

COURSE SYLLABUS

CM402: Correctional Ministries Program Development and Evaluation

Course Lecturer: R. Steve Lowe, MA
President and Founder, Pacific Youth Correctional Ministries

Course Description

This course equips those ministering within correctional and community settings to research, plan, and administrate a ministry program that provides learning experiences to help offenders and returning citizens encounter the person of God, the truths of His Word, the power of His Holy Spirit, and to transform their thinking and behavior while developing basic life skills.

All meetings for this course will be conducted online. In terms of academic credit, this is a semester-length course, but it is offered in an intensive 8-week format.

Course Objectives

Upon completion of the course, the student should be able to do the following:

- Determine both a biblically based theology of mission with the incarcerated and a vision and mission with his/her specific correctional ministry program that serve as personal foundations for theory and praxis.
- Create a ministry program that provides transformation, motivates key stakeholders, and limits problems and liability.
- Apply evidence-based practices to his/her ministry program development.
- Describe the unique characteristics and diversity issues of offenders and their implications for ministry program development and the creation of learning opportunities.
- Develop volunteer recruiting, orientation, selecting (screening), training, placing, ongoing technical support, and evaluation strategies.
- Discuss the person and the work of the Holy Spirit in the process of teaching, learning, and spiritual formation.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



Chaplain R. Steve Lowe

Education:

- Claremont Graduate University, doctoral coursework in Criminal Justice
- California State University, San Bernardino, MA
- Pepperdine University, MA
- Talbot Theological Seminary, Biola University, MA
- BS in Criminology
- AA in Police Science

Teaching Career:

- Adjunct faculty, Wheaton College and the Billy Graham Center (School for Correctional Ministries-The American Chaplaincy Training School-Institute for Prison Ministries) and Biola University, specializing in criminology and juvenile delinquency coursework
- Professor of Correctional Ministries, Christian University GlobalNet

Other Career Highlights:

- Has provided over 45 years of professional institutional service to California's San Bernardino, Riverside, and Orange counties
- Supervisor for the Protestant Chaplaincy Ministry for the Orange County Juvenile Justice Complex's multiple institutions for 33 years
- Founder, President, and Executive Chaplain for Pacific Youth Correctional Ministries, an international chaplain-placing ministry
- Juvenile correctional chaplain
- Consultant in program development and implementation to Christian organizations and penal agencies
- Membership with the Southern California Area Council of Prison Fellowship, the Law and Justice Group of San Bernardino County, and faith-based collaborative efforts at gang violence reduction
- Co-founder, the Correctional Ministries and Chaplain's Association (CMCA)
- Developer, Correctional Ministries courses at Wheaton College and Christian University GlobalNet
- Ordained minister
- Certified hospital and correctional chaplain
- Probation juvenile facility counselor and therapist

Online Professor

R. Steve Lowe will serve as the online professor for this course. He will be introduced the first week of the course and will guide students through the 8-week study. For the duration of this course, he will be available to enrolled students by email and, at set times, by chat room or other real-time technology.

The following will be done by the online professor in order to stimulate student involvement and to facilitate effective learning:

- Post discussion questions for the online forum
- Interact with students in all discussions

- Evaluate student papers and/or assignments as they are submitted
- Provide assistance with technological problems that may occur
- Issue the students' final grades

For additional help as you work through this course, please read *Succeeding in Your Online Course*, which is provided at the end of this syllabus.

Course Texts

The following textbook is **required** for this course. You may order it through an online bookstore such as Amazon or Barnes and Noble, or by contacting the publishing company directly.

Collins, Jim. *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. HarperCollins, 2005.

Course Reader (provided in your online course materials)

Spitale, Lennie. *The Care and Feeding of Volunteers*. Unpublished.

Lowe, R. Steve. *Orange County Protestant Chaplaincy Ministry Policy and Procedure Manual*. Unpublished.

Lowe, R. Steve and Sheri Snyder. *Pacific Youth Correctional Ministries 2006-2010 Strategic Plan*. Unpublished.

Lowe, R. Steve. *Theology of Mission with the Incarcerated*. Unpublished.

