



Graduate Studies 2021-2022

College of Adult and Graduate Studies

GRADUATE STUDIES

Evangel University Graduate Studies programs integrate passionate faith and scholarly exploration to equip and empower diverse and committed learners, whatever their professional calling, to be servant leaders, social and intellectual catalysts, and mature followers of Christ. Graduate Studies program offers extended studies and professional development in education, organizational leadership, psychology, and school counseling, as well as integration of faith and learning within a scholarly atmosphere. The Evangel University Graduate Studies programs provide the opportunity for a degree-seeking student to earn a master's and doctoral degrees. An adult student who is not planning to pursue a graduate degree may select from a variety of professional development opportunities.

Organization. Graduate Studies Council formulates policies for the graduate programs of Evangel University. The Council is composed of the Director of Graduate Studies, Chairs and Departmental Graduate Coordinators approved by the council and that are also faculty representatives of departments offering graduate programs, and two faculty members elected by the Graduate Council. The Vice President for Academic Affairs is an ex officio member of the Council.

Faculty. Evangel University's graduate faculty set standards for graduate work and provide graduate instruction. Graduate

faculty generally hold an earned doctorate or its equivalent and are approved by the Department Chair of Graduate Studies, the Vice President for Academic Affairs, and the Graduate Program Coordinator. Only members of the graduate faculty may teach courses numbered 500-700 and/or may serve on the Graduate Studies Council. Adjunct graduate faculty may be approved to provide instructional services for graduate students because of their unique competencies and/or professional roles or achievements.

Graduate Degree Programs. The following graduate degrees are offered:

- Master of Education in Curriculum and Instruction
- Master of Education in Educational Leadership
- Master of Education in Literacy
- Master of Organizational Leadership
- Master of Science in Clinical Mental Health Counseling
- Master of Science in School Counseling
- Doctor of Education in Educational Leadership, Curriculum and Instruction

General admission and degree requirements for Graduate Studies are determined by the Graduate Studies Council, the Board of Administration, and the Board of Directors. Careful consideration is given to all applicants. Primary factors reviewed are undergraduate records, recommendations from academic and professional references, adherence to Evangel's values, and the scores on entrance exams.

Admission Requirements

Applicants who have met the following criteria will be considered for admission to the Masters Graduate Studies programs:

- Hold an earned baccalaureate degree from an accredited college or university or be accepted into an Evangel University 5-year BS/MS degree program
- Have a grade point average of 3.0 or better in the last 60 hours of undergraduate work or last two years as a full-time undergraduate or graduate student
- Provide official results of required entrance examinations (see specific program requirements listed in this catalog)
- Meet specific departmental requirements as stipulated in the individual program descriptions.

Application Procedures. Applicants to Graduate Studies shall submit the following:

- Graduate Admission Application, including a personal statement of faith and life goals
- A current resumé
- Official transcripts of all undergraduate and graduate credits (*School Counseling and Secondary Teaching programs require 2 copies of each official transcript*)
- Signed Evangel University Lifestyle Covenant Agreement
- Three letters of recommendation (*see specific program requirements for details*)
- Official score reports of appropriate entrance exams (*see program requirements*)
- Nonrefundable application fee of \$25
- *Counseling Program Only:* Recent scholarly paper in APA format

Admission to the Graduate Studies program means only that the student will be permitted to enroll for courses in the various graduate programs. It does not imply that the graduate student will be accepted for candidacy. Students enrolled in Graduate Studies

courses are classified as regular, provisional, probationary or special admission standing.

International Students. Evangel University believes that students from various cultures and backgrounds significantly contribute to the educational community. The diversity that comes from their experiences enhances the environment of faith and learning. Prospective graduate international students should contact the Graduate & Professional Studies Admissions Office at 417-865-2811 ext. 7227 for information regarding the issuance of I-20s and other important documents.

TOEFL Score Requirements. To qualify for admission, international students whose first language is not English must earn a TOEFL score of 550 on the paper-based exam, 213 on the computer-based or 79-80 on the Internet-based exam. Information on the TOEFL exam can be found at www.toefl.org.

Classification of Graduate Students

Regular Standing. Students who intend to obtain a degree, or a certificate or credential at the graduate level, and who are admitted without reservation are granted *regular standing* in Graduate Studies. To qualify for regular standing, all admission requirements must be satisfied. Please refer to the specific program for a list of admission requirements.

Provisional Standing. Students who intend to obtain a graduate degree, or a certificate or credential at the graduate level, who have not fully met all the admission requirements of the specific program may be eligible for admission as a *provisional standing* student. Please refer to the admission requirements of the specific program. Upon successful completion of the

first required six to twelve graduate units of the program with a 3.0 GPA or higher, and with no C grades or below, and with the recommendation of program coordinator and faculty, the student will be eligible for regular standing.

Probationary Standing. Students whose cumulative GPA drops below 3.0 while they are in the graduate program, or who fail to meet standards established by their program in other facets of the curriculum, or who receive three C grades in their coursework, will be placed on *probationary standing*. Students with a GPA below 3.0 are not eligible for advancement to candidacy.

Special Admission. Students who do not plan to earn a degree, credential or certificate, or who have not yet completed the full admission application process, may be granted *special admission (special admit) standing*. A special admit student is not officially admitted into the graduate program; the student completes an abbreviated application form for authorization to enroll.

A special admit student must officially apply to the Graduate Studies program if he/she wishes to be considered for *regular standing* in the degree program. All program admission requirements and deadlines must be satisfied for admission consideration to the graduate degree program. The University and its Graduate Program are not obligated legally or morally to accept a special admit student into degree status.

Special admission students who choose to pursue a degree later may not apply more than 12 credits taken as a non-degree seeking student toward degree requirements. This 12-credit limit does not apply to those pursuing certificates. A \$15 application fee is due upon application as a special admit

student. Special admit student forms are available through the Graduate & Professional Studies Admissions office, Graduate Studies office or online at www.evangel.edu/GraduateStudies/Form s.

Note: A special admit student *is not* eligible for institutional and/or federal financial aid.

Auditor. Students who wish to attend graduate classes for personal enrichment, and not for academic credit, may be granted auditor's status. Auditors attend class with no obligations to participate actively in the work. Students seeking auditor's status must complete an abbreviated admission form. Audit fees are required for each class in which audit students enroll. These classes are noncredit bearing courses. An audit course cannot be turned into a for-credit course after the first week of class.

Graduate Academic and Graduation Requirements

Evangel University Graduate Studies is committed to helping students fulfill personal and professional goals. To that end, Program Coordinators and Academic Advisors may substitute core course requirements for those that better serve individual student goals. The final authority in determining fulfillment of graduation requirements for graduate degrees is the Graduate Studies Council.

Standards of Responsibility. Graduate students are expected to read and comply with printed regulations. Members of the faculty and Graduate Studies Office will advise students, but program requirements will not be waived, nor exceptions granted because a student is unaware of the requirements or policies and procedures.

Students are expected to observe the highest standards of conduct, and they will sign a Lifestyle Covenant Agreement (see Appendix A) affirming their sympathy with and willingness to comply with University standards. Failure to uphold the lifestyle covenant agreement may result in dismissal. Students must assume the responsibility to engage in intellectual study and to comply with all policies and procedures to attain the graduate degree. Evangel University cannot accept the responsibility for the education of any student who is not in sympathy with the purposes and the regulations of the University.

Advancement to Candidacy Status.

Students fully accepted to a graduate program must meet specific requirements as defined by their program of study and the Graduate Studies office.

To be considered for candidacy, students must:

1. Achieve a cumulative grade point average of 3.0 or higher on all 500 and 600 graduate coursework with no more than two grades of C (including + or -).
2. Present a clear plan for completing the program to their Academic Advisor for approval.
3. Be approved for advancement by their academic advisor. (See specific program requirements).
4. Submit candidacy forms, as requested, to the Graduate Studies office. Candidacy forms are available for download on Course Commons or can be obtained in the Graduate Studies office.

Remediation plans are created collaboratively between the student and the academic advisor when candidacy standards are not met. Any appeal to

candidacy decisions should follow the academic appeal process as outlined below.

Appeal Process. A student in the Graduate Studies program has the right to appeal academic or administrative decisions. The first level of appeal is to the person who made the decision. Following this attempt, students with academic appeals should seek resolution within the academic department through the course faculty member, Program Coordinators or Department Chair depending upon the origin of the decision being appealed. Appeals based upon administrative issues should be pursued through the Academic Advisors. Matters still under dispute may then be formally appealed in writing within one week of being notified of a decision to the Director of Graduate Studies. The director may decide on the appeal or refer the matter to the Graduate Studies Council. Responses to the appeal generally will be provided within one week unless referred to the Graduate Studies Council. In those situations, a response will be provided following the meeting of that group. When resolution is unsuccessful at one level, appeals should be directed to levels higher in the organizational structure than where the decision was rendered, implying a faculty member decision will be appealed to the program coordinator. The chain of academic authority at Evangel University is as follows: Faculty Member or Academic Advisor - Program Coordinator - Department Chair or Director of Graduate Studies - Provost.

Graduate Transfer Credit. The Program Coordinator may approve transfer of graduate credit hours required in the student's program from another accredited institution. Evangel University reserves the right to accept or reject any course for

transfer. Courses considered for transfer credit must:

- Have been taken for graduate credit
- Be applicable toward the degree being earned at Evangel University

Transfer policies may vary for individual programs. Individual graduate program requirements are listed below.

Course Repetition. A student must repeat any graduate course taken at Evangel for which a grade of D or F is received when the course is part of the student's approved program. If a student makes less than a B in a course that is in the student's approved program, that course *cannot* be dropped from the approved program of study.

Probation Policy. Students whose cumulative GPA drops below 3.0 while they are in the graduate program, or who fail to meet standards established by their program in other facets of the curriculum, or who receive three C grades in their coursework, will be placed on probationary standing.

Students with a GPA below 3.0 are not eligible for advancement to candidacy. Upon completion of the following three conditions, the student will be eligible for a return to regular standing:

- If the student's GPA drops below 3.0, the student must bring their cumulative Evangel graduate GPA up to the 3.0 level, or above, within one year. No more than two courses for which a C was earned can be included as part of the degree.
- If the student has a deficiency in another aspect of the curriculum (e.g., practicum or internship performance, summative assessment performance, psycho-social proficiencies) the student must address the deficiency identified by the department and receive the recommendation of the

program faculty and coordinator to return to regular standing.

- Student will meet with the program coordinator for a progress evaluation conference to determine continuation in the program.

The probationary period is an opportunity for a student to address the issues that brought about the probation. Failure to do so will result in the student's dismissal from the program. The student's probationary status will be reviewed at the end of each semester.

Seniors and Graduate Study. A senior undergraduate student who is enrolled in sufficient coursework to complete the requirements for the bachelor's degree may enroll with the approval of the Program Coordinator in courses for graduate credit, provided the student's total enrollment does not exceed seventeen semester hours or six semester hours in a summer term. A maximum of 12 credits from the graduate courses may be applied to the undergraduate degree. After graduation, and upon acceptance into a graduate program, these same credits may also be applied toward the appropriate graduate program.

Time Limits For Master Programs. All degree requirements must be completed within five years from the date of admission. Time spent on leave of absence is included in the five-year time limit for the completion of the master's degree. A student who interrupts the sequence of study may be subject to changes in requirements when returning. Transfer credits must be completed within the five-year statute of limitations.

Incomplete Course. The letter grade "I" (Incomplete) applies to work of acceptable quality when one or more required

assignments are not completed because of illness, accident, death in the family, or other satisfactory reason. The request for an Incomplete should be student-initiated. The Incomplete Grade Request Form is obtained from the Graduate Studies Office.

Changing Programs. Students wishing to change their program of study must fill out a Program Transfer Approval Form. This form requires signatures from the current academic program advisor and the new academic program coordinator. The student will also be required to attach a current transcript and a Statement of Purpose that aligns with the request. When a student transfers from one program to another, they will apply for candidacy either when they have completed 15 credits at Evangel University or after one semester (minimum of 6 credits) in the new program.

Withdrawal from the Graduate Program. A student considering withdrawal from the Graduate Program must first have a conference with the Program Coordinator or Academic Advisor. If a student finds it necessary to withdraw from the Graduate Program during a regular academic term, official withdrawal from all classes must be processed. The Adult and Graduate Studies Official Withdrawal form can be obtained from the Graduate Studies Office.

When the required signatures are secured, the completed form should be returned to the Graduate Studies Office within 3 business days of the official date of withdrawal. Students who do not officially withdraw from classes will be administratively withdrawn by the Graduate Studies Office. Failure to withdraw officially may lead to future problems in transferring units to other graduate institutions or when applying for readmission. Students who follow the proper

procedures in withdrawing due to justifiable personal circumstances will be classified as having withdrawn in good standing. The tuition refund policy will be observed in cases of official withdrawal from the Graduate Program.

Leave of Absence from the Graduate Program. Students who find it necessary to interrupt the regular sequence of enrollment are expected to file notice of an official leave of absence to ensure proper communication between the student and the Graduate Studies Office. Forms for this purpose are available in the Graduate Studies Office. Time spent on leave of absence is counted in the five-year time limit for graduate coursework. A student is held responsible for academic regulations and program requirements in effect at the time of entrance, provided the student maintains continuous enrollment. A student who interrupts academic enrollment is subject to the academic regulations in effect at the time enrollment is resumed.

Readmission. Students who have been absent from their Graduate Program for two or more consecutive semesters must apply for Readmission to the Graduate Office. All returning graduate students are subject to new graduation requirements that are in effect at the time of their readmission.

Comprehensive Examinations. Required by the Counseling program only. Comprehensive examinations will be administered once each semester, including summer and must be written in entirety during one session. If a student fails any portion of the comprehensive exam during the first attempt, he/she will pay a retake fee equal to the current rate of 1 credit hour tuition corresponding to their program and must rewrite an entirely different and equally comprehensive exam during the second

sitting. More than two attempts to pass comprehensive exams must be approved by the Graduate Council.

Comprehensive Exam dates will generally be offered the 4th Friday of March, 1st Friday of August and the 2nd Friday of November. Please check with your respective department for exact exam dates and times.

Doctoral Dissertation. A research-based dissertation is required for completion of the Doctor of Education degree. The traditional method for reporting doctoral research results is a five-chapter dissertation. The dissertation research is the study of a problem of practice that impacts education. The five-chapter report manuscript is prepared by the doctoral candidate under the supervision of the dissertation advisor. It is approved by the dissertation committee and serves as the culminating project to complete the Doctor of Education degree.

Graduation Requirements

Requirements for graduation with the master's degree include:

- The satisfactory completion of all courses listed on the student's approved program.
- A cumulative graduate grade point average of 3.0 or higher on all graduate courses that are a part of the student's approved program.
- A cumulative graduate grade point average of 3.0 or higher on all graduate work completed at Evangel University.
- Completion of the comprehensive examination with scores stipulated by the department (for the Counseling program).
- Completion of a research thesis, project, dissertation or non-thesis option as required by the department.
- Candidates must complete the Application for Graduation early in the semester in

which all requirements will be completed. Application deadlines are published each term by the Graduate Studies office.

Students will be considered for graduation when they have met the above requirements and:

- Have completed the Application for Graduation
- Have paid the graduation fee
- Have satisfied all financial obligations to Evangel University.

Students completing the Bachelor of Ministry or Bachelor of Theology degree at Alphacrucis College will be granted direct entry into the Master of Organizational leadership at Evangel University.

Student's CUM GPA at degree conferral is final and cannot be changed.

GRADUATE COUNSELING PROGRAMS

Evangel University Counseling Programs consists of a Master of Science in School Counseling and Master of Science in Clinical Mental Health Counseling. The Evangel University Counseling Program trains graduates students to become professional counselors who integrate the Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

Program Highlights

- Integration of Christian values and principles as a foundation for holistic and ethical practice.
- Courses are taught by practitioner faculty who are experts in the field of school and/or mental health counseling.

