

PRACTICAL THEOLOGY IN CONGREGATIONS (PTC)

PX 20031 AND 20032/20131 AND 20132

Fall 2018 (Continued in Spring 2019)

Tuesday Evenings 6:00-8:00PM | Wednesday afternoons 1:30-3:20PM in Fellowship Hall

LEARNING CULTIVATOR: Marcus Hong, mhong@lpts.edu

CREDIT: 3 credits/sem. for a total of 6 credits. Taken alongside a 34-week-long congregational placement (1 FE unit/sem. for a total of 2 units). This is a required MDiv course.

COURSE DESCRIPTION: *PTC* combines field-based and classroom learning in order to encourage participants to deepen practical, spiritual and interpretive toolkits through the shared wisdom gained from communal reflection on the practice of ministry.

PREREQUISITES: There are no prerequisites; however congregation-based field placement is ordinarily required to be **concurrent** with *PTC*. Also, students should have taken foundational courses in Biblical Studies and Theology, History, and Ethics before enrolling in this course.

GOALS: We hope that students will

- Develop practical wisdom for ministry and begin to employ frameworks for practical theological reflection and interpretation;
- Experience ministry collaboratively, reflecting with a community willing to wrestle together on issues of importance to each group member;
- Learn techniques to assess theologically and sense intuitively a community's context, culture, and processes in order to guide ministry within that community and its context;
- Explore processes to help a congregation grow in faithfulness and discipleship;
- Develop a clearer sense of self as a pastoral/congregational leader; and,
- Value and cultivate spiritual formation for themselves and others.

These goals, along with the students' work in the congregational placement, support MDiv Program Goals 3, 4 and 5 (p. 12, 2016-17 catalog) or SLOs 3 and 5 (p. 12, 2017-18 catalog).

TEACHING METHODS: We will utilize lectures, presentations, panel discussions, artwork, large group discussion, small group work and case study reflection. Field supervisors will be invited to join in the class sessions at least twice a semester. Students will also write weekly in a Reflective Field Notebook and create an ePortfolio.

Class Policies

CONFIDENTIALITY: Confidentiality is a matter of ethics in ministry. It is the trustworthy use of information to assure appropriate care of those who seek our assistance. It is not synonymous with keeping a secret (Lebacqz, *Professional Ethics*, 1985). Rather, it requires being accountable for honoring another's trust while assuring the best possible care for them. Accountability may warrant consultation. In this course, for instance, we ask you to develop case material from your ministry settings for consultation with your classmates and the teaching team. To do such consultation responsibly, any identifying information is adequately disguised and the cases are shredded after class.

Confidentiality applies in many situations in our course. Confidentiality should be kept appropriately regarding discussions in supervisory meetings and in small groups. Confidentiality should also be considered when writing about events in your journals.

In this age of social networking, students are reminded that ethics in ministry extend to the life we live online. Postings about confidential pastoral and congregational matters in the field education setting on social networking sites are inappropriate and may become actionable legal, ecclesial, and disciplinary matters. Students are also advised to be careful and prudent about the personal data they share on such sites; despite the presumption of privacy, these social networks can be shared with third parties, including ordaining bodies, seminary officials, and church authorities.

DISCUSSION: For ours to be an open classroom where freedom to speak and respect for all are assured, we need to agree that comments and expressions of belief that may be at variance with those of the instructors, another student, or our own must be respected, heard, and treated fairly. We hope this same attitude prevails where students serve and is modeled by them in these settings.

INCLUSIVE LANGUAGE: Learning is fundamentally linked to communication, self-expression, and personal and social transformation. It respects individuals, their feelings, and their particular potential for contribution to common knowledge. Learning is fundamentally and intentionally inclusive. Since all learning is inherently ethical and political, and theological discourse traditionally has been patriarchal and gender exclusive, the Seminary has established a policy, in the interest of the construction of a learning community, that the language (symbols, metaphors) used in our class discussions and written work will be gender inclusive and respectful of all persons and groups as valued human creatures of God. Racism and white privilege, homophobia and transphobia, ageism, and prejudice toward people with physical and intellectual disabilities also permeate our society and are detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to being a community respectful and welcoming of difference and opposed to all forms of social oppression.

