



# CM401: Organization and Program Development

**Course Instructor: Chaplain R. Steve Lowe**

[Chaplainslowe@aol.com](mailto:Chaplainslowe@aol.com)

## 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 justice-involved people encounter the person of God, the truths of His Word, the power of His Holy Spirit, and to transform their thinking and behavior. Included are principles and practices in strategic planning, volunteer management and program development and evaluation.

## Course Objectives

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

- A. Implement evidence-based practices to ministry program development.
- B. Design a ministry strategic plan.
- C. Explain the components for program development and evaluation.
- D. Communicate ministry values with stakeholders.

## Course Text

The following textbook is required for the course.

*Good to Great and the Social Sectors* by Jim Collins (Amazon)

Course readings provided in each module.

## Academic Honesty

As students of the Correctional Ministries Institute of Wheaton College, we hold to high scholarly standards, a commitment to pursuing truth, a recognition that our actions affect others in the community and a desire to follow Jesus' example of integrity and truthfulness. Academic honesty is essential for establishing and maintaining the trust that is fundamental to the educational process. Examples of academic dishonesty, which will result in disciplinary action, include, but are not limited to . . .

**Cheating:** using unauthorized material or unauthorized help from another person in work or examination submitted for academic credit.

**Fabrication:** inventing information, citations, reporting participation in activities never done, or inflating the effort put in and/or the effect of various self-reported activities.

**Facilitating academic dishonesty:** providing unauthorized material or information to another person.

**Plagiarism:** representing the work of another as one's own without acknowledging the source. If the plagiarism is deemed unintentional, the student will have an opportunity to resubmit the work with a grade penalty.

**Misrepresentation:** giving the impression of having done more significant work than you actually did.

## Course Requirements

This course consists of a mentor relationship, readings, lecture videos, quizzes, group discussions, and writing assignment(s). The information regarding these course components and expectations is as follows:

**Virtual Meetings:** Attend the two virtual meetings, **Tuesday April 5 at 7:00 pm (Central) and May 3 at 7:00 pm (Central)**. Information and link will be emailed to you.

**Readings.** Reading assignments covered in this course should be read in the context of the module in which they are assigned.

**Mentor Meetings.** Meet with your mentor in-person, by phone or virtually, two times during the course to share what you are learning and hearing from God. This mentor does not have to have correctional ministry experience. Mentor meeting report is due the last day of the course.

**Lecture/videos.** Each module will include lecture/videos from the instructor or field experts.

**Quizzes.** Each module includes a multiple-choice quiz over the readings and lectures for that module.

**Discussion Forums.** Discussion questions related to each week's lectures are provided. The Discussion Forum for each week begins on Monday at 12:01 a.m. Central Standard Time (CST), and your first post is required by Wednesday each week. All posts must be submitted prior to the following Sunday at 11:59 p.m. CST. You are required **to post an initial response and respond to two other posts** (total of 24 posts for the course). The following rubric will be used to assess your Discussion Forum posts.

Competency	Criteria Met	Criteria Not Met
Substantive Thoughts Expressed	Ideas and positions explained clearly. Refers back to course content when appropriate. Reply posts extends discussion.	Ideas are not clearly expressed. No reference to course content. Reply post (Yes, I agree) does not provide support for responses.
Length	Initial post is 100-150 words Reply posts are 50-60 words	Initial post less than 100 words Reply post less than 50 words
Completeness	Answers the question completely.	Some parts of the question are not addressed.

## Discussion Grading Scale

Number of posts that meet the criteria will be counted.

A	22-24	A-	21	B+	20
B	19	B-	18	C+	17
C	16	C-	15	D+	14
D	13	D-	12	F	0-11

**Assignments.** ALL ASSIGNMENTS MUST BE TYPED. Course work is due at the assigned due date unless prior arrangement has been made. Written work is expected to be college-level quality, spell checked, and proof-read. Failure to do so will affect the grade on the paper. Put your name and Assignment # at the top right of the first page. Double-space your work, use 12-point type, and 1" margins.