- Theories and practical applications are integrated throughout coursework.
- The program prepares students to become licensed professional counselors and/or certified school counselors in the state of Missouri.
- Clinical Mental Health Counseling and School Counseling programs are CACREP accredited until October 2027.

Admission Policies

In addition to general admission policies, the Counseling program requires the following:

- Hold an earned baccalaureate degree from an accredited college or university.
- 3.0 GPA or combined GRE score of 295.
- Nine hours of psychology courses plus one undergraduate statistics course (B- or better).
- Admission application, recommendations, essay, and APA writing sample.
- Entrance interview required for qualifying applicants.

Advancement to Candidacy

Status. To move to the internship courses, students must have been approved for candidacy. Students admitted to a program of study must apply for candidacy after completion of 18 credit hours of graduate coursework at Evangel University. To be considered for candidacy, students must:

- Be fully accepted into the Counseling Program.

- Achieve a cumulative grade point average of 3.0 or higher on all 500 and 600 graduate level coursework with no more than two grades (six credit hours) of C (including +or -) for non-core courses.
- Achieve a B grade or higher (3.0) in Counseling Skills and Professional Orientation/Ethics.
- Complete 18 graduate hours or more in the Evangel University Counseling Program.
- Present a clear plan for completing the master's degree to academic advisor for approval.
- Be recommended for advancement to candidacy by counseling faculty. Counseling candidates must complete Advancement to Candidacy screening interview.
- Submit candidacy forms to the Graduate Studies office. These are available for download on Course Commons or can be obtained in the Graduate Studies office.

In making a final decision regarding student advancement to candidacy, the Program Coordinator will consider whether the student:

- Demonstrates academic competency, professional integrity, and ability in the program.
- Proposes a course of study with sufficient merit.
- Demonstrates professional behaviors and dispositions.
- Demonstrates spiritual maturity and values consistent with Evangel University standards.

- Exhibits professional attitude, and psychological health that justifies continuation of study toward the master's degree.

Candidacy interviews are scheduled in the summer and fall semesters of each academic year. Students approved for candidacy will be notified by letter from the Graduate Studies office.

Professional Behaviors and Dispositions. The Counseling Program expects students to demonstrate specific behaviors and dispositions associated with a counselor identity as researched by Lambie and Swank (2015). Behaviors include professional ethics and boundaries; knowledge and adherence to course/ field site policies and procedures; as well as record keeping and task completion.

Dispositions include multicultural humility (competency); emotional stability and self-control; motivation to learn and grow/initiative; openness to feedback; flexibly and adaptability; congruence and genuineness.

Faculty continually assess student dispositions but formally assess at critical points in the program: admission interview, candidacy and during field courses.

Master of Science in Clinical Mental Health Counseling

This program provides students with theoretical and practical training necessary to work in a variety of mental health settings. Such settings include community mental health,

private practices, medical facilities, substance abuse programs, correctional facilities and more. The Counseling program meets requirements set forth by the Center for Credential & Education allowing students to sit for the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE) prior to graduation. To secure a license to practice, many states require a passing score on the NCE or NCMHCE.

Evangel University's Master's in Clinical Mental Health Counseling prepares graduates for certification within the State of Missouri. Requirements may differ from state to state. Consult professional requirements within a state of planned practice.

Hours Required: 60

Master of Science in Clinical Mental Health Degree Requirements

COU 503	Human Growth and Development	3 credits
COU 506	Psychodiagnostics	3 credits
COU 505	Child and Adolescent Counseling	3 credits
COU 507	Research Methods	3 credits
COU 521	Professional Orientation and Ethics	3 credits
COU 523	Counseling Skills	2 credits
COU 523	Counseling Skills LAB	1 credit
COU 526	Counseling Theories	3 credits
COU 534	Integration of Christianity and	2 credits

	the Counseling Profession	
COU 604	Career Counseling	3 credits
COU 610	Assessment	3 credits
COU 625	Group Counseling	1 credit
COU 627	Social and Cultural Diversity	3 credits
COU 595	Child and Adolescent Counseling	3 credits
COU 508	Mental Health Foundations	3 credits
COU 505	Child and Adolescent Counseling	3 credits
COU 524	Clinical Interventions and evidence-Based Treatments	3 credits
COU 527	Couple and Family Counseling	3 credits
COU 595	Practicum—International Counseling*	1 credit
COU 596	Intercultural Counseling Internship*	1 credit
COU 597	Mental Health Counseling Practicum	3 credits
COU 598	Mental Health Counseling Internship	6 credits
COU 599	Field Continuance	0 credit
COU 628	Crisis, Trauma, and Recovery	3 credits
COU 651	Addiction Counseling*	3 credits
COU 675	Human Sexuality*	3 credits
COU 696	Counseling Professional Capstone	1 credit
	TOTAL	60 CREDITS

* Elective as offered.

Master of Science in School Counseling

This program provides students with theoretical knowledge and training based on standards determined by the Missouri Department of Elementary and Secondary Education. Graduates are prepared to be effective school counselors who serve student and families in public and private school communities. By completing extra electives, students may earn an additional certification as a School Psychological Examiner in Missouri. Completion of coursework satisfies specific requirements for a Licensed Professional Counselor (LPC) in Missouri.

Evangel University's Master's degree in School Counseling prepares graduates for certification within the State of Missouri. Requirements may differ from state to state. Consult professional requirements within a state of planned practice.

School Psychological Examiner Certification

Students pursuing this certification must possess a valid teaching or student service certificate in addition to a master's degree in Counseling Psychology, Educational Psychology, School Counseling or Education. Upon completion of the certification, students can work as psychological examiners or diagnosticians in a school setting serving all ages, including special education, gifted education and Missouri Scholars Academy applicants. Students completing coursework for Evangel's School Counseling track

usually can obtain this certification by completing an additional three classes, pending transcript reviews.

Hours Required: 60

**Elective as offered*

COU 503	Human Growth and Development	3 credits
COU 506	Psychodiagnostics	3 credits
COU 507	Research Methods	3 credits
COU 521	Professional Orientation and Ethics	3 credits
COU 523	Counseling Skills	2 credits
COU 523	Counseling Skills LAB	1 credit
COU 526	Counseling Theories	3 credits
COU 534	Integration of Christianity and the Counseling Profession	2 credits
COU 604	Career Counseling	3 credits
COU 610	Assessment	3 credits
COU 625	Group Counseling	2 credits
COU 625	Group Counseling LAB	1 credit
COU 627	Social and Cultural Diversity	3 credits
COU 500	School Counseling Curriculum	3 credits
COU 504	The Exceptional Student	3 credits
COU 509	School Counseling Foundations	3 credits
COU 512	Professional Relationships in School, Family & Community	3 credits
COU 582	Classroom Management	3 credits
COU 590	School Counseling Practicum	3 credits
COU 591	School Counseling Internship—Elementary	3 credits

COU 592	School Counseling Internship—Secondary	3 credits
COU 611	Intelligence Testing*	3 credits
COU 613	Diagnostic Assessment*	3 credits
COU 632	Psychology of Education	3 credits
COU 695	School Psychological Examiner Practicum*	3 credits
COU 697	School Counseling Professional Capstone	1 credit
TOTAL		60 CREDITS

**Elective as offered.*

The Counseling Program Coordinator may approve transfer of a maximum of 9 graduate credit hours required in the student's program from another accredited institution. Courses considered for transfer credit must be applicable/equivalent to coursework required by the Master of Counseling Degree and be at least a B- or better. Credits used to fulfill a previously granted degree will not be applied.

Master of Counseling Courses

COU 500: School Counseling Curriculum (3 cr.) Explores lesson planning, curriculum organization, and resources appropriate for implementation of the Missouri Comprehensive Guidance program. Course content meets requirements for grades K-8 and 7-12 certification.

COU 503: Human Growth and Development (3 cr.) Explores human growth and development across the lifespan. Topics include major theories of development, factors that may affect development, relevant counseling issues

encountered at various points of development.

COU 504: The Exceptional Student (3 cr.)

Discusses the disabled, culturally diverse, and gifted. Topics include teaching diverse individuals in elementary, middle, and secondary school settings. Required by DESE for school counseling students with non-education bachelor's degree.

COU 505: Child and Adolescent Counseling (3 cr.)

Explores assessment, diagnosis, etiology, of child and adolescent disorders within a developmental context and the current Diagnostic and Statistical Manual of Mental Disorders. Topics include therapeutic issues unique to children, effective interventions for children and adolescents, and practice of interventions.

COU 506: Psychodiagnostics (3 cr.)

Examines adult and child psychopathology and behavioral disturbance in the context of the current edition of the Diagnostic and Statistical Manual (DSM) and International Statistical Classification of Diseases and Related Health Problems (ICD). Topics include definitions, etiology, assessment by symptom recognition and assessment instrument, and preferred treatment; appropriate interventions both from a therapeutic and research model; mental disorders from a cultural and spiritual/religious model.

COU 507: Research Methods (3 cr.)

Explains basic behavioral science research methods and statistics then covers research methods and intermediate statistics applicable to counseling research. Topics include the philosophy of science, research ethics, research designs, data analysis, and basic program evaluation strategies.

COU 508: Mental Health Foundations (3 cr.)

Introduces professional issues in clinical mental health counseling. Topics include the history and philosophy of the counseling profession, the professional identity and role of the clinical mental health counselor, the public and private practice of mental health counseling as well as crisis intervention and general framework of consultation, the role of the students' Christian faith and life experiences as a foundation for a personal call to clinical mental health counseling.

COU 509: School Counseling Foundations (3 cr.)

Explores the field of school counseling and the integral part it plays in the school curriculum. Topics include historical development of school counseling, the basic principles and functions of school counseling services and its relationship to the instructional program, underlying philosophical, psychological, and sociological principles undergirding school counseling theory.

COU 512: Professional Relationships in School, Family, and Community (3 cr.)

Explores counseling techniques, current issues, trends, and problems in the education of special populations. Topics include issues related to all areas of exceptionalities, including the gifted and at-risk populations; communication skills with exceptional children and their families; and other topics determined by current legislative initiatives and school trends.

COU 521: Professional Orientation and Ethics (3 cr.)

Introduces the field of counseling. Topics include ethics, professionalism, legal issues and responsibilities.

COU 523: Counseling Skills (2 cr.)

Introduces counseling skills foundational to the application of counseling theory and

intervention. Topics include evidence based theoretical foundations of basic counseling skills and factors that influence the application of skills across clinical settings and diverse client populations.

COU 523: Counseling Skills Lab (1 cr.) students experiential learning opportunities to practice and gain competency in the following skills: active listening, intake interviewing, crisis intervention, basic treatment planning and assessment. Role-plays and student/faculty immediate feedback will facilitate counselor self-awareness.

COU 524: Clinical Interventions and Evidence Based Treatments (3 cr.)

Explores contemporary approaches to assessment, treatment planning, and intervention based in bio-psycho-social systems and evidence-based interventions. Topics include mood disorders, anxiety disorders, substance abuse and addictive disorders, eating disorders, personality disorders, and childhood disorders; multicultural and religious contexts in planning and conducting multi-faceted interventions for change; diagnostic interviewing, crisis intervention, treatment planning, and conducting various types of assessments.

COU 526: Counseling Theories (3 cr.)

Examines the major classical and contemporary theories of counseling and psychotherapy. Topics include an overview and evaluation of major approaches; critical examination of theories for key theoretical constructs, personality formation, development of pathology, therapeutic processes that produce change/healing, the nature of the client-counselor or counselor-student relationship, and its effectiveness; theory analysis from an ethnic, cultural, and Judeo-Christian perspective. The purpose of

this examination is to move students toward a personal model of therapy that reflects and integrates the present research regarding points of convergence and their own philosophy of life or worldview.

COU 527: Couple and Family Counseling (3 cr.) Summarizes the primary theories and approaches to counseling with couples and families. Topics include classical and current family and marriage models, sensitivity to the diverse forms of marriage and families in a contemporary society, the development of a personal theory of an evidence-based marital counseling approach with couple and family counseling.

COU 534: Integration of Christianity and the Counseling Profession (3 cr.)

Facilitates the student's integration of the Christian faith with professional counseling practice at the personal, theoretical, and pragmatic level. Topics include thoughtful discourse to integrate Christian theology with the practice of counseling, a theistic model for counseling, and spiritually focused interventions.

COU 582: Classroom Management (3 cr.)

Presents models of classroom management and related discipline issues. Topics include research orientation with a focus on diversity of current American culture and classroom practice. Required by DESE for school counseling students with a non-education bachelor's degree.

COU 590: School Counseling Practicum (3 cr.)

Provides students with field-based counseling experiences within the school setting. The practical experiences enable students to transfer acquired knowledge into applied practice. The completion of the required hours includes guidance curriculum activities, individual

planning, responsive services, and system support. 150 hours with a minimum of 40 direct service. Prerequisites: (unless individually waived by professor) COU 509, COU 521, COU 523, COU 582, COU 625.

COU 591: School Counseling Internship- Elementary (3 cr.) provide students with field-based counseling experiences within the school setting. The practical experiences enable students to transfer acquired knowledge into applied practice. The completion of the required hours (300 hours with a minimum of 120 direct service) includes guidance curriculum activities, individual planning, responsive services, and system support. Completion of COU 591 School Counseling: Internship-Elementary satisfies initial certification as an elementary counselor. Prerequisites: (unless individually waived by professor) COU 590 and Candidacy Approval.

COU 592: School Counseling Internship- Secondary (3 cr.) Provides students with field-based counseling experiences within the school setting. The practical experiences enable students to transfer acquired knowledge into applied practice. The completion of the required hours (300 hours with a minimum of 120 direct service) includes guidance curriculum activities, individual planning, responsive services, and system support. Prerequisites: (unless individually waived by professor) COU 590 and Candidacy Approval.

COU 595: Practicum- International Counseling (1 cr.) Examines individual and group counseling skills in the context of an international and multicultural setting. Topics include counseling models shown to be effective for identified culture, development of cross-cultural sensitivity through an examination of the country's

national identity and cultural features. Students will attend weekly seminars prior to their travel and receive daily group and individual supervision during the trip. Diversity coursework prior to the class is preferred. This class does not meet the Prerequisites for starting internship or replace COU 597 Mental Health Counseling Practicum.

COU 596: Internship: Intercultural Counseling (1 cr.) Provides counseling students an opportunity to learn, develop and apply counseling skills in a multi-cultural setting, primarily in an international context. Topics include counseling models shown to be effective in the identified culture, application of skills in individual and group sessions, development of cross-cultural sensitivity through an examination of the country's national identity and cultural features. In preparation, students will attend weekly seminars prior to their travel and then receive group and individual supervision each day that services are provided. It is preferred that students have taken a diversity counseling class prior to this practicum. Prerequisites include COU 506, COU 526

COU 597: Mental Health Counseling Practicum (3 cr.) Provides field-based, supervised counseling experiences for graduate students entering the field of clinical mental health counseling. Students will complete 100 hours of counseling related services, 40 of which must be direct service (i.e., individual, group, and relationship counseling). Students will attend weekly individual or triadic supervision sessions along with group practicum class. Prerequisites include COU 506, COU 526, COU 521 (B- or better) and COU 523 (B- or better).

COU 598: Counseling Internship (3 cr.) Provides a multi-semester experience

resulting in one credit for each of 100 hours of internship activity with a supervision seminar focusing on the integration of theory and practice. This weekly supervision seminar supplements the supervision students are receiving at their internship sites. The seminar is conducted using a clinical staffing format in which students present cases, and discuss therapeutic, diagnostic, ethical, faith integration, and treatment-planning issues encountered at their internship site. Didactic instruction occurs on an as-needed basis relevant to the issues presented by students. The seminar instructor maintains contact with the interns' site supervisor throughout the year. Six total credit hours are required for the degree which should correspond to 600 hours (240 must be direct [face-face] client therapy contact) of supervised counseling services. Prerequisites: COU 506, 521, 526, and admission to Candidacy.

