)	June 5 (Th)	BC 302
Unit 2: The Role of the Church in G.C. (1)	June 10 (T)	June 12 (Th)	BC 302
Unit 2: The Role of the Church in G.C. (2)	June 17 (T)	June 19 (Th)	BC 302
Unit 3: Pauline Strategy (Issue 1)	June 24 (T)	June 26 (Th)	BC 302
Unit 3: Pauline Strategy (Issue 2)	July 1 (T)	July 3 (Th)	BC 302
Unit 3: Pauline Strategy (Issue 3)	July 8 (T)	July 10 (Th)	BC 302
Unit 4: Networking & Organizations (1)	July 15 (T)	July 17 (Th)	BC 302
Unit 4: Networking & Organizations (2)	July 22 (T)	July 24 (Th)	BC 302
Unit 4: Networking & Organizations (3)	July 29 (T)	July 31 (Th)	BC 302
Unit 5: Designing a Missions Strategy (1)	Aug 5 (T)	Aug 7 (Th)	BC 302
Unit 6: Leadership Training & Strategy Summer Term End	Aug 12 (T)	Aug 14 (Th)	BC 302

Table 7: *rti* Academic Calendar Fall Term 2014/Cohort 1

Fall Term 2014 (Module 3/Cohort 1)	Week (Tues & Thurs) All classes – 10 am		Location
Cohort Begins/Pauline Course Unit 1: Paul's Concept	Sept 2 (T)	Sept 4 (Th) Elective 2	BC 302
Unit 1: Establishing Churches (Issue 1)	Sept 9 (T)	Sept 11 (Th)	BC 302
Unit 1: Paul's Letters in Establishing churches (Issue 2)	Sept 16 (T)	Sept 18 (Th)	BC 302
Unit 1: Continue Issue 2	Sept 23 (T)	Sept 25 (Th)	BC 302
Unit 1: Continue Issue 2	Sept 30 (T)	Oct 2 (Th)	BC 302
Unit 1: Establishing church today (Issue 3)	Oct 7 (T)	Oct 9 (Th)	BC 302
Unit 2: NT Local Church (Issue 1)	Oct 14 (T)	Oct 16 (Th)	BC 302
Unit 2: Group of Believers (Issue 2)	Oct 21 (T)	Oct 23 (Th)	BC 302
Unit 3: Setting in Order (Issue 1)	Oct 28 (T)	Oct 30 (Th)	BC 302
Unit 3: Setting in Order (Issue 2)	Nov 4 (T)	Nov 6 (Th)	BC 302
Unit 4: Household Guidelines (Issue 1)	Nov 11 (T)	Nov 13 (Th)	BC 302
Unit 4: Household Guidelines (Issue 1)	Nov 18 (T)	Nov 20 (Th)	BC 302
Thanksgiving Break/No Class	Nov 24-28		
Unit 5: Procedures (Issue 1)	Dec 2 (T)	Dec 4 (Th)	BC 302
Unit 5: Implications (Issue 2)	Dec 9 (T)	Dec 11 (Th)	BC 302
Unit 5: Fall Term ends	Dec 16	Dec 18 (Th)	BC 302

Table 8: Projected Classroom Demand (Term-by-Term for 4 Cohorts, adding one Cohort per year)

RTI Classroom Demand

	Year 1			Year 2			Year 3			Year 4		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Cohort 1	3*	2	3	3	3	3	3	3	3	2	2	1
Cohort 2			3	2	3	3	3	3	3	3	2	2
Cohort 3						3	2	3	3	3	3	3
Cohort 4									3	2	3	3
Cohort 5												3
	(Will be admitted when Cohort 1 completes course work)											
Total	3	2	6	5	6	9	8	9	12	10	10	12

* Measured by # of classroom blocks needed per week.