Due Dates. Each week of the course begins on Monday at 12:01 a.m. CDT and ends on Sunday at 11:59 p.m. CDT. Unless noted otherwise, all assignments are due at 11:59 p.m. CDT 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. CST on Sunday, the last day of Week 2. It is at your online professor's discretion to penalize late work. *Contact the professor prior to the deadline if there is a problem.*

## Course Grading

Grades will be issued within two weeks of the end of the course. Your grade for the course will be determined as follows:

Discussion Forum and Virtual Meetings	30% of Course
Assignments	40% of Course
Quizzes	20% of Course
Mentor Meetings	10% of Course

Grading scale will be as follows:

A	93-100	A-	90-92	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

### Module 1: Theology of Mission

**DUE: April 10**

<b>VIRTUAL MEETING</b>	<b>Tuesday, April 5 at 7:00 pm Central</b> 1.1 Welcome and Syllabus
<b>LISTEN</b>	1.2 Course Overview 1.3 Theology of Mission
<b>READ</b>	1.1 Syllabus 1.2 Course Overview 1.3 Theology of Mission Collins, (p. 1-17)
<b>DISCUSS</b>	Share 1 or 2 "take-aways" from <i>Good to Great and the Social Sector</i> reading and how to apply it to your ministry. Post and respond to two class members.
<b>QUIZ</b>	Readings and lectures
<b>ASSIGNMENT 1: Theology of Mission (50 points)</b>	Create your own theology of mission with the incarcerated. Either make a stand-alone document or feel free to make use of some or all of the content in <i>Theology of Mission with the Incarcerated</i> . Add to or modify content of importance to you, as this will become the foundation of your personal ministry. If additions or modifications are made to the provided theology of mission document, they must be in red. Your general theology of mission with the incarcerated will direct your program's specific mission and vision. All remaining coursework will build on your

	theological foundation created in this assignment. This foundation must be one that you create, take personal ownership/stewardship for; it is yours and yours alone, as unto the Lord.
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**Module 2: Strategic Planning**

**DUE: April 17**

<b>LISTEN</b>	2.1 Vision, Mission, and Environmental Needs Assessment 2.2 Vision, Beliefs, and Objectives 2.3 Strategic Planning
<b>READ</b>	2.1 Vision, Mission and Environmental Needs Assessment 2.1a PY Strategic Plan (pages 1-17) 2.2 Values, Beliefs, and Objectives 2.3 Strategic Planning Collins, (p. 17-35) Recommended <i>The Village of Juvenile Hall</i>
<b>DISCUSS</b>	Critique your organization’s vision and mission statement clarity. How do you discern God’s leading in strategic planning?
<b>QUIZ</b>	Readings and lectures
<b>Assignment 2: Environmental Needs Assessment (50 points)</b>	Information should include: <ul style="list-style-type: none"> <li>a. Number of correctional facilities (youth and adult) within a certain radius (your choice) of your local church (the “what” of your mission field).</li> <li>b. Numbers of youth and numbers of adult incarcerated within each of these facilities (the “who” of your mission field).</li> <li>c. Current operational ministry(s) (if any) within these facilities (what, if anything, is currently being done by others).</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>a. Number of youth and adults returning to your community/county each year and from where (prison or jail)?</li> <li>b. Where are they released? (bus stop, front gate, court)</li> <li>c. What is available to meet their needs for the first 24 hours?</li> </ul>
<b>Assignment 3: Mission and Vision Statement (30 points)</b>	Create your mission and vision statement.
<b>Assignment 4: Strategic Objectives (30 points)</b>	Identify your top three strategic objectives you consider to be of primary importance in fulfilling the vision and mission. State the strategic objectives as clearly and precisely as possible. Wordsmith the statement until you like it, and others can understand it. Create one goal under each objective that specifies the first action step toward making the objective a reality.