COU 599: Field Continuance (0 cr.)

This course is designed to facilitate a student's continuation of internship hours required for the program. Must have program coordinator's permission to enroll.

COU 604: Career Counseling (3 cr.)

Investigates the theoretical framework for career education. Students will apply counseling skills and tools to assist individuals with career development. Topics include major theories of career development, sources of occupational information, principles of assessment in career counseling, career decision making through the lens of multiculturalism, gender, age, and lifestyle.

COU 610: Assessment (3 cr.) Examines assessment procedures commonly used in counseling. Topics include a review of historical basis for assessment, test statistics, cultural factors related to assessment, test selection, ethical considerations, and the

relationship of assessment procedures to diagnosis and treatment.

COU 611: Intelligence Testing (3 cr.)

Provides supervised practice and training in the administration, scoring, interpretation, and reporting of individual intelligence testing in school settings, specifically the Weschler Individual Assessment and the Stanford Binet (SB-V). This course is an elective for school counselors but meets one requirement for the School Psychological Examiner's Certificate.

COU 613: Diagnostic Assessment (3 cr.)

Explores the administration, scoring, and interpretation of academic, social, emotional, and behavioral assessments used in diagnosing children and adolescents.

COU 625: Group Counseling (2 cr.)

Engages advanced level study of theory and practice of group counseling. Topics include various theoretical approaches to group work including the basic principles of group dynamics, processes, developmental stages, member roles, and leadership tasks. Prerequisites: COU 523 Counseling Skills.

COU 625: Counseling Groups Lab (1 cr.)

Provides experiential learning through group participation. Students will apply knowledge into the practice of group counseling by leading and facilitating group process. Additionally, students will utilize their experience as group participants to analyze group process and dynamics.

COU 627: Social and Cultural

Diversity (3 cr.) Focuses on counseling interventions when working with clients of diverse racial, ethnic, and cultural backgrounds. Topics include counseling special populations regarding age, gender, sexual orientations, disabilities, and socio-economic status.

COU 628: Crisis, Trauma, and Recovery (3 cr.) Provides advanced study of crisis and trauma and the ramifications for the victim and family system. Topics include evidence-based treatment modalities of crisis intervention and trauma recovery, practical skills of intervention, development and implementation an effective therapeutic treatment approach, cultural implications, and existential issues.

COU 632: Psychology of Education (3 cr.) Applies psychology to teaching with emphasis on research, theories, and practical applications relating to contemporary issues. Designed for educators and counselors as practitioners in school settings.

COU 651: Addiction Counseling (3 cr.) Introduces the multiple etiologies of addiction development. Topics include assessment, intervention, and relapse prevention for chemical and behavioral addictions; understanding, assessing and treating addictive behaviors within a systems context of family, friends, community, and culture; the role of a Christian worldview.

COU 675: Human Sexuality (3 cr.) explores human sexuality from an integrated psychological, physiological, sociological, and theological perspective. Topics include human dynamics including psycho-sexual development, human reproduction, sexual identity, and sexual disorders, perspectives regarding appropriate expression considering scriptural principles.

COU 695: School Psychological Examiner Practicum (3 cr.) Provides field experiences in public school settings as diagnosticians. As diagnosticians in training, students assess children and adolescents, participate in diagnostic teams, and assist in determining educational needs. Practicum

students are supervised by a certified School Psychological Examiner or a School Psychologist as well as a university professor. Prerequisites: COU 610, COU 611 and COU 613.

COU 696: Counseling Professional Capstone (1 cr.) Provides students with a forum to acquire information related to developing and maintaining a professional practice. This is a professional practice seminar with a schedule of topics planned based on common issues and previous experiences. Student input is welcome to create meaningful learning experiences.

MASTER OF EDUCATION DEGREE PROGRAMS

Candidates for the Master of Education degree will become effective practitioners through classroom learning, research and analysis of model programs.

Graduate Education Program Learning Outcomes. A graduate of the education program will:

1. Demonstrate a commitment to lifelong learning and improvement through reflection on, engagement in, and application of educational research and identified best practices.
2. Demonstrate an engagement in deep-level reflection on, study of, and conversation about the integration of their Christian faith with their learning, life, and vocation.
3. Demonstrate an understanding of the central concepts, tools of inquiry, and structures of their discipline within the context of a global society.
4. Demonstrate an understanding of and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of students.

5. Demonstrate an ability to design curriculum and to engage in and lead curriculum planning based on state and district standards.
6. Build learning networks through creating strong relationships and professional partnerships with school and university personnel, families, and community agencies to produce greater student success.
7. Explain how students learn and develop and provides opportunities that support the intellectual, social, and personal development of students.
8. Demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
9. Clearly articulate a personal mission as an educator, drawing on the rich resources of a Christian understanding of vocation, and faithfully carries out that mission.
10. Commit to continuous growth in their spiritual, emotional, and physical life, and contributes to the growth and wellness of others.
11. Exhibits a personal philosophy of education based on the Judeo-Christian ethic, which demonstrates compassion for human need and unique human differences, an understanding and appreciation for the multicultural heritage of humanity, and a sensitivity to differing value systems.
12. Effectively design and implement instruction for diverse groups of learners, aligning instruction with national, state, and local standards in a positive learning environment.

Summer Graduate Studies. Evangel University offers a unique format for summer graduate courses. Courses are offered in summer blocks of four weeks each. The curriculum is designed so that students may begin coursework with any one of the blocks. Students may enroll for a maximum of six hours of credit in each block.

Transfer Courses. The Master of Education in Literacy, Curriculum and Instruction Leadership, or Educational Leadership may approve transfer of a maximum of 9 graduate credit hours required in the student's program from another accredited institution. Courses considered for transfer credit must be applicable/equivalent to coursework required in the Master of Education Degree Program with a grade of at least a B- or better.

Master of Education in Literacy

The Master of Education in Literacy program prepares educational leaders in the field of reading as teachers, clinicians, supervisors, directors and coordinators of reading programs. Students explore trends and issues, and literacy assessments, and develop effective methods and strategies for reading instruction.

Prerequisites for Reading Specialist Certification: Child Psychology and Adolescent Psychology or Lifespan Psychology, Education of the Exceptional Child.

Master of Education Literacy Program Learning Outcomes

I. Foundational Knowledge:

Candidates understand the theoretical and evidence-based

foundations of reading and writing processes and instruction.

II. Curriculum and Instruction:

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

III. Assessment and Evaluation:

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading MidProgram and End of Program Interrater reliability through discussion and comparison between the two professors conducting evaluations 95% of students proficient in all competencies Each fall semester the Program Coordinator and team will review the data from the summer practicum (Literacy Lab). and writing instruction.

IV. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

V. Literate Environment:

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

VI. Professional Learning and Leadership:

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Literacy Partnerships. A credit limit of 12 credits earned through Literacy Partnership courses are accepted towards a Master of Education at Evangel University.

The credits must meet program requirements as per the degree requirements for each respective master's degree program These courses will be preapproved by the Graduate Education Committee.

Master of Education in Literacy Program Requirements

EDU 512	Special Education: Consulting with Parents and Teachers	2 credits
EDU 563	Educational Assessment	2 credits
EDU 582	Special Studies in Classroom Management and Discipline	2 credits
EDU 633	Educational Psychology Applied (elective)	3 credits
RDG 513	Content Area Reading Education	3 credits
RDG 522	Language Development and Literacy	2 credits
RDG 543	Methods of Reading for Students with Literacy Problems	3 credits
RDG 611	Individual Assessment—Intellectual	2 credits
RDG 620	Leadership in Literacy	2 credits
RDG 633	Current Issues and Trends in Reading Education	3 credits
RDG 653	Reading Diagnosis	3 credits
RDG 690	Reading Practicum I (Literacy lab required for certification only)	3 credits
RDG 691	Reading Practicum 2 (Literacy lab required for certification only)	3 credits
ELECTIVES:		
EDU 698	Research Project	3 credits

EDU 699	Research Thesis	3 credits
RDG 590	Seminar in Reading Topics (up to 6 hours with advisor approval)	1-6 credits
EDU 590	Seminar in Educational Topics (up to 6 hours with advisor approval)	1-6 credits
TES 636	Second Language Acquisition	3 credits
TOTAL		30 CREDITS

Master of Education in Curriculum and Instruction Leadership

The Master of Education in Curriculum and Instruction Leadership program is designed for the educator whose career goal is to become an instructional expert and teacher leader. The program provides a unique opportunity to integrate study, research, and practical experience to enhance the teacher's expertise. This program is a non-certification program.

Program Learning Outcomes for Curriculum and Instruction Leadership

1. The educator demonstrates understanding of content knowledge in his/her discipline and creates/supports differentiated and engaging learning opportunities based on student intellectual, social, and personal development.
2. The educator demonstrates skills in long-range planning and curriculum development including implementation and evaluation of curriculum based upon standards and student needs.
3. The educator supports/creates learning experiences that utilize a variety of instructional strategies to encourage critical thinking, problem solving, and performance

skills in students including appropriate use of educational technology.

4. The educator supports/creates positive learning environments encourage active engagement in learning, positive social interaction and self-motivation.

5. The educator models effective verbal, non-verbal, and media-communication techniques to build effective relationships with students, parents, school colleagues, and community members.

6. The educator is a reflective practitioner who effectively uses assessment strategies and data to plan, monitor, and evaluate student achievement and school processes to continually improve learning opportunity for all students.

Master of Education in Curriculum and Instruction Leadership Requirements (Without TESOL Emphasis) Choose from Below

EDU 509	Action Research	3 credits
EDU 512	Special Education: consulting with Parents & Teachers	2-3 credits
EDU 535	Leadership in Elementary & Secondary Curriculum	3 credits
EDU 563	Educational Assessment	2-3 credits
EDU 582	Special Studies in Classroom Management & Discipline	2-3 credits
RDG 633	Current Issues & Trends in Reading Education	3 credits
RDG 513	Content Area Reading Education	3 credits
EDL 515	Administration of Special Programs	3 credits
EDL 525	School Law & Ethics	3 credits
EDL 527	Communications for Effective Leadership	1 credit

EDL 565	School Supervision & Improvement	3 credits
EDL 643	Organizational Management	3 credits
EDL 675	Administration of Instructional Programs	2 credits
EDU 590	Literacy Workshop	3 credits
RDG 620	Leadership in Literacy	2 credits
TES 636	Second Language Acquisition*	2 credits
TOTAL		30 CREDITS

* Or other special course offerings as approved by advisor.

With TESOL Emphasis: 32 credits required. This is a non-certification program. The TESOL emphasis will not fully meet the requirement for the ELL K-12 endorsement in the state of Missouri.

Course work options: Choose from above: 19 credits

TESOL Emphasis Requirements: 13 credits as follows:

TES 533	Language and Culture	3 credits
TES 536	ESL Methods	3 credits
TES 545	History & Structure of the English Language	3 credits
TES 597	ESL Practicum	1 credit
TES 636	Second Language Acquisition	3 credits

Master of Education in Educational Leadership

The Master of Education in Educational Leadership program prepares graduates for educational leadership positions at the school, district, state and national levels.

Graduates will demonstrate conceptual, organizational, political, social, managerial, interpersonal and technical skills essential for successful school administrators. The program meets Missouri curriculum requirements for elementary or secondary principal certification.

Program Learning Outcomes for MEd Educational Leadership.

Introduction The Missouri Leader Standards convey the expectations of performance for professional leaders in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. Thus, these standards recognize that leaders continuously develop knowledge and skills. Therefore, the Missouri Leader Standards employ a developmental sequence to define a professional continuum that illustrates how a leader's knowledge and skills mature and strengthen throughout their career.

Professionals in school leadership positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

Standard #1 Vision, Mission, and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Quality Indicator 1: Establish the Vision, Mission and Goals

Quality Indicator 2: Implement the Vision, Mission and Goals

Standard #2 Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans for staff.

Quality Indicator 1: Promote Positive School Culture

Quality Indicator 2: Provide an Effective Instructional Program

Quality Indicator 3: Ensure Continuous Professional

Learning Standard #3 Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

Quality Indicator 1: Manage the Organizational Structure

Quality Indicator 2: Lead Personnel

Quality Indicator 3: Manage Resources

Learning Standard #4 Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources

Quality Indicator 1: Collaborate with

Families and Other Community Members

Quality Indicator 2: Respond to Community Interests and Needs

Quality Indicator 3: Mobilize Community Resources

Learning Standard #5 Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner. *Quality Indicator 1: Personal and Professional Responsibility*

Learning Standard #6 Professional Development

Education leaders have the knowledge and ability to ensure the success of all students by remaining current on best practices in education administration and school-related areas as evidenced in his/her annual professional development plan.

Quality Indicator 1: Increase knowledge and skills based on best practices

Requirements. An Initial Administrator Certificate (elementary or secondary principal), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

One (1) of the following:

1. A permanent or professional Missouri certificate of license to teach; OR
2. A baccalaureate degree from a state-approved teacher preparation program;
3. A recommendation from the designated certification official from a state-approved teacher preparation program which is included on the Application for Initial Missouri Teaching Certificate; and
4. Achieve a score equal to or greater than the Missouri qualifying score on the assessment designated by the State Board of Education for initial certification.
 - A. A minimum of two (2) years teaching experience approved by the Department of Elementary and Secondary Education.
 - B. Successful completion of the building-level administrator's

assessment designated by the State Board of Education.

Required Courses

EDL 509	Action Research	3 credits
EDL 515	Administration of Special Programs	3 credits
EDL 525	School Law and Ethics	3 credits
EDL 527	Communications for Effective Leadership	1 credit
EDL 535	Leadership in Elementary and Secondary Curriculum	3 credits
EDL 545	Foundations of Educational Administration	2 credits
EDL 555	The Principalship	3 credits
EDL 565	School Supervision & Improvement	3 credits
EDL 643	Organizational Management	3 credits
EDL 675	Administration of Instructional Programs	2 credits
EDL 685	Leadership Capstone	1 credit
EDL 694	Educational Leadership Internship K-12	3 credits
TOTAL:		30 Credits

Educational Leadership Courses

EDL 509: Action Research (3 cr.)

Acquaints graduate students in Education with literature about educational research methodologies. Topics include development of an understanding of such methodology considering assessment and instruction; becoming a critical reader, consumer, and producer of research reports; improving teaching and learning in classrooms of all levels; develop, conduct research, and use the data to answer significant questions

about individual or collective student learning concerns or issues.

EDL 515: Administration of Special Programs (3 cr.)

Provides a broad overview of the essential elements of special education, guidance and counseling, activity and other student support programs as outlines by the E.L.C.C. and I.S.L.L.C. standards as well as the EAD Knowledge Base. This course is designed as an entrance level course for the study of student personnel programs.

EDL 525: School Law and Ethics (3 cr.)

Explores practical knowledge of constitutional, statutory, case law, and ethics relevant to issues affecting the organization and administration of public schools.

EDL 527: Communications for Effective Leadership (1 cr.)

Emphasizes speaking, listening and writing skills for educational leaders. Topics include internal communication with school faculty and staff as well as external communication with parents and community.

EDL 535: Leadership in Elementary and Secondary Curriculum (3 cr.)

Emphasizes the instructional role of the educational leader. Topics include the history, politics, process, and current trends in both elementary and secondary curriculum development and implementation.

EDL 545: Foundations of Educational Administration (2 cr.)

Introduces the major issues involved in educational administration. Topics include the Evangel University Christian Leadership Development Model, the standards for educational leadership developed by the Interstate School Leaders Licensure Consortium (ISLLC) and begin to develop a portfolio validating individual competence for each standard.

EDL 555: The Principalship (3 cr.)

prepare future principals for transformational leadership by conceptualizing their role as learners, mentors, supervisors, managers, politicians and advocates. Topics include the six Interstate School Leaders Licensure Consortium (ISLLC) Standards, the complex role of creating learning communities.

EDL 565: School Supervision and Improvement (3 cr.)

