

What is your ePortfolio?

Like a visual artist has a collection of her work that demonstrates her abilities and perspectives, as a McCormick student you, too, will also assemble an ePortfolio that relates to your vocational goals. Ideally your ePortfolio will be a highly individualized resource that bears witness to your learning and your working potential.

The McCormick ePortfolio has five purposes:

- Promote learning
- Promote professional development
- Serve as a job search or placement tool
- Provide a record of student learning
- Create an assessment tool (assessment for the student and for the seminary)

The creation of your ePortfolio is one of your requirements for graduation. The required date to hand it in is January of the year you graduate.

Who has access to your ePortfolio?

The ePortfolio will be available to your faculty members, the administrative assistant in the masters level office, and the registrar. During the spring you graduate and for up to 18 months after graduation, portions of your ePortfolio will be viewed and read by MTS faculty, and perhaps also by an outside evaluator employed by McCormick. The Seminary uses the information provided by internal and external evaluators to help the faculty (1) assess the degree to which McCormick has achieved its academic goals and (2) identify areas for improvement. Think of this process as evaluators giving a grade to McCormick (instead of giving a grade to you). All evaluators are expected to maintain strict confidentiality and to report their findings only to the Seminary.

On the last page of this manual, you will find a consent form, giving the Seminary permission to use your ePortfolio for assessment purposes. Please fill it out and submit it to Alicia Rhine at the same time you submit your ePortfolio.

You need not restrict your ePortfolio to use at McCormick. You are also free to share your ePortfolio with others as you see fit. We advise, however, that you do so after you have finalized its contents and overall appearance.

How do you get started?

McCormick recommends that you work with Google Sites for your ePortfolio. To get started with this, open Google through your go.mccormick.edu account. See <http://youtu.be/KHIFQt9FgwU>

- Go to Google Sites
- Click on Create.
- Browse the template gallery, and you should see a menu of options that includes templates for each of McCormick's masters degree programs.
- Click on the appropriate template for the degree program in which you are enrolled.
- Click on the link <http://sites.google.com>
- Click on Use Template.
- Name your site.
- Click on Create
- By using the pencil icon you can edit your site. Be sure to save any changes you make by clicking on the save button at the top of the page.
- Begin with an introduction to your site on the Home Page. Feel free to delete the sample photo and replace it with one of yourself! Or. . . use other art, photography, as you like.
- Determine how public you want this ePortfolio to be. The site is automatically set for privacy, and indicates that "Anyone who has the link can view." If you change nothing, you can keep your ePortfolio private for now, and we suggest that you do that while you are developing it. In some McCormick classes you will be asked to share the link with your faculty members, and you are also asked to send the link to Alicia Rhine at arhine@go.mccormick.edu. If you want to make your portfolio public, click on "sharing and permissions" in the list of options at the left side of the page.
- In the menu at the side of the page you will see the learning outcomes for your degree listed. You can click on each one and then upload examples of your work as appropriate. Feel free to be visually creative.

What needs to be in your ePortfolio?

All ePortfolios will include the following:

- Personal introductory statement. This can also be your ePortfolio home page, or it can be on your personal profile page. We have discovered that this is a bit duplicative, so if you want to do one and not the other, that's fine.
- Statement of Faith (normally the statement written in the McCormick class T300)
- Two examples of your work that indicate your achievement in each of the learning outcomes designated for your degree program. These examples may be papers or projects that you have done in class at McCormick. They may be work that you did outside McCormick in other academic institutions, your job, your church, or a volunteer setting. At least one example for every outcome must be from work done at McCormick, and the final ePortfolio should represent work done in all the academic disciplines at McCormick (Bible, ethics, theology, history, and ministry). Varieties of media can be used; you can upload MP3 files, YouTube videos, Power Point or Prezi presentations, etc., as well as traditional academic work.
- A 4-5 page written statement that includes:
 1. A discussion about what you have learned with regard to each learning outcome, and a brief explanation of why each artifact is included in the portfolio
 2. Reflection on how you have grown in knowledge, skills, vocational understanding, and spiritual formation while at McCormick
 3. Suggestions for how McCormick can improve
- Vocational statement (one page)
- List of references that can be used when you look for work
- Resume that is appropriate for the work you seek after graduation

What is an appropriate resume? Well, that depends on the sort of work you are seeking. Some denominations have a resume template that ministers are expected to use. For example, if you are training for ordination in the Presbyterian Church (U.S.A.) you will be expected to fill out a Personal Information Form, better known as a PIF.