Lowe, R. Steve. *The Village of Juvenile Hall*. Unpublished.

Religious Land Use and Institutionalized Person Act (RLUIPA). U.S. Department of Justice, Civil Right Division, Housing and Civil Enforcement Section.

<http://www.justice.gov/crt/religious-land-use-and-institutionalized-persons-act>

Lowe, R. Steve and Nick Arroyo. *Morals Clause*. Unpublished.

Lowe, R. Steve. *Increasing Religious Salience Among the Incarcerated*. Unpublished.

Lowe, R. Steve and Jan Lowe. *Life Action Plan*. Unpublished.

Lowe, R. Steve and Rick Johnson. *Ministry Summary Sheet*. Unpublished.

Lowe, R. Steve. *Pacific Youth Contact Sheet*. Unpublished.

Johnson, Rick and Sheri Snyder. *Protestant Chaplaincy Ministry Bible Study and Gospel Evaluation Sheet*. Unpublished.

Crime and Justice Institute. *Implementing Evidence-Based Principles in Community Corrections*.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, interacting with other students, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be viewed and/or read throughout the lessons of the course.

- **Video-based teaching**
The primary teaching session in each lesson is provided in Flash (FLV) and HTML5 (MP4) format. For international or domestic students who do not have the bandwidth required to view the video (384 Kbps DSL minimum), we provide the option of reading the lesson from a transcript of the teaching video (found in the lesson’s Class Time activity).
- **Multisensory learning**
Because the primary teaching information is provided in video and PDF text documents, students can choose the medium (or combination of media) that most closely aligns with their individual learning styles.

- **Readings and other media**

Reading from the required textbook(s) will be assigned to students each week.

Interaction

Whether sitting in a traditional classroom or studying from a distance, students benefit from interaction and collaboration with other students. In order to meet this need in distance theological education, CUGN offers structures and resources to encourage effective community interaction in this course.

Discussion Forum

This forum fosters peer-to-peer interaction in a global, threaded discussion. Students are required to respond to relevant questions posted by the instructors and to read and respond to the posts of fellow students.

Reflection

Through blogging, CUGN provides many opportunities for students to reflect on what they have learned, what they believe, and where they are challenged. The goal of these reflections is personal spiritual growth and transformation.

Course Requirements

This course consists of a mentor relationship, readings, video lectures, online group discussions, writing projects, and blogging. The information regarding these course components and expectations is as follows:

Mentor

This course requires that you seek out a mentor in your community with whom you can communicate by e-mail and/or telephone and with whom you can meet face-to-face at least twice during the course. The purpose of this mentoring relationship is to enable you to assimilate the teaching in this course into your life and ministry. Further definition of the mentor's role in this course can be found in the mentor requirements document available in the Before You Begin section of the course.

Reading

Study assignments covered in this course should be read in the context of the lesson in which they are assigned. In addition to the required textbooks, you may be asked to read supplementary materials.

Video Lectures

Each of the lessons in this course features a lecture delivered by R. Steve Lowe, president and founder of Pacific Youth Correctional Ministries. These instructional lectures are required and can be viewed as many times as needed. The written text of the lecture as well as a guided outline to assist in note taking are made available in PDF format. There are twenty-four lectures in this course; therefore, three lectures will be presented and discussed each week.

Discussion Forums

Discussion questions related to each week's lectures are integrated into the weekly course requirements. The Discussion Forum for each week will begin on Monday at 12:01 a.m. Eastern Standard Time (EST)

and end on Sunday at 11:59 p.m. EST. You must visit the Discussion Forum at least three times during each week of the course and your attendance will be validated by your posts. You are required to post your own original response and two responses to your classmates' posts for one question per lecture. You will have 3 questions to choose from for each lecture. Your answer to the discussion question of your choice must be submitted by Wednesday at 11:59 p.m. EST and your required peer response posts must be submitted prior to Sunday at 11:59 p.m. EST. Each response should consist of a well-conceived short paragraph or two. In addition, your course professor may comment on your posts, and you should be prepared to respond to those comments as well.