<b>LISTEN</b>	3.1 Social Science and Evidence-based Practices 3.2 Enhancing Motivation 3.3 Target Interventions
<b>READ</b>	3.1 Social Science and Evidence-based Practices 3.2 Enhancing Motivation 3.3 Target Interventions <i>Implementing Evidence-based Principles in Community Corrections</i> (pages 1-15)
<b>DISCUSS</b>	People we assist often do not change at the rate we hope for. How do you cope with the discrepancy between the change you hope to see in others and the change that actually occurs? As you apply EBP to your planning, what do you find to be the most challenging?
<b>QUIZ</b>	Readings and lectures
<b>Assignment 5: EBP1 and 2 as it applies to your target population</b> (30 points)	<b>EBP 1: Assess Actuarial Risk/Needs:</b> Investigate if any assessment tools exist to measure risk and need for the people group receiving your ministry delivery. If tools exist, you need to obtain them, analyze them to see what tools have been proven to be most credible, and begin getting comfortable using them. If tools do not exist, or if corrections does not make use of any tools, you may have to simply ask the question, “How do we determine who needs intervention the most, or, who is most at risk?” If tools for your group do not exist, you will not be able to begin processing through the eight principles with proven and available evidence-based assessment tools. But at least you can begin the process by attempting to determine who needs intervention the most. This will assist in your program development regarding the remaining strategic objectives yet to be determined. <b>EBP 2: Enhance Intrinsic Motivation:</b> What technique(s) might be employed that would help motivate your target population to want to change. Give specific examples of questions you might ask, or how you would re-direct someone who is attempting to avoid personal responsibility and/or is placing you in the advice-giving role. For example, with the homeless, perhaps asking a question like “Do you see yourself living on the streets five years from now?” might lead to a “What steps will you need to take to make sure you are not living on the streets five years from now?” strategic objective. Maybe the future projection of remaining homeless five years from now could create an intrinsic desire to make sure that doesn’t happen.

<b>LISTEN</b>	4.1 Policy and Procedures 4.2 Key Institutional Policies 4.3 EBP 4 Skill Training with Directed Practice
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<b>READ</b>	4.1 Policy and Procedures 4.2 Key Institutional Policies 4.3 EBP 4 Skill Training with Directed Practice <i>Implementing EBP in Community Corrections</i> (page 15) Orange County Protestant Chaplaincy Ministry Policy and Procedures Manual (Ch. 2, 3, 5).
<b>DISCUSS</b>	<i>Describe one or two significant learning moments you experienced in the first four modules. For example, what topics were important to you and why? What readings/activities were most/least beneficial and Why? What unanswered questions remain?</i>
<b>QUIZ</b>	Readings and lectures
<b>ASSIGNMENT 6: Policies and Procedures (30 points)</b>	Outline the policies and procedures that pertain to your ministry program/organization.
<b>ASSIGNMENT 7: EBP 3 and 4 as it applies to your target population (50 points)</b>	<p><b>EBP #3:</b> List the principles and identify how it relates to the population you will be serving.</p> <p><b>Risk Principle:</b> Identify which sub-population is most in need of attention. How did you determine this? Why do you think they are the highest risk?</p> <p><b>Need Principle:</b> Identify what needs cry out for attention most with your high-risk population. If you could only address one thing with one person in the high-risk group, what would that one thing be? List two other of their needs.</p> <p><b>Responsivity Principle:</b> List the important/relevant characteristics of your target population that must be considered if effective service delivery is to occur. Use <i>The Village of Juvenile Hall</i> as an example of how to gain population awareness.</p> <p><b>Dosage:</b> Since you determined the target interventions in your Need Principle, you now have to determine <u>what</u> will be provided and how <u>often</u>, and ask if <u>specific</u> treatment protocols need to be created for certain individuals/groups.</p> <p><b>Treatment Principle:</b> 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.</p> <p><b>EBP #4: Skill Train with Directed Practice</b></p> <p>Document the specific training protocol that your organization/ministry actually has in place to train and skill develop your service providers. List the tasks and the <b>specific</b> training provided for each task.</p>
<b>MENTOR MEETING</b>	Meet with your mentor (if you haven't already met)