Introduces supervision and personnel issues. Topics include essential elements of recruiting, training and nurturing quality instructional staff members as outlines by the E.L.C.C. and I.S.L.L.C. standards as well as the EDL Knowledge Base.

EDL 643: Organizational

Management (3 cr.) Examines aspects of educational organizational behavior. Topics include organizational culture, leadership, motivation, change, conflict, and decision-making, the No Child Left Behind Act and maintaining high standards of scholarship.

EDL 675: Administration of

Instructional Programs (2 cr.) Equips the administrator with the tools to guide curriculum development, instructional development, and staff development within a school.

EDL 685: Educational Leadership

Capstone (1 cr.) Provides the student the opportunity to complete the required portfolio, demonstrate knowledge and skills required with the ISLLC standards and take the assessments necessary for graduation from the Educational Leadership program. This is the last course a student takes in the Educational Leadership program.

EDL 694: Educational Leadership

Internship (3 cr.) Provides Field and Clinical Experiences for (3) semester hours

with a minimum requirement of three hundred (300) clock hours as required by DESE for certification.

Master of Education Courses**Education****EDU 500: Research Project/ Thesis Off Campus (0 cr.)**

Allows graduate students in the Education program to maintain at least half-time enrollment while working on project/thesis during fall/spring semesters. Students choose when they pay for EDU 698/699 and until they pay, they stay registered for the course.

EDU 501: Implementing Vocational Business Education Programs (3 cr.)

Investigates curriculum development and implementation of vocational business education classes on the high school and middle school level. Topics include research of issues and procedures for career and technical education in the public and private sectors leading to knowledge of core competencies for marketing education programs.

EDU 507: Research Methods and Statistics (3 cr.)

Explores basic research processes. Topics include the skills necessary to develop and conduct graduate research projects, issues related to the philosophy of science, the development role of scientific inquiry, and issues related to research design.

EDU 509: Action Research (3 cr.)

Acquaints graduate students in Education with literature about educational research methodologies. Topics include development of an understanding of such methodology considering assessment and instruction; becoming a critical reader, consumer, and producer of research reports; improving

teaching and learning in classrooms of all levels; develop, conduct research, and use the data to answer significant questions about individual or collective student learning concerns or issues.

EDU 512: Special Education-Consulting with Parents and Teachers (2 cr.) Explores counseling techniques, current issues, trends, and problems in all areas of exceptionalities, including the gifted and at-risk populations. Topics include communication skills with exceptional children and their families and are determined by current legislative initiatives and school trends.

EDU 520: Teacher Leadership in Schools (3 cr.) Investigates components of teacher leadership in K-12 schools. Topics include leadership styles, organizational management, leadership for school improvement, and curriculum and instruction leadership.

EDU 527: Analysis of Teaching and Learning (3 cr.) Develops educator's ability to analyze teacher and learner behavior and apply analysis for the purpose of improved teaching and learning. Topics include strategies for analyzing teacher and learner behavior and methods of teaching problem solving and critical thinking skills.

EDU 533: Theories, Problems, and Practice in Curriculum Development (3 cr.) Explores contemporary curriculum development theories that impact the organization and structure of schools today. Topics include comprehensive analysis of the process of curriculum development.

EDU 535: Educational Technology (2 cr.) Acquaints teachers with the broad range and interrelated use of instructional media materials and techniques. Topics include the

practical problem of choosing, using, and inventing instructional materials.

EDU 535: Educational Technology Lab (0 cr.) Accompanies EDU 535 as the laboratory component.

EDU 536: Methods in Secondary Teaching Specialty (3 cr.) Emphasizes the fundamentals of teaching methods, curriculum, and techniques in a selected subject area. The student will select the major area of emphasis.

EDU 543: History and Philosophy of American Education (3 cr.) Explores the basic philosophical and historical foundations that undergird the American educational system.

EDU 563: Educational Assessment (3 cr.) Supplies professional educators with the tools and techniques to assess student achievement.

EDU 582: Special Studies in Classroom Management and Discipline (2 cr.) Presents models of classroom management and related discipline issues. Topics include research-oriented discussions, diversity of American culture and classroom practices.

EDU 584: Building a Community-Based Career Ready Curriculum-Tier 1 (3 cr.) Assists practicing teachers in developing timely relevant curriculum regarding community career needs to students throughout Springfield Public Schools. This two-tiered course represents a collaborative effort between Springfield Public Schools and Evangel University and the Springfield business community. Prerequisite: Permission of professor.

EDU 585: Building a Community-Based Career Ready Curriculum- Tier 2 (3 cr.)

Assists practicing teachers in developing timely relevant curriculum regarding community career needs to students throughout Springfield Public Schools. This two-tiered course represents a collaborative effort between Springfield Public Schools and Evangel University and the Springfield business community. Prerequisite: Permission of professor.

EDU 590-592: Seminar in Educational Topics (2 cr. each) Seminar in current educational topics.

EDU 627: Seminar in Student Teaching (1 cr.) Addresses current issues in education. Conducted by faculty and university supervisors for all student teachers. Corequisite: EDU 697.

EDU 633: Educational Psychology Applied (3 cr.) Explores the progression from practitioner to research scientist. Topics include psychological theory, research, and practice in the classroom.

EDU 690: Practicum in Subject Area Specialty I and II (1 cr.) Provides students with clinical experience in which students are assigned to the school for three or more hours per week. Experiences are in the subject area specialty.

EDU 691: Practicum in Subject Area Specialty III (2 cr.) Provides students with clinical experience in which students are assigned to the school for three or more hours per week. Experiences are in the subject area specialty. This course will be taken the semester prior to student teaching.

EDU 697: Supervised Student Teaching (8 cr.) Student observe and then

teach under the direction of a cooperating educator and University supervisor.

EDU 698: Research Project (3 cr.)

Provides students with an independent project that shows the student's ability to conduct scholarly research that has a significant application. The student must follow the guidelines listed in the department for seeking permission, defending, and submitting the project.

EDU 699: Research Thesis (3 cr.)

Demonstrates the student's ability to complete a scholarly research thesis. The student must follow the guidelines listed in the department for seeking permission, defending, and submitting the thesis.

Reading

RDG 513: Content Area Reading Education (3 cr.) Examines diagnostic, methodological, organizational, and administrative issues related to content reading instruction. Topics include research and application of strategies for developing functional reading in content fields.

RDG 522: Language Development and Literacy (2 cr.) Explores the issue of emergent literacy and the relationship of language development and early literacy. Topics include human growth as it relates to the development of oral language, reading, and writing.

RDG 543: Methods of Reading for Students with Literacy Problems (3 cr.) Explores effective instructional strategies which assist students with literacy problems. Topics include preventive, early intervention, and remedial strategies.

RDG 590: Seminar in Reading Topics (2 cr.) Seminar in current reading topics.

RDG 611: Individual Assessment-Intellectual (2 cr.) Presents the theoretical and assessment process of human intelligence. Topics include definitions and nature of intelligence, research, development, standardization of intelligence, discusses and critiques major individual intelligence tests, and develops student assessment techniques and skills.

RDG 620: Leadership in Literacy (3 cr.) Examines literacy leadership and coaching to equip teachers, reading specialists, literacy coaches, district supervisors and administrators to become caring, committed, competent educators in the field of literacy. Topics include Building relationships with other professionals in education, identifying student and school needs in literacy, and collaborating to implement literacy instruction at the district and school level.

RDG 633: Current Issues and Trends in Reading Education (3 cr.) Discusses current issues and trends in reading education. Topics include the whole language philosophy and its effect on reading curriculum and classroom design.

RDG 653: Reading Diagnosis (3 cr.) Examines current trends and procedures used in assessing literacy problems. Topics include classroom and clinical approaches and current research and knowledge base in literacy education.

RDG 690: Reading Practicum (3 cr.) Provides students with practical experience in formal/informal assessment of students, diagnosis of student strengths and weaknesses, and planning and implementing instruction for reading. Each graduate student is assigned 2-3 students to work with during the practicum.

RDG 691: Reading Practicum (3 cr.) Provides practical experience in formal/informal assessment of students, diagnosis of student strengths and weaknesses, and planning and implementing instruction for reading improvement. Each graduate student is assigned 2-3 students to work with during the practicum.

Teaching English to Speakers of Other Languages (TES)

TES 533: Language and Culture (3 cr.) Explores the interrelationships of language and culture. Topics include linguistic and cultural diversity, cross-cultural communications, and cultural issues in the classroom, techniques for fostering cooperative learning, resolving conflicts, and meeting student needs in multicultural and language classrooms.

TES 536: ESL Methods (3 cr.) Provides a knowledge of materials and methods for teaching English to speakers of other languages. Corequisite: TES 597.

TES 538: Component Areas of TESOL (3 cr.) Explores the details of teaching any one or a combination of the four component areas of TESOL: listening, speaking, reading, and writing. Topics include research about teaching these areas, systematic analysis of factors and guidelines in teaching each of the four skills, pronunciation, grammar, and vocabulary.

TES 539: ESL Materials, Curriculum, and Assessment (3 cr.) Examines curriculum, materials, and assessment tools currently used in professional teaching of English to speakers of other languages. Topics include research-based discussion and course design.

TES 555: Advanced Grammar and Linguistics for ESL Teachers (3 cr.)

Explores grammar for ESL or FL Teachers. Topics include major morphosyntactic and semantic phenomena important for teaching ESL/EFL, practical and theoretical literature on teaching English grammar, practical exercises of grammar correction in writing with actual English Language Learners, classroom activities for teaching points of grammar.

TES 593: Special Topics in TESOL (3 cr.)

Discusses issues related to ESL teaching situations in K-12 schools in the United States. Topics include making content accessible to ELLs through scaffolding and sheltering techniques; aligning formative and summative assessments for ELLs with non-language assessments; working with classroom teachers and administrators.

TES 597: Practicum in ESL Instruction (1-3 cr.)

Provides students with clinical experience in which students are assigned to an ESL/EFL teaching experience for 40-45 hours per credit hour.

Doctor of Education in Educational Leadership, Curriculum and Instruction

The doctoral program is designed for the educator whose career goal is to become an instructional expert and organizational leader. The program provides a unique opportunity to integrate study, research, and practical experience to enhance the educator's expertise. The program requires candidates to develop and produce original research adding to the knowledge base, develop comparative and analytical thinking skills, and develop an understanding of the skills and traits of successful leaders in the

field of education at either the K-12 level or Higher Education.

With an emphasis in Curriculum and Instruction, the degree would provide the education and training for an individual to be a curriculum specialist, an assessment officer, a, or a professor in an educator preparation program. In all coursework, use of technology as an instructional tool will be emphasized and articulated.

Learning Outcomes for Doctor of Education

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
2. Promote a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Demonstrate ability to lead personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Demonstrate ability to collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Demonstrate understanding of the school leader's responsibility acting with integrity, responsibility and in an ethical manner.
6. Demonstrate understanding of responding to and influencing the larger political, social, economic, legal, and cultural context.
7. Demonstrate understanding of a leader's responsibility to monitor and implement best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

8. Supporting appropriate applications of technology for their field of specialization
9. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies
10. Use data to improve learning

Requirements. Students seeking Missouri Superintendent Certification must meet the following requirements:

Successful completion of the district-level
The approved graduate credit should include:

- A. Foundations of educational administration; City school administration; school supervision; curriculum construction; research and evaluation; school finance, school law; school staff personnel administration; school/community relations; and school plant design and operation.
- B. A recommendation from the designated certification from a state-approved educational specialist or advanced degree program for the preparation of superintendent; this must be part of the Application for Superintendent's Certificate.

Required Courses

EDL 701	Leadership Seminar: Communication and Public Relations	1 credit
EDL 702	Leadership Seminar: Politics in Education	1 credit
EDL 705	Ethics and Decisions of School Leaders	3 credits
EDL 709	Resource Management	3 credits
EDL 711	Advanced Supervision	3 credits
EDL 713	Cultural Competence	3 credits

EDL 720	Introduction to Dissertation Research	2 credits
EDL 723	Research Methods and Statistics	3 credits
EDL 729	Data Analysis for School Improvement	3 credits
EDL 733	Teacher as Leader	3 credits
EDL 751	Advanced Curriculum and Design	3 credits
EDL 755	Evidence-Based Instruction and Learning	3 credits
EDL 757	Differentiating Curriculum and Instruction	3 credits
EDL 759	Contemporary Issues in Curriculum & Instruction	3 credits
EDL 761	Educational Funding	3 credits
EDL 781	Leadership Internship	3 credits
EDL 790	Dissertation Seminar and Proposal	1 credit
EDL 796	Dissertation: Directed Research	3 credits
EDL 796	Dissertation: Directed Research	3 credits
EDL 796	Dissertation: Directed Research*	1 credit
TOTAL:		50 Credits

* As needed for completion.

Doctor of Education Courses

EDL 701: Leadership Seminar- Communication and Public Relations (1 cr.) Explores the nature, scope, principles and practices of public relations, communication and collaboration among professional educators and the school community.

EDL 702: Leadership Seminar- Politics in Education (1 cr.) examines the politics of education at the building, district, state, and national level. Topics include policy

development and the changing role of government in education.

EDL 705: Ethics and Decisions of School Leaders (3 cr.) Explores leadership theories, power and authority in organizations, leader effectiveness and decision-making processes, and organizational reform. Topics include ethical leadership and decision-making in organizations facing challenges and organizational change.

EDL 709: Resource Management (3 cr.) Examines school design, maintenance, and resource management. Topics include enrollment, location, staffing and equipping the organization with appropriate resources.

EDL 711: Advanced Supervision (3 cr.) Examines the evaluation of educational programs and personnel. Topics include school improvement through measurement outcomes, personal and program evaluation, systems theory, and the Christian leadership model.

EDL 713: Diversity and Multicultural Competence (3 cr.) Discusses the basic principles and practices of organizations regarding diversity and multicultural programs. Topics include how school personnel and organizational programs meet the needs of diverse and/or multicultural populations.

EDL 720: Introduction to Dissertation Research (2 cr.) Introduces the development of a research proposal. Topics include helping the student develop a deeper understanding of academic research and the structure of the dissertation project.

EDL 723: Research Methods and Statistics (3 cr.) Introduces the basics of educational research. Topics include

statistical techniques, qualitative and quantitative research, research design, and methods to evaluate research and published articles.

EDL 729: Data Analysis for School Improvement (3 cr.) Examines the techniques used in evaluation of programs. Topics include identifying evaluation targets, collecting and interpreting appropriate data, developing an action plan, and reporting meaningful results to stakeholders.

EDL 733: Teacher as Leader (3 cr.) Explores the concepts of teacher leaders and the activities and responsibilities involved in leading teachers or adult learners. Topics include leadership concepts appropriate for classroom instructor or instructional coaches. The course is designed to move teachers to leadership roles within the field of education.

EDL 751: Advanced Curriculum and Design (3 cr.) Investigates the major components and theories of curriculum design at the organizational level.

EDL 755: Evidence Based Instruction and Learning (3 cr.) Examines research based and research supported teaching strategies. Topics include current theory and practices designed to improve classroom instruction.

EDL 757: Differentiating Curriculum and Instruction (3 cr.) Explores strategies to successfully differentiate instruction by differentiating the content, process, or product. Topics include the development of school programs that implement differentiated instruction.

EDL 761: Educational Funding (3 cr.) Investigates school budgeting procedures and the relationship with local, state and federal funding of school operations. Topics

include Funding resources and management of private funds.

EDL 781: Leadership Internship (3 cr.)

Provides Field and Clinical Experiences for (3) semester hours with a minimum requirement of three hundred (300) clock hours. Topics include knowledge, insight and current issues facing practitioners while working with a current school leader.

EDL 790: Dissertation Seminar and Proposal (1 cr.)

Students develop a draft dissertation research proposal. Students will discuss theories of research and the process of hypothesis development.

EDL 796: Dissertation Directed Research (3 cr.)

Students develop a research proposal to be presented to an advisor, the research committee, and the research review board. Upon approval the research project will be completed and defended.

