



# Tier 1 Auxiliary Manual Supplement for Ver 6.0, 7.0 or 7.1

**Ver 7.1.b additional required assignments for Version 6.0, 7.0 or 7.1  
to earn a Teleo University degree**

## Section 4

### Additional Required Assignments (Ver 7.1.b)

**NOTE:** The following Tier 1 “Version 7.1.b” supplement contains the minimum additional assignments required to earn a Teleo University degree, diploma, or certificate. Submit the grades recorded in the Student Course Reports from your previous version and submit one final Student Course Report for the additional assignments contained in this supplement.

#### Contents

- 1. The Additional Assignments needed for a Teleo University Degree:**
  - Reading and Research Reports, Courses 1-10
  - Final Project Report, Course 10
  - Course 10 Exam
  - Final “Student Course Report” additional assignments grades
- 2. Appendix**
  - Recommended Reading
  - Taking Notes From Research Reading
  - Reading and Research Report Form
  - Master of Divinity Field Project Report Guide
  - Bachelor of Field Project Capstone Report
  - Diploma and Certificate Field Project Report
  - Teleo University Application and Reference Forms

## PASTORAL MINISTRY PROGRAMS

Dear T-Net Trainers and students,

Thank you for being committed to finishing the Great Commission by making disciples of Jesus Christ in and through your local church. Your participation in a T-Net Training Center has exposed you to some of the most uniquely effective disciple making pastoral training available. Most of the unique material in our curriculum has been requested and taught in Doctor of Ministry programs at many of the most prestigious evangelical seminaries in the United States. This material, along with the essentials of pastoral ministry education, was then packaged into a master's degree level curriculum we have come to know as the Tier 1 pastoral ministry program. Because many pastors across the globe could not qualify for the **Master of Divinity** degree program, Tier 1 assignments have also been adapted to create these additional awards:

- **Certificate of Pastoral Ministry** – available to those who do not have a secondary education degree
  - **Diploma of Pastoral Ministry** – available to those who have graduated from the grade 10 level
  - **Bachelor of Pastoral Ministry** – available to those who have graduated from secondary school grade 12
- Note: The Bachelor of Pastoral Ministry (BPM) degree has additional credits required for the USA degree and the TISOT degree for international students. See the Teleo University catalog or BPM Program Guides for specifics.

Teleo University has asked T-Net International to include all the degree assignments within the Auxiliary Manuals. Doing so will avoid confusion.

### What Assignments and Requirements are New for Tier 1 in Version 7.1.b?

The Tier 1 Auxiliary Manual Version 7.1.b now includes all assignments required for the Teleo University Pastoral Ministry Programs. The two most significant changes are Reading and Research Reports and a final Field Project Report. See the assignment descriptions for your program in the Auxiliary Manual Section 4 and see the Appendix for instructions on completing the Field Project Reports for a master's degree, Bachelor's degree, or diploma/certificate:

1. **Reading and Research Reports.** Each of the ten core courses now has a Reading and Research Report Assignment.
2. **Field Project Report.** All students must now present a Field Project Report that includes the "Vital Signs Summary Data for Disciple Making Church Revitalization" form documenting the 36-month disciple making church revitalization field project as recorded in the Ministry Data Sheets. All students will give a verbal presentation of the Vital Signs summary Data at the Course 10 final interview.

Students seeking master's and bachelor's degrees must also submit a written report as described in the Appendix. The approximate page length for the written reports are:

- MDiv Field Project Report: master's degree students are to write a 25-45 page (6,000-11,000 word) typed report;
- BPM Capstone Project Report: Bachelor's degree students write a 12-20 page (3000-5000 word) typed report; and
- Diploma and certificate students present a verbal report and submit the one-page "Vital Signs Summary Data" form.

### What Must Students do who have not used Auxiliary Manual Version 7.1.b?

1. Submit all ten Student Course Reports with grades using your previous Auxiliary Manual version (6.0, 7.0, or 7.1)
2. Complete the additional assignments contained in this Ver 7.1.b supplement and submit the grades using the final Student Course Report provided in this supplement.



David D Durey, BA, MDiv, DMin  
Provost, Chief Academic Officer

**Assignment 1.8 Reading and Research Reports** To develop and reinforce the habit of life-long learning through personal reading and research, students are required to identify relevant reading for which they write research notes and appropriate bibliography information to use in speaking or writing when quoting or paraphrasing the ideas of others. Students may choose books and articles from, but not limited to, the course recommended reading list posted at [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab). Complete one Reading and Research Report for each book or article (10 journal or web articles equal one book). Document the author, publisher, and bibliography information to create a proper source citation. Photocopy the Reading and Research forms in the Appendix or download PDF or Microsoft Word Reading and Research forms from [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab).

<b>Evaluation:</b>	<b>How to grade:</b>
<p>To confirm having read a book or article listed below, a completed Reading and Research Report must be submitted.</p> <ol style="list-style-type: none"> <li>Number of relevant books read _____ (recommended reading list or related book)</li> <li>Number of journal or web articles read _____ (10 recommended or course topic related articles count as equivalent to one book)</li> <li>Completed a Reading and Research Report on the course manual. Y / N</li> <li>Completed a Reading and Research Report on the resources provided in the appendix of the course manual. Y / N</li> </ol>	<ul style="list-style-type: none"> <li>Completed reports on 3-5 books (or the equivalent # of articles) = "4" <i>[master's degree reading assignment]</i></li> <li>Completed reports on 2 books (or the equivalent # of articles) = "3" <i>[bachelor's degree reading assignment]</i></li> <li>Completed 2 reports on the course manual and appendix resources = "2" or course related web articles <i>[diploma/certificate reading goal]</i></li> <li>Completed 1 report on the course manual, appendix resources, = "1" or a course related web article</li> <li>Did not complete a Reading and Research Report as assigned = "0"</li> </ul>

**Assignment 1.8 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_

**Assignment 2.8 Reading and Research Reports** To develop and reinforce the habit of life-long learning through personal reading and research, students are required to identify relevant reading for which they write research notes and appropriate bibliography information to use in speaking or writing when quoting or paraphrasing the ideas of others. Students may choose books and articles from, but not limited to, the course recommended reading list posted at [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab). Complete one Reading and Research Report for each book or article (10 journal or web articles equal one book). Document the author, publisher, and bibliography information to create a proper source citation. Photocopy the Reading and Research forms in the Appendix or download PDF or Microsoft Word Reading and Research forms from [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab).

<b>Evaluation:</b>	<b>How to grade:</b>
<p>To confirm having read a book or article listed below, a completed Reading and Research Report must be submitted.</p> <ol style="list-style-type: none"> <li>Number of relevant books read _____ (recommended reading list or related book)</li> <li>Number of journal or web articles read _____ (10 recommended or course topic related articles count as equivalent to one book)</li> <li>Completed a Reading and Research Report on the course manual. Y / N</li> </ol> <p>Completed a Reading and Research Report on the resources provided in the appendix of the course manual. Y / N</p>	<ul style="list-style-type: none"> <li>Completed reports on 3-5 books (or the equivalent # of articles) = "4" <i>[master's degree reading assignment]</i></li> <li>Completed reports on 2 books (or the equivalent # of articles) = "3" <i>[bachelor's degree reading assignment]</i></li> <li>Completed 2 reports on the course manual and appendix resources = "2" or course related web articles <i>[diploma/certificate reading goal]</i></li> <li>Completed 1 report on the course manual, appendix resources, = "1" or a course related web article</li> <li>Did not complete a Reading and Research Report as assigned = "0"</li> </ul>

**Assignment 2.8 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_

**Assignment 3.10 Reading and Research Reports** To develop and reinforce the habit of life-long learning through personal reading and research, students are required to identify relevant reading for which they write research notes and appropriate bibliography information to use in speaking or writing when quoting or paraphrasing the ideas of others. Students may choose books and articles from, but not limited to, the course recommended reading list posted at [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab). Complete one Reading and Research Report for each book or article (10 journal or web articles equal one book). Document the author, publisher, and bibliography information to create a proper source citation. Photocopy the Reading and Research forms in the Appendix or download PDF or Microsoft Word Reading and Research forms from [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab).