<b>VIRTUAL MEETING</b>	<b>Tuesday May 3, 7:00 pm (Central) Zoom Call</b>
<b>LISTEN</b>	5.1 Policies and Procedures: Skills Development Training 5.2 EBP 5 and 6 5.3 Managing Change
<b>READ</b>	5.1 Policies and Procedures: Skills Development Training 5.2 EBP 5 and 6 5.3 Managing Change 5.4 Conflict Resolution Orange County Protestant Chaplaincy Ministry Policy and Procedures Manual (Ch. 1, 2, 4)
<b>QUIZ</b>	Readings and lectures
<b>ASSIGNMENT 8: EBP 5 &amp; 6 (30 points)</b>	<p><b>EBP 5 Increase Positive Reinforcement:</b> Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How does your staff/volunteers model positive reinforcement techniques in day-to-day interactions with our co-workers?</li> <li>2. How does our staff understand and use the four-to-one theory in their interactions with our clients?</li> </ol> <p><b>EBP 6: Engage On-going Support in Natural Communities:</b> Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What ongoing mechanisms need to be in place to further the investment I have made in the lives of others? In other words, what potential roadblocks might someone encounter and what mechanism can be in place to mitigate potential failure.</li> <li>2. How do we engage community supports for clients as a regular part of case planning?</li> <li>3. How do we measure our community network contacts as they relate to our target population?</li> </ol>

## Module 6: Program Design and Evaluation

**DUE: May 15**

<b>LISTEN</b>	6.1 Religious Saliency 6.2 EBP 7 and 8
<b>READ</b>	6.1 Religious Saliency 6.2 EBP 7 and 8 Implementing EBP in Community Corrections (pages 17-20)
<b>DISCUSS</b>	Critique the discipleship curriculum used by your ministry in light of the principles presented in the reading.
<b>QUIZ</b>	Readings and lectures
<b>ASSIGNMENT 9: Discipleship (40 points)</b>	What must a person <i>know</i> and <i>do</i> to grow in religious saliency? Create a one-page bulleted itemization outline of specific theological <i>truths</i> and action <i>steps</i> that would form the outline of your discipleship curriculum for those under your care.
<b>ASSIGNMENT 10: EBP 7 and 8 (30 points)</b>	List the principles and identify how it relates to the population you will be serving. <b>EBP # 7: Measure Relevant Processes and Practices:</b> Determine if your ministry/organization has any method of collecting pertinent service



	<p>delivery data. Determine if it is an effective method. If you do not have a method, then create one. If you have one needing modification, please do so. You may use Pacific Youth's <i>Ministry Summary Sheet</i> as a template or as a springboard in creating/modifying your own data collection.</p> <p><b>EBP#8: Provide Measurement Feedback:</b> Describe how the data for your ministry/organization will be collected and communicated.</p>
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## Module 7: Volunteer Management

**DUE: May 22**

<b>LISTEN</b>	7.1 Volunteer I: Preparation and Recruitment 7.2 Volunteer II: Policies 7.3 Volunteer III: Training and Motivation
<b>READ</b>	7.1 Volunteer I: Preparation and Recruitment 7.2 Volunteer II: Policies 7.3 Volunteer III: Training and Motivation
<b>DISCUSS</b>	Describe a positive and negative volunteer experience you have had. Critique your volunteer program and describe what you have observed to be successful or unsuccessful.
<b>QUIZ</b>	Readings and lectures
<b>ASSIGNMENT 11: Volunteer Strategic Objectives (50 points)</b>	Develop one volunteer strategic objective for each of the following categories: a. Recruitment; b. Orientation; c. Selecting (screening); d. Training; e. Placing; f. Ongoing tech-support; g. Evaluation

## Module 8: Leadership and Evaluation

**DUE: May 29**

<b>LISTEN</b>	8.1 Organizational Leadership 8.2 Leading a Team 8.3 Evaluation
<b>READ</b>	8.1 Organizational Leadership 8.2 Leading a Team 8.3 Evaluation 8.3a Pacific Youth Program Evaluation Evaluation Toolkit
<b>DISCUSS</b>	What areas does your ministry/organization evaluate? Describe the tools, process, etc. If your ministry/organization does not evaluate what recommendations would you propose.
<b>QUIZ</b>	Readings and lectures
<b>MENTOR MEETING</b>	Submit your mentor meeting report.