Direct quotations from theological texts and Bible translations do not have to be altered to conform to this policy (though they can be). In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from this portion of the LPTS website: <http://www.lpts.edu/academics/academic-resources/academic-forms/guides-policies-and-handbooks/inclusive-and-expansive-language>.

STATEMENT ON SEXUAL HARASSMENT AND FIELD EDUCATION: Please review the Field Education Statement on Sexual Harassment as found in the field education handbook on page 9. <http://www.lpts.edu/academics/field-education/placement-hub/policies-and-procedures>.

From the Dean's Office

ATTENDANCE: Students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Three or more absences per semester (1/4 of the course) may result in a low or failing grade in the course.

PLAGIARISM AND DOCUMENTATION POLICY: All students are expected to abide by Seminary policies and expectations concerning student integrity, including academic honesty and avoidance of plagiarism. The Seminary's policy on plagiarism is detailed in the Student Handbook, which is available on the Intranet or from the Dean of Students Office. Assistance with academic writing is available from the Academic Support Center.

SPECIAL ACCOMMODATIONS: Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

CITATION POLICY: Citations should follow Seminary standards, based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2018.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Assignments and Readings

BOOKS: Other readings will be distributed in class or on CAMS; books will be added in the spring.

- Floding, Matthew, ed. *Engage: A Theological Field Education Toolkit*. New York, NY: Rowman & Littlefield, 2017.
- Nouwen, Henri J.M. *Creative Ministry*. New York, NY: Image Books/Doubleday, 1971, 2003.

Choose 1 of the following:

- Andrews, William L., ed. *Sisters of the Spirit*. Bloomington, IN: Indiana University Press, 1986.
- Daniel, Lillian and Martin B. Copenhaver. *This Odd and Wondrous Calling*. Grand Rapids, MI: Eerdmans, 2009.
- Spong, Martha, ed. *There's A Woman in the Pulpit*. Woodstock, VT: Skylight Paths Publishing, 2015.

Choose 1 of the following:

- Lischer, Richard. *Open Secrets*. New York, NY: DoubleDay, 2001.
- Peterson, Eugene. *Pastor: A Memoir*. New York, NY: HarperCollins, 2011.
- Taylor, Barbara Brown. *Learning to Walk in the Dark*. New York, NY: HarperCollins, 2014.

REFLECTIVE FIELD NOTEBOOK: Each week, students will critically and theologically reflect on 1) spiritual practices, 2) readings and discussions, 3) memoirs, and 4) field education experiences based upon prompts that can be found in the detailed course schedule, starting on p. 4. Students will upload reflections onto their ePortfolio website (see below) under a password-protected blog. Feedback will be given every three weeks. Each week, students will write between 600 and 1000 words, with between 100 and 200 words dedicated to each of the four topics (sometimes more, sometimes less).

SMALL GROUPS: Small groups allow us to deepen our reflection. On some days, we will meet in small groups for the entire two hours; other days our time will be split between large and small groups. We hope these small groups become a source of encouragement, support, and challenge for everyone. Additional instructions will be given on the first day of class.

EPORTFOLIOS: *Year-long project.** An ePortfolio is a curated online collection of “artifacts” (written prayers, video or audio recordings, handouts, curricula, pictures, newsletter articles, etc.) that demonstrate learning, describe areas of interest, and express the creator’s personal character. Students will decide what artifacts to upload. Each artifact should be chosen to reflect on one or more of the following areas, which correspond to MDiv Program Goals and SLOs: 1) Worship; 2) Proclamation; 3) Formation; 4) Public Ministry; and 5) Vocational Identity. Students must upload at least one artifact per area. Each artifact should be accompanied by a descriptive and reflective paragraph (no less than 150 words) that makes the case for the artifact’s inclusion.