<b>Evaluation:</b>	<b>How to grade:</b>
<p>To confirm having read a book or article listed below, a completed Reading and Research Report must be submitted.</p> <ol style="list-style-type: none"> <li>Number of relevant books read _____ (recommended reading list or related book)</li> <li>Number of journal or web articles read _____ (10 recommended or course topic related articles count as equivalent to one book)</li> <li>Completed a Reading and Research Report on the course manual. Y / N</li> <li>Completed a Reading and Research Report on the resources provided in the appendix of the course manual. Y / N</li> </ol>	<ul style="list-style-type: none"> <li>Completed reports on 3-5 books (or the equivalent # of articles) = "4" <i>[master's degree reading assignment]</i></li> <li>Completed reports on 2 books (or the equivalent # of articles) = "3" <i>[bachelor's degree reading assignment]</i></li> <li>Completed 2 reports on the course manual and appendix resources = "2" or course related web articles <i>[diploma/certificate reading goal]</i></li> <li>Completed 1 report on the course manual, appendix resources, = "1" or a course related web article</li> <li>Did not complete a Reading and Research Report as assigned = "0"</li> </ul>

**Assignment 3.10 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_

**Assignment 4.10 Reading and Research Reports** To develop and reinforce the habit of life-long learning through personal reading and research, students are required to identify relevant reading for which they write research notes and appropriate bibliography information to use in speaking or writing when quoting or paraphrasing the ideas of others. Students may choose books and articles from, but not limited to, the course recommended reading list posted at [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab). Complete one Reading and Research Report for each book or article (10 journal or web articles equal one book). Document the author, publisher, and bibliography information to create a proper source citation. Photocopy the Reading and Research forms in the Appendix or download PDF or Microsoft Word Reading and Research forms from [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab).

<b>Evaluation:</b>	<b>How to grade:</b>
<p>To confirm having read a book or article listed below, a completed Reading and Research Report must be submitted.</p> <ol style="list-style-type: none"> <li>Number of relevant books read _____ (recommended reading list or related book)</li> <li>Number of journal or web articles read _____ (10 recommended or course topic related articles count as equivalent to one book)</li> <li>Completed a Reading and Research Report on the course manual. Y / N</li> <li>Completed a Reading and Research Report on the resources provided in the appendix of the course manual. Y / N</li> </ol>	<ul style="list-style-type: none"> <li>Completed reports on 3-5 books (or the equivalent # of articles) = "4" <i>[master's degree reading assignment]</i></li> <li>Completed reports on 2 books (or the equivalent # of articles) = "3" <i>[bachelor's degree reading assignment]</i></li> <li>Completed 2 reports on the course manual and appendix resources = "2" or course related web articles <i>[diploma/certificate reading goal]</i></li> <li>Completed 1 report on the course manual, appendix resources, = "1" or a course related web article</li> <li>Did not complete a Reading and Research Report as assigned = "0"</li> </ul>

**Assignment 4.10 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_

**Assignment 5.13 Reading and Research Reports** To develop and reinforce the habit of life-long learning through personal reading and research, students are required to identify relevant reading for which they write research notes and appropriate bibliography information to use in speaking or writing when quoting or paraphrasing the ideas of others. Students may choose books and articles from, but not limited to, the course recommended reading list posted at [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab). Complete one Reading and Research Report for each book or article (10 journal or web articles equal one book). Document the author, publisher, and bibliography information to create a proper source citation. Photocopy the Reading and Research forms in the Appendix or download PDF or Microsoft Word Reading and Research forms from [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab).

<b>Evaluation:</b>	<b>How to grade:</b>
To confirm having read a book or article listed below, a completed Reading and Research Report must be submitted.	<ul style="list-style-type: none"> <li>• Completed reports on 3-5 books (or the equivalent # of articles) = “4” <i>[master’s degree reading assignment]</i></li> <li>• Completed reports on 2 books (or the equivalent # of articles) = “3” <i>[bachelor’s degree reading assignment]</i></li> <li>• Completed 2 reports on the course manual and appendix resources = “2” or course related web articles <i>[diploma/certificate reading goal]</i></li> <li>• Completed 1 report on the course manual, appendix resources, = “1” or a course related web article</li> <li>• Did not complete a Reading and Research Report as assigned = “0”</li> </ul>
1. Number of relevant books read _____ (recommended reading list or related book) 2. Number of journal or web articles read _____ (10 recommended or course topic related articles count as equivalent to one book) 3. Completed a Reading and Research Report on the course manual. Y / N 4. Completed a Reading and Research Report on the resources provided in the appendix of the course manual. Y / N	

**Assignment 5.13 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_

**Assignment 6.16 Reading and Research Reports** To develop and reinforce the habit of life-long learning through personal reading and research, students are required to identify relevant reading for which they write research notes and appropriate bibliography information to use in speaking or writing when quoting or paraphrasing the ideas of others. Students may choose books and articles from, but not limited to, the course recommended reading list posted at [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab). Complete one Reading and Research Report for each book or article (10 journal or web articles equal one book). Document the author, publisher, and bibliography information to create a proper source citation. Photocopy the Reading and Research forms in the Appendix or download PDF or Microsoft Word Reading and Research forms from [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab).

<b>Evaluation:</b>	<b>How to grade:</b>
To confirm having read a book or article listed below, a completed Reading and Research Report must be submitted.	<ul style="list-style-type: none"> <li>• Completed reports on 3-5 books (or the equivalent # of articles) = “4” <i>[master’s degree reading assignment]</i></li> <li>• Completed reports on 2 books (or the equivalent # of articles) = “3” <i>[bachelor’s degree reading assignment]</i></li> <li>• Completed 2 reports on the course manual and appendix resources = “2” or course related web articles <i>[diploma/certificate reading goal]</i></li> <li>• Completed 1 report on the course manual, appendix resources, = “1” or a course related web article</li> <li>• Did not complete a Reading and Research Report as assigned = “0”</li> </ul>
1. Number of relevant books read _____ (recommended reading list or related book) 2. Number of journal or web articles read _____ (10 recommended or course topic related articles count as equivalent to one book) 3. Completed a Reading and Research Report on the course manual. Y / N 4. Completed a Reading and Research Report on the resources provided in the appendix of the course manual. Y / N	

**Assignment 6.16 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_

**Assignment 7.16 Reading and Research Reports** To develop and reinforce the habit of life-long learning through personal reading and research, students are required to identify relevant reading for which they write research notes and appropriate bibliography information to use in speaking or writing when quoting or paraphrasing the ideas of others. Students may choose books and articles from, but not limited to, the course recommended reading list posted at [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab). Complete one Reading and Research Report for each book or article (10 journal or web articles equal one book). Document the author, publisher, and bibliography information to create a proper source citation. Photocopy the Reading and Research forms in the Appendix or download PDF or Microsoft Word Reading and Research forms from [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab).

<b>Evaluation:</b>	<b>How to grade:</b>
<p>To confirm having read a book or article listed below, a completed Reading and Research Report must be submitted.</p> <ol style="list-style-type: none"> <li>Number of relevant books read _____ (recommended reading list or related book)</li> <li>Number of journal or web articles read _____ (10 recommended or course topic related articles count as equivalent to one book)</li> <li>Completed a Reading and Research Report on the course manual. Y / N</li> <li>Completed a Reading and Research Report on the resources provided in the appendix of the course manual. Y / N</li> </ol>	<ul style="list-style-type: none"> <li>Completed reports on 3-5 books (or the equivalent # of articles) = "4" <i>[master's degree reading assignment]</i></li> <li>Completed reports on 2 books (or the equivalent # of articles) = "3" <i>[bachelor's degree reading assignment]</i></li> <li>Completed 2 reports on the course manual and appendix resources = "2" or course related web articles <i>[diploma/certificate reading goal]</i></li> <li>Completed 1 report on the course manual, appendix resources, = "1" or a course related web article</li> <li>Did not complete a Reading and Research Report as assigned = "0"</li> </ul>

**Assignment 7.16 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_

**Assignment 8.19 Reading and Research Reports** To develop and reinforce the habit of life-long learning through personal reading and research, students are required to identify relevant reading for which they write research notes and appropriate bibliography information to use in speaking or writing when quoting or paraphrasing the ideas of others. Students may choose books and articles from, but not limited to, the course recommended reading list posted at [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab). Complete one Reading and Research Report for each book or article (10 journal or web articles equal one book). Document the author, publisher, and bibliography information to create a proper source citation. Photocopy the Reading and Research forms in the Appendix or download PDF or Microsoft Word Reading and Research forms from [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab).

<b>Evaluation:</b>	<b>How to grade:</b>
<p>To confirm having read a book or article listed below, a completed Reading and Research Report must be submitted.</p> <p>5. Number of relevant books read _____ (recommended reading list or related book)</p> <p>6. Number of journal or web articles read _____ (10 recommended or course topic related articles count as equivalent to one book)</p> <p>7. Completed a Reading and Research Report on the course manual. Y / N</p> <p>8. Completed a Reading and Research Report on the resources provided in the appendix of the course manual. Y / N</p>	<ul style="list-style-type: none"> <li>• Completed reports on 3-5 books (or the equivalent # of articles) = "4" <i>[master's degree reading assignment]</i></li> <li>• Completed reports on 2 books (or the equivalent # of articles) = "3" <i>[bachelor's degree reading assignment]</i></li> <li>• Completed 2 reports on the course manual and appendix resources = "2" or course related web articles <i>[diploma/certificate reading goal]</i></li> <li>• Completed 1 report on the course manual, appendix resources, = "1" or a course related web article</li> <li>• Did not complete a Reading and Research Report as assigned = "0"</li> </ul>

**Assignment 8.19 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_

**Assignment 9.17 Reading and Research Reports** To develop and reinforce the habit of life-long learning through personal reading and research, students are required to identify relevant reading for which they write research notes and appropriate bibliography information to use in speaking or writing when quoting or paraphrasing the ideas of others. Students may choose books and articles from, but not limited to, the course recommended reading list posted at [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab). Complete one Reading and Research Report for each book or article (10 journal or web articles equal one book). Document the author, publisher, and bibliography information to create a proper source citation. Photocopy the Reading and Research forms in the Appendix or download PDF or Microsoft Word Reading and Research forms from [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab).