EDL 796: Dissertation Directed Research (1 cr.)

Students will complete two 3-credit EDL 796 Dissertation Directed Research. If they have not successfully defended their dissertation research studies after completion of the two 3-credit courses, they will enroll in a 1-credit EDL 796 course each term until their dissertations are successfully defended. The Ed.D. program coordinator may approve transfer of a maximum of 15 credit hours earned beyond the master's degree (Specialist or Doctoral courses) from another accredited institution upon admission to the EdD program for coursework applicable/equivalent to coursework required in the Ed.D. Program with a grade of at least a B- or better.

Master of Organizational Leadership

The Master of Organizational Leadership is a 30-credit hour program that integrates Christian principles with the skills needed to develop a positive, results-oriented organizational culture that maximizes the potential of its people and the performance of the organization. Knowledge and skills can be immediately utilized in your organization through assignments and projects. Further benefit comes from interacting with other students from all types of organizations.

Master of Organizational Leadership Program Learning Outcomes.

Graduates of the MOL program will:

1. Explain essential concepts of budgeting, financial, and risk management, and marketing for organizational decision making.
2. Describe the dynamics of global and multi-cultural environments on leadership and organizational behavior.
3. Identify and demonstrate effective approaches and skills in written and oral communication to support organizational leadership effectiveness.
4. Interpret factors necessary to create an effective customer and market focus.
5. Develop a personal and organizational leadership philosophy that integrates Biblical values and ethics.
6. Appraise and construct strategies for developing the organization and its workforce.

Students completing the Bachelor of Ministry or Bachelor of Theology degree at Alphacrucis College will be granted direct entry into the Master of Organizational Leadership at Evangel University.

Transfer Credit. The Master of Organizational Leadership may approve transfer credit of a maximum of 9 credit graduate credit hours required in the student's program from another accredited institution. Courses considered for transfer credit must be applicable/equivalent to coursework required in the Master in Organizational Leadership Program with a grade of at least a B- or better.

Advancement to Candidacy Status.

Students in this program must apply for candidacy after completion of 13 credits of graduate coursework at Evangel. Students approved for candidacy will be notified by letter from the Graduate Studies office.

To be considered for candidacy, students must:

- Be admitted into the MOL program. If admitted on provisional status, this must be removed.
- Have completed 13 credits of graduate coursework at Evangel.
- Achieve a cumulative GPA of 3.0 or higher on all 500 and 600 graduate coursework with no more than two grades of C.
- Submit candidacy forms to the Graduate Studies office. Candidacy forms are available for download on Course Commons or in the Graduate Studies Office.

Program Requirements

MOL 500	Organizational Leadership Program Orientation	0 cr.
MOL 501	Foundations of Leadership	3 credits
MOL 502	Emotionally Intelligent Leadership	3 credits
MOL 527	Communications and Community Relations	3 credits
MOL 645	Managerial Finance	3 credits

MOL 665	Organizational Design & Development	3 credits
MOL 672	Marketing	3 credits
TOTAL		21 credits

Elective Tracks

1. Strategic Management Track

MOL 555	Lean Six Sigma: Theories & Skills	3 credits
MOL 556	Lean Six Sigma Project	4 credits
MOL 601	Strategic Management	3 credits
TOTAL		10 credits

2. Organizational Leadership Track

MOL 503	Followership	3 credits
MOL 504	Organizational Spirituality	3 credits
MOL 650	Analysis of the Organizational Environment	3 credits
TOTAL		9 credits

3. Individualized Track

9 credits from the above tracks' offerings.

**MOL 555 is a Prerequisite for MOL 556.*

Master of Organizational Leadership Courses

MOL 500: MOL Program Orientation (0 cr.)

Orients students to the Organizational lead Organizational Leadership program. Topics include program requirements, matriculation toward degree completion, and personal assessments to improve effectiveness as an organizational leader.

MOL 501: Foundations of Leadership (3 cr.)

Examines theories in leadership and management and analysis of assessing organizational leadership effectiveness. Topics include personal values, spirituality, ethical choices, and social responsibility; the leader's ability to influence workplace and public policy; development of a personal philosophy of effective leadership.

MOL 502: Emotionally Intelligent Leadership (3 cr.)

Provides students the opportunity to increase self-awareness and self-management skills for presentation of self and interaction with others in the organizational context. Topics include tenets and theories of emotional intelligence.

MOL 503: Followership (3 cr.)

Defines and explains theories and praxis of followership. Topics include theories of followership, leadership styles from the follower's perspective, whistleblowing, post-structuralist approaches to identity and workplace followership and analysis of followership in the workplace.

MOL 504: Organizational Spirituality (3 cr.)

Discusses the role spirituality and religion play in the workplace. Topics include spirituality's effects on the organization's productivity, corporate responsibility, spiritual disciplines in a multi-cultural work environment and spiritual leadership values.

MOL 527: Communications and

Community Relations (3 cr.) Explores effective professional communication techniques for writing, speaking and listening. Topics include public presentations, formal report and grant writing, and preparation and analysis of policy, routine business communications and meeting facilitation skills.

MOL 555: Lean Six Sigma: Theory and Skills (3 cr.)

Provides the theory and skills for an approach (Lean Six Sigma) to address and solve business problems that meet both customer and business requirements. Topics include effective and efficient problem-solving skills that lead to process optimization, change management, and talent application; how to build a culture of change through a synergetic talent pool.

MOL 556: Lean Six Sigma Project (4 cr.)

Provides an opportunity for students to implement an organizational improvement project following the Lean Six Sigma model that meets both customer and business requirements. Topics include demonstration of effective and efficient problem-solving skills that lead to process optimization, change management, and talent application. Students participating in this project will receive regular coaching from the course instructor from the project design stage, through implementation and reporting on the project.

MOL 601: Strategic Management (3 cr.)

Explores the formulation, implementation, and management of key strategies that will maximize the organization's core competencies, fulfill customers' and other stakeholders' expectations, and create a sustained level of performance excellence. Topics include mission, vision, values, long-and short-range goals and objectives, and various kinds of strategies and controls used to develop the organization's direction and sustain its performance.

MOL 645: Managerial Finance (3 cr.)

Examines the requirements of an effective financial accounting and reporting system and the interpretation of financial reports for proprietary, non-profit, and governmental organizations. Topics include decision

processes and models for evaluating finance-related options; investing and managing cash; managing and preventing risk; and allocating financial, human, and capital resources; focus groups decision matrixes, control charts, and other tools to investigate problems, analyze data and information, and identify potential solutions.

MOL 650: Organizational Analysis of the Environment (3 cr.)

Explores concepts and approaches to develop and analyze an organization's relationship with its stakeholders. Topics include development and analysis satisfaction surveys, market analysis, quality function deployment (QFD).

MOL 665: Organizational Design and Development (3 cr.)

Explores the primary roles of managers and leaders within the context of organizational environments. Topics include economic, technological, political, and social contexts; globalization; organizational life cycles and their impact on organizational culture.

MOL 672: Marketing (3 cr.)

Discusses the role of public relations in customer relations, stakeholder communications, and business development. Topics include marketing tools, ethics and integrity in public communication about the organization, concepts that are essential and adaptable to organizations of any size or type, including nonprofits, government, small businesses, and corporations.

MOL 675: Developing People and Teams (3 cr.)

Examines the organizational human resource function and contemporary techniques for managing human resources. Topics include empowerment, legal issues, work force diversity, managing change, recruitment and selection, training and development, compensation, managing relations, and health and safety.



2021-2022

Assemblies of God Theological Seminary

Overview

Message from the Associate Dean of AGTS

The Assemblies of God Theological Seminary (AGTS) has had a distinguished history of training missionaries, pastors, church leaders, teachers, chaplains and other ministers. As an embedded seminary at Evangel University, men and women continue to find a learning community in which they can connect and interact while growing together. AGTS is known for quality instruction and practical experiences within a spiritually inviting atmosphere. These elements help boost the students' ministry competency and personal capability and build their attunement to Christ and the ongoing work of the Spirit.

AGTS intentionally gathers teachers with years of practical experience, and with academic acumen from a Pentecostal perspective. This creates an unforgettable classroom experience, and a place for relationship building between faculty and student, and among students/peers that last a lifetime.

At AGTS, we have been praying for you, and are delighted to partner with you and the Lord in pursuing your ministerial and theological training. We will do everything possible to help you succeed, both in your educational goals and as life-long followers of Christ.

Blessings,
Paul W. Lewis, PhD
Associate Dean
AGTS

Mission Statement

The purpose of the Assemblies of God Theological Seminary (AGTS) is to train men and women to fulfill the mission of the church as taught in Scripture—*Shaping servant leaders with knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.*

As a graduate-level educational institution within the evangelical and Pentecostal tradition, the Seminary affirms the Bible as God's written Word, the inspired, infallible and authoritative rule for faith and conduct.

To accomplish its purpose, the Seminary, as a center for instruction and spiritual formation, seeks to achieve the following objectives:

1. To lead every student into a growing knowledge of God, based upon the redemptive work of Christ and the baptizing power of the Holy Spirit.
2. To perpetuate the distinctive Pentecostal proclamation of the supernatural power of the Holy Spirit to restore the people of God to the New Testament model of vitality and witness.
3. To create an environment in which men and women, who have been called and gifted for Christian service, may be nurtured as servant-leaders of sterling Christian character.
4. To seek excellence in all of its programs, believing that a rigorous quest for truth, effectiveness and

relevance should characterize theological reflection and professional training.

5. To provide training in the professional skills necessary for the practice of ministry in a changing world, focusing on the preparation of pastors, missionaries, evangelists, military and institutional chaplains, teachers, and others.
6. To foster an evangelistic and missionary emphasis with a global and multi-cultural perspective in order to equip men and women to proclaim the Gospel of Jesus Christ at home and abroad.
7. To encourage constructive engagement with society guided by the prophetic and redemptive words and deeds of Jesus Christ.
8. To serve as a scholarly resource for the AG, Pentecostal-Charismatic communities worldwide and the larger body of Christ.
9. To utilize technology and distance-education methodologies in the extension of its educational mission to Christian leaders unable to attend a resident campus.

Pentecostal Distinctives

The Assemblies of God grew out of the global revival at the turn of the twentieth century. Dedicated to the full gospel message, the Assemblies have grown to become the dynamic element of what is called the Third Force of Christianity—the Pentecostals. The commitment to the Pentecostal dimension of Christianity is what distinguishes the Assemblies of God from other groups within Evangelical Christianity. Since AGTS is the denominational seminary for the Assemblies of God, the Pentecostal distinctives are central to each of its degrees and course offerings. This background and heritage enable them to present biblical and

theological truths, educational and missiological strategies and methods and pastoral care and practice within the context of the Pentecostal ministry.

Flower Pentecostal Heritage Center

For the study of the AG and Pentecostalism, AGTS students benefit from the museum and resources housed at the Flower Pentecostal Heritage Center in the National Leadership and Resource Center of the Assemblies of God in Springfield, Missouri. The holdings focus on the history of the AG, but also include related materials on the Pentecostal, Charismatic and Evangelical traditions. The available correspondence, reports, published and unpublished histories, periodicals, news clips, personal papers, diaries, photographs, audiovisual materials, committee notes and minutes, memorabilia and other items make it one of the foremost archives for the study of Pentecostalism in North America.

Statement of Educational Effectiveness

The AGTS accrediting bodies require the publishing of a statement regarding educational effectiveness. For example, The Commission on Accrediting for [*The Association of Theological Schools*](#) in the *United States and Canada* (ATS) has an Education Standard (ES6) which in part reads, "Assessment of student learning requires schools to be able to demonstrate the extent to which students have achieved the various goals of the degree programs they have completed as well as indicators of program effectiveness, such as the percentage of students who complete the program and the percentage of graduates who find placement appropriate to their vocational intention and theological education."

All degree programs at AGTS have evaluative processes to measure student learning, which are assessed on an annual

basis. Seventy percent of students who enroll in degree programs at AGTS graduate within five years of beginning their studies.

Fitness for Ministry

As a theological seminary whose primary mission is the preparation of men and women for the service of the Church, AGTS is committed to the personal and professional growth of all students and reserves the right to require the following of all students, either as a part of their classroom experience or as a part of their personal and professional development:

1. The completion of one or more personality and assessment inventories which become a part of the student's seminary file. These inventories may be utilized in academic, personal, and professional guidance counseling.
2. Periodic reviews of the student's academic and personal growth may be required to assist in his or her adjustment to seminary life and his or her fitness for ministry as an ordained clergyperson or professional. The student may be required to undergo counseling at his or her own expense or enter into particular growth contracts to address specific fitness for ministry concerns.
3. A final review before graduation may be required to ensure that all contractual expectations regarding fitness for ministry have been met.

The Seminary reserves the right to suspend a student for a stipulated period to address specific emotional and behavioral fitness for ministry issues, or to dismiss the student with no hope of readmission if it is concluded that candidacy for ministry or other helping professions is not viable at this time.

Admission Requirements for Master Programs

Candidates for admission must be born-again, display evidence of a dedicated Christian life and possess the appropriate educational background. Students are expected to be intellectually capable of rigorous academic discipline and to be emotionally suited for Christian service.

The Admissions Committee will evaluate each candidate based on the applicant's entire application file.

Academically, a four-year baccalaureate degree or the equivalent from an acceptable college is required. A grade point average of at least 2.5 on a 4.0 scale is considered satisfactory for admission. Candidates with a lower GPA may be considered for admission on academic probation, which requires a reduced course load during the first semester of study.

A limited number of mature applicants without a bachelor's degree who, otherwise, meet established admission criteria may be considered on an individual basis. For further details, contact the Enrollment Coordinator at AGTS.

Qualified applicants for whom there are questions regarding adjustment to Seminary life or potential for ministry may be admitted with the proviso that the Admissions Committee will reevaluate the student's progress at the end of 12 credits to determine eligibility for further studies. (See *Fitness for Ministry*.)

Application Process. Applicants for all master's programs should apply early through the Evangel University Admissions Office. For priority consideration,

applications should be submitted 8-12 months prior to anticipated enrollment. Late applicants are encouraged to apply at least 30 days prior to registration and may experience some delays in optimum service.

Action will be taken on each applicant's file as soon as possible after all credentials have been received. The applicant will be promptly notified in writing of the Admissions Committee's decision.

To apply, submit the following:

1. Application, recent photograph and a nonrefundable fee of \$75.
 - a. Personal statements responding to questions on the application about vocational goals, church involvement, reasons for applying to the Seminary and an assessment of strengths and weaknesses.
 - b. A brief autobiography.
2. Official certified transcripts from all post-secondary schools attended. These documents must be sent directly to the Seminary by the schools attended. (Transcripts from foreign institutions must be evaluated by an approved transcript evaluation service. The evaluation should contain degree postings, courses taken, credit hours earned, and grades received for courses taken. The evaluation will show U.S. academic equivalency. World Education Service (WES: www.wes.org) is the preferred evaluation company. However, any evaluation service currently a member of NACES (www.naces.org) will be accepted.)
3. Personal/ministerial references from two non-relative individuals who have known the applicant three years or more.

4. Applicants for whom English is not their first language must submit scores from the TOEFL/IELTS exam.

	TOEFL Internet- Based	TOEFL Paper- Based	IELTS
Master	80	550	6.5
Doctoral	94	585	7

Arrangements to take the test can be made in writing to: Educational Testing Service, P.O. Box 6154, Princeton, NJ, 08541-6154, phone 609-771-7100, www.toefl.org. The TOEFL code for AGTS is 6022.

After enrollment, if the student's mastery of English proves inadequate, AGTS reserves the right to remove the student from classes and require further language study.