You may not be preparing for traditional ministry, and a different sort of resume or curriculum vitae may be more appropriate. Construct a resume that will work for you. Here are some resources that you can use.

<https://owl.english.purdue.edu/owl/section/6/23/>

<http://careercenter.depaul.edu/resumes/default.aspx>

McCormick's Learning Outcomes

Four core learning outcomes are shared by all masters programs at McCormick:

1. Think critically
2. Construct theological meaning using biblical and Christian traditions
3. Communicate effectively
4. Exhibit cross cultural competence

Additional MDiv learning outcomes

Exhibit pastoral imagination

Lead sustainable and just communities

Additional MAM learning outcome

Serve effectively in congregational ministries

Additional MTS learning outcome

Engage in theological research and analysis based upon an argument, and construct a theological essay or thesis article.

MAUM and MADD students should construct portfolios that reflect their achievement in the learning outcomes designed for these degree programs. Students in these programs should consult their advisors or the Associate Dean for Masters Programs about ePortfolio requirements.

An overview of all learning outcomes and rubrics for most of them can be found on the next several pages

McCormick Theological Seminary: Core Learning Outcomes

1. Think critically	2. Construct theological meaning using Christian traditions	3. Communicate effectively	4. Exhibit cross-cultural competence
<p>To think critically, a student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use disciplinary methods and principles (Biblical studies, theology, ethics, history, and the arts of ministry) effectively <input type="checkbox"/> Analyze texts, practices, ideas, principles, and perspectives from the Christian tradition <input type="checkbox"/> Demonstrate information literacy 	<p>To construct theological meaning, a student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know and understand Christian traditions <input type="checkbox"/> Interpret Christian traditions and contexts for the community one serves <input type="checkbox"/> Integrate concepts from different disciplines <input type="checkbox"/> Revise conclusions and beliefs in light of new learning, interpretations, or reasoning <input type="checkbox"/> Articulate an ecclesiology that is appropriate for one's tradition and social location <input type="checkbox"/> Exhibit familiarity with texts and practices of other faith traditions 	<p>To communicate effectively, a student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen well <input type="checkbox"/> Organize thoughts coherently and concisely <input type="checkbox"/> Use multiple technologies effectively <input type="checkbox"/> Be conscious of audience <input type="checkbox"/> Evaluate effectiveness of communication by self and others 	<p>To exhibit cross cultural competence, a student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand and articulate own social location <input type="checkbox"/> Recognize and honor the social locations of others <input type="checkbox"/> Discern and respect values held and expressed by self and others from individual, cultural, biblical, theological, and global perspectives <input type="checkbox"/> Understand systems of oppression such as racism, sexism, classism, heterosexism, etc. <input type="checkbox"/> Adopt and employ anti-racism practices
<p>Ministerial Qualities Intellectual rigor, honesty, curiosity, accuracy, discernment</p> <p><i>Note: these are aspirational and identify the personal qualities we seek to imbue and/or nurture as we educate toward each outcome</i></p>	<p>Ministerial Qualities Intellectual rigor, discernment, creativity, insightfulness</p>	<p>Ministerial Qualities: Civility, honesty, clarity, integrity, discretion, imagination</p>	<p>Ministerial Qualities: Respect, trust, curiosity, hospitality, empathy, self-awareness</p>