      Example 1: Year 1, Term 1 = 3 blocks needed (6 hours) per week

      Example 2: Year 2, Term 3 = 9 blocks needed (18 hours) per week

      Example 3: Year 3, Term 3 = 12 blocks needed (24 hours) per week

Table 9: Projected Instructor Demand

RTI Instructor Demand															
	Year 1			**Year 2**			**Year 3**			**Year 4**			**Year 5**		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Cohort 1 SAC	1	3	3	2	3	2	3	3	3	3	3	2	1	0	0
Staff	1	3	3	1	2	1	2	2	2	2	2	2	1	0	0
Paid	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0
Cohort 2				1	3	3	2	3	2	3	3	3	3	3	2
SAC Staff				1	3	2	1	2	1	2	2	2	2	3	2
Paid				0	0	1	1	1	1	1	1	1	1	0	0
Cohort 3							1	3	3	2	3	2	3	3	3
SAC Staff							1	3	3	1	2	1	2	2	2
Paid							0	0	0	1	1	1	1	1	1
Cohort 4										1	3	3	2	3	2
SAC Staff										1	3	3	1	2	2
Paid										0	0	0	1	1	0
Grand Total	1	3	3	3	6	6	6	8	9	8	12	10	9	9	7
Paid by Fiscal Year	0	0	0	1	1	2	2	2	3	3	2	3	3	1	

Yr 1 = $0   Yr 2 = $2K   Yr 3 = $6K   Yr 4 = $8K   Yr 5 = $7K

[**rti** s t u d e n t   s e r v i c e s

Admissions

Ideal Student Profile

Prior to applying to the Antioch School for admission into the **rti** partner church education program, potential students are interviewed by Certified Leaders for initial screening. The ideal **rti** student has sensed a unique call of God on their lives for long-term local or international service. Students are assessed according to the rti Student Selection Criteria (See **rti** document).

For many at Salem Alliance Church, this calling was made clear during the annual student Reach conference or during a short-term missions project. For others, a calling to full-time ministry may have come during participation in youth group activities or evangelistic activity at school, work, or home. As leaders confirm the calling of God on their lives, students are encouraged to consider the **rti** program as an alternative to more traditional models of ministry training and theological education.

Potential **rti** students who are recommended by an **rti** Certified Leader are encouraged to complete an "Application for Admission" available at the **rti** office (also available on-line at Antioch School website). Students must describe past and current ministry roles, church affiliation, and explain why they desire an Antioch/ **rti** degree. Students also need to show evidence of their ability to complete academic work at the collegiate level through High School transcripts, GED tests, and/or college placement exams (See Antioch Handbook, pp. 31-32). Upon admission, students must complete and sign an enrollment agreement with Antioch School and ensure a hard-copy is on file at the **rti** office.

Registration and Enrollment

rti students will meet with the **rti** coordinator immediately upon acceptance into the program to finalize paperwork and set up their e-Portfolio system. The **rti** coordinator will clarify financial guidelines and program expectations for each student (See Antioch Handbook, p. 37-38 for all Registration and Enrollment procedures and guidelines).

Transfer Students

rti students who have attended other schools and completed courses may be able to receive credit through Antioch School. Students interested in transferring credit into their **rti** program will need to demonstrate that a

specific competency(ies) listed on the portfolio transcript have been met through learning apart from the use of Antioch resources. *rti* Academic Dean and Advisors will work closely with students who have attended other schools to determine if competencies have been developed in previous courses.

When competency has been verified, the *rti* Academic Dean will make recommendation to Antioch Associate Faculty who give final approval. NOTE: Often transfer credit requests are denied because of the unique competency-based approach of the Antioch School curriculum.

General Education Requirements for the B.Min. degree may be satisfied through applying transfer credits to each the 7 areas of the Integrated Core up to 30 credits.

Academic Advising

rti students will be assigned an Academic Advisor upon admittance into the program who will support and assist them in developing their academic schedule of courses and assessments according to the *rti* Program Scope & Sequence. Advising will be provided at the end of each academic term or by request from the student as Advisors are available. Students who are not able to maintain pace and sequence for completion of the program within a 5-year window may need to file for an extension and obtain approval from both *rti* Academic Dean and Antioch leadership.

Probation

Students who are not keeping pace with program scope and sequence, or who fall behind in their financial commitment/monthly payments may be placed on Academic or Financial Probation. During the probation period, assessments, academic credit, or other services will be withheld pending review and re-instatement by both *rti* and Antioch School leadership. Students who remain on probation may be removed from their cohort and withdrawn from their degree program.