<b>Evaluation:</b>	<b>How to grade:</b>
<p>To confirm having read a book or article listed below, a completed Reading and Research Report must be submitted.</p> <p>1. Number of relevant books read _____ (recommended reading list or related book)</p> <p>2. Number of journal or web articles read _____ (10 recommended or course topic related articles count as equivalent to one book)</p> <p>3. Completed a Reading and Research Report on the course manual. Y / N</p> <p>4. Completed a Reading and Research Report on the resources provided in the appendix of the course manual. Y / N</p>	<ul style="list-style-type: none"> <li>• Completed reports on 3-5 books (or the equivalent # of articles) = "4" <i>[master's degree reading assignment]</i></li> <li>• Completed reports on 2 books (or the equivalent # of articles) = "3" <i>[bachelor's degree reading assignment]</i></li> <li>• Completed 2 reports on the course manual and appendix resources = "2" or course related web articles <i>[diploma/certificate reading goal]</i></li> <li>• Completed 1 report on the course manual, appendix resources, = "1" or a course related web article</li> <li>• Did not complete a Reading and Research Report as assigned = "0"</li> </ul>

**Assignment 9.17 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_

**Assignment 10.14 Field Project Report** All students must present a Field Project Report that includes the “Vital Signs Summary Data for Disciple Making Church Revitalization” form documenting the 36-month disciple making church revitalization field project implementation as recorded in the Ministry Data Sheets. All students will give a verbal presentation of the Vital Signs summary Data at the Course 10 final interview.

The “Vital Signs Summary Data” form provides specific information in the following areas:

- Vital Sign 1: Church Attendance Growth
- Vital Sign 2: Giving Growth
- Vital Sign 3: Equipping, Mobilizing and Multiplying Disciple Making Leaders
- Vital Sign 4: Mobilizing Adult Participation Sequential Disciple Making Groups
- Vital Sign 5: Culturally Effective Evangelism Resulting in Engaged Disciples (Converts)
- Vital Sign 6: Church Planters Apprenticed to lead Outreach Discovery Bible Studies
- Vital Sign 7: House Church Plants using Outreach Discovery Bible Studies

Students seeking master’s and bachelor’s degrees must also submit a written report as described in the Appendix. The approximate page length for the written reports are:

- MDiv Field Project Report: master’s degree students are to write a 25-45 page (6,000-11,000 word) typed report;
- BPM Capstone Project Report: Bachelor’s degree students write a 12-20 page (3000-5000 word) typed report; and
- Diploma and certificate students present a verbal report and submit the one page “Vital Signs Summary Data” form.

Master’s and Bachelor’s degree students must demonstrate reading and research skills and proper citation of sources and include a Works Cited list. Students must cite multiple sources for each of the seven “Vital Signs” and may include some citations from T-Net curriculum as outlined in the Appendix. Visit [www.teleouniversity.org/writinglab](http://www.teleouniversity.org/writinglab) to download document templates for the MDiv and BPM Project Reports and the Teleo University Style Guide which includes MLA citation and Works Cited samples and instructions.

See the Appendix of this Auxiliary Manual for instructions on completing each of the three Field Project Reports: master’s degree, Bachelor’s degree and diploma/certificate.

<p style="text-align: center;"><b>Evaluation:</b></p> <p><b>Use the Field Project Report Guide in the Appendix that matches the student’s degree criteria to answer the following questions:</b></p> <ol style="list-style-type: none"> <li>1. Is the “Vital Signs Summary Data” form completed? Yes / No</li> <li>2. Does the total page length meet the requirements for the degree? Yes / No</li> <li>3. Is each Vital Sign adequately addressed to meet the content and page requirements for the desired degree? Yes / No</li> <li>4. Are citations used correctly in the report text based on the Teleo University Style Guide? Yes / No</li> <li>5. Is a Works Cited included and correctly formatted based on the Teleo University Style Guide? Yes / No</li> </ol>	<p style="text-align: center;"><b>How to grade: Master’s and Bachelor’s</b></p> <p><b>Have the student give a short verbal presentation of the Vital Signs Summary Data at the Course 10 final grading interview before reviewing written reports.</b></p> <ul style="list-style-type: none"> <li>• “Yes” to all five questions = “4”</li> <li>• "Yes" to questions 1, 2, 3 and 4 but "No" to 5 = "3"</li> <li>• "Yes" to questions 1, 4, and 5 but "No" to 2 or 3 = "2"</li> <li>• "Yes" to question 1 but "No" to 2, 3, 4, and 5 = "incomplete"</li> </ul> <hr/> <p style="text-align: center;"><b>How to grade: Diploma and Certificate</b></p> <ul style="list-style-type: none"> <li>• “Yes” to question 1 and a short verbal presentation = “4”</li> <li>• "No" to question 1 or no verbal presentation = "incomplete"</li> </ul>
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**Assignment 10.16 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_



**Assignment 10.15 Reading and Research Reports** To develop and reinforce the habit of life-long learning through personal reading and research, students are required to identify relevant reading for which they write research notes and appropriate bibliography information to use in speaking or writing when quoting or paraphrasing the ideas of others. Students may choose books and articles from, but not limited to, the course recommended reading list posted at [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab). Complete one Reading and Research Report for each book or article (10 journal or web articles equal one book). Document the author, publisher, and bibliography information to create a proper source citation. Photocopy the Reading and Research forms in the Appendix or download PDF or Microsoft Word Reading and Research forms from [www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab).

<b>Evaluation:</b>	<b>How to grade:</b>
<p>To confirm having read a book or article listed below, a completed Reading and Research Report must be submitted.</p> <ol style="list-style-type: none"> <li>Number of relevant books read _____ (recommended reading list or related book)</li> <li>Number of journal or web articles read _____ (10 recommended or course topic related articles count as equivalent to one book)</li> <li>Completed a Reading and Research Report on the course manual. Y / N</li> <li>Completed a Reading and Research Report on the resources provided in the appendix of the course manual. Y / N</li> </ol>	<ul style="list-style-type: none"> <li>Completed reports on 3-5 books (or the equivalent # of articles) = "4" <i>[master's degree reading assignment]</i></li> <li>Completed reports on 2 books (or the equivalent # of articles) = "3" <i>[bachelor's degree reading assignment]</i></li> <li>Completed 2 reports on the course manual and appendix resources = "2" or course related web articles <i>[diploma/certificate reading goal]</i></li> <li>Completed 1 report on the course manual, appendix resources, = "1" or a course related web article</li> <li>Did not complete a Reading and Research Report as assigned = "0"</li> </ul>

**Assignment 10.14 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_

**Assignment 10.9 Exam** Master the material in Course 10. Study for the exam and receive an appropriate score on your exam

<b>Evaluation:</b>	<b>How to grade:</b>
<p>Grade received = _____ points out of a possible 70 points</p>	<p>Grading Scale            62-70 = "4"            53-61 = "3"            45-52 = "2"            44 or less = "incomplete"</p>

**Assignment 10.9 grade** \_\_\_\_\_

Date completed \_\_\_\_\_ Printed name of grader \_\_\_\_\_ Signature of grader \_\_\_\_\_

Leave Blank

**1. T-NET STUDENT COURSE REPORT: Ver 7.1.b Supplement** 2.Training Center/Core Module # \_\_\_\_\_

(Use one T-Net Student Report for each Tier 1 Course or Tier Two Core Module class)