Think Critically	Construct Theological Meaning Using Christian Traditions	Communicate Effectively	Exhibit Cross Cultural Competence
<p>Evidence in work and performance. The student will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate and accurate use of disciplinary methods and principles <input type="checkbox"/> Construct cogent and persuasive arguments <input type="checkbox"/> Articulate reasons and evidence for arguments being made <input type="checkbox"/> Edit own work and evaluate or edit the work of others 	<p>Evidence in work and performance. The student will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain and discuss foundational Christian beliefs and practices <input type="checkbox"/> Build theological, ethical, and/or biblical frames for ministry contexts <input type="checkbox"/> Synthesize ideas and concepts across disciplinary boundaries 	<p>Evidence in work and performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulate the gospel message clearly in a variety of settings <input type="checkbox"/> Write and speak clearly <input type="checkbox"/> Discern and use the communication method that is appropriate for circumstance/audience <input type="checkbox"/> Able to identify strengths and weaknesses as a communicator <input type="checkbox"/> Construct cohesive and cogent arguments 	<p>Evidence in work and performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiate one's own social location from that of others <input type="checkbox"/> Examine and explain differences in perspective, location, and conviction <input type="checkbox"/> Show respect and honor for people and groups who are different from self <input type="checkbox"/> Employ anti-racist practices <input type="checkbox"/> Self-reflective of own attitudes, behaviors and practices <input type="checkbox"/> Enter another culture respectfully
<p>Measurable artifacts might include papers, analysis of texts or practices, case studies, maps</p>	<p>Measurable artifacts might include papers, case studies, sermons, prayers, class projects, role plays, field studies evaluations</p>	<p>Measurable artifacts: field studies evaluations, papers, sermons, public speech, role plays, class presentations and projects</p>	<p>Measurable artifacts: field study evaluations, class projects, papers, public speech, role plays, case studies</p>

McCormick Theological Seminary Degree-Specific Learning Outcomes for MDiv and MAM

<p>MDiv Outcome 5 Exhibit Pastoral Imagination</p> <p>To exhibit pastoral imagination, a student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret Christian tradition in contemporary contexts <input type="checkbox"/> Interpret the world and its challenges to people of faith <input type="checkbox"/> Practice the arts of ministry (such as teaching, preaching, pastoral care, worship leadership) effectively <input type="checkbox"/> Appraise the challenges found in particular settings <input type="checkbox"/> Model faith and integrity <input type="checkbox"/> Articulate a sense of call and the Christian values that support it 	<p>MDiv Outcome 6 Lead Sustainable and Just Communities</p> <p>To lead sustainable and just communities, a student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a theological/biblical framework for justice, sustainability, and community <input type="checkbox"/> Empower others for discipleship and public witness <input type="checkbox"/> Build relationships and networks <input type="checkbox"/> Model and promote prophetic leadership in the pursuit of justice 	<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p> <p>To serve effectively in congregational ministries, a student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be able to work effectively with diverse groups of people <input type="checkbox"/> Be aware of own leadership style and have ability to adapt according to needs of ministerial setting <input type="checkbox"/> Empower others for discipleship and leadership <input type="checkbox"/> Able to articulate a sense of call and the Christian values that support it <input type="checkbox"/> Engage in spiritual practices that deepen and enhance personal faith <input type="checkbox"/> Be able to nurture others in the life of faith
<p>Ministerial Qualities</p> <p>Empathy, creativity, self-respect, self-knowledge, humility, courage, ethical backbone, openness, spiritual depth, collaborative and organizational skills, self-care</p>	<p>Ministerial Qualities</p> <p>Compassion, adaptability, creativity, uses power wisely, insightfulness, wisdom, passion, interfaith sensibility, works well with diverse groups of people</p>	<p>Ministerial Qualities</p> <p>Empathy, creativity, self-knowledge, Spiritual depth, openness, ethical backbone</p>