Exchange Program. To better facilitate its global and multicultural mission, the Seminary maintains fraternal or exchange agreements with certain schools nationally and internationally, including but not limited to:

- Alphacrucis College, Sydney, Australia
- Asia Pacific Theological Seminary, Baguio City, Philippines
- Asia Theological Centre for Evangelism and Missions, Singapore
- Continental Theological Seminary, Brussels, Belgium
- East Africa School of Theology, Nairobi, Kenya
- Hansei University, Seoul, Korea
- Latin American Bible Institute, San Antonio, Texas
- Southern Asia Bible College, Bangalore, India
- TCA College (formerly Theological Centre for Asia), Singapore

- West Africa Advanced School of Theology, Lome, Togo
- Latin American Bible Institute College, La Puente, California

The Bachelor of Ministry or Bachelor of Theology degree from Alphacrucis College, Australia, will be accepted for entry into the AGTS Master of Divinity, Master of Leadership and Ministry, Master of Arts in Intercultural Studies, Master of Arts in Theological Studies, and the University's Master of Organizational Leadership.

Application for International Students.

In addition to the documents listed in the application procedure above, international students are required to submit the following:

1. A letter fully explaining how Seminary expenses will be covered and proof of financial responsibility (letters from financial sponsors and bank statements must be included).
2. In certain cases, a written recommendation from the national church organization endorsing educational plans. If applicant is AG, recommendations may be requested from the AG area director of his or her homeland and from the AGWM regional director assigned to that country.
3. Written evidence that a responsible Christian organization will guarantee financial support for dependents remaining in the homeland during the student's time in the United States attending seminary.
4. Written guarantee of financial support for dependents who accompany the student to the United States and for their round-trip transportation.

International students will be required to deposit a \$5,000 (USD) fee upon written notification of their approval for admission to AGTS. This amount will be applied to the student's account. AGTS cannot release the formal I-20 "Certificate of Eligibility" (required for visa application) until the deposit has been received.

Part-Time Students. Students may enroll for less than a full academic load at AGTS. Day, evening, accelerated and module sessions offer a variety of options to the part-time student.

New Student Orientation. All new students are invited to participate in an online new student orientation called AGTS 101. This orientation will assist new students to transition into seminary life and studies.

Readmission. Former students seeking readmission after an absence of two consecutive semesters or more must submit an abbreviated readmission application, including updated ministerial reference. A \$15 readmission fee is required. Individuals seeking readmission after an absence of three or more years must complete the full application, including all references, updated official transcripts and a \$75 application fee. Readmission will be subject to the review and recommendation of the Admissions Committee who may require additional information from the student before rendering a decision.

Non-degree Students Admissions

Unclassified Student. An applicant who does not plan, or who may not currently be eligible to pursue a master's degree, may apply for admission to take courses for graduate credit as an unclassified student (12 credits maximum).

To apply, submit the following: 1) application for admission; 2) official certified transcripts sent to the Seminary by all post-secondary schools attended; 3) ministerial reference on form provided.

An unclassified student may later request a reevaluation for matriculation into a degree program after the admission requirements are satisfied and additional application documents are submitted. The graduate courses taken as an unclassified student may be applicable toward a degree.

College Seniors. Seniors in good academic standing may apply for admission to take a limited number of classes for graduate or non-graduate credit. To apply, submit the following: 1) abbreviated concurrent enrollment application for admission; 2) a concurrent enrollment verification form, signed by the college's registrar/administrator.

Audit. To apply for admission to audit classes, submit the following: 1) abbreviated application for admission; 2) ministerial reference on form provided; 3) the audit form; and 4) names of course(s) to be audited. The fee to audit is one-fourth of the tuition rate. (See *Financial Information*.) Courses taken as an audit student cannot be reverted to credit later. Courses officially audited are posted on a transcript. The 12-credit maximum also applies to official audits for unclassified students.

Unofficial Audit. Spouses of full-time students enrolled for 9 or more credits per semester may unofficially audit one class per semester free of charge. Unofficial audits are subject to the approval of the professor and the class size.

Transfer Credit and

Advanced Standing (Master and Doctoral Programs)

Requests for advanced standing or transfer credit must be submitted to the Assistant Registrar, Seminary with official transcripts and course descriptions when applying for admission. (See specific degree programs for more information.)

All course credits (including transfer, advanced standing, and CPE units) must be taken within a 10-year period of finishing an AGTS master's degree.

Advanced Standing. Advanced standing is interpreted as those courses brought in at the beginning of the degree program. Life experience does not qualify for advanced standing. (See specific degree programs for more information.) Eligible courses must have earned a minimum grade of B and must have been taken within 10 years of completion of the AGTS degree.

Transfer Credit. Transfer credit may be granted for approved courses completed at accredited graduate institutions other than AGTS. Again, the transfer credit may not be older than 10 years of the AGTS master's degree completion.

Credits taken at an international institution are evaluated on a case-by-case basis. If approved, courses must be consistent with and validated by established institutional guidelines.

Concurrent enrollment in other graduate institutions for the purpose of transferring credits into the AGTS program must be approved in advance by the Assistant Registrar, Seminary and/or Dean.

Cumulative transfer credits may not exceed one-half of the MDiv, one-half of the MA, nor

up to one-half of the MLM. (See Residency Requirement.)

Courses accepted for transfer credit are expected to be equivalent to the course descriptions in the AGTS catalog and to appropriately fit the degree program being pursued.

The minimum grade is B from accredited schools (B from non-accredited schools if approved by the Seminary).

Shared Credit. Shared credit may be granted for a master's degree completed at AGTS to be applied toward another Master's degree at the Seminary. Credit shared may not exceed more than half of the credits required in the new degree. (For example, no more than 39 credits can be applied from a MA to the MDiv program (39 credits is half of the 78-credit MDiv program). Again, the shared credit may not be older than 10 years of your second AGTS degree completion.

Transfer Toward Doctor of Ministry.

Up to six of the doctoral transfer credits may be accepted from ATS/CHEA accredited institutions or those recognized by an approved foreign accrediting body. Students must have earned a minimum grade of "B".

Transfer Toward Doctor of Applied Intercultural Studies and Ph.D. in Intercultural Studies.

Up to eight of the doctoral transfer credits may be accepted from ATS/CHEA accredited institutions or those recognized by an approved foreign accrediting body. Students must have earned a minimum grade "B". If a person holds an earned doctorate in a related field (e.g. Doctor of Ministry), a maximum of 12 credits may be transferred to the PhD.

Transfer Toward PhD in Biblical Interpretation and Theology.

Up to eight of the doctoral transfer credits may be accepted from ATS/CHEA accredited institutions or those recognized by an approved foreign accrediting body if the student has an earned doctorate in a related field (e.g. Doctor of Ministry), or an advanced degree beyond the MDiv such as the MPhil, STM, MTh or ThM. Students must have earned a minimum grade of "B" .

Transfer Credits and Advanced Standing Limitations.

In preparing for graduation, the student must satisfy the residency requirement. The combined total credits received for transfer credit, Advanced Standing (if applicable) and credit earned through distance learning courses or directed research cannot exceed the limitations imposed by the residency requirement (see Residency Requirement).

Clinical Pastoral Education (CPE).

AGTS will accept up to 2 CPE units for a maximum of 6 credit hours (1 CPE unit for 3 credit hours) provided the CPE units were not used to fulfill the requirements of any other graduate or doctoral degree. The institution and credit must be recognized by the Association for Clinical Pastoral Education, Inc. accreditation commission. To request transfer credit, official transcripts must be received by the Seminary Records Office before consideration for credit will be given.

Seminary Academic Policies and Procedures

Academic Advisors. The advisor-advisee relationship is important to the seminary's curriculum. Each student will be assigned a faculty advisor. In keeping with the requirements of each program, the advisor assists the student in planning the initial

academic program, keeping in mind the student's background as well as professional goals. The advisor, chair, Associate Dean, and Dean will be available for counsel in academic, vocational, and spiritual matters. Each student is responsible for completing the requirements of the degree program (see student portal degree audit) maintained by the Office of Seminary Registration.

Academic Status. A student will remain in good academic standing at the Seminary if maintaining a satisfactory grade point average (2.0, MDiv; 2.5, MA and MLM; 3.0 ThM; 3.0, DMin; 3.0, DAIS; 3.0, PhD), meeting financial obligations to the Seminary, conducting personal life with spiritual and moral integrity. No student will be considered to have made satisfactory progress when failing or withdrawing from all courses taken in a semester. The administration reserves the right to dismiss any student whose academic, financial, spiritual, moral integrity is unsatisfactory or unacceptable.

Academic Probation

Admitted to AGTS on Academic Probation. A student may be admitted to the Seminary on academic probation in either of the following circumstances: 1) Due to nonacademic strengths in the applicant's file, the student has been admitted with a low undergraduate grade point average; 2) The student received a baccalaureate degree from a non-accredited institution. In such cases, the probationary status may be removed upon completion of 9-12 credits with a satisfactory GPA (2.0, MDiv; 2.5, MA and MLM; 3.0 ThM; 3.0, DMin; 3.0, DAIS; 3.0, PhD). A student may not register for more than 12 credits until satisfactorily completing the probation period.

Placed on Academic Probation.

A student will be placed on academic probation at the conclusion of any semester in which the cumulative grade point average (GPA) falls below the required grade point necessary to maintain satisfactory academic progress in the degree program being pursued and will remain on probation if the cumulative grade point average remains below the level required. A student may also be placed on probation at the conclusion of any semester in which the semester GPA is not earned. *Note: In unusual circumstances, the Dean or Associate Dean may, at his discretion, issue a letter of warning.* A written letter of appeal must be submitted to the Seminary Academic Council following the first semester a student is either placed or retained (*if admitted*) on academic probation/hold. The letter should be submitted to the Assistant Registrar, Seminary, and include 1) an explanation of any exceptional circumstances that contributed to the student's unsatisfactory academic progress, along with supporting documentation, if applicable, 2) how the circumstances have changed and 3) the steps the student will take and/or has taken to improve academic performance.

Students on academic probation who do not raise their cumulative average to the required level or higher by the end of the next semester of study, or who do not make a substantial reduction in grade point deficiencies while on probation, will be academically dismissed from the Seminary. An exception on this policy will require approval by the Seminary Academic Council before enrolling for further studies the next semester.

Students who have been academically dismissed and who have not been enrolled for one or more semesters may seek readmission to the Seminary. In those cases, the Admissions Committee will consider applications for readmission to the Seminary

after academic dismissal only if readmission is warranted by exceptional circumstances and reasonable grounds are given for an expectation that the student can remove grade point deficiencies. Such appeals will require the approval of the Admissions Committee and Dean of AGTS before the student can be readmitted and register for classes. If approved for readmission, no student will be permitted to enroll until one semester (15 weeks) has elapsed following the student's dismissal.

Students on academic probation may be required to review employment and other commitments with their academic advisor.

Degree Information

Degree Changes. A student desiring to change to another degree program must first receive counseling from the currently assigned academic advisor. If the degree program is mutually agreed upon, the student must obtain the proper form from the Seminary Records Office (or [AGTS website](#)) and secure the required signatures. If the degree program change is approved, the student must complete all requirements of the new degree program as currently stated in the catalog without course substitutions unless approved by the Associate Dean or Dean.

Degree Time Limits. Students are expected to complete the requirements for their degree under the catalog in effect at the time of initial degree candidacy. They may elect to meet modifications in the program announced in subsequent catalogs with the approval of the Dean.

Requirements for the MDiv degree must be completed within seven years from the date of initial admission to degree candidacy.

Requirements for the other master's degrees

must be completed within six years.

Exception: Active missionaries may complete their degree within 10 years. (See *Transfer Credit and Advanced Standing*.)

Degree Residency Requirement.

All degrees, except the online MATS, MLM, and MDiv programs, require resident studies at AGTS (or, in some cases, an AGTS extension site). Minimal residency requirements, normally at the end of the degree program, are as follows:

MDiv: One-third of degree program must be completed in seated coursework.

MA, MLM: One-half of degree program must be completed in seated coursework.

Exceptions to Academic Policies.

Requests by students for exceptions to academic policies and regulations should first be submitted to the appropriate faculty member, department chair, Associate Dean, Dean, or the Assistant Registrar, Seminary. Requests should be in written form and submitted well in advance of the requirement or deadline change requested. In the event the request is a matter that must be determined by the Seminary Academic Council, the written request should be submitted to the Coordinator of Seminary Registration.

Registration and Courses

Students must register using the [University's Student Portal](#).

See the [Resident Academic Calendar](#) for registration dates.

The registration process includes registering for classes on the student portal, receiving approval of course selections by the advisor through the portal, completing all the steps of the registration checklist on the portal,

completing financial arrangements, and the receiving of student identification materials. Course changes may be made after initial registration using the Drop/Add Class form (see *Class Changes*).

Students who have not been formally accepted for admission prior to registration day may be required to register late for classes. Admission clearance must first be secured from the Admissions Office.

Late Registration. Students are not permitted to register for credit in any course after the deadline for each semester or accelerated summer session designated in the calendar.

Course Scheduling. Course offerings are presented with flexibility to accommodate ministers, missionaries, and persons who cannot arrange their schedules for prolonged periods of time. The fall, spring, and summer semesters consist of 15 weeks each. (See the *Resident Academic Calendar for dates*.)

Resident classes are usually held throughout the day and evening Monday through Friday. Some classes are scheduled on weekends and in one-two week modular format.

Course Load. A full-time course load for the master's programs at AGTS is 9 hours. The maximum full-time resident course loads are 12 credits for fall, spring or summer semester. Students who plan to enroll in 15 credit hours must have approval of the Associate Dean. *Note: Regardless of the configuration of courses taken, (module, directed research, online, weekend, etc.) no student may take more than 15 credits per semester.*

Students must take a minimum of nine credits to be considered full time. Students working

20 hours or more should not take more than nine credits.

Course Attendance. Barring a serious emergency, credit cannot be granted for courses in which a student has been absent beyond 20% of the class time. If a student exceeds the absence limit, an administrative withdrawal will be initiated.

Each instructor also sets class attendance policies as announced in the course syllabus. The professor's individual attendance policy may be stricter than the 20% limit stated above.

Grading

Master of Arts students are required to maintain a 2.5 cumulative GPA, MDiv students a 2.0, ThM students a 3.0; and doctoral participants a 3.0. (See *Academic Probation*.)

Grading System. AGTS uses a 4-point grading scale. Grades are assigned the following numerical values for the purpose of computing the grade point average:

Grade Points Per Credit				
100-94%	A	Superior		4.0
93-90%	A-			3.7
89-87%	B+			3.3
86-84%	B	Good		3.0
83-80%	B-			2.7
79-77%	C+			2.3
76-74%	C			
Satisfactory	2.0			
73-70%	C-			1.7
69-67%	D+			1.3
66-64%	D	Poor		1.0
63-60%	D-			.7
0-59%	F	Failure		
0.0*				
	I	Incomplete		
0.0*				

	IP	In Process	
0.0			
	M	Marginal	
0.0			
	P	Pass	0.0
	S		
Satisfactory	0.0		
	U		
Unsatisfactory	0.0		
	NC	No Credit	
0.0			
	N	No Credit	
0.0			
	AU	Audit	0.0
	W	Withdrawn	
0.0			
	CR	Credit	0.0

One credit equals one class hour per week for 15 weeks (summer and accelerated sessions are based on equivalent numbers of contact hours).

Incomplete Grades. Students are expected to complete all course work as specified by the instructor by the end of the semester. In order to request an incomplete grade/extension for courses (includes all types of master classes—modular, online, extension, Directed Research and regular seated courses), **students must obtain an [Incomplete Grade Request](#) form**. The top portion of the form must be completed and signed by the student who is then responsible for submitting the form to the instructor of the class the student is requesting an incomplete grade/extension for. The instructor will complete and sign the bottom portion of the form and submit to the Seminary Records Office. An incomplete may be given at the option of the instructor and only under extenuating circumstances.

In the event the instructor grants a grade of incomplete, he or she will have the option of

lowering the final grade for the course one letter grade lower than it would have been had the work been submitted on time. If an incomplete is received, all course work must be submitted by the date specified by the instructor (not to exceed 90 days past the course due date). A grade of failure may be issued if the coursework is not submitted to the instructor by the due date.