Graduation

Students who are within one year of graduating should submit a Request for Graduation obtainable at the *rti* office or on-line at the Antioch School website. Submission of this form triggers a final e-Portfolio review by *rti* Academic Dean and Antioch School Associate Faculty. Degrees are conferred by Antioch School on a quarterly basis upon final recommendation by Antioch Senior Faculty. Commencement ceremonies will be held annually in Salem, Oregon.

NOTE: All tuition and student fees must be paid in full in order to graduate.

Academic Credit

When a student is admitted into *rti*, an electronic transcript begins that follows and guides their educational journey. Students and mentors are given access to an **e-Portfolio** which contains their transcript and other critical documentation of ministry growth and competency. Students gain academic credit directly through e-Portfolio activity as mentors, ministry supervisors, Certified Leaders, and Antioch Associate Faculty approve and validate reports and attestations of growth in character, skill, and ministry proficiency.

[rti personnel

Paid Staff

Academic Dean
The Academic Dean is supervised by the SAC Executive Pastor and responsible for *rti* academic programs and administrative services (See Tab 4 *rti* Academic Dean Position Description).

Student Development Certified Leader
The Student Development Director is supervised by the SAC Executive Pastor and responsible for recruitment of students, mentors, and ministry supervisors in cooperation with Academic Dean (See *rti* Student Development Certified Leader Position Description).

Coordinator
The *rti* Coordinator is supervised by the *rti* Academic Dean and responsible for all communication (between the *rti* office and students, and with Antioch School staff), student records, scheduling and support of Academic Advising, oversight of administrative services, and record keeping for all Academic Council proceedings (See *rti* Coordinator Position Description).

Instructors
rti courses will be facilitated by qualified instructors who are committed to church-based theological education and leadership development for the advancement of the gospel throughout the world (See Tab 4 - *rti* Instructor Position Description).

Instructor Criteria
- Christ-like character
- Proven effectiveness in ministry

- Passion for Church-based theological education
- Understanding of and commitment to Biblical Theology
- Ability to lead Socratic discussions
- Desire to invest in the lives of emerging leaders

Academic Quality
rti faculty are not instructors in the traditional sense of the word. Antioch course materials have been designed for Socratic discussion and focus on assessments and competencies. Academic quality is maintained through the e-Portfolio system of evidence of competency and guidance and interaction with *rti* Academic Council members.

NOTE: SAC staff serving as Instructors will NOT receive additional financial compensation.

Volunteer Team

Mentors
rti mentors are critical to the overall effectiveness of the *rti* program because they influence the direction of all programs and experiences for students. Students may request an individual as mentor, and/or the *rti* Student Development Director may assign a mentor. The student and mentor will meet on a regular basis to analyze assessment findings, develop the PDP and Learning Contracts for ministry practicums, and share their lives together.

Ministry Supervisors
Rti students experience a wide variety of ministry models and environments under the guidance and support of ministry supervisors. At the outset of the program, the student will work with his/her mentor in determining practicum placement. The *rti* Student Development Director will assist in arranging practicum placements and Learning Contract goals and objectives.

Academic Council
The RTI Academic Council assists the Academic Dean in developing course electives and educational program components. Academic Council members fulfill a variety of important functions designed to support educational objectives and student advancement. Council members will be formed into several working groups including but not limited to the following areas:

- *Chemeketa College Liaison*   Serves as connector between Chemeketa Nights and Weekend program and *rti* office for completion of General Education requirements for *rti* students who have not yet completed Integrative Core courses.

- *Academic Advising* Academic Council members serve as academic advisors for all **rti** students. Upon admission into the program, **rti** students will be assigned an academic advisor who reviews previous academic work and determines what courses are needed and arranges term schedule. The student will then meet with Mentor to determine assessment schedule with mentor and course instructors.
- *Instruction & Curriculum Development* Academic Council members will also serve as curriculum writers for elective courses.
- *Ministry Practicum Development* Assist RTI Certified Leaders in developing ministry practicums that accomplish desired program and individual goals and objectives.

rti financial plan

Expenses and Revenue

The **rti** Projected Program Expenses & Revenue table (See Table 10 below) shows costs and revenue projections for the first 4 fiscal years of operation. The table does NOT include tuition monies paid directly to Antioch or for General Education requirements.