3. Trainer's Name \_\_\_\_\_ 4.Date Course Starts (dd/mm/yyyy) \_\_\_\_\_

5.Student Name (printed as on degree) _____														
6. Student is: <input type="checkbox"/> New to this center (New students must have already turned in a "T-Net Training Center Application" or it must accompany this course report) <input type="checkbox"/> Continuing from last course <input type="checkbox"/> Absent: But expected to make-up course within 30 days <input type="checkbox"/> Dropped: (Explain How/Why?) _____														
7. Amount of In-Country Course Tuition Collected: _____ <input type="checkbox"/> Certification in Pastoral Ministry tuition collected <input type="checkbox"/> Diploma of Pastoral Ministry tuition collected <input type="checkbox"/> Bachelor level tuition collected <input type="checkbox"/> Masters level tuition collected <input type="checkbox"/> Other payment collected (amount: _____)							<b>Vital Signs:</b> Church Name: _____ 1. Adult Attendance (Q2): At Course 1 ____ At Course 10 ____ 2. Average Weekly Giving (Q5): At Course 1 ____ At Course 10 ____ 3. # of Disciple Making Leaders (Q11) ____ # of Primary Leaders (Q7) ____ 4. # of Disciple Making Groups (Q14) ____ # of adults in DM Grps (Q15) ____ 5. # of Converts (DS #19) _____ 6. # of Church Planting Apprentices (Q23) _____ 7. # of Church Plants (Q24 + Q25) _____							
<b>- Fees Collected for Partner School USA Degree Programs -</b>														
8. Partner School Student Degree fees (if collected on the school's behalf) <input type="checkbox"/> Registration (\$50 USD) <i>Due at Course 1 (To submit with application)</i> <input type="checkbox"/> Administration (\$50 USD) <i>Due at Course 4, Past Due at Course 6</i> <input type="checkbox"/> Graduation (\$50 USD) <i>Due at Course 6, Past Due at Course 9</i>							9. Amount Received: <input type="checkbox"/> Received in USD. _____ <input type="checkbox"/> Received equivalent amount in local currency. _____							
<b>Complete blanks 1-9 above at registration.</b>							<b>Complete blanks 10-17 below during grading interview</b>							
10. Session numbers missed in this course - _____														
11. Session numbers made up since last course _____														
12. Name of person teaching these make-up sessions _____											13. Fully covered sessions – (Yes/No)			
14. Assignment # completed	1.8 Reading	2.8 Reading	3.10 Reading	4.10 Reading	5.13 Reading	6.16 Reading	7.16 Reading	8.19 Reading	9.17 Reading	10.9 Exam	10.14 FP Report	10.15 Reading		
15. Grade given														
16. Other Course Assignments														
17. Grade given														

# Vital Signs for DM Church Revitalization – Annual Report Worksheet (Course 10)

(Submit one Vital Signs Annual Report for each Church, NOT for each student)

Church name: \_\_\_\_\_ Your Name/Position: \_\_\_\_\_

Country: \_\_\_\_\_ Location/Center #: \_\_\_\_\_

**Vital Signs:** Calculate the following from your Ministry Data Sheets (list your results on the front of your Student Course Report):

1. Attendance Growth (DS Q2) Using Data Sheet Question #2,
  - a. Write the total number of adults recorded as attending at Course 1 \_\_\_\_\_
  - b. Write the total number of adults recorded as attending at Course 10 \_\_\_\_\_
  
2. Giving Growth (DS Q5) Using Data Sheet Question #5,
  - a. Write the average weekly giving as recorded at Course 1 \_\_\_\_\_
  - b. Write the average weekly giving as recorded at Course 10 \_\_\_\_\_
  
3. # of Disciple Making Leaders (DS Q7/Q11)
  - a. Write the number of primary leaders presently serving in the church as recorded in Data Sheet Question #7 \_\_\_\_\_
  - b. Use Data Sheet Question #11 and enter the total number of current disciple making group leaders \_\_\_\_\_
  
4. # of Disciple Making Groups (DS Q14/Q15)
  - a. Use Data Sheet Question #14 and enter the total number of disciple making groups at this course \_\_\_\_\_
  - b. Use Data Sheet Question #15 and enter the total number of adults currently attending a disciple making group \_\_\_\_\_
  
5. # of Converts (DS Q19) \_\_\_\_\_ Use Data Sheet Question #19 and enter the total number of converts brought into the mother church and all Outreach Come and See Discovery Bible Study house church plants.
  
6. # of Church Planting Apprentices (DS Q23) \_\_\_\_\_ Use Data Sheet Question #23 to enter the current number of church planting apprentices.
  
7. # of Church Plants (DS Q24 + Q25) \_\_\_\_\_ Add Data Sheet Questions #24 and #25 and enter the current number of house church plants (Outreach Come and See Discovery Bible Study house church plants).

# Exam for Course 10

To be taken by Course 10 Final Interview

Grading Scale

62-70 = "4"

53-61 = "3"

45-52 = "2"

44 or less = "incomplete"

1. What is the purpose of our training? (1 Point)  
*"To finish the Great Commission in our country, and then in all the world!"*
2. What are four realities and three results needed to finish the Great Commission? (7 Points)  
(You only need to write the four realities bold titles and the three results statements)
  1. **Critical Mass:** (An effective, disciple making church of 100 (or two disciple making churches of 50) for every 1000 persons.)
  2. **Proximity:** (An effective, disciple making church within easy travel distance of every person in an area, say within 5 kilometers. This proximity is necessary to reach every person.)
  3. **Magnetism:** (An effective, disciple making church in which every kind of person can feel welcome including city dwellers, tribals, and even foreign-born citizens. This allows us to finish with every kind of person.)
  4. **Steady Growth:** (The total impact of the effective, disciple making churches in that region is conversion growth several times faster than the population. This allows us to not only finish the job, but also maintain in the face of population growth after reaching the above goals.)

*These four realities should produce three results:*

- ***Every neighborhood is saturated with disciple making churches***
- ***Every person has been personally invited to receive Christ***
- ***Every willing convert is nurtured in an ongoing disciple making process***

4. Name the eleven major periods of church history and the years associated with each period. (11 points)
  1. *Apostolic period 30-100 AD*
  2. *Persecution period 100-312 AD*
  3. *Roman Empire period 312-590 AD*
  4. *Medieval period 590-800 AD*
  5. *Holy Roman Empire period 800-1054 AD*
  6. *Crusades period 1054-1305 AD*
  7. *Renaissance period 1300-1500 AD*
  8. *Reformation period 1517-1648 AD*
  9. *Rationalism and Revival period 1648-1789 AD*
  10. *Liberalism, Missions and Revival period 1789-1914*
  11. *Modernism, Secularism, and Post-Modernism period 1914-Present*
5. Name the Period in Church History represented by the following: *Period of the Crusades 1000-1300 AD* (1 Point)
  - Original sin
  - Seven sacraments
  - Papal power
  - "Think it"
  - Thomas Aquinas

6. Name the Period in Church History represented by the following: Period of Liberalism 1800-1900 AD (1 Point)
  - Documentary Hypothesis
  - Evolution
  - No Slavery
  - “Save it”
  - William Carey
  
7. Name the Period in Church History represented by the following: Period of the Renaissance 1300-1500 AD (1 Point)
  - New world
  - Nation states
  - Three popes
  - “Re-discover it”
  - John Hus
  
8. Name the Period in Church History represented by the following: Period of the Roman Empire: 300-600 AD (1 Point)
  - Heresy
  - Trinity
  - Christ’s deity
  - “Control it”
  - Augustine
  
9. Name the Period in Church History represented by the following: Period of Persecution: 100-300 AD (1 Point)
  - Fathers
  - Apologists
  - Theologians
  - “Defend it”
  - Cyprian
  
10. Name the Period in Church History represented by the following: Period of Holy Roman Empire 800-1000 AD (1 Point)
  - Transubstantiation
  - Investiture struggle
  - False Decretals
  - “Split it”
  - Abbott Berno
  
11. Name the Period in Church History represented by the following: Period of Rationalism 1650-1800 AD (1 Point)
  - Science
  - Deism
  - Missions
  - “Revive it”
  - John Wesley

12. Name the Period in Church History represented by the following: *Apostolic period 30-100 AD*  
(1 Point)
- Resurrection
  - Good News
  - Great Commission
  - “Keep it simple”
  - Paul
13. Name the Period in Church History represented by the following: *Medieval Period 600-800 AD* (1 Point)
- Pope
  - Sacraments
  - Christ’s humanity
  - “Worship it”
  - Gregory I
14. Name the Period in Church History represented by the following: *Period of Modernism 1900 - Present* (1 Point)
- Liberal Church
  - Para-Church
  - Mega-Church
  - “Broadcast it”
  - Bill Bright
15. Name the Period in Church History represented by the following: *Period of the Reformation 1500-1650 AD* (1 Point)
- Sola scriptura
  - Sola Gratia
  - Sola Fide
  - “Reform it”
  - Martin Luther
16. List twelve of the sixteen doctrines that were addressed in Course 10. (12 Points)
- *Bibliology*
  - *Election and Free will*
  - *God, the Father*
  - *God, the Son*
  - *Dispensational and Covenant Theology*
  - *The Holy Spirit*
  - *Angels*
  - *Satan and Demons*
  - *Role of Women in the Church*
  - *Man and Sin*
  - *Healing and the Atonement*
  - *Doctrine of Salvation*
  - *The Gift of Tongues*
  - *Doctrine of the Church*
  - *Doctrine of End Times*
  - *Health/Wealth Gospel*

17. List the sub-points for each of the five general steps or “5 P’s” of preparing a lesson: (18 Points)

**Pray:**

- \_\_\_\_\_(*Pray*)\_\_\_\_\_
- Constantly ask, “What difference does this make in \_\_\_\_\_(*my life*)\_\_\_\_\_?”