<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>	<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>	<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>
<p>Evidence in work and performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and interpret the Christian tradition in a variety of congregational settings <input type="checkbox"/> Create resources for use in congregational ministries <input type="checkbox"/> Support and train leaders <input type="checkbox"/> Make connections between course learnings and ministry contexts <input type="checkbox"/> Exhibit abilities of collaboration, flexibility, and improvisation 	<p>Evidence in work and performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulate a theological/biblical framework for justice, sustainability, and community <input type="checkbox"/> Analyze social and cultural settings <input type="checkbox"/> Develop leadership skills in self and others <input type="checkbox"/> Synthesize classroom learning with public issues and concerns <input type="checkbox"/> Recognize and respect religious difference and collaborate effectively with people from different social locations 	<p>Evidence in work and performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and interpret the Christian tradition in a variety of circumstances <input type="checkbox"/> Exhibit compassion and empathy <input type="checkbox"/> Analyze cultural and social settings <input type="checkbox"/> Collaborate effectively <input type="checkbox"/> Synthesize course learning with everyday challenges of ministry contexts <input type="checkbox"/> Be a reflective practitioner
<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>	<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>	<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>
<p>Evidence in work and performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and interpret the Christian tradition in a variety of congregational settings <input type="checkbox"/> Create resources for use in congregational ministries <input type="checkbox"/> Support and train leaders <input type="checkbox"/> Make connections between course learnings and ministry contexts <input type="checkbox"/> Exhibit abilities of collaboration, flexibility, and improvisation 	<p>Evidence in work and performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulate a theological/biblical framework for justice, sustainability, and community <input type="checkbox"/> Analyze social and cultural settings <input type="checkbox"/> Develop leadership skills in self and others <input type="checkbox"/> Synthesize classroom learning with public issues and concerns <input type="checkbox"/> Recognize and respect religious difference and collaborate effectively with people from different social locations 	<p>Evidence in work and performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and interpret the Christian tradition in a variety of circumstances <input type="checkbox"/> Exhibit compassion and empathy <input type="checkbox"/> Analyze cultural and social settings <input type="checkbox"/> Collaborate effectively <input type="checkbox"/> Synthesize course learning with everyday challenges of ministry contexts <input type="checkbox"/> Be a reflective practitioner
<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>	<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>	<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>
<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>	<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>	<p>MAM Outcome 5 Serve Effectively in Congregational Ministries</p>

McCormick Theological Seminary Degree-Specific Learning Outcomes for MTS and ThM

<p>MTS Outcome 5 Engage in theological research and analysis based upon an argument & construct a theological essay or thesis article</p>	<p>ThM Outcome 3 Demonstrate advanced knowledge of theological and ethical methods</p>	<p>ThM Outcome 4 Conduct original research on a selected topic in theology or ethics</p>
<p>To engage in research and analysis based upon an argument, and construct an essay or thesis a student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Frame an argument, and understand what different perspectives might be brought to bear on the issues it raises <input type="checkbox"/> Conduct original and extensive research <input type="checkbox"/> Discern the research and findings applicable to the argument <input type="checkbox"/> Understand and employ research methods appropriate to the theological discipline <input type="checkbox"/> Use critical thinking in the construction of the argument <input type="checkbox"/> Communicate the argument clearly and persuasively 	<p>To demonstrate advanced knowledge of theological and ethical methods a student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate knowledge of Christian theology/ethics using traditions, texts, and practices <input type="checkbox"/> Show capacity to interact with and evaluate different theological/ethical perspectives and bring them into fruitful conversation with one another <input type="checkbox"/> Show ability to construct theological/ethical argument that is informed, reasonable, and self-critical 	<p>To conduct original research on a selected topic a student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formulate an interesting question worth exploring and a thesis to orient the exploration <input type="checkbox"/> Select appropriate resources from the field of theology/ethics for addressing an issue of importance <input type="checkbox"/> Employ fitting methodologies drawn from the theology/ethics field to address the question at hand <input type="checkbox"/> Fairly present perspectives alternative to the one being argued <input type="checkbox"/> Engage in meaningful conversation with others in the field around the chosen area of research
<p>Ministerial Qualities</p>	<p>Ministerial Qualities Discernment, open-mindedness, humility</p>	<p>Ministerial Qualities Creativity, self-discipline, persistence, respect for others</p>