Research and Writing

Each written assignment is dependent on a careful reading of assigned readings and each written assignment must reflect the assigned reading(s).

Some points to consider:

- You can include personal experience in your paper, where it parallels some of the points made, but do not use it as the primary content; base your reactions and reflections on the material that you read.
- You may wish to disagree with what you have read or take issue with some of the author's conclusions—no problem. Feel completely free to criticize or disagree with what the author says or to raise issues with where his/her conclusions might lead. However, you must defend your reactions with concrete and supportable points. No “gut-level” beliefs allowed!

ALL ASSIGNMENTS MUST BE TYPED. Course work is due at the assigned due date unless prior arrangements have been made. LATE PAPERS will be penalized half a letter grade for each day late. Written work is expected to be college-level quality, spell-checked, and proofread. Failure to do so will affect the grade on the paper. Use the Turabian style manual. Double space your work, use 12-point type, and 1” margins. (250 words equals one-page of writing). *Contact the professor prior to the deadline if there is a problem.*

Reflection

You will be required to keep a blog during the 8 weeks of this course, posting *at least once per week*. Blog entries can be viewed only by you and your online professor, unless you wish to make them available to the rest of the class. The purpose of the blog is to help you reflect on what you are learning, what you believe, and where you may be challenged in your thinking and your life by what is studied in this course. The goal of these reflections is personal spiritual growth. See the *Personal Reflection and Evaluation* section near the end of the syllabus for blogging guidelines.

Due Dates

Each week of the course begins on Monday at 12:01 a.m. EST and ends on Sunday at 11:59 p.m. EST. Unless noted otherwise, all assignments are due at 11:59 p.m. EST on the Sunday of the week in which the assignment is due. For example, if an assignment is due during Week 2, you must complete and submit it by 11:59 p.m. EST on Sunday, the last day of Week 2. It is at your online professor's discretion to penalize late work.

Course Grading and Requirements

All coursework must be completed and turned in to your online professor within five days of the end of Week 8. Please note that it is at your online professor's discretion to penalize late work. Your grade for the course will be determined as follows:

Online Participation*	30% of Course Grade
Writing Projects	55% of Course Grade
Reading	10% of Course Grade
Mentor Meetings	5% of Course Grade

*Note: All students are expected to attend all online sessions.

Grading scale will be as follows:

A	94-100		A-	90-93		B+	87-89
B	84-86		B-	80-83		C+	77-79
C	74-76		C-	70-73		D+	67-69
D	64-66		D-	60-63		F	0-59

Weekly Topics and Assignments

Week 1:

- Take the Moodle tutorial for online instruction.
- Post introduction of yourself in the Student Introductions discussion forum.
- Listen to the following lectures:
 - #1: *Theology of Mission: Introduction*
 - #2: *Theology of Mission: Personal Theology of Mission*
 - #3: *Theology of Mission: Ministry Identity*
- Read the following:
 - *Theology of Mission with the Incarcerated*
 - *Good to Great and the Social Sectors*
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Assignment 1: Theology of Mission Paper

Begin a weeklong process of creating your own theology of mission. Make a stand-alone document or feel free to make use of some or all of the content in *Theology of Mission with the Incarcerated*. Add to or modify content of importance to you, as this will become the foundation of your personal ministry. However, if additions or modifications are made to the assigned reading document, they must be in red. Your general theology of mission will direct your program's specific mission and vision (to be completed week 3). All remaining coursework will build on your theological foundation created in this assignment. This

foundation must be one that you create and take personal ownership/stewardship for; it is yours and yours alone, as unto the Lord.

- Assignment 2: Brand Reputation

Jim Collins discusses the key link in social sectors of “brand reputation.” In Christian ministry, the idea of branding might seem too worldly; but your ministry, like it or not, does and/or will have a brand. Begin evaluating your brand and describe what you would like it to be. (Hint: A brand can be reduced to a simple tag line once a reputation is developed. Note the tag line at the bottom of the last page of your CUGN course syllabus). This assignment should be no longer than one page.

- Identify and contact your mentor.