For the fall semester, students will create an “about me” section (Vocational Identity) and upload at least one artifact from one of the other four areas. Detailed information will be given in class.

CONGREGATIONAL PROJECTS: Students will complete four projects, often in consultation with their supervisor, nurturing committee, or other church members. Instructions for each will be given in class before the projects are due. For the Fall, these projects include 1) Pastoral Calendar and Life Framework, 2) Exploring Culture, 3) TWO Case Studies. Please bring your completed projects to class, either digitally or in print. If digitally, please e-mail your final project to Marcus before class.

GRADING: Placement supervisors will evaluate field-based experiences on a pass/fail basis. Students who demonstrate facility with skills listed in MDiv Program Goals and SLOs and who meet the terms of their Administrative Agreement and Learning Covenant will receive a passing grade for their two unit congregational placement. A passing grade from the field-based setting is mandatory to pass PTC.

<u>Assignment Breakdown</u>		<u>Grade Scale</u>			
Reflective Field Notebook	40%	A	93-100	C	73-76
Small Group Participation	20%	A-	90-92	C-	70-72
ePortfolio	20%	B+	87-89	D+	67-69
Congregational Projects	<u>20%</u>	B	83-86	D	63-66
	100%	B-	80-82	D-	60-62
		C+	77-79	F	<60

Schedule¹

	TOPIC	Date	Practice
Week 1	Introductions	Sep 11 12	
Week 2	<i>Who Are Pastors & What Do They Do? (Supervisors)</i>	Sep 18 19	EXAMEN
Week 3	Introduction to Case Studies	Sep 25 26	
Week 4	ePortfolio Workshop 1	Oct 2 3	
Week 5	Case Study Presentations 1	Oct 9 10	
	RESEARCH AND STUDY WEEK		
Week 6	<i>Ethics in Ministry (Supervisors, Panel Discussion)</i>	Oct 23 24	LECTIO DIVINA
Week 7	<i>Preaching, Caring, Celebrating (Supervisors, Panel)</i>	Oct 30 31	
Week 8	Congregational Culture and Festival of Theology	Nov 6 7	
	(No class – due to FoT last week)	Nov 13 14	VISIO DIVINA
	Thanksgiving (no class)	Nov 20 21	
Week 9	Case Study Presentations 2	Nov 27 28	
Week 10	ePortfolios Workshop 2	Dec 4 5	

Week 1 – SEPT 11 and 12 – Introductions

Introduction to the syllabus, to PTC, and to our small groups.

PRACTICE: N/A

READINGS: Textbooks Nouwen, *Creative Ministry*, "Chapter 1";
 Floding, "Engaging for Faithful Leadership"; "Engaging Theological Field Education"; "Engaging with Your Supervisor-Mentor"; "Engaging with Your Field Education Student";
On CAMS bell hooks, "Essentialism and Experience"

NOTEBOOK: **This first week, please print out your responses and bring them to class. Once your blog is up, copy and paste this response as your first entry.**

- 1) Practice – What spiritual practices do you currently engage? Why? How often? If you do not currently engage in a particular practice, what shapes your daily living?
- 2) Readings and Class – What are your expectations for this course? What do you hope to learn? What are your fears? Reflect on a positive learning experience you have had. How did or did it not reflect Nouwen's comparison between violent and redemptive learning? What similarities do you see between Nouwen's articulation of redemptive learning, and hooks' discussion of the role of experience in learning?
- 3) Memoir – Which one did you choose? Why? What do you expect to experience?
- 4) Field Experiences – How was your first day? What surprised you? What are you most looking forward to doing? What do you think will most challenge you?

PROJECTS: After our first meeting, spend no more than 2-3 hours setting up your ePortfolio. See the Handouts and Documents on CAMS for more information. Work with your supervisor on the *Pastoral Calendar* provided in class. We will use these calendars to prompt discussion next week. Please bring them with you.

***Remember to turn in your Administrative Agreement and Learning Covenant to the Field Education Office (Due next week, Sep. 19)!