No student will be permitted to begin courses in a new semester if carrying more than two incomplete or in process courses.

Repeating Courses. If a student earns a D or F in a course, the student must retake the course. If the course is successfully repeated, the new grade rather than the *F (or D)* will be used in calculating the student's GPA. However, the *F or D* will remain on the transcript.

Graduation Requirements

Students are required to register for graduation as follows: Fall semester graduates must submit a graduation application by October 31. Spring or summer semester graduates must submit graduation application on the on the student portal by January 30 of the same year. Those who miss these deadlines will have to wait until the following October to file for graduation.

Graduation requirements include the following:

1. Satisfactorily complete all degree program requirements, including any prerequisite requirements and incomplete course work by established deadline(s). (See *Academic Program* for exact requirements.)
2. Maintain a degree grade point

average of at least 2.5 (MA), 2.0 (MDiv), 3.0 (ThM), and 3.0 (DMin, DAIS, and PhD) and be a student in good standing at the Seminary. (See *Academic Status*)

3. Satisfy specific degree program graduation requirements (e.g., comprehensive examination, portfolios, field education research project).
4. If seeking approval as a summer graduate, registration for classes in summer is limited to six (6) credits.
5. If a student has been approved to register for a course(s) for the purpose of transfer credit back to his or her degree program at AGTS, **grades for that course(s) must be submitted to the Office of Seminary Registration by April 15 of the student's graduation year.**
6. Graduates must satisfactorily complete the Association of Theological Schools' Graduating Student Questionnaire. (Contact the Seminary Records Office if you have any questions.)
7. A final review before graduation may be required to ensure that all contractual expectations regarding fitness for ministry have been met. (See *Fitness for Ministry*.)
8. Receive approval for graduation from the Seminary Academic Council.
9. Attend the commencement exercises. (*For Masters' students: Those who do not plan to attend the commencement exercises, the Seminary Records Office must be notified.*)

Evangel University commencement is held each May. Students completing requirements during the summer months will participate in the May commencement.

- Students are personally responsible for following the course requirements (degree audits) for timely completion of their respective degrees and for confirming with the Seminary Records Office to ensure that these requirements are satisfied. The requirements are published in the catalog under which the student matriculates or is readmitted. Suggested course-sequencing guides for degree programs are available in each department and utilized at registration. AGTS faculty advisors and staff are available to provide guidance in course scheduling but do not assume final responsibility for each student's enrollment decisions. The published requirements of each degree prevail except for occasional and appropriate exceptions approved by the Dean. The degree earned is recorded on the transcript at the end of the semester in which all the degree requirements are completed. The last day of the semester as indicated by the academic calendar is the official graduation date. A student's CUM GPA at degree conferral is final and cannot be changed.

Academic Graduation Honors for Master Students. Graduation academic honors are as follows:

3.90-4.0 Summa cum laude
3.80-3.89 Magna cum laude
3.70-3.79 Cum laude

Seminary Student Life and Community

Campus Visits. We welcome prospective students to visit the [AGTS campus](#) whenever they are in the area or in the process of deciding where to attend seminary. Contact the Enrollment Office to arrange a tour of the Seminary; consultations with faculty, staff,

and students; and attendance in classes of interest. Call 1-417-268-1000.

Housing. Students are encouraged not to wait until the last minute to make housing arrangements. Each fall there is an influx of approximately 28,000 students attending 14 educational institutions in the Springfield area that reduces housing availability. place exclusively in the classroom, and that community life at AGTS enhances the student's overall seminary experience.

Seminary Code of Conduct. The Seminary strives to maintain high standards of integrity in all areas of life, including interpersonal and community relationships, academic work, and ministry. Students, faculty, and staff are expected to live exemplary Christian lives, practicing respect and concern for all people, honesty, appropriate behavior, and wise judgment as outlined in Scripture.

Believing that all persons are created in God's image and that the body of a believer in Christ is the temple of the Holy Spirit, the Seminary interprets the Bible to forbid fornication, adultery, homosexuality, use of pornography, drunkenness, and use of illegal drugs, or abuse of either prescription or over the counter drugs. Seminary policy prohibits the use of alcohol and tobacco while enrolled at AGTS.

Seminary students are expected to conform to these standards and, in doing so, to give evidence of a Christian life and character, to commend the Gospel, strengthen the church, and honor the Lord.

Spiritual Formation

Chapel Services. To promote the spiritual life of the community, chapel services are held several times during the semester. Faculty, staff, students, and guest speakers

contribute to these services that provide the opportunity for corporate worship during the daily academic activities. These chapel gatherings are a vital aspect of the Seminary experience. While attendance is not required, students are encouraged not to miss these opportunities for spiritual encouragement and growth.

Prayer Groups. Student and faculty prayer groups meet at various times during the semester—often before classes, during the noon hour, and some evenings. Some pray for the work of God in various locations of the world, others pray for revival and salvation for the lost, and others pray for our Seminary community or specific areas of interest.

Chapel Lectures. During the fall and spring semesters, special guest lecturers come to the campus to address topics of interest to seminarians.

Student Organizations and Communications

Student Leadership Council. The Seminary has an active Student Leadership Council (SLC) elected by the student body annually. The council coordinates projects and activities that enhance student life, oversees a variety of student ministries groups, and serves as a liaison between the student body and faculty and administration.

The Hub. The Hub is the online student organization directory and event management site. AGTS students can stay informed of campus wide and AGTS specific events by joining the "AGTS Student Life Office" at <https://thehub.evangel.edu/>.

Facebook. Please like our Facebook page so that you can stay updated on upcoming events and announcements as well as important info that we would like to share.

You can access that page at
<https://www.facebook.com/AGTSstudentlife>

Services, Recommendations and Resources

Health Insurance. Students are strongly encouraged to provide health insurance coverage for themselves and their families. Policy requires international students to carry health insurance while enrolled at the Seminary. Contact the [AGTS Office of Admissions](#) for more information.

Seminary Student Handbook. A student handbook is accessible on the AGTS website. The handbook provides detailed policies, privileges and procedures for academic and student life. Updates and revisions to the handbook are made on a regular basis.

Placement Assistance. Faculty and administration frequently work directly with church leaders and graduates in securing professional appointments.

MASTERS' DEGREE PROGRAMS

Master of Divinity Degree

The Master of Divinity (MDiv) degree at AGTS is a leading-edge program designed to enable:

- A deep grasp of God's mission in the world and its development throughout history to the present
- Skills for interpreting the Scriptures
- Appreciation for and experience of the empowering of God's Spirit in transformation and ministry
- Rigorous reflection on Christian truths
- Holistic leadership for engaging

contemporary challenges

- Effective evangelism, disciple-making and meeting of community needs
- Practical competencies needed for ministry in a pluralistic society

The MDiv degree requires 78 credits of study. Students with a strong undergraduate background in religion who have successfully completed introductory courses in Bible, Theology, and Ministry may choose advanced courses instead (up to 30 credits). Course options enable students to adapt their program to fit their needs and interests while fulfilling requirements. The program prepares students for vocational ministries in the Church, teaching/writing vocations, and for further graduate studies in Bible and Theology and ministry.

In view of the competitive nature for entering military and hospital chaplaincies, students interested in these ministries are strongly encouraged to complete at least 90 credits.

Overview of Curriculum

Section of Courses	Credits Per Section
Mission of God & World Christianity	12
Bible & Theology	30
Practical Theology	24
Electives*	9
Field Education Research Project <i>(Take during last year of study)</i>	3
TOTAL:	78 Credits

* Electives in Bible/Theology, Global Missions and/or Practical Theology. *Those with limited experience in ministry leadership must take one practice as part of their electives.*

Master of Divinity Components and Requirements

1. The MDiv identifies courses as Foundation Courses and Advanced Courses. All Foundation Courses are required.
2. If a Foundation Course has been successfully completed with a minimum grade of C as an undergraduate, the student may take one of the Advanced Course options. (Several Foundation Courses define the AGTS educational vision and do not have alternatives.)
3. Students who have not taken 6 credits of pre-seminary or basic Greek at the undergraduate level must take it during their first year at AGTS (BGR 530 Greek 1A and BGR 531 Greek 1B in the AGTS curriculum, with a minimum grade of B in each) in addition to the 78 required credits. If the student is unable to take Greek 1A and 1B through regular seated classes, the courses are also offered through student to student and faculty to student mediated Distance Learning courses.
4. All AGTS Master's programs must be completed within a 10-year time limit, inclusive of any graduate courses transferred in from other schools. See the AGTS Office of Seminary Registration and Degree Audit for more information.

Curriculum Breakdown

Mission of God and World Christianity Courses (12 Credits)

Foundation	Advanced	Credits
BTH/MHT 501		3
HIS/MHT 556	PHI 633, 631/THE 628; MCC/PTH 654; HIS 642	3

HIS/MHT 557	PHI 633, 631/THE 628; MCC/PTH 654; HIS 642	3
MCC/MHT 643		3

Bible and Theology Courses (30 Credits)

Foundation	Advanced	Credits
BIB 532	BIB 637; BNT 623, 624; BOT 621, 622; BOT/BNT/BGR and BHE Book Study.	3
BNT 530	BIB 638, 640; BNT 641, 533, 540, 541, 542 or BGR Book Study; BTH 532, 640	3
BOT 530	BIB 638, 640; BOT 531, 538, 539, 540 or BHE Book Study; BOT 641; BTH 530, 640	3
HIS 532	HIS 528, 642.	3
RES 531		3
THE 531	THE 623, 624, 628, 639	3
THE 532	BTH 635: PHI 633; THE 621, 625, 639	3
Two Biblical Language courses beyond BGR 530 and 531.	BAR 630*; BGR 611*, 612, 624, 625, 626, 627**, 630**; BHE 530, 531, 633, 634, 635, 637, 639***, 640 ***	6

<i>One Bible or Theology Course</i>	Any BIB, BNT, BOT, BTH, THE, PHI course; Any BGR/BHE Bible Book Study; Any PCS course with Bible or Theology cross-listing except history.	3
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* *Prerequisites: BGR 530 & 531.*

***Prerequisites: BGR 530, 531, 611, and 612*

*** *Prerequisites: BHE 530, 531.*

Practical Theology (24 Credits)

Foundation	Advanced	Credits
HOM 529	HOM 633 or any expository preaching course	3
HOM 633		3
PTH 551	PTH 530	3
PTH 557		3
PTH 522		3
PTH 559	Leadership elective course	3
PTH 650		3
PTH 653		3

Electives (9 Credits)

Electives in Bible/Theology, Global Missions and/or Practical Theology (3 courses, 3 credits each).

Field Education Research Project (3 Credits)

PTH 556 (Take during last year of study)

Biblical Language Requirements

Six credits of introductory Greek (two courses each with a minimum grade of B) are prerequisite for the MDiv program and do not count toward the 78 credits needed

for the degree. Students who have not taken 6 credits of pre-seminary or basic Greek at the undergraduate level must take it during their first year at AGTS (BGR 530 Greek IA and BGR 531 Greek IB in the AGTS curriculum, earning a minimum grade of B in each). If the student is unable to take Greek IA and IB through regular seated classes, the courses are also offered through Distance Learning courses.

Six additional credits of biblical languages (either Greek or Hebrew) are required for the MDiv degree.

Concentrations

Concentrations are not required.

Students may pursue electives of their choice instead. If students desire a concentration, they will assume responsibility for taking the needed courses through their requirements and electives. These concentrations will not appear on the student degree audit since students often change them during their studies. If the needed courses have been taken and brought to the attention of the Assistant Registrar, Seminary, at graduation the concentration will appear on a student's transcript. Depending on the concentration, four or five courses are needed.

Expository Preaching Concentration

For more information, please visit the [Cordas C. Burnett Center for Biblical Preaching](#). The Center offers various non-traditional opportunities for the development of expositional skills.

HOM/BOT 621	3 credits
HOM/BOT 622	3 credits
HOM/BNT 624	3 credits

Choose one or both of the following:

HOM/BOT 620; HOM/BNT 623, 3 credits each.

Military/Institutional Chaplaincy Concentration (12 or 15 Credits)

The training of chaplains for service in military and other institutional settings has been a high priority for AGTS since its founding in 1972. As a result, AGTS has a very large number of graduates serving in chaplaincy positions. The large group of chaplaincy candidates at AGTS creates a unique community of learners that is ideal for creating a network of relationships that will persist for decades of future ministry. This track provides a course of studies specifically designed to prepare chaplains with skills for the wide range of duties required in military/institutional ministry.

The Assemblies of God Chaplaincy Department strongly recommends taking an additional 12 credits to create a 90-credit MDiv. This will improve the opportunity for initial placement and enhance the possibility of promotions as a chaplain

Choose one of the following (3 credits):

PTH 540, 541

Choose from among the following (each course 3 credits each):

PTH 561, 565, 610, 617, 618.

Islamic Studies Concentration (12 Credits)

Course	Credits
MCC 545	3
MHT 649	3
MSS 643	3
Choose among MCC 552, 553, 554; MSS 641	3

Distance Learning and Online

Options. The AGTS Master of Divinity is offered three ways as:

- **Residential** program. (To meet residency requirements 27 credits must be taken as seated coursework at the main campus. Military chaplain candidates should check with their service branch to determine residency requirements.)
- **Hybrid** program (through a variety of venues and modalities)
- **Fully online.**

No more than 39 credits can be transferred into the MDiv program. There is a 10-year time limit on program completion, including transfer credit.

AGTS offers online learning experiences that provide students the opportunity to earn credits toward their degree programs without traveling to any of the course locations. All online courses provide faculty to student and student to student interaction through the Course Commons (Canvas) learning management system.

Master of Leadership and Ministry

The Master of Leadership and Ministry (MLM)—formerly the Master of Arts in Christian Ministry—is a 45-credit professional studies degree. It equips ministers to become life-long learners and to develop models of personal and professional growth.

Those with limited experience in ministry leadership are encouraged to take at least one practicum as part of their electives. For additional information on how this program leads to a doctoral degree, see the doctoral studies section of this catalog.

Degree Components and

Requirements

The Master of Leadership and Ministry can be completed by any student regardless of the field of the undergraduate degree.

Applicants with a strong undergraduate program in religion may petition for Advanced Standing in the program, which could allow them to complete the program with 36 credits. See *MLM Advanced Standing*.

For courses successfully completed as an undergraduate, a student may substitute an advanced course. See the Master of Divinity (MDiv) degree for examples.

A limited number of courses may be taken through directed research or distance learning. The general requirements for graduation apply as well.

1. Bible/Theology Core (9 Credits)

Courses	Credits
BNT 530	3
BOT 503	3
THE Elective	3

2. Foundations Core (15 Credits)

Courses	Credits
BIB 532	3
BTH/MHT 501	3
HOM 529	3
PTH 556	3
RES 531	3

3. Ministry Core (12 Credits)

Courses	Credits
PTH 522	3
PTH 557	3
PTH 559	3
PTH 653	3

4. Practical Theology Electives (9 credits)

** Advanced Standing possible for these three courses in the Bible/Theology Core—9 credits total.*

1 If an equivalent course was taken in the participant's undergraduate program, an advanced homiletics course may be substituted.

2 See Field Education Research Manual.

3 If seeking ministerial credentials with the Assemblies of God, HIS 532 required if not taken at the undergraduate level.

Concentrations

A concentration is not required.

Students may pursue electives of their choice instead. If students desire a concentration, they will assume responsibility for taking the needed courses through their requirements and electives. A concentration does not appear on the student degree audit since students often change them during their studies. If the needed courses have been taken and brought to the attention of the Assistant Registrar, Seminary, at graduation the concentration will appear on a student's transcript.

Expository Preaching Concentration

See the [Cordas C. Burnett Center for Biblical Preaching](#) for more information.