<p>MTS Outcome 5 Engage in theological research and analysis based upon an argument & construct a theological essay or thesis article</p>	<p>ThM Outcome 3 Demonstrate advanced knowledge of theological and ethical methods</p>	<p>ThM Outcome 4 Conduct original research on a selected topic in theology or ethics</p>
<p>Evidence in work and performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet research and writing deadlines <input type="checkbox"/> Employ critical thinking <input type="checkbox"/> Communicate persuasively <input type="checkbox"/> Provide solid evidence and data to support claims of argument <input type="checkbox"/> Engage alternative points of view honestly <input type="checkbox"/> Produce coherent written work that reflects original research and genuine wrestling with the issues engaged <input type="checkbox"/> Use proper citations and bibliography to document all sources used in developing the essay or article <p>Measurable artifact: Theological essay or thesis article</p>	<p>Evidence in work and performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write and speak from enhanced knowledge of theological/ethical approaches and perspectives <input type="checkbox"/> Be able to illustrate a range of methods employed in the field and what these different approaches have to offer <input type="checkbox"/> Understand the history of development of a range of methods and why they are important <input type="checkbox"/> Employ a range of methods appropriately and self-critically 	<p>Evidence in work and performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in productive conversations with theological/ethical faculty in honing the area of research <input type="checkbox"/> Narrow the focus of the issue under consideration to a manageable scope <input type="checkbox"/> Conduct bibliographical research that fits the issue <input type="checkbox"/> Construct and carry out a plan for research and writing <input type="checkbox"/> Formulate a reasoned and evidenced argument <input type="checkbox"/> Accept and process critical evaluation from colleagues and faculty in the field <p>Measurable artifact: Masters Thesis</p>

LEARNING OUTCOME # 1: <i>Think Critically</i>				
	Score 9, 8, 7	Score 6, 5, 4	Score 3, 2, 1	Score 0
Standards	PROFICIENT	COMPETENT	BEGINNER	INADEQUATE
Appropriates religious traditions critically	Uses critical methods to propose novel interpretations & analyses of texts, practices, & subjects.	Uses critical methods in communicating her or his own analyses / interpretations	Distinguishes use of critical methods from conventional ways of reading / believing / acting	Not up to beginner
Articulates her or his own view & recognizes its difference from others	Proposes novel interpretations of belief & practice in response to timely issues	Accurately represents interpretations of traditions proposed by others & by –self	Distinguishes personal understandings of texts, ideas, etc from critical readings	Not up to beginner
Constructs clear & persuasive arguments using reasons & evidence	Uses critical methods to discover her or his own arguments	Accurately represents arguments of others	Distinguishes use of reasons & evidence from mere opinion	Not up to beginner
Evaluates & revises own work & others' work in light of analysis / interpretation	Incorporates constructive criticism of others into improved personal & group projects	Actively seeks & gives constructive criticism of individual & group projects	Acknowledges constructive criticism of her or his projects by others	Not up to beginner
Rethinks, Reforms, Revises	Rethinks own beliefs & practices through critical engagement with others	Gives reasons & evidence for revising beliefs & practices	Acknowledges that some beliefs & practices are inadequate	Not up to beginner

LEARNING OUTCOME # 2:				
<i>Construct theological meaning with Christian traditions</i>				
Score 9, 8, 7.		Score 6, 5, 4		Score 0
Standards	PROFICIENT	COMPETENT	BEGINNER	INADEQUATE
Knows Christian traditions	Demonstrates knowledge of biblical & Christian traditions within their contexts	Appropriates biblical & Christian traditions with accuracy & academic integrity	Recognizes biblical & Christian traditions at a basic level	Not up to beginner
Connects to contemporary contexts	Makes relevant connections between traditions & contemporary contexts	Thinks with imagination between different traditions & contemporary contexts	Distinguishes between different traditions & contemporary contexts	Not up to beginner
Respects other traditions	Appreciates one's own & respects others' traditions	Compares & contrasts traditions	Explains other traditions accurately	Not up to beginner
Rethinks, Reforms, Revises	Rethinks beliefs & practices through engagement with others	Gives reasons & evidence for revising beliefs & practices	Acknowledges that some beliefs & practices are inadequate	Not up to beginner
Claims one's voice	Claims one's own theological voice across a variety of traditions & contexts	Uses one's own theological voice clearly with respect for others	Distinguishes one's own theological perspective from others	Not up to beginner