¹ This course has been planned so that all tasks total between 10 and 14 hours per week. Each week, you can expect to spend 2 hrs in class, 1-2 hrs on your Notebook, 2-6 hrs reading, and 2-6 hrs on other tasks, including spiritual practices. It will behoove you to work or plan ahead. Readings are listed according to 1) the two required textbooks; 2) CAMS readings; 3) *suggested* pacing for memoirs. Pacing for the memoirs rests on the premise that you read 5-10 pages of the memoir every day. These memoirs are to act as companions along the way, to be read slowly, to be pondered. Nevertheless, you can read at your own pace.

Week 2 – SEPT 18 and 19 – Who Are Pastors and What Do They Do?

Supervisors attend. Introduction to Life Frameworks. Discussion of pastoral identity, roles, and schedules.

PRACTICE: Examen | Introduction to Life Frameworks

READINGS: Textbooks Nouwen, "Introduction" and "Conclusion";
Floding, "Engaging as a Gendered Person"; "Engaging Race"; "Engaging in Sustaining Spiritual Practices"; "Engaging in Personal Self-Care";
On CAMS Jean Stairs, "Credible Caregivers,";
Memoir Sisters of the Spirit – Preface, Forward, Intro
This Odd and Wondrous Calling – Forward, Preface, Chap. 1-4
There's a Woman in the Pulpit – Forward, Intro, Part 1

NOTEBOOK: 1) Practice – What was life-giving about your spiritual practice this week? What was a struggle?
2) Readings and Class – Respond to 2 or 3 questions from the end of the chapters from *Engage*. Please include the question(s) in your notebook so we know what prompted your reflection.
3) Memoir – What image(s) of a pastor are being used by the author(s) of your memoir?
4) Field Experiences – How was your first week? What was most life-giving? Most challenging? How was the experience of creating and then talking through a weekly pastoral calendar?

PROJECTS: N/A

Week 3 – SEPT 25 and 26 – Introduction to Case Studies

Discussion of practical theology and the reflective practice of case study writing and presentation.

PRACTICE: Examen

READINGS: Textbook Floding, "Engaging Theological Reflection";
CAMS Shared Wisdom, Chapter 1 and Appendix 1 and 2;
Memoir Sisters of the Spirit – Jarena Lee
This Odd and Wondrous Calling – Chp. 5-11
There's a Woman in the Pulpit – Part 2

NOTEBOOK: 1) Practice – What was life-giving about your spiritual practice this week? What was a struggle?
2) Readings and Class – Write a 3-sentence or less definition of Practical Theology.
3) Memoir – What stood out to you from your reading this week?
4) Field Experiences – Write a brief trial-run case study from your first 2 weeks in the field, in the 5-fold format provided by Shared Wisdom, Appendix 1.

PROJECTS: Spend an hour or two working on the "About Me" section of your ePortfolio. What information do you want to include here? Why? What pictures or images? Why?

Week 4 – OCT 2 and 3 – ePortfolios Workshop 1

Workshopping and diving deeper into ePortfolios.

PRACTICE: Examen

READINGS: Memoir Sisters of the Spirit – Zilpha Elaw 1 – pages 51-103 (stop at the top of 103, “and souls for my hire.”)
This Odd and Wondrous Calling – Chp. 12-20
There’s A Woman in the Pulpit – Parts 3 and 4

NOTEBOOK: 1) Practice – What was life-giving this week? What was a struggle?
2) Readings and Class – What websites (personal, church, or ministry) do you think do the best job of providing an accurate portrait of the person, church or ministry? Why? Provide links to these websites.
3) Memoir – What about your memoir reading has most encouraged you? What has most discouraged you?
4) Field Experiences – Who have you cared for this week? Who has cared for you?

PROJECTS: Case Studies

Instructions: All students should write a case study dealing with either “a first experience” or an event that raises issues pertaining to pastoral identity, pastoral authority, or some aspect of ministry. The experiences can be either positive or negative, but must contain some important matter you would like to discuss with your small group. Handouts that detail a model for case studies were given in Week 3. They are also on our CAMS course site.