Week 2:

- Listen to the following lectures:

#4: *Strategic Planning: Overview, Vision, and Mission*

#5: *Strategic Planning: Strategic Objectives*

#6: *Strategic Planning: Systems Approach*

- Read the following:

- *The Pacific Youth 2006-2010 Strategic Plan*

- *The Village of Juvenile Hall*

- Participate in the Discussion Forums.

- Complete blog entry(ies).

- Assignment 3: Vision Statement

Take your completed Theology of Mission Paper (from Week 1), read the *Pacific Youth Strategic Plan*, and based upon the reading and Lecture 4, create the vision statement for your current or future correctional ministry.

- Assignment 4: Mission Statement

Build on Assignment 3 by creating the mission statement for your current/future correctional ministry.

- Assignment 5: Environmental and Needs Assessment

Based on Lecture 4:

1. Research the number/names of correctional facilities (both youth and adult) within a certain radius (your choice of distance) of your local church. This is the “what” of a particular mission field.
2. When researching the facilities, determine the numbers of youth and adults incarcerated within each of these facilities. This is the “who” of a particular mission field.
3. When researching the facilities, determine what, if any current ministry is being conducted. Does the facility have a chaplain, a chaplaincy program, make use of volunteers, and so on? This step determines if additional ministry is needed to ensure a more complete service provision.

- Assignment 6: Strategic Objectives

1. Choose one strategic objective you consider to be of primary importance in fulfilling the vision and mission you created in Week 1. (You may change your mind later, but begin by choosing one.) This lecture concludes with additional clarification to help you with this assignment.
 2. State the strategic objective as clearly and precisely as possible. Wordsmith the statement until you like it and others can understand it.
 3. Create one goal under this objective that specifies the first action step toward making the objective a reality. Refer to Pacific Youth's plan to see what this looks like in outline form. You are moving from vision and mission (macroscopic) to your strategic objective of first importance (less macroscopic, more specific), and finally to your goal(s) (microscopic, even more specific.)
- Assignment 7: The Village of Juvenile Hall (no submission required)
In a later course module, you will be writing a response to this document. During Lecture 6, continue reading the document and see if any missiological, ethnographic, and anthropological highlights surprise you. Highlight those that do, and then refer to this assignment later in the course. We will be revisiting systems awareness and cultural awareness throughout this course, but we began with the environmental needs and assessment and are now continuing with *The Village of Juvenile Hall*.
 - Have first meeting with your mentor.

Week 3:

- Listen to the following lectures:
 - #7: *Evidence-Based Principles: Introduction to Social Science Research*
 - #8: *Evidence-Based Principles: Enhancing Intrinsic Motivation*
 - #9: *Evidence-Based Principles: Five Target Interventions*
- Read the following:
 - *The Pacific Youth 2006-2010 Strategic Plan*
 - *Implementing Evidence-Based Policy and Practice in Community Corrections*
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Assignment 8: Evidence-Based Principles
In the body of Lecture 7 you are asked to research whether actuarial risk/needs assessment tools exist for your ministry-targeted population. Please present an example of an assessment tool you discovered, or, if there are no tools available specific to your needs, determine how risk is identified and how you will begin assessing risk.
- Assignment 9: The Village of Juvenile Hall
Write a two-page summary of what you gained reading *The Village of Juvenile Hall*. Give one example of how the ethnographic techniques of anthropology would be useful in your gaining insight into both the setting and the population of your target group.