**Preview:**

- Read and understand all points from the \_\_\_\_\_(*background information*)\_\_\_\_\_ of the book
- Master all \_\_\_\_\_(*memory work*)\_\_\_\_\_ yourself
- Read prayerfully and observationally the \_\_\_\_\_(*entire passage*)\_\_\_\_\_ you will teach
- Write down your questions and call your pastor to get answers
- Use other \_\_\_\_\_(*study tools*)\_\_\_\_\_ if available

**Plan:**

- Choose a lesson \_\_\_\_\_(*topic sentence*)\_\_\_\_\_ – or make your own
- Choose a \_\_\_\_\_(*life principle*)\_\_\_\_\_ – or make your own
- Choose the \_\_\_\_\_(*major points*)\_\_\_\_\_ of your lesson – or make your own
- Choose a \_\_\_\_\_(*life application*)\_\_\_\_\_ – or make your own

**Prove:**

- Determine what \_\_\_\_\_(*Facts*)\_\_\_\_\_ need to be included to “prove” each point in your outline

**Polish:**

- Develop \_\_\_\_\_(*illustrations*)\_\_\_\_\_ to add “emotion” to your lesson
- Add an \_\_\_\_\_(*introduction*)\_\_\_\_\_
- Add a \_\_\_\_\_(*conclusion*)\_\_\_\_\_
- Choose the \_\_\_\_\_(*teaching methods*)\_\_\_\_\_ you will use
- Add the \_\_\_\_\_(*memory*)\_\_\_\_\_ work to your lesson
- \_\_\_\_\_(*Practice*)\_\_\_\_\_ your lesson before you “preach” it

17. What is your homework to be done before the final interview for Course 10? (10 Points)

1. Finish all current and previous assignments listed in the Auxiliary Manual.
2. Continue to meet with disciple making leaders in a Ministry Community twice a monthly.
3. Teach all small group and potential Mid-Sized group leaders the Survey of Doctrine course included in the Course 10 manual.
4. Continue to try to recruit 65-75% of your church members into disciple making small groups.
5. Distribute your Disciple Making Recipe to 70-90% of your regular attendees.
6. Seek to have one or more apprentices in every disciple making small group.
7. Coordinate with your Country Director and other centers to launch Course 1 at a remote training center.
8. Complete the Data Sheets before arriving for Course 10 grading interview.
9. Train your next-generation training center by teaching or co-teaching all of Course 6 or CM C-6 to your students.
10. Coach your students monthly and support them as they lead their students to multiply to the next-generation.



# Exam for Course 10

To be taken by Course 10 Final Interview

Grading Scale

62-70 = "4"

53-61 = "3"

45-52 = "2"

44 or less = "incomplete"

1. What is the purpose of our training? (1 Point)
2. What are four realities and three results needed to finish the Great Commission? (7 Points)  
(You only need to write the four realities bold titles and the three results statements)

1.

2.

3.

4.

*These four realities should produce three results:*

- **Every**

- **Every**

- **Every**

4. Name the eleven major periods of church history and the years associated with each period. (11 points)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

5. Name the Period in Church History represented by the following: (1 Point) \_\_\_\_\_
- Original sin
  - Seven sacraments
  - Papal power
  - “Think it”
  - Thomas Aquinas
6. Name the Period in Church History represented by the following: (1 Point) \_\_\_\_\_
- Documentary Hypothesis
  - Evolution
  - No Slavery
  - “Save it”
  - William Carey
7. Name the Period in Church History represented by the following: (1 Point) \_\_\_\_\_
- New world
  - Nation states
  - Three popes
  - “Re-discover it”
  - John Hus
8. Name the Period in Church History represented by the following: (1 Point) \_\_\_\_\_
- Heresy
  - Trinity
  - Christ’s deity
  - “Control it”
  - Augustine
9. Name the Period in Church History represented by the following: (1 Point) \_\_\_\_\_
- Fathers
  - Apologists
  - Theologians
  - “Defend it”
  - Cyprian
10. Name the Period in Church History represented by the following: (1 Point) \_\_\_\_\_
- Transubstantiation
  - Investiture struggle
  - False Decretals
  - “Split it”
  - Abbott Berno
11. Name the Period in Church History represented by the following: (1 Point) \_\_\_\_\_
- Science
  - Deism
  - Missions
  - “Revive it”
  - John Wesley

12. Name the Period in Church History represented by the following: (1 Point) \_\_\_\_\_

- Resurrection
- Good News
- Great Commission
- “Keep it simple”
- Paul

13. Name the Period in Church History represented by the following: (1 Point) \_\_\_\_\_

- *Pope*
- *Sacraments*
- *Christ’s humanity*
- *“Worship it”*
- *Gregory I*

14. Name the Period in Church History represented by the following: (1 Point) \_\_\_\_\_

- Liberal Church
- Para-Church
- Mega-Church
- “Broadcast it”
- Bill Bright

15. Name the Period in Church History represented by the following: (1 Point) \_\_\_\_\_

- *Sola scriptura*
- *Sola Gratia*
- *Sola Fide*
- *“Reform it”*
- *Martin Luther*

16. List twelve of the sixteen doctrines that were addressed in Course 10. (12 Points)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

17. List the sub-points for each of the five general steps or “5 P’s” of preparing a lesson: (18 Points)

**Pray:**

- \_\_\_\_\_
- Constantly ask, “What difference does this make in \_\_\_\_\_?”

**Preview:**

- Read and understand all points from the \_\_\_\_\_ of the book
- Master all \_\_\_\_\_ yourself
- Read prayerfully and observationally the \_\_\_\_\_ you will teach
- Write down your questions and call your pastor to get answers
- Use other \_\_\_\_\_ if available

**Plan:**

- Choose a lesson \_\_\_\_\_ – or make your own
- Choose a \_\_\_\_\_ – or make your own
- Choose the \_\_\_\_\_ of your lesson – or make your own
- Choose a \_\_\_\_\_ – or make your own

**Prove:**

- Determine what \_\_\_\_\_ need to be included to “prove” each point in your outline

**Polish:**

- Develop \_\_\_\_\_ to add “emotion” to your lesson
- Add an \_\_\_\_\_
- Add a \_\_\_\_\_
- Choose the \_\_\_\_\_ you will use
- Add the \_\_\_\_\_ work to your lesson
- \_\_\_\_\_ your lesson before you “preach” it

17. What is your homework to be done before the final interview for Course 10? (10 Points)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

# **APPENDIX**

1. Recommended Reading
2. Taking Notes From Research Reading
3. Reading and Research Report Form
4. Master of Divinity Field Project Report Guide
5. Bachelor of Field Project Capstone Report
6. Diploma and Certificate Field Project Report
7. Teleo University Application and Reference Forms

# RECOMMENDED READING

A list of recommended reading for each term is posted at My Teleo ([www.teleouniversity.org/readinglab](http://www.teleouniversity.org/readinglab)). Use this recommended reading list to fulfill the Reading and Research assignments. You are not limited to this list. You are encouraged to find these and other resources using the Teleo University online library or approved library resources in your language and country.

## LIBRARIES

1. **Teleo University provides an online library accessible through [www.TeleoUniversity.org](http://www.TeleoUniversity.org)**  
Students are encouraged to access recommended reading and research books and journal articles related to the course content using the universities online library. The library subscribes to numerous databases to provide access to scholarly and peer-reviewed journal articles, e-books, newspapers, magazines, and much more. Online resources are accessible remotely 24/7 through “My Teleo” at [www.TeleoUniversity.org](http://www.TeleoUniversity.org).
2. **Local libraries are additional sources for information and research.** Ask your study group facilitator or country director for a list of libraries available to you in your country. Possibilities include:
  - Local colleges, seminaries, and universities
  - Public libraries
  - Church libraries, pastors’ libraries, and other professionals’ libraries

**SAMPLE RECOMMENDED READING LISTS:** Visit “My Teleo” Reading and Research [www.TeleoUniversity.org/readinglab](http://www.TeleoUniversity.org/readinglab) for additional program bibliography and for the current Recommended Reading Lists.

### **Term 1/Course 1: Finishing the Great Commission**

*Finishing the Great Commission.* Version 7. T-Net International, 2020.

Hull, Bill, Jesus Christ, Disciple Maker. Grand Rapids, MI: Baker 2004.

Coleman, Robert E. The Master Plan of Evangelism. 1963. Old Tappan, NJ: Revell, 1987.

Coleman, Robert E., et al. Disciplemaking: Training Leaders to Make Disciples. Wheaton, IL: Billy Graham Center, 1994.

Eims, Leroy. The Lost Art of Disciple Making. Grand Rapids: Zondervan, 1978.

Wilkins, Michael J. Following the Master: A Biblical Theology of Discipleship. Grand Rapids: Zondervan, 1992.