E-mail your case studies to your Marcus by this Friday (Oct. 5). He will select two students per each small group to present their case next week. These students should make physical copies for all small group members.

Remember: confidentiality. Please remove any identifying details about anyone involved in the event. All physical copies should be collected and destroyed after class next week.

Week 5 – OCT 9 and 10 – Case Study Presentations 1

Large group for first 10 minutes, then break into small groups for case study presentations.

PRACTICE: Examen

READINGS: Memoir Sisters of the Spirit – Zilpha Elaw 2 – pages 103-160
This Odd and Wondrous Calling – Chp. 21-24
There’s a Woman in the Pulpit – Part 5

NOTEBOOK: 1) Practice – As we finish our last week of the Examen, reflect upon your experience. What was most helpful about it? What was most difficult? Would you engage in this practice again?
2) Readings and Class – What was most difficult about writing your case study? What was most helpful?
3) Memoir – What stood out to you from your reading this week?
4) Field Experiences – What was cause for celebration this week? What made you lament?

PROJECTS: N/A

RESEARCH AND STUDY WEEK

Enjoy this week away from the classroom! But, please still do your readings (which prepare you for the project), spiritual practice, and notebook. Begin your Exploring Culture Project.

PRACTICE: Lectio Divina

READINGS: On CAMS Studying Congregations, Chp. 3;
Niemann, "Dancing" in *Christian Practical Wisdom*;
<http://studyingcongregations.org/culture-frame>

Memoir Sisters of the Spirit – Julia Foote
This Odd and Wondrous Calling – Chp. 25-28
There's a Woman in the Pulpit – Part 6

NOTEBOOK: 1) Practice – What was life-giving this week? What was a struggle?
2) Readings and Class – Looking back over the first half of the semester, what themes have emerged in your course work and reflections? Read through your previous notebook entries. This can include all FOUR parts of your NOTEBOOK.
3) Memoir – As we finish our first memoir, what do you take away from what you have read? What challenged you? What strengthened your sense of call?
4) Field Experiences – What questions have emerged out of your placement?

PROJECTS: Begin working on the "Exploring Culture" Project (due Nov. 6/7).

Begin interviewing church members this week or next. Start with your nurturing committee (if you have one), but also make sure to interview 2-3 others. If you don't have a committee, do Part 1 with 2-3 church members and Part 2 with 2-3 different ones. Either bring or take pictures of any important artifacts. Bring the following 3 parts to class on November 6/7, in addition to any artifacts.

Part 1 Gather your Nurturing Committee. Explain that you'll need at least 1 hour, that this is part of your coursework, and that you'll share the answers with classmates, professor, and your supervisor. Ask everyone to take 10 minutes to think about and write down a story from the life of this congregation that represents the church at its best. Ask each person to share their story. Then, as a group, discuss what these stories say about the strengths, values, and culture of this congregation. Write down notes about this time of sharing. Bring the written stories AND your notes to class.

Part 2 Interview 2-3 congregants (if possible, different from above), either in person or in writing (record any verbal responses as close to verbatim as possible). Ask them:

1. Who are the heroes and the heroines of the congregation?
2. What are key events (positive and/or negative) in the congregation's life?
3. If this church were a Bible Story, what story would it be? Why?

Part 3 In 3-4 single-spaced pages, reflect on your interviews and your own observations, using the following five areas of inquiry:

1. What story is symbolic of the heart of your congregation's culture? How has it shaped the congregation? What themes or patterns emerged? Any special words?
2. In what ways is the culture reinforced or re-created? Some aspects to consider: Symbols, Rituals, Artifacts, Rules (unwritten), Denomination, Budget.
3. What behavior would be utterly unacceptable in your congregation?
4. How does the congregation use the Bible? What verses are quote frequently? What verses are found in the building? Which book of the Bible is the favorite?
5. What do you need to know about your congregation to survive? What clues does the culture give to how you might work for change?