- **Assignment 10: Enhance Intrinsic Motivation**
After reading the section *Implementing Evidence-Based Policy and Practice in Community Corrections* (introductory section and chapters 1–4 required; chapters 5–6 recommended) on enhancing intrinsic motivation and engaging in the content of Lecture 8, determine what technique(s) would help motivate your target population to want to change. Give specific examples of questions you might ask, or how you would redirect someone who is attempting to avoid personal responsibility and/or is placing you in the advice-giving role.
- **Assignment 11: Risk Principle**
After engaging with Lecture 9 and your reading, taking from the subcategory you chose with Lecture 1 (assess actuarial needs/risk), determine what deeper subcategory is at greatest risk. Identify this person and/or group and state why you believe they are at greatest risk.
- **Assignment 12: Need Principle**
Determine what needs cry out for attention most with your deeper subcategory. If you could address only one thing with one person in your subgroup, what would that one thing be? Choose several needs to address.
- **Assignment 13: Responsivity Principle**
List the important/relevant characteristics of your target population that must be considered if effective service delivery is to occur. You choose the characteristics and the specifics within the characteristics. Use *The Village of Juvenile Hall* as an example of how to gain population awareness.
- **Assignment 14: Dosage**
Since you determined the target interventions in your need principle, you now have to determine what will be provided and how often, and ask if specific treatment protocols need to be created for certain individuals/groups.
- **Assignment 15: Treatment Principle**
For your target group, you will need to determine what, if any, ongoing treatment protocol is necessary to ensure sustainability of growth and development. All this assignment is asking is for you to think more long term than you usually do, and determine if you can create a process that extends your impact on others. This mitigates against merely temporary solutions to problems.

Week 4:

- Listen to the following lectures:
 - #10: *Policy and Procedure: Introduction and Overview*
 - #11: *Policy and Procedure: General Information*
 - #12: *Policy and Procedure: Key Institutional Policies*
- Read the following:
 - *Orange County Protestant Chaplaincy Ministry Policy and Procedure Manual, Ch. 1-4*
- Participate in the Discussion Forums.
- Complete blog entry(ies).

- **Assignment 16: Policy and Procedure**
Your P&P assignment this week is to begin creating the broad P&P that pertains to your ministry program/site. Every student must create P&P for general information and for key institutional policies. Note: Do not be microscopic in this assignment. Focus on the big-ticket P&P items that are nonnegotiable.
- **Assignment 17: EBP #4: Skill Train with Directed Practice - Part I**
Locate and document the specific training protocol that your organization/church has in place that trains and skill builds your service providers. If it is a campus ministry, how are you trained? If it is teaching Sunday school to fourth graders, how are you trained? If it is sending people into correctional facilities to teach Bible study or do counseling, discipleship, mentoring, or aftercare, how are they trained? Each task requires specific training. Determine what your organization/ministry provides to skill build staff and volunteers (please do not include introductory or orientation material; only provide that content which trains people for the tasks they are being asked to perform).
- **Assignment 18: EBP #4: Skill Train with Directed Practice - Part II**
Determine if your ministry/organization has any supervision mechanisms in place that help to ensure a consistency of service delivery by your entire team in every location where they minister. In other words, if your team was skill developed for specific tasks, are your team members performing those tasks? How does your ministry/organization know?
- **Assignment 19: EBP #4: Skill Train with Directed Practice - Part III**
So far, your homework this week has been to determine if and how your ministry/organization trains for skill development, and if they do, identify those mechanisms that ensure ongoing individual compliance and organizational alignment. Finish both of these tasks this week.
You may find that your ministry/organization does not train in skill development, especially with volunteers. If that is the case, you now have an important talking point to bring to the leaders. Not providing skills training for the specific tasks required is inexcusable. It must be remedied! Likewise, you may find your organization does provide training skills development but fails to follow through in an ongoing supervision role. Per your reading for the modules on EBP you have learned that ongoing correction is needed to keep your team aligned. If your ministry/organization does not have an ongoing supervisory, “tech support” process in place it needs to implement one immediately. Gently remind your team partners of the importance of training and supervision. There will be much more on this subject in the module concerning volunteer management.

Week 5:

- Listen to the following lectures:
 - #13: *Policy and Procedure: Church Service*
 - #14: *Policy and Procedure: Bible Study*
 - #15: *Policy and Procedure: The Topic of Your Choice*
- Read the following:
 - *Orange County Protestant Chaplaincy Ministry Policy and Procedure Manual*
 - RLUIPA

- *Implementing Evidence-Based Policy and Practice in Community Corrections*
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Assignment 20: Policy and Procedure

For this week's assignment, choose one specific topic/activity of your ministry/organization that needs immediate written P&P. Begin your chapter on that subject and work this week to complete the chapter. Lecture 15 provides additional assistance as you complete this assignment.