Table 10: RTI Projected Expenses & Revenue

RTI 4-Year Projected Expenses & Revenue					
(By Fiscal year)					
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Revenue					
Student Fees[1]					
RTI Fees	6,188	22,688	33,000	42,900	46,613
Total Revenue	6,188	22,688	33,000	42,900	46,613
Expenses					
Personnel					
Academic Dean[2]	0	39,000	40,170	41,375	42,620
Student Development[3]	0	0	0	0	0
Coordinator[4]	13,600	21,424	27,576	34,086	35,100
Adjunct Instructors[5]	0	4,000	10,000	11,000	8,000
Mentors (Volunteer)	0	0	0	0	0
SubTotal	13,600	64,424	77,746	86,461	85,720
Marketing[6]					
Website, Brochures, Signs	1,000	500	500	500	500
Start-up Costs					
New Offices & Classrooms[7]	78,250				
Furnishings: Tables, Chairs, Desks	20,000				
Tech: Computers, I-Pad, doc cameras, Projectors[8]	4,100				
SubTotal	103,350	500	500	500	500
Fixed Costs					
Office Supplies	600	600	600	600	600
Curriculum Development	1,000	1,000	1,000	1,000	1,000
Library	500	500	500	500	500
Team Development	500	750	1,000	1,000	1,200
SubTotal	2,600	2,850	3,100	3,100	3,300
Total Expenses	119,550	67,774	81,346	90,061	89,520
Revenue less Expenses	**(113,363)**	**(45,087)**	**(48,346)**	**(47,161)**	**(42,908)**

Budget Notes

[1] Student Fees

Based on $3300 per student for 4 years = 68.75 per month/student

Cohort 1	2013-14 = 68.75 x 6 mos x 15 students =	$6188
	2014-15 = 68.75 x 12 mos x 15 students =	$12,375
	2015-16 = 68.75 x 12 mos x 15 students =	$12,375
	2016-17 = 68.75 x 12 mos x 15 students =	$12,375
Cohort 2	2014-15 = 68.75 x 10 mos x 15 students =	$10,312
	2015-16 = 68.75 x 12 mos x 15 students =	$12,375
	2016-17 = 68.75 x 12 mos x 15 students =	$12,375
	2017-18 = 68.75 x 12 mos x 15 students =	$12,375
Cohort 3	2015-16 = 68.75 x 10 mos x 12 students =	$8,250
	2016-17 = 68.75 x 12 mos x 12 students =	$9,900
	2017-18 = 68.75 x 12 mos x 12 students =	$9,900
Cohort 4	2016-17 = 68.75 x 10 mos x 12 students =	$8,250
	2017-18 = 68.75 x 12 mos x 12 students =	$9,900
Cohort 5	2017-18 = 68.75 x 10 mos x 12 students =	$8,250

(See Student Finances/Tuition & Fees on p. 25 for total student costs)

Cohort	2013-14	14-15	15-16	16-17	17-18
1	6188	12,375	12,375	12,375	6188
2		10,312	12,375	12,375	12,375
3			8250	9900	9,900
4				8250	9,900
5					8250
Totals	6188	22,687	33,000	42,900	46,613

Note: Number in green box represents a new cohort beginning after Cohort 1 graduates.

[2] Academic Dean

2013-14 - Dangaran assumes role, salary included in current PMT package.
2014-15 - 20 hour @ $30/hour = $600/week x 34 weeks +25% benefits.

[3] Student Development Certified Leader

The Student Development role is currently filled by Brian Condello. Anticipated hours per week to accomplish duties of this position: 5-10 hours/week. Administrative assistance will be provided by the *rti* Coordinator.

[4] **Coordinator**

The *rti* Coordinator is new position to be filled by November 1, 2013 at 20 hours/week @ $16.00/hour x 25% for benefits/payroll taxes (Grade 5). This position will provide 15 hours/week support to Academic Dean (Communication with students and Antioch School, Student records, Academic advising support, Academic Council admin, Misc duties) and 5 hours/week to Student Development staff person (Communication with potential students, mentors, and ministry supervisors, Record keeping, Miscellaneous duties).