### **Term 2/Course 2 Apprenticing Disciple Makers and Church Planters**

*Apprenticing Disciple Makers and Church Planters.* Version 7. T-Net International, 2020.

Watson, David. Contagious Disciple Making: Leading Others on a Journey of Discovery

Trousdale, Jerry. Contagious Disciple Making: Leading Others on a Journey of Discovery

Trousdale, Jerry and Glenn Sunshine. The Kingdom Unleashed: How Jesus’ 1st-Century Kingdom Values Are Transforming Thousands of Cultures and Awakening His Church

Garrison, David. Church Planting Movements: How God is Redeeming a Lost World.

### **Term 3/Course Evangelism and World Religions**

*Evangelism and World Religions.* Version 7. T-Net International, 2020.

**Visit “My Teleo” Reading and Research [www.TeleoUniversity.org/readinglab](http://www.TeleoUniversity.org/readinglab) for additional program bibliography and for the current Recommended Reading Lists.**

# TAKING NOTES FOR RESEARCH READING

## Taking Reading and Research Notes

Taking notes is a key part of the research process because it helps you internalize the concepts that you are learning, and it helps you preserve and organize that information. There are many ways to take notes, but a good notes system will provide the following:

- Bibliographic information about the source so you can cite it correctly so that others can find it. Include items such as, author, title, date published, publisher, and URL (if it is a website).
- A way to organize your notes by summary topic(s), key word(s) or search term(s).
- Space capture key quotes (with page numbers from the source), important information from the text summarized or paraphrased (in your own words) and your questions, comments and thoughts in responses to the text.

When taking notes begin by looking through the document to get the main ideas and find where there is information most relevant to your research. Do not write down things you already know. Write down every fact or concept that will help you in your research or work. Clearly indicate when you quote directly from the text and add the specific page location. Read the following article for more help in notetaking for research:

## Taking Notes From Research Reading

*Prepared by Dr. Margaret Procter, University of Toronto Coordinator, Writing Support*

Taking notes efficiently is essential to your sanity in facing the wealth of information available in print and electronic form. It is also a key part of writing well-focused and coherently argued papers. Good notetaking strategies will help you read with more understanding and save time and frustration when you write your paper. These are three main principles:

### Know What Kind of Ideas You Need to Record

Focus your approach to the topic before you start detailed research. Then you will read with a purpose in mind, and you will be able to sort out relevant ideas.

- Analyze the **assignment sheet** to be clear about just what you are going to do with your **topic**, and what your topic consists of. (See the file on *Understanding Essay Topics*).
- Then review the commonly known **facts** about your topic and become aware of the range of thinking and **opinions** on it. As well as your class notes and textbook, browse in an encyclopedia or other reference work.
- Try making a **preliminary list** of the subtopics you would expect to find in your reading. These will guide your attention and may come in handy as search terms and labels for notes.
- Choose a component or **angle** that interests you, perhaps one on which there is already some controversy.

Now formulate your **research question**. It should allow for reasoning as well as gathering of information--not just what the proto-Iroquoians ate, for instance, but how valid the evidence is for early introduction of corn. You may even want to jot down a tentative thesis statement as a preliminary answer to your question. (See the file *Using Thesis Statements* for the defining characteristics of a good thesis statement.)

- Then you will know what to look for in your research reading: **facts** and **theories** that help answer your question, and other people's **opinions** about the value of specific answers.

### Do Not Write Down Too Much

Your essay must be an expression of your own thinking, not a patchwork of borrowed ideas. Plan therefore to invest your research time in understanding your sources and integrating them into your own thinking. Use your note cards or note sheets to record only ideas that are relevant to your focus on the topic and summarize rather than copy out or paraphrase.

- Copy out exact words only when the ideas are memorably phrased or surprisingly expressed--on the few occasions when you might use them as actual quotations.
- Otherwise, compress ideas in your own words. Paraphrasing word by word is a waste of time. Choose the most important ideas and write them down as labels or headings. Then fill in with a few subpoints that explain or exemplify.

- Do not depend on underlining and highlighting. Find your own words for notes in the margin (or on “sticky” notes).

### **Label Your Notes Intelligently**

Whether you use cards or pages for notetaking, take notes in a way that allows for later use.

- Save [time and trouble] later by recording bibliographic information in a master list or computer file when you begin looking at each source (do not forget to notebook and journal information for photocopies). Then you can quickly identify each note by the author’s name and page number; when you refer to sources in the essay you can fill in details of publication easily from your master list. Keep a format guide handy so you get details right from the start (see the file on Documentation Formats).
- Try as far as possible to put notes on separate cards or sheets. This will let you label the topic of each note. Not only will that keep your notetaking focused, but it will also allow for grouping and synthesizing of ideas later. It is especially satisfying to shuffle notes and see how the conjunctions create new ideas in your own thinking.
- Leave lots of space in your notes for comments of your own questions and reactions as you read, second thoughts and cross-references when you look back at what you have written. These comments can become a virtual first draft of your paper. (*Visit our many files offering advice about university writing at [www.advice.writing.utoronto.ca](http://www.advice.writing.utoronto.ca)*)

### **Citation of Sources for Reading Reports and Research Papers**

To avoid plagiarism, it is critical to cite the sources used in your writing. T-Net uses the Modern Language Association (MLA) system of citation. The following MLA citation summary is an introduction to this popular style guide.

#### **Modified MLA Parenthetical Citation Style**

The Modern Language Association (MLA) establishes values for acknowledging sources used in a research paper. MLA citation style uses a simple two-part parenthetical documentation system for citing sources: Citations in the text of a paper point to the alphabetical Works Cited list that appears at the end of the paper. Together, these references identify and credit the sources used in the paper and allow others to access and retrieve this material. **Teleo University provides a Style Guide with citation formatting at [teleouniversity.org/writinglab](http://teleouniversity.org/writinglab).** Also, you may reference the current MLA formatting and citation guidelines online at [owl.purdue.edu](http://owl.purdue.edu). At this point we will focus only on gaining the information required for the “Works Cited” section.

#### **Works Cited List**

References cited in the text of a research paper must appear at the end of the paper in a Works Cited list or bibliography. This list provides the information necessary to identify and retrieve each source that specifically supports your research.

- Arrange entries in alphabetical order by authors’ last names (surnames), or by title for sources without authors.
- Capitalize the first word and all other main words of the titles and subtitles of cited works listed. (Do not capitalize articles, prepositions, coordinating conjunctions, or the “to” in infinitives.)
- Shorten the publisher’s name; for example, omit articles, business abbreviations (Co., Inc.), and descriptive words (Press, Publisher).
- When multiple publishers are listed, include all of them, placing a semicolon between each.
- When more than one city is listed *for the same publisher*, use only the first city.
- Use the conjunction “and” not an ampersand [&], when listing multiple authors of a single work.
- **Pagination:** Do not use the abbreviations **p.** or **pp.** to designate page numbers.
- **Indentation:** Align the first line of the entry flush with the left margin and indent all subsequent lines (5 to 7 spaces) to form a “hanging indent.”
- **Italics:** Choose a font in which the italic style contrasts clearly with the regular style.

**Note:** The “Reading and Research Report Form” included below asks you to identify the information you will need for a “Works Cited” list for each source. This worksheet also provides a way for you to preserve reading notes and organize your research for later use in your ministry project.

**Visit Teleo University’s Reading and Research Lab ([teleouniversity.org/readinglab](http://teleouniversity.org/readinglab)) for PDF or Word versions of the following Reading and Research Report Form.**



**Reading and Research Report Form Student Name:** \_\_\_\_\_

Number of pages read (@ 250 words per page): \_\_\_\_\_ **Course Number:** \_\_\_\_\_

Summary Topic(s); Key Word(s); Search Term(s):

Author(s) / Editor(s):

Source Title (Book, Publication/Article; Website):

Volume # Issue # Place of publication:

Publication date: Publisher:

Medium:  Print,  Web,  Audio,  Video,  Other: \_\_\_\_\_

Location: Pages (print or published works): \_\_\_\_\_

(websites or online journals) Date Accessed: \_\_\_\_\_ URL:

<b>Page #</b>	<b>Record main ideas and insights in summary statements and phrases; limit quotations to key statements.</b>	<b>Record your responses to these ideas; include questions for further study.</b>

<b>Page #</b>	<b>Record Main Ideas using summary statements and phrases; limited quotations to key statements</b>	<b>Record Your Responses to These Ideas; offer questions for further study</b>

# MASTER OF DIVINITY - FIELD PROJECT REPORT GUIDE

## STYLE GUIDE

Students must submit a report that follows the Teleo University Style Guide available at "My Teleo" on the school website: [www.teleouniversity.org/writinglab](http://www.teleouniversity.org/writinglab)

## INSTRUCTIONS AND REQUIRED CONTENT

In this ministry project thesis option, MDiv students are to write a 25-45 page (6,000-11,000 word) report that describes the 36 month disciple making church revitalization field project implementation as recorded in the Ministry Data Sheets. MDiv students must include a Chapter 2 Literature Review:

- Students must demonstrate reading and research skills and proper citation of sources in chapter 2. Students must cite multiple sources for each vital sign research but may include some citations from T-Net curriculum.
- Students submit the MDiv Field Project Report as part of the Doctor of Ministry application process to demonstrate requisite skills in research methods and academic writing.
- Students with minimal library resources because of language may graduate using only T-Net curriculum as their resources and may apply for the Tier 2 Diploma but they may not apply for the Tier 2 MMin or Doctor of Ministry in church growth programs because they have not demonstrated research skills.