LEARNING OUTCOME # 3: <i>Communicate effectively</i>				
Score 9, 8, 7		Score 6, 5, 4		Score 3, 2, 1
PROFICIENT		COMPETENT		BEGINNER
Standards				INADEQUATE
Accurately represents 'what they say' distinguished from 'what I say' in writing, speaking, online communication, etc	Summarizes & paraphrases in her or his own words the ideas of others giving credit via citations, etc.	Provides adequate & accurate citations to others' words & ideas in writing	Uses quotation marks, block quotations, & oral conventions to distinguish words & ideas of others from her or his own	Not up to beginner
Articulates theological wisdom / good news in a variety of settings	Growing in fluency to communicate in more than one language	Translates learning from classroom into other settings	Shows awareness of cultural & theological differences in audiences	Not up to beginner
'Reads' different audiences accurately, modifying communication methods & content for different contexts	Matches the most effective method of communication to specific audiences	Uses different methods of communication effectively & persuasively	Distinguishes between different audiences in church, society, school, media, etc.	Not up to beginner
Identifies her or his own strengths & growing edges as a communicator	Constantly seeks feedback from different audiences on effectiveness	Seeks constructive criticism from instructors & peers on effectiveness	Shows awareness of strengths & growing edges as a communicator	Not up to beginner
Uses multiple technologies effectively (online, public speaking, etc.) (Artifact dependent)	Uses online technologies to create new content for ministry, education, etc	Communicates clearly & succinctly in both writing & speaking in class, field studies, & workplace	Gives evidence of effective oral communication in class, public presentations, etc.	Not up to beginner

LEARNING OUTCOME # 4: <i>Exhibit Cross-Cultural Competency</i>				
	Score 9, 8, 7 PROFICIENT	Score 6, 5, 4 COMPETENT	Score 3, 2, 1 BEGINNER	Score 0 INADEQUATE
Standards				
Knows own context	Understands & articulates one's own social location, thinking critically about one's values	Understands one's own social location & its values that influence behavior & thinking	Recognizes one's own social location	Not up to beginner
Recognizes another's context	Recognizes another's context & behaves accordingly	Shows awareness of social differences without being judgmental	Recognizes another's social context	Not up to beginner
Listens carefully	Listens & observes deeply & accurately in another context	Gives evidence of reading & interviewing others, comparing & analyzing data	Gives evidence of reading about & interviewing others	Not up to beginner
Acknowledges tension	Appreciates that cross-cultural encounters involve tension & conflict	Shows awareness of complexity in understanding other cultural contexts	Identifies points of tension & conflict in cross-cultural encounters	Not up to beginner
Thinks & responds systematically	Articulates strategies & tactics to intervene in situations of oppression in co-operation with others	Understands asymmetries of power (racism, sexism, classism, heterosexism, etc.)	Communicates accurately & clearly about oppressive systems in different contexts	Not up to beginner

LEARNING OUTCOME # 6: <i>Lead just & sustainable communities</i>				
Score 9, 8, 7		Score 6, 5, 4	Score 3, 2, 1	Score 0
Standards	PROFICIENT	COMPETENT	BEGINNER	INADEQUATE
Articulate biblical, historical, & ethical frameworks for justice, sustainability, & community	Proposes novel insights into visions of justice, sustainability, & community	Accurately articulates others' visions of justice, sustainability, & community	Distinguishes between different visions of justice, sustainability, & community	Assumes meanings of justice, sustainability, & community are self-evident to all
Analyze social, cultural, & natural settings attentive to power dynamics & scientific explanations	Analyzes differences in power between groups & proposes alternative distributions of power	Compares & seeks explanations & understandings of social differences	Distinguishes her or his own social & cultural settings from others	Generalizes about other cultural contexts from her or his own social location
Develop leadership skills in self & others	Other instructors, peers, & colleagues acknowledge student's leadership	Practices leadership in classroom, congregation, workplace, & community	Shares leadership with others (instructor, peers, congregants)	Shows evidence of being a good follower but not yet a good leader
Recognize & respect religious & social differences for effective collaboration on public issues	Articulates religious & social differences in terms acknowledged as accurate by those of other contexts	Seeks opportunities to learn from persons of other religious & social contexts	Distinguishes her or his own religious & social contexts from others (aware of boundaries)	Generalizes about other religious contexts from her or his own religion
Synthesize classroom learning with public issues & local concerns	Focuses on seeking solutions to social problems, not merely criticizing institutions	Thinks critically about public issues in light of learning from others & research	Articulates connections between learning & contexts beyond classroom	Uses classroom learning to engage in self-righteous criticism of others & institutions