    2013-14 20 hours per week x $16.00 x1.25 @ 34 weeks = $13,600
    2014-15 20 x $16.48 (3% cola) x 1.25 x 52 weeks = $21,424
    2015-16 25 x $16.97 (3% cola) x 1.25 x 52 weeks = $27,576
    2016-17 30 x $17.48 (3% cola) x 1.25 x 52 weeks = $34,086
    2017-18 30 x $18.00 (3% cola) x 1.25 x 52 weeks = $35,100

[5] **Instructors**
    (See Instructor Expenses Spreadsheet in *rti* Office)

[6] **Marketing:** Website -100/mos - 1200, Brochures -600, Signs – 300.

[7] **Build-out of *rti* Office & Classrooms** estimated at $50 x 1565 s.f. = $78,250.

[8] **Technology:** 2 Laptops - 1200, printers - 600, I-pad - 800, Doc Cameras – 300, 2 Projectors - 1200 = $4100.

Student Finances

Tuition & Fees

Tuition for *rti* students is $7200 payable to Antioch School regardless of how many General Education units may be transferred by the student. Tuition is not charged per course or credit hour, but monthly for a fixed period of time to spread out costs evenly over the entire period the student is pursuing a degree. The e-Portfolio system costs $750, and all Course Materials cost $750. An additional $3300 administrative fee is charged to each student by *rti* and included in monthly payment.

NOTE: Tuition and fees do not include General Education costs.

Table 11 *rti* Estimated Program Costs w/Chemeketa General Education

Expense	B.Min	Paid to	Description
Portfolio System	750	Antioch	Assessments, Development Plans, Artifacts, Attestations
Course Materials	750	Antioch	Discussion guides, projects, lifelong learning tools, theological readers
Tuition	7200	Antioch	Administrative support, Advising, student services
Antioch Sub-Total	8700		
rti Admin Support Fee	3300	rti	Administrative support, Instructors, curriculum costs
Total Antioch/ rti	12,000		
General Education	2944 Tuition 200 Books	Chemeketa	See App. Table 4 Gen Education Requirements (Tuition amount based on 30 credits @ $94 per credit. OR Resident. Tuition is $256 for Out-of-State Resident)
Gen Ed Sub-Total	3144		
Ministry Practicum	Variable	Variable	Add transportation, food, lodging, and miscellaneous in-country and travel expenses on all International ministry practicums
Total: Antioch, rti, Gen Ed	13,144		

Table 12 *rti* Estimated Program Costs w/Corban General Education

Expense	B.Min	Paid To	Description
Portfolio System	750	Antioch	Assessments, Development Plans, Artifacts, Attestations
Course Materials	750	Antioch	Discussion guides, projects, lifelong learning tools, theological readers
Tuition	7200	Antioch	Administrative support, Advising, student services
Antioch Sub-Total	8700		
rti Admin Support Fee	3300	rti	Administrative support, Instructors, curriculum costs
Total Antioch/ rti	12,000		
General Education Corban University	11,240 Tuition & Books	Corban	See App. Table 4 Gen Education Requirements (Tuition amount based on 30 credits @ $375 per credit)
Gen Ed Sub-Total	11,240		
Ministry Practicum	Variable	Variable	Add transportation, food, lodging, and miscellaneous in-country and travel expenses on all International ministry practicums
Total:Antioch, rti, Gen Ed	21,240		

Payment Options

A payment schedule is established for each *rti* student once admission is formally granted by Antioch School. The student will make payments directly to the Antioch School in Ames, Iowa, and *rti* (Salem Alliance Church) according to the schedule determined upon acceptance. If a student experiences financial difficulties and needs to make adjustments to their payment schedule, they should contact both the *rti* Coordinator and the Antioch School immediately.

Course Materials

rti programs utilize course materials from the Antioch School. These materials include unique educational resources (course notebooks, discussion guides, project guides and models, personal project guidance, lifelong learning guidance, and theological readers). Material costs is calculated into the student's financial plan at the outset of the program.

[c&ma national office partnership

To the Ends of the Earth

The dream of establishing a ministry training center in Salem is inextricably connected to the heart and passion of Dr. A.B. Simpson, founder of the Christian & Missionary Alliance. On Monday, October 1, 1883, the Missionary Training College opened on Eighth Avenue in downtown New York City as a direct result of Dr. Simpson's commitment to establishing an institution "where godly and consecrated young men and women can be prepared to go forth as laborers into the neglected fields."[3] What began 130 years ago is the catalyst for our work with emerging ministry leaders today.