Week 6 – OCT 23 and 24 – Ethics in Ministry

Supervisors invited. A Discussion of Ethics in Ministry. Panel Discussion.

PRACTICE: Lectio Divina

READINGS: Textbook "Engaging in Ministry Ethically";
On CAMS Willimon, *Calling and Character*, "The Pastor in the Community"
Lebacqz and Driskill, *Ethics and Spiritual Care*, selections;²
Memoir Open Secrets – Chp. 1 and 2
The Pastor – Intro, Chp. 1 and 2
Learning to Walk – Intro

NOTEBOOK: 1) Practice – What was life-giving this week? What was a struggle?
2) Readings and Class – Does your tradition have an ethics code? What do you think of it? Write your own code, in conversation with your tradition and our readings.
3) Memoir – Which one did you choose? Why? What do you expect to experience?
4) Field Experiences – Where did you experience God this week? Where do you wish you had experienced God?

PROJECTS: Continue working on your Exploring Culture Project.

Week 7 – OCT 30 and 31 – The Spirituality of Uniquely Congregational Ministry

Supervisors Invited. A Discussion of Congregational Ministry. Panel Discussion.

PRACTICE: Lectio Divina

READINGS: Textbook Nouwen, Chapters 2, 3 and 5
Memoir Open Secrets – Chp. 3-5
The Pastor – Chp. 3-7
Learning to Walk – Chp. 1 and 2

NOTEBOOK: 1) Practice – What was life-giving this week? What was a struggle?
2) Readings and Class – **NOTE: This will be a longer reflection than normal.**
a) Reflect on an excellent preacher that you have heard. How do they or do they not reflect Nouwen's discussion of dialogue and availability?
b) Reflect on someone who has shown care for you. How do they or do they not live into Nouwen's exploration of the dynamic between self-affirmation and self-emptying?
c) Reflect on a deeply impactful communal spiritual ritual (this could be weekly worship, a wedding, a funeral, a service of healing, etc.). How was or was not this experience reflective of Nouwen's exploration of "obedience"?
3) Memoir – How does this author's perspective on ministry differ from the first?
4) Field Experiences – How does your congregation do preach, care, and celebrate in its own unique way?

PROJECTS: "Exploring Culture" Projects are due next week, in class.

² This reading mentions a "grid." This grid outlines four dimensions in spiritual care, "(1) the *intrapersonal*, (2) the *interpersonal*, (3) the *structural*, and (4) the *environmental* aspects of life. Using the grid, persons seeking spiritual growth must look not only at their own intrapersonal issues and relationship with God, but also at the ways in which God may be at work in social relationships, the institutions and structures of the wider society (including but not limited to the church), and in the environment as a whole." (p. 33 in *Ethics and Spiritual Care*)

Week 9 – November 27 and 28 – Case Study Presentations 2

Large group for first 10 minutes, then break into small groups for case study presentations.

PRACTICE: Visio Divina

READINGS: Memoir Open Secrets – 16-19
The Pastor – Chp. 20-28
Learning to Walk – Chp. 6 and 7

NOTEBOOK: 1) Practice – What was life-giving this week? What was a struggle?
2) Readings and Class – Compare your case studies. How have you grown and changed since writing your first one? How did the process of case study sharing the first time impact how you wrote your second study?
3) Memoir – How do you see yourself in ministry differently from the person who wrote your memoir? What are you learning from this person about what it means to be a pastor?
4) Field Experiences – You should be filling out your final evaluation for this semester. What insights have emerged from the process of final evaluation?

PROJECTS: Make sure to upload an artifact for your ePortfolio for next week.
Your Final Evaluations for the semester are due NEXT WEEK (Dec. 5).