### Chapter 1 The Challenge Overview of the Study (2-5 pages)

- Background: About the author
- Problem/Need for intentional discipleship (cite general sources and cite T-Net curriculum)
  - Challenge: such as helping church members gain an "outreach" vision to finishing the Great Commission in the surrounding "neighborhood" of 1000.
  - Challenge: of engaging members in sequential disciple making structures such as small groups.
- Context of Study
  - Describe the church
  - Describe the cultural context: neighborhood; city; region; nation?
- Initial Interview Data Worksheet info
  - Church Attendance Figures:**
    1. On the average week, how many persons attend your church (or network of churches)?
    2. Twelve months ago, how many persons attended your church (or network of churches)?
    3. Ten years ago, how many persons attended your church (or network of churches)? \_\_\_\_\_
    4. Or if your church is not yet ten years old, how old is it \_\_\_\_\_ and what was its attendance after the first full year? \_\_\_\_\_
    5. How long have you been a pastor (or other position) in this church? \_\_\_\_\_
    6. How many persons did your church win to Christ in the last 12 months who now regularly attend your church? \_\_\_\_\_

#### Contextualization:

1. Dominant language(s) and ethnicity of your neighborhood and area surrounding the church:
  2. Dominant language(s) and ethnicity of your congregation:
  3. Dominant religion and culture of the area that surrounds the church.
  4. Add a further description of your church
- Course 1 PSJE (optional)
  - Statement of Purpose
  - Vital Signs (defined, explained, and why they are important)
    - Vital Signs 1-2: Attendance and Stewardship Growth
    - Vital Signs 3-4: Disciple Making Leaders and Groups
    - Vital Signs 5-7: Evangelism and Church Planting
  - Definition of Terms

### Chapter 2 Review of Literature (1-3 pages for each – 14-20 pages total)

- Vital Sign 1: Church Attendance Growth
- Vital Sign 2: Giving Growth
- Vital Sign 3: Equipping, Mobilizing and Multiplying Disciple Making Leaders
- Vital Sign 4: Mobilizing Adult Participation Sequential Disciple Making Groups
- Vital Sign 5: Culturally Effective Evangelism Resulting in Engaged Disciples (Converts)
- Vital Signs 6 and 7: Church Planting Movements through Discovery Bible Studies

### Chapter 3 Vital Signs 1-2: Attendance and Stewardship Growth (2-5 pages)

- Vital Sign 1: Church Attendance Growth
  - Report initiatives and results for each based on Data Sheets
  - What will you do moving forward to sustain or improve?
- Vital Sign 2: Giving Growth
  - Report initiatives and results for each based on Data Sheets
  - What will you do moving forward to sustain or improve?

#### Chapter 4 Vital Signs 3-4: Disciple Making Leaders and Groups (2-6 pages)

- Vital Sign 3: Equipping, Mobilizing and Multiplying Disciple Making Leaders
  - Report initiatives and results for each based on Data Sheets
  - What will you do moving forward to sustain or improve?
- Vital Sign 4: Mobilizing Adult Participation Sequential Disciple Making Groups
  - Report initiatives and results for each based on Data Sheets
  - Course 9 PSJE (optional)
  - What will you do moving forward to sustain or improve?

#### Chapter 5 Vital Signs 5-7: Evangelism and Church Planting (3-6 pages)

- Vital Sign 5: Culturally Effective Evangelism Resulting in Engaged Disciples (Converts)
  - Report initiatives and results for each based on Data Sheets
  - What will you do moving forward to sustain or improve?
- Vital Sign 6: Church Planters Apprenticed to lead Outreach Discovery Bible Studies
  - Report initiatives and results for each based on Data Sheets
  - What will you do moving forward to sustain or improve?
- Vital Sign 7: House Church Plants using Outreach Discovery Bible Studies
  - Report initiatives and results for each based on Data Sheets
  - What will you do moving forward to sustain or improve?

#### Chapter 6: Summary and Conclusions (2-5 pages)

- Summarize Principles that help revitalize a local church as a DM church
- Summarize Thoughts to help improve local church revitalization in your cultural context
- Present your conclusions as a result of this 40 month ministry project

#### Works Cited

#### Appendix:

- Vital Signs Summary Data for Disciple Making Church Revitalization
- Final Ministry Data Sheets (4 pages)

## Vital Signs Summary Data for Disciple Making Church Revitalization

Use the "Final Ministry Data Sheets" from the T-Net Tier 1 Auxiliary Manual Version 7.1 to complete the following vital signs summary for the church you sought to revitalize as a disciple making church.

Church name: \_\_\_\_\_ Your Name/Position: \_\_\_\_\_

Country: \_\_\_\_\_ Location/Center #: \_\_\_\_\_

**Vital Signs:** Calculate the following from your Ministry Data Sheets (DS = Data Sheets; Q2 = Question 2):

1. **Attendance Growth** (DS Q2) Using Data Sheet Question #2,
  - a. Write the total number of adults recorded as attending at Course 1 \_\_\_\_\_
  - b. Write the total number of adults recorded as attending at Course 10 \_\_\_\_\_
2. **Giving Growth** (DS Q5) Using Data Sheet Question #5,
  - a. Write the average weekly giving as recorded at Course 1 \_\_\_\_\_
  - b. Write the average weekly giving as recorded at Course 10 \_\_\_\_\_
3. **Number of Disciple Making Leaders** (DS Q7/Q11)
  - a. Write the number of primary leaders presently serving in the church as recorded in Data Sheet Question #7 \_\_\_\_\_
  - b. Use Data Sheet Question #11 and enter the total number of current disciple making group leaders \_\_\_\_\_
4. **Number of Disciple Making Groups** (DS Q14/Q15)
  - a. Use Data Sheet Question #14 and enter the total number of disciple making groups at this course \_\_\_\_\_
  - b. Use Data Sheet Question #15 and enter the total number of adults currently attending a disciple making group \_\_\_\_\_
5. **Number of Converts** (DS Q19) \_\_\_\_\_ Use Data Sheet Question #19 and enter the total number of converts brought into the mother church and all Outreach Come and See Discovery Bible Study house church plants.
6. **Number of Church Planting Apprentices** (DS Q23) \_\_\_\_\_ Use Data Sheet Question #23 to enter the current number of church planting apprentices.
7. **Number of Church Plants** (DS Q24 + Q25) \_\_\_\_\_ Add Data Sheet Questions #24 and #25 and enter the current number of house church plants (Outreach Come and See Discovery Bible Study house church plants).

# BACHELOR OF PASTORAL MINISTRY - CAPSTONE PROJECT

## STYLE GUIDE

Students must submit a report that follows the Teleo University Style Guide. Download and use the Word document report template found at My Teleo [www.TeleoUniversity.org](http://www.TeleoUniversity.org).

## GENERAL DESCRIPTION AND OUTLINE FOR THE BPM CAPSTONE PROJECT:

Write a 12-20 page (3000-5000 word) typed report that describes the 36-month disciple making church revitalization field project implementation as recorded in the Ministry Data Sheets. The report should use the following outline:

- Section 1 The Challenge Overview of the Study (2 pages)
- Section 2 Vital Signs 1-2: Attendance and Stewardship Growth (2-3 pages)
- Section 3 Vital Signs 3-4: Disciple Making Leaders and Groups (2-4 pages)
- Section 4 Vital Signs 5-7: Evangelism and Church Planting (3-4 pages)
- Section 5 Summary and Conclusions (2-4 pages)
- Appendix:
  - Vital Signs Summary Data for Disciple Making Church Revitalization
  - Final Ministry Data Sheets (4 pages)
- Works Cited