This summer at General Council in Tampa, Florida, we (Fowler, Childs, and Dangaran) met with C&MA International Ministries leaders to share the *rti* dream. The specific purpose for that meeting was to seek formal approval from national office leadership for *rti* graduates to be recognized as 'viable candidates for international service with the C&MA.'[4] Obtaining the official stamp of approval from IM leadership for *rti* graduates would be a potential game-changer for the following reasons:

- *rti* students who are sensing God's call to full-time service would meet all requirements for local and international ministry postings with the C&MA upon graduation. *NOTE*: Our graduates would be competing with applicants from around the country without a guarantee of placement, however, an *rti* diploma would distinguish them as 'field-ready' and potential interview candidates.
- The *rti* model could become a training template for other churches in our district and around the country.
- The alarming trend of decreasing numbers of candidates for international service within the C&MA could be reversed.

I.M. leaders were not able to give us an official response in Tampa due to the impending C&MA presidential transition.[5] We are hopeful of receiving a positive response by year's end.

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[3] Niklaus, Sawin, and Stoesz. (2013). *All For Jesus*, The Christian & Missionary Alliance, Colorado Spring, CO.
[4] See RTI Ministry Prospectus (June 12, 2013). p. 7.
[5] Dr. John Stumbo was elected the 12th President of the Christian & Missionary Alliance on June 13th, 2013.

Appendix

Table 1 *rti* **Leadership Essential Functions**

rti Leadership Essential Functions	

rti Task Force
 	
 • Answers to Governing Board
   - Sr. Leader
   - Executive Pastor
   - Certified Leaders
 • Input from PMT Roles
	rti Certified Leaders
	
	 • Student Development
	   - Student recruitment and interviewing
	   - Development of mentors and ministry supervisors
	   - Ministry practicum assignments
	 • Academic & Administrative Services
	   - Communication & coordination with Antioch leadership
	   - Application & Acceptance into program
	   - Curriculum development for new elective courses
	   - Recruitment & development of Instructors
	   - Oversight of Academic Council; Academic advising
	   - Oversight of RTI Admin Office

rti Academic Council • Instruction • Curriculum/Course Development • Academic Advising • Chemeketa/Corban Liaison	rti Coordinator • Academic advising • Administrative support • Marketing and Communication • Student Services

Table 2 SIMA Motivated Abilities Pattern Assessment Form

Criteria	1	2	3	4	5
Demon-strated accurate under-standing	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
Enhancem ent of self-under-standing	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 develop-ment	Shows no relevance	Shows little relevance	Shows marginal relevance	Shows substantial relevance	Clearly shows major relevance

Table 3 Personal Development Plan Criteria

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 measurable	Insufficiently measurable	Marginally measurable	Sufficiently measurable	Extensively measurable

Table 4 Leadership Series Courses Competency Assessment

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	Addressed only some courses	Addressed all courses with many or large lapses	Addresses all courses with a few lapses within courses	Address 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 reflections 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

Table 5 General Education Requirements

General Education Requirement Areas		
Integrated Core	Transfer Credit Examples	CLEP Tests
Language: The Crucial Connection	English Composition, English Literature, College Writing	Analyzing and interpreting Literature, English Composition
Art: The Esthetic Experience	Art Appreciation, Art History, Music, Fine Arts, Painting, Literature, Sculpture	Humanities
Heritage: The Living Past	Western Civilization, Global Culture, U.S. History	U.S. History, Western Civilization
Institutions: The Social Web	Sociology, Anthropology, Government, Political Science, International Affairs	Social Sciences and History
Nature: Ecology of the Planet	Biology, Chemistry, Ecology, Zoology, Environmental Science	Natural Sciences
Work: The Value of Vocation	Economics, Business, Ethics, Marketplace Studies	Human Growth and Development
Identity: The Search for Meaning	Life Development, Psychology, Anthropology	

Table 6 Ministry Practicum Competency Assessment Form

Criteria	1	2	3	4	5
Planning	No learning contract, goals or items for preparation	Inadequate learning contract, goals or 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

Table 7 Teaching Practicum Competency Assessment Form

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