Week 10 – December 4 and 5 – ePortfolio Workshop 2

PRACTICE: Visio Divina

READINGS: Memoir Open Secrets – Chp. 20-22
The Pastor – Chp. 29-Afterword
Learning to Walk – Chap. 8, 9 and Epilogue

NOTEBOOK: 1) Practice – As we finish our last week of Visio Divina, reflect upon your experience of this spiritual practice. What was most helpful about it? What was most difficult? Would you engage in this practice again? Also reflect upon spiritual practices for this semester. Would you make any adjustments to your life framework (Week 2)?
2) Readings and Class – Reflect on this semester. What has been the greatest source of learning for you? Which course readings (other than memoirs) were most impactful? What would you have changed about the course? Why? What has been most helpful about creating an ePortfolio? What has been most frustrating?
3) Memoir – As we finish reading our second memoir, what do you take away from what you have read? What surprised you about the memoirs you read this semester?
4) Field Experiences – Your final evaluation counts as your reflection for this week.

PROJECTS: N/A

REFLECTIVE FIELD NOTEBOOK RUBRIC

Components	Total Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Theological Reflection	15		Strong and consistent theological reflection on ministry and pastoral vocation. (10-15 pts)	Some evidence of theological reflection on ministry and pastoral vocation. (7-9 pts)	Little evidence of theological reflection on ministry and pastoral vocation (4-6 pts)	This area is not addressed in any fashion. (1-3 pts)
Engagement With Course Materials	15		Consistent, deep engagement with spiritual disciplines, class sessions, course readings, and field placements in ways that are integrative, inform practice, and contribute to student's self-understanding and perspective of congregational life. (10-15 pts)	Tentative and surface engagement with course materials. (7-9 pts)	Superficial engagement with course materials in ways that leave out aspects of the course that have obvious bearing on matters the student encounters. (4-6 pts)	No engagement with course materials. (1-3 pts)
Writing style & mechanics	10		Communicates clearly and provides good documentation. (7-10 pts)	Some communication errors. Proper documentation usually provided. Some parts unclear or disorganized. (4-6 pts)	Writing is acceptable, but often unclear and disorganized. Proper documentation missing. (2-3 pts)	Abundant grammatical, spelling, and documentation errors. Writing indecipherable. (1 pts)
TOTAL	40 pts.		Comments:			

CASE STUDY RUBRIC

Components	Total Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Background	4		Provides helpful context. (4 pts)	Provides some context. (3 pts)	Provides little meaningful context. (2 pts)	This area not addressed in any fashion. (1 pt)
Description	10		Brief, but thorough description of events with details that are important to the analysis, evaluation and reflection. (6-10 pts)	Brief and fair description with enough details to make sense of analysis, evaluation and reflection. (4-5 pts)	Cursory description or overly long description with either insufficient or extraneous details. (2-3 pts)	This area is not addressed in any fashion. (1 pt)
Analysis	4		Meaningful analysis with themes that make connections between the description, the evaluation and the theological reflection. (4 pts)	Clear analysis with themes that make some connections between the description, the evaluation, and the theological reflection. (3 pts)	Superficial analysis with themes that do not seem to draw from the case or provide material for the evaluation and reflection. (2 pts)	This area is not addressed in any fashion. (1 pt)
Evaluation	6		Thoughtful, thorough evaluation of the case, with evidence of good self-reflection and good questions that open up group discussion. (6 pts)	Good evaluation of the case, with evidence of self-reflection and some insightful questions for group discussion. (4-5 pts)	Cursory evaluation of the case, with little evidence of self-reflection and generalized questions. (2-3 pts)	This area is not addressed in any fashion. (1 pt)
Theological Reflection	10		Clear and creative reflection that pulls together biblical and/or theological themes in ways that emerge organically from the case. (6-10 pts)	Good reflection that pulls out themes that make some sense in the context of the case. (4-5 pts)	Reflection does not address biblical or theological themes, themes are disconnected from the case. (2-3 pts)	This area is not addressed in any fashion. (1 pt)
Writing style & mechanics	6		Clear communication. (4-6 pts)	Some parts unclear or disorganized. (3 pts)	Writing often unclear, disorganized. (2 pts)	Writing indecipherable. (1 pt)
TOTAL	40 pts.		Comments:			