## INSTRUCTIONS AND REQUIRED CONTENT FOR THE CAPSTONE PROJECT:

### Section 1 The Challenge Overview of the Study (2 pages)

- Background: About the author
- Problem/Need for intentional discipleship (cite general sources and T-Net curriculum using parenthetical citations as illustrated in the Teleo University Style Guide)
  - Challenge: such as helping church members gain an “outreach” vision to finishing the Great Commission in the surrounding “neighborhood” of 1000.
  - Challenge: of engaging members in sequential disciple making structures such as small groups.
- Context of Study
  - Describe the church
  - Describe the cultural context: neighborhood; city; region; nation?
- Initial Interview Data Worksheet info
  - Church Attendance Figures:**
    1. On the average week, how many persons attend your church (or network of churches)?
    2. Twelve months ago, how many persons attended your church (or network of churches)?
    3. Ten years ago, how many persons attended your church (or network of churches)? \_\_\_\_\_
    4. Or if your church is not yet ten years old, how old is it \_\_\_\_\_ and what was its attendance after the first full year? \_\_\_\_\_
    5. How long have you been a pastor (or other position) in this church? \_\_\_\_\_
    6. How many persons did your church win to Christ in the last 12 months who now regularly attend your church? \_\_\_\_\_
  - Contextualization:**
    5. Dominant language(s) and ethnicity of your neighborhood and area surrounding the church:
    6. Dominant language(s) and ethnicity of your congregation:
    7. Dominant religion and culture of the area that surrounds the church.
    8. Add a further description of your church.
- Course 1 PSJE (optional)
- Statement of Purpose
- Vital Signs (defined, explained, and why they are important)
  - Vital Signs 1-2: Attendance and Stewardship Growth
  - Vital Signs 3-4: Disciple Making Leaders and Groups
  - Vital Signs 5-7: Evangelism and Church Planting
- Definition of Terms

### Section 2 Vital Signs 1-2: Attendance and Stewardship Growth (2-3 pages)

- Vital Sign 1: Church Attendance Growth
  - Report initiatives and results for each based on Data Sheets
  - What will you do in the future to sustain your progress or improve this vital sign?
- Vital Sign 2: Giving Growth
  - Report initiatives and results for each based on Data Sheets
  - What will you do in the future to sustain your progress or improve this vital sign?

### Section 3 Vital Signs 3-4: Disciple Making Leaders and Groups (2-4 pages)

- Vital Sign 3: Equipping, Mobilizing and Multiplying Disciple Making Leaders
  - Report initiatives and results for each based on Data Sheets
  - What will you do in the future to sustain your progress or improve this vital sign?

- Vital Sign 4: Mobilizing Adult Participation Sequential Disciple Making Groups
  - Report initiatives and results for each based on Data Sheets
  - Course 9 PSJE (optional)
  - What will you do in the future to sustain your progress or improve this vital sign?

#### Section 4 Vital Signs 5-7: Evangelism and Church Planting (3-4 pages)

- Vital Sign 5: Culturally Effective Evangelism Resulting in Engaged Disciples (Converts)
  - Report initiatives and results for each based on Data Sheets
  - What will you do in the future to sustain your progress or improve this vital sign?
- Vital Sign 6: Church Planters Apprenticed to lead Outreach Discovery Bible Studies
  - Report initiatives and results for each based on Data Sheets
  - What will you do in the future to sustain your progress or improve this vital sign?
- Vital Sign 7: House Church Plants using Outreach Discovery Bible Studies
  - Report initiatives and results for each based on Data Sheets
  - What will you do in the future to sustain your progress or improve this vital sign?

#### Section 5: Summary and Conclusions (2-4 pages)

- Summarize Principles that help revitalize a local church as a DM church
- Summarize Thoughts to help improve local church revitalization in your cultural context
- Present your conclusions as a result of this 40-month ministry project

#### Appendix:

- **Vital Signs Summary Data for Disciple Making Church Revitalization**
- **Final Ministry Data Sheets (4 pages)**

#### Works Cited

## Vital Signs Summary Data for Disciple Making Church Revitalization

Use the "Final Ministry Data Sheets" from the T-Net Tier 1 Auxiliary Manual Version 7.1 to complete the following vital signs summary for the church you sought to revitalize as a disciple making church.

**Church name:** \_\_\_\_\_ **Your Name/Position:** \_\_\_\_\_

**Country:** \_\_\_\_\_ **Location/Center #:** \_\_\_\_\_

**Vital Signs:** Calculate the following from your Ministry Data Sheets (DS = Data Sheets; Q2 = Question 2):

1. **Attendance Growth** (DS Q2) Using Data Sheet Question #2,
  - a. Write the total number of adults recorded as attending at Course 1 \_\_\_\_\_
  - b. Write the total number of adults recorded as attending at Course 10 \_\_\_\_\_
2. **Giving Growth** (DS Q5) Using Data Sheet Question #5,
  - a. Write the average weekly giving as recorded at Course 1 \_\_\_\_\_
  - b. Write the average weekly giving as recorded at Course 10 \_\_\_\_\_
3. **Number of Disciple Making Leaders** (DS Q7/Q11)
  - a. Write the number of primary leaders presently serving in the church as recorded in Data Sheet Question #7 \_\_\_\_\_
  - b. Use Data Sheet Question #11 and enter the total number of current disciple making group leaders \_\_\_\_\_
4. **Number of Disciple Making Groups** (DS Q14/Q15)
  - a. Use Data Sheet Question #14 and enter the total number of disciple making groups at this course \_\_\_\_\_
  - b. Use Data Sheet Question #15 and enter the total number of adults currently attending a disciple making group \_\_\_\_\_
5. **Number of Converts** (DS Q19) \_\_\_\_\_ Use Data Sheet Question #19 and enter the total number of converts brought into the mother church and all Outreach Come and See Discovery Bible Study house church plants.
6. **Number of Church Planting Apprentices** (DS Q23) \_\_\_\_\_ Use Data Sheet Question #23 to enter the current number of church planting apprentices.
7. **Number of Church Plants** (DS Q24 + Q25) \_\_\_\_\_ Add Data Sheet Questions #24 and #25 and enter the current number of house church plants (Outreach Come and See Discovery Bible Study house church plants).

# DIPLOMA AND CERTIFICATE - FIELD PROJECT REPORT

## INSTRUCTIONS AND REQUIRED CONTENT FOR THE FIELD PROJECT REPORT:

Diploma and certificate students must submit the form "Vital Signs Summary Data for Disciple Making Church Revitalization" documenting the 36-month disciple making church revitalization field project implementation as recorded in the Ministry Data Sheets. Diploma and certificate students will then give a verbal presentation of the Vital Signs summary Data at the Course 10 final interview. This summary form addresses the following outline:

- Vital Sign 1: Church Attendance Growth
- Vital Sign 2: Giving Growth
- Vital Sign 3: Equipping, Mobilizing and Multiplying Disciple Making Leaders
- Vital Sign 4: Mobilizing Adult Participation Sequential Disciple Making Groups
- Vital Sign 5: Culturally Effective Evangelism Resulting in Engaged Disciples (Converts)
- Vital Sign 6: Church Planters Apprenticed to lead Outreach Discovery Bible Studies
- Vital Sign 7: House Church Plants using Outreach Discovery Bible Studies

## Vital Signs Summary Data for Disciple Making Church Revitalization

Use the "Final Ministry Data Sheets" from the T-Net Tier 1 Auxiliary Manual Version 7.1 to complete the following vital signs summary for the church you sought to revitalize as a disciple making church.

**Church name:** \_\_\_\_\_ **Your Name/Position:** \_\_\_\_\_

**Country:** \_\_\_\_\_ **Location/Center #:** \_\_\_\_\_

**Vital Signs:** Calculate the following from your Ministry Data Sheets (DS = Data Sheets; Q2 = Question 2):

1. **Attendance Growth** (DS Q2) Using Data Sheet Question #2,
  - a. Write the total number of adults recorded as attending at Course 1 \_\_\_\_\_
  - b. Write the total number of adults recorded as attending at Course 10 \_\_\_\_\_
2. **Giving Growth** (DS Q5) Using Data Sheet Question #5,
  - a. Write the average weekly giving as recorded at Course 1 \_\_\_\_\_
  - b. Write the average weekly giving as recorded at Course 10 \_\_\_\_\_
3. **Number of Disciple Making Leaders** (DS Q7/Q11)
  - a. Write the number of primary leaders presently serving in the church as recorded in Data Sheet Question #7 \_\_\_\_\_
  - b. Use Data Sheet Question #11 and enter the total number of current disciple making group leaders \_\_\_\_\_
4. **Number of Disciple Making Groups** (DS Q14/Q15)
  - a. Use Data Sheet Question #14 and enter the total number of disciple making groups at this course \_\_\_\_\_
  - b. Use Data Sheet Question #15 and enter the total number of adults currently attending a disciple making group \_\_\_\_\_
5. **Number of Converts** (DS Q19) \_\_\_\_\_ Use Data Sheet Question #19 and enter the total number of converts brought into the mother church and all Outreach Come and See Discovery Bible Study house church plants.
6. **Number of Church Planting Apprentices** (DS Q23) \_\_\_\_\_ Use Data Sheet Question #23 to enter the current number of church planting apprentices.
7. **Number of Church Plants** (DS Q24 + Q25) \_\_\_\_\_ Add Data Sheet Questions #24 and #25 and enter the current number of house church plants (Outreach Come and See Discovery Bible Study house church plants).