- Assignment 21: EBP #5: Increase Positive Reinforcement
Answer the two "Questions to Ask" on page 16 of your EBP reading: "Do we model positive reinforcement techniques in our day-to-day interactions with our co-workers?", and, "Do our staff understand and use the four-to-one theory in their interactions with offenders (or in your case, whoever your target population may be)?"
- Assignment 22: EBP #6: Engage Ongoing Support in Natural Communities (building collaborative networks)

Examine the steps I took to develop community support for my youth re-entering the community. After completing your own target population SWOT analysis, make a list of steps you need to take to ensure your target population has sustainable success.

Week 6:

- Listen to the following lectures:
#16: Religious Salience: Overview
#17: *Religious Salience: Learning Theory*
#18: *Religious Salience: What We Teach*
- Read the following:
 - *Increasing Religious Salience Among the Incarcerated*
 - *The Care and Feeding of Volunteers*
 - *Morals Clause*
 - *Implementing Evidence-Based Policy and Practice in Community Corrections*
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Assignment 23: Religious Salience

As we begin Lecture 16, you must assess the service delivery of your ministry/organization specifically to answer the question, "What exactly does your service delivery do that definitely increases religious salience within your target population?" If your ministry/organization does not have mechanisms in place, what could be added to current service delivery that would create opportunities for people to grow spiritually? As this module unfolds, we will be examining methodology that could take your team to a higher level of salience-building service delivery.

- **Assignment 24: EBP #7: Measure Relevant Processes and Practices - Part I**
Determine if your ministry/organization has any method of collecting pertinent service delivery data. Determine if it is an effective method. If you do not have a method, then begin creating one. If you have one needing modification, please do so. You may use Pacific Youth's *Ministry Summary Sheet* as a template or as a springboard in creating/modifying your own data collection.
- **Assignment 25: Religious Salience: Learning Theory**
In Lesson 17, there is considerable content on learning theory itself. In a two-page paper, discuss what information was most relevant for you in your particular teaching capacity and why.
- **Assignment 26: EBP #7: Measure Relevant Processes and Practices - Part II**
Besides capturing contacts and volunteer hours, begin listing what other categories of data that would prove helpful if captured accurately. Continue finding/creating/modifying your ministry/organization's data collection process. By week's end you will need to provide a type of ministry summary sheet that would be used by your staff persons and volunteers.
- **Assignment 27: Religious Salience: What Do We Teach?**
Research your ministry/organization and determine what, if any, discipleship curriculum exists. If none exists, research existing and available curricula and determine if one is properly suited to your needs. Present your findings.
If you do have curriculum, please review it to determine if it is biblically on target, readable, effective, and most of all, consistently used by your team. Report your findings.

Week 7:

- Listen to the following lectures:
 - #19: *Volunteer Management: Introduction*
 - #20: *Volunteer Management: Essential Components I*
 - #21: *Volunteer Management: Essential Components II*
- Read the following:
 - *The Care and Feeding of Volunteers*
 - *Pacific Youth Contact Sheet*
 - *Ministry Summary Sheet*
 - *Protestant Chaplaincy Ministry Bible Study and Gospel Evaluation Sheet*
 - *Implementing Evidence-Based Policy and Practice in Community Corrections Continue reviewing Implementing Evidence-Based Policy and Practice in Community Corrections (Chapters 5 & 6 - optional, but recommended).*
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- **Assignment 28: Volunteer Management**
Research, describe, and state in several pages what the volunteer program looks like in your

ministry/organization. Continue to read Spitale’s manual, highlighting that content which you see as most relevant for the development of your volunteer program.

- Assignment 29: EBP #7: Measure Relevant Processes and Practices - Part III

After taking all three lectures on EBP #7 and after reviewing the Pacific Youth *Contact Sheet* included in Lesson 19, determine what creative contact information your ministry/organization can capture that would more fully communicate “who you are and what you do.” Write at least two pages presenting creative thinking on this subject or develop your own contact sheet. As always, you may make personal use of the Pacific Youth document however you find it most useful.