EXPLORING CULTURE RUBRIC

Components	Total Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Part 1	6		2-3 people interviewed. Stories brought to class (4-6 pts)	1 person interviewed. Stories brought to class (2-3 pts)	1 person interviewed. No stories obtained. (1 pt)	This area is not addressed in any fashion. (0 pts)
Part 2	6		2-3 people interviewed. Responses brought to class. (4-6 pts)	1 person interviewed. Responses brought to class. (2-3 pts)	1 person interviewed. No responses obtained. (1 pt)	This area is not addressed in any fashion. (0 pts)
Part 3	16		Meaningful analysis with themes that make connections between the various interviews, and demonstrate interpretive depth, with theological nuance. (12-16 pts)	Clear analysis with themes that make some connections. Basic interpretive and theological depth. (8-11 pts)	Superficial analysis with themes that do not seem to draw from the interviews. Little interpretive or theological depth. (4-7 pts)	This area is not addressed in any fashion. (1-3 pts)
Writing style & mechanics (only for Part 3)	8		Clear communication. Good documentation (if needed). (6-8 pts)	Some errors hinder communication. Some parts unclear or disorganized. (3-5 pts)	Writing is often unclear and disorganized. (2 pts)	Writing indecipherable. (1 pt)
TOTAL	40 pts.		Comments:			

ePORTFOLIO RUBRIC

Components	Total Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Selection of Artifacts	10		All five categories (Worship, Proclamation, Formation, Public Ministry, and Vocational Identity) clearly represented by at least one artifact. Selection demonstrates careful thinking about the category and offers meaningful perspective unique to the student and their placement. (8-10)	All five categories clearly represented by at least one artifact. The selection of artifacts demonstrates understanding of the categories and offers some perspective that relates to the student and their placement. (5-7)	At least half of the categories represented by one artifact. Most artifacts make sense in their categories. Selection demonstrates some thought, though with limited grasp of categories. Artifacts only loosely related to the student and their placement. (2-4)	One or fewer of the categories is represented. OR The artifacts presented do not seem to relate to any of the five categories. (1)
Reflections	10		All reflections clearly and creatively describe why artifacts demonstrate learning in their category. (8-10)	Most reflections describe why artifacts demonstrate learning in related category. (5-7)	A few reflections demonstrate some insight into the learning that the artifact represents. (2-4)	Missing, or do not show why artifacts demonstrate learning. (1)
Accessibility of Design and Appropriate Use of Multimedia	10		Design demonstrates intentionality and thoughtfulness in 1) <u>accessibility</u> : the size, color and format of the website (including fonts and images) contribute to the site's accessibility and readability and are used consistently; 2) <u>multimedia</u> : all multimedia used (including, but not limited to any artifacts) is appropriate for the intended audience and contributes to website's overall tone. (8-10)	The ePortfolio demonstrates some intentionality and thoughtfulness in the two areas of design accessibility and appropriate multimedia use, but is not always consistent or evidences mismatches in tone or intended audience. (5-7)	Both accessibility and multimedia use do not demonstrate intentionality and thoughtfulness consistently throughout. <u>OR</u> One of the two areas of accessibility and multimedia use is not attended to as coherently or as consistently as the other. (2-4)	Haphazard Design is difficult to understand. Chosen Multimedia either do not work (broken links, indecipherable audio; fuzzy pictures or video) or do not match the intended tone and audience. (1)
Clarity	10		The ePortfolio achieves clarity in 1) <u>expression</u> : the writing is clear and easy to understand; 2) <u>navigation</u> : the website is easy to navigate; 3) <u>organization</u> : the website is organized in a way that makes sense. (8-10)	The ePortfolio mostly achieves clarity in all three areas, though some aspects may be confusing. (5-7)	The ePortfolio is clear in only one of the three areas; or lacks clarity in most of the three. (2-4)	The ePortfolio is difficult to read, frustrating to navigate and haphazardly organized. (1)
TOTAL	40		Comments			