- Assignment 30: Volunteer Management: Essential Components I

Research, describe, and state in several pages exactly how your ministry/organization recruits volunteers. Be specific.

- Assignment 31: EBP #8: Provide Measurement Feedback

Please continue reviewing the Pacific Youth *Contact Sheet* in Lessons 19 and 20, and determine whether or not it triggers data categories you could collect that would be valuable for feedback. Using your thought processes after reviewing this document, please begin/finish making a Ministry Contact Sheet specifically designed for your ministry/organization. You may use any or all of the Pacific Youth sheet.

- Assignment 32: Volunteer Management: Essential Components II

Research, describe, and share in several pages exactly how your ministry/organization orients, screens, trains, and supervises volunteers. List each component and give a summary statement of exactly what is done within each component.

Week 8:

- Listen to the following lectures:

#22: *The Life Action Plan: Introduction*

#23: *The Life Action Plan: Components*

#24: *The Life Action Plan: Concluding Remarks*

- Read the following:

- *Life Action Plan*

- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Assignment 33: Life Action Plan

For this final course assignment, work through and complete *The Life Action Plan*. Please approach by asking the Lord what He wants to bring to your attention. Let the Holy Spirit begin a new work in you as you carefully examine and evaluate your life. Fill out the plan as yourself today. Make it real! I will not ask you to submit the plan or share the contents with anyone unless you choose to do so. I do not want anyone embarrassed as they honestly appraise their life.

- Have final meeting with your mentor.

Week 8 Follow-Up:

- Complete and post all reflective blog entries.
- Complete Discussion Participation, Reading Completion, and Mentor Meetings Validations.
- Complete and submit course survey form.

Personal Reflection and Evaluation

The following guidelines may be of help to you as you prepare to make blog entries throughout the course.

To integrate academic studies with the walk of faith, you are asked to reflect on the content of the course and evaluate your life in light of what has been learned. These questions may help to guide your reflection process.

Step 1: Review

Think about the material you have studied in the course. Then ask these questions: What are two things you learned that you did not know before this study? What, if anything, in the course made you look at the church or something in the Bible in a new way?

Step 2: Assess

Think about your life, both past and present. Given the insights or understanding that you gained in this course, what changes do you need to make in the way you think or behave?

Step 3: Apply

What specific steps will you take in order to put these positive changes (from Step 2) into practice in your life?

Step 4: Record

Write your responses to the above reflections in your blog.

Notes Regarding This Syllabus

This syllabus is designed to provide learners with an overview of the course. CUGN will provide specific instructions related to assignments for each lesson, specific discussion question postings, and interactive involvement with all students.

Succeeding in Your Online Course

1. Remember that this is a full semester's study completed in eight weeks. Therefore, expect that there will be a significant time commitment needed in order to complete all the requirements.
2. If you have any questions about the Moodle program, the course requirements, schedule, or assignments, please contact the online professor who is ready and willing to help you have a successful online learning experience.

3. Technological problems may occur. Be sure to have a back-up plan in case of computer failure or late arrival of textbooks.
4. The satisfaction you get from this course will, in large part, depend on relationships you develop with other participants. So interact honestly, thoughtfully, considerately, and often. Lively discussion challenges the mind and energizes the soul!
5. Before you post a comment or a response to another student's comment, be sure you have read the material and listened to the lectures related to the topic under discussion.
6. Think about how you can promote additional discussion by the comments you post.
7. When you post, respond directly to the question under consideration and express your points clearly and concisely, making only one main point per post.
8. Participate in the threaded discussion at least three different times during each week.
9. Engage fellow students and the professor in dialogue, responding to comments made to your posts.
10. If you find sources related to the topic being discussed, please share them with the class. By the end of the course, we may be able to build a bibliography of books, articles, and Internet sources related to our topic.
11. Practice good "netiquette": Disagree respectfully, stay on point, and don't post anything that is derogatory or inflammatory.
12. Enjoy, learn, challenge, and be challenged!