Course	Credits
HOM 529	3
HOM 633	3
One of the following: HOM 620, 621 or 622	3
One of the following: HOM 623 or 624	3

MLM Advanced Standing. Students who have earned a significant number of credits

in religious studies from approved colleges and universities may request exemption from certain required courses in the MLM degree program (see the Bible/Theology Core above), thus granting them Advanced Standing. Life experience does not qualify for Advanced Standing. *(See Assistant Registrar, Seminary, for more information.)*

The following rules apply to MLM Advanced Standing:

1. Advanced Standing cannot exceed nine credits.
2. Advanced Standing is considered for undergraduate courses with satisfactory parallel content, provided the equivalent collegiate courses are double the credit value of the Seminary's courses. A minimum grade of B is required, and the student must demonstrate competency in subject matter by presentation of an Advanced Standing Portfolio for each course for which Advanced Standing is desired. A fee of \$50 per course will be charged for each portfolio that is evaluated, regardless of whether the Advanced Standing is granted.
3. Advanced Standing must be requested prior to enrollment but no later than the end of the student's first semester of study at AGTS. Requests should be submitted to the Office of Seminary Registration.
4. Partial course Advanced Standing cannot be granted.
5. If the student later takes a course where Advanced Standing has been granted, the Advanced Standing would be nullified.
6. In an area where a student demonstrates competency, but the criteria preclude Advanced Standing, a substitute course may be allowed if

approved by the faculty advisor and the Dean.

MLM Assessment-based Equivalency.

For those who cannot fit within the 10-year window for Advanced Standing, there is the option for an Assessment-based Credit Equivalency.

AGTS permits up to 9 credits assessment-based credit equivalency in the MAIS, MATS, and MLM programs (for students whose undergraduate credits were acquired more than 8 years prior to starting an AGTS degree) for three Bible/Theology core classes:

- BNT 530 – New Testament Introduction,
- BOT 530 – Old Testament Introduction, and
- THE xxx – Theology elective / THE 531 Systematic Theology I or THE 532 Systematic Theology II

To fulfill this, the student will take an exam in the topic with a written component and a short oral (via online) follow-up exam with a professor in the topical area, which is graded on a pass/fail scale. A fee of \$100 for each core class examination will be charged to the student's account whether or not the Advanced Standing is granted. Contact the Office of Seminary Registration for more information.

Five-year Leadership and Ministry Program.

AGTS has an accelerated MLM program in conjunction with Evangel University. Students earn a BA/BS at Evangel University in four years and finish the MLM degree in one more year (27 credits, 9 each fall, spring, and summer semesters). In their undergraduate program, students take THEO 560 Systematic Theology, CHMN 520 Homiletics II, and CHMN 598 Service Practicum, which can

be dual-counted toward the MLM with a minimum grade of B. (*Note: Undergraduate dual-credit courses have graduate syllabi.*)

They may also qualify for 9 credits of Advanced Standing by taking BIBL 296 Sophomore Seminar, BIBL 337 Hermeneutics, BIBL 116 New Testament Literature, BIBL 37n any New Testament book study, BIBL 115 Old Testament Literature, and BIBL 36n any Old Testament book study. A minimum grade of B is required for Advanced Standing courses. For more information about this accelerated program, please contact the Associate Dean of AGTS or Dr. Mike Jaffe at (417) 268-1000.

Online MLM Program. The MLM is also offered as an online program. The online MLM is a 45-credit program, allowing for students with a strong undergraduate program in religion to petition for Advanced Standing, which would reduce the program to 36 credits (See *MLM Advanced Standing* above.) The admission, contours, and graduation expectations of the online MLM program are the same as that of the resident program- 9 credits, Bible/Theology Core; 15 credits, Foundations Core; 12 credits, Ministry Core; 9 credits, Practical Theology Electives.

Projected Tentative Online Course Schedule

Year 1	Fall	RES	3 3
		531	
		PTH	
	Spring	522	3 3
		BOT	
		530	
Year 2	Fall	PTH	3 3
		557	
		559	
Year 3	Spring	BNT	3 3
		530	
		653	

Year 2	Fall	BTH	3 3
		501	
		PTH	
	Spring	xxx	3 3
		THE	
		xxx	
Year 3	Fall	BIB	3 3
		532	
		PTH	
	Spring	514	3 3
		PTH	
		556	

The student should consult the Course Schedule each term to learn what is offered in the program. The syllabus for each online course, available during the registration periods, will specify the technical and other requirements for the course. Sustaining two courses in each term, with an additional course in one term, will allow the student to complete the MLM program in approximately 3 years.

Master of Arts in Theological Studies

The Master of Arts in Theological Studies (MATS) program is designed to serve as an intermediate degree for further graduate programs in biblical and theological studies. It is also designed to provide advanced biblical and theological training for ministers who want to enhance their ministry in specialized areas such as teaching and church related writing.

Degree Components and Requirements

The MATS is a two-year program of study requiring 48 credits. However, applicants with a strong undergraduate program in religion may petition for Advanced Standing in the program, which could allow them to complete the program with 39 credits or approximately three semesters of study. See *MATS Advanced Standing*.

For courses successfully completed as an undergraduate, a student may substitute an advanced course. See the *Master of Divinity (MDiv) degree for examples*.

Students in this program are not required to choose a concentration, except the one designated "Biblical and Theological Studies" which gives the widest range of course options (BAR, BGR, BHE, BIB, BNT, BOT, BTH, HIS, THE or MHT). Should a student wish, they may focus more narrowly by taking 15 hours in New Testament Studies, Old Testament Studies, Biblical Languages, Pentecostal and Charismatic Studies, or Intercultural Theology.

In addition to the general requirements for graduation, graduation requirements for the MATS program also include a supervised seminar-quality research paper (in BNT/BOT/MHT/PCS/THE 646). A limited number of courses may be taken through directed research or distance learning.

1. Mission of God and World Christianity* (9 Credits)

Courses	Credits
BTH/MHT 501	3
HIS/MHT 556	3
HIS/MHT 557	3

2. Bible and Theology* (15 Credits)

Courses	Credits
BIB 532	3
BNT 530	3
BOT 530	3
THE 531	3
THE 532	3

3. Theological Research (6 Credits)

Courses	Credits
RES 531	3
BNT/BOT/MHT/PCS/THE 646	3

4. General Elective

Elective Course (3 credits)

Optional Concentration or Area of Focus (15 credits): Student's choice of electives in BAR, BGR, BHE, BIB, BNT, BTH, HIS, MHT, PCS, PHI or THE.

* See *M.A.T.S. Advanced Standing guidelines*.

MATS Advanced Standing. Students who have earned a significant number of credits in religious studies from approved colleges and universities may request exemption from certain required courses in the MATS degree program, thus granting them Advanced Standing. Life experience does not qualify for Advanced Standing. (See *Assistant Registrar, Seminary for other details*.)

The following rules apply to MATS Advanced Standing:

1. Advanced Standing cannot exceed nine credits.
2. Advanced Standing is considered for undergraduate courses with satisfactory parallel content, provided the equivalent collegiate courses are double the credit

value of the Seminary's courses. A minimum grade of B is required, and the student must demonstrate competency in subject matter by presentation of an Advanced Standing Portfolio for each course for which Advanced Standing is desired. A fee of \$50 per course is charged for each portfolio that is evaluated whether or not the Advanced Standing is granted.

3. Advanced Standing must be requested prior to enrollment but no later than the end of the student's first semester of study at AGTS. Requests should be submitted to the Office of Seminary Registration.
4. Partial course Advanced Standing cannot be granted.
5. If the student later takes a course where Advanced Standing has been granted, the Advanced Standing would be nullified.
6. Advanced Standing may be granted for courses listed in the categories "Mission of God and World Christianity" and "Bible and Theology."
7. In an area where a student demonstrates competency, but the criteria preclude Advanced Standing, a substitute course may be allowed if approved by the faculty advisor and the Dean.
8. All AGTS master programs must be completed within a 10-year time limit, which includes any undergraduate courses used for Advanced Standing and any graduate courses transferred in from other schools. See the AGTS Office of Seminary Registration for more information.

MATS Assessment-Based Credit Equivalency. For those who cannot fit within the 10-year window for Advanced Standing, there is the option for an Assessment-based Credit Equivalency.

AGTS permits up to 9 credits assessment-based credit equivalency in the MAIS, MATS and MLM programs (for students whose undergraduate credits were acquired more than 8 years prior to starting an AGTS degree) for three BTH core classes:

- BNT 530
- BOT 530
- THE elective / THE 531 or THE 532

To fulfill this, the student will take an exam in the topic with a written component and a short oral (via online) follow-up exam with a professor in the topical area, which is graded on a pass/fail scale. A fee of \$100 for each core class examination will be charged to the student's account, regardless of whether or not the Advanced Standing is granted. Contact the Office of Seminary Registration for more information.

Five-Year Theological Studies

Program. AGTS has an accelerated MATS program in conjunction with Evangel University. Students earn a BA/BS at Evangel University in four years and finish the MATS degree in one more year (27 credits, 9 each fall, spring, and summer semesters). Students must enroll in one of the University's Department of Theology and Global Church Ministries programs, the Adult Studies Church Ministries program, or complete a Pre-seminary minor. In their undergraduate program, students complete 12 hours as follows:

Courses	Credits
THEO 560	3
THEO 554	3
Two of the following: CHMN 520; PHIL 575; HIST 528	6

These courses can be dual-counted toward the MATS with a minimum grade of B.
(Note: Undergraduate dual-credit courses have graduate syllabi.)

They may also qualify for 9 credits of Advanced Standing by taking BIBL 296 Sophomore Seminar, BIBL 337 Hermeneutics, BIBL 116 New Testament Literature, BIBL 37n any New Testament book study, BIBL 115 Old Testament Literature, and BIBL 36n any Old Testament book study. A minimum grade of B is required for Advanced Standing courses.

For more information about this accelerated program, please contact the Associate Dean of AGTS or Dr. Mike Jaffe at (417) 268-1000.

Online MATS Program. The MATS is also offered as an online program. The online MATS is a 48-credit program, allowing for students with a strong undergraduate program in religion to petition for Advanced Standing, which would reduce the program to 39 credits (See *MATS Advanced Standing* above.) The admission, contours and graduation expectations of the online MATS program are the same as that of the resident program—9 credits, Mission of God and World Christianity; 15 credits, Bible and Theology; 6 credits, Theological Research and Writing; 15 credits of courses with BAR, BGR, BHE, BIB, BNT, BOT, BTH, HIS, PCS, and THE prefixes; and 3 credits of General Electives.

Projected Tentative Online Course Schedule

Year 1	Fall	RES 531	3
		HIS 528	3
	Spring	BIB 532	3
		HIS 556	3

Year 2	Summer	THE 531	3
		HIS 557	3
	Fall	BNT 530	3
		BTH 532	3
	Spring	BOT 530	3
		BTH 530	3
Year 3	Summer	THE 532	3
		BTH 501	3
	Fall	BTH 533	3
		HIS 532	3
	Spring	BTH 538	3
		BNT/BOT/MHT/ PCS/THE 646	3

The student should consult the Course Schedule each term to learn what is offered in the program.

The syllabi for each online course, available during the registration periods, will specify the technical and other requirements for the course. Sustaining two courses each term—fall, spring, and summer—will allow the student to complete the MATS program in approximately 3 years.

Master of Arts in Intercultural Studies

The Master of Arts in Intercultural Studies (MAIS) is a 48-credit degree designed to form leaders with a thorough understanding of God's mission for the Church and the interpersonal and intercultural communication skills essential for productive ministry in cross-cultural settings. The program helps students integrate anthropology, psychology, sociology and theology to inform the task of world evangelization and the planting and nurturing of the Church. It also trains missionaries and other cross-cultural workers for roles in theological education and the development of leaders.

Degree Components and Requirements

Applicants with a strong undergraduate program in religion may petition for Advanced Standing in the program, which could allow them to complete the program with 39 credits or approximately three semesters of study. See *MAIS Advanced Standing*.

For courses successfully completed as an undergraduate, a student may substitute an advanced course. See the *Master of Divinity (MDiv)* degree for examples.

1. Mission of God and World Christianity* (9 Credits)

Courses	Credits
BTH/MHT 501	3
HIS/MHT 556	3
HIS/MHT 557	3

2. Bible and Theology* (15 Credits)

Courses	Credits
BIB 532	3
BNT 530	3
BOT 530	3
THE 531	3
THE Elective	3

3. Missions (12 Credits)

Courses	Credits
MCC/MHT 642	3
MCC/MHT 643	3
MHT 635	3
Choose one of the following: MCC 556 ¹ or MSS 641	3

4. Electives (12 Credits)

Elective courses in Global Missions

**Advanced standing possible for three*

courses in Mission of God/Bible and Theology – 9 credits total.

1 See Global Missions Department Field Education Research Manual.

Concentrations

Concentrations are not required.

Students may pursue electives of their choice instead. If students desire a concentration, they assume responsibility for taking the needed courses through their requirements and electives. These concentrations will not appear on the student degree audit since students often change them during their studies. If the needed courses have been taken and brought to the attention of the Assistant Registrar, Seminary at graduation the concentration will appear on a student's transcript.

Intercultural Studies Concentration.

This track consists of 12 credits of electives chosen from courses numbered with the prefixes MCC, , MHT, and MSS. It provides a solid academic basis for ministry in a missions context or for further missions studies at the doctoral level. A student in the MAIS who wishes to apply for AG credentials may take HIS 532 History and Polity of the Assemblies of God as a missions elective.

Global Missions Concentration. The Global Missions (GM) concentration permits students to pursue a significant portion of their degree outside the context of normal, on-campus studies, allowing them to live, learn, and develop ministry skills in a cross-cultural setting (whether in a foreign country or in a cross-cultural setting in the United States). The experience is designed to guide the student in developing the cultural fluency necessary for effective ministry in today's globalized and multicultural world.

Students must complete 12 credits of

graduate-level studies in an AGTS-approved institution which can be transferred back to fulfill the degree requirements at AGTS. The courses taken under the GM Special Studies Program may be in fields of study other than Intercultural Studies but require the prior approval of the assigned AGTS mentor in consultation with the Dean/Associate Dean of the Seminary.

In addition to classroom curriculum, the student is expected to be involved in the fullest possible range of campus, student life, and student ministry activities. The host culture(s) is to be experienced and learned through participation. The student will be encouraged to risk moving away from his or her cultural comfort zone to explore the adventure of getting into the “skin” of another culture. The GM student journal should reflect an intentional involvement in and engagement of the cross-cultural experience.

Member Care Concentration (12 Credits).

Courses	Credits
PTH/MCC 561	3
PTH/MCC 565	3
Choose two of the following: PTH 610, 615, 618, or PTH/MCC 654	6

Islamic Studies Concentration. Islam is one of the world’s fastest growing religions, with more than 1.4 billion adherents—more than one-fifth of the world’s population. While Islam advances at an alarming rate, it remains resistant to the gospel. The Church must address this challenge. The Islamic Studies Concentration provides the opportunity to develop competencies essential for effective ministry to Muslims. Islamic Studies courses are taught in a

modular format—usually one or two weeks—on the AGTS campus and at selected extension sites. Professors will be members of the AGTS faculty, Global Initiative and visiting professors of Islamic studies.

Courses	Credits
MCC 545	3
MHT 649	3
MSS 643	3
One of the following: MCC 552, 553, 554, or 641	3

Students who choose the Islamic Studies concentration must complete their practicum in a Muslim context.

This practicum requires a pre-session orientation, a post-session assessment and an approved, supervised cross-cultural involvement. The practicum will usually be completed in a two-to-four-week time frame and should normally be scheduled during the summer recess. An exception may be granted to allow the practicum to be scheduled during a regular semester. In addition to appointing an on-field supervisor, AGTS will assign an in-house mentor to prepare the student for the practicum and facilitate the understanding and synthesizing of the experience. The student is required to keep a daily journal of experiences. This journal will be utilized in the writing of a reflection paper which the student will present in a final debriefing session at AGTS.

The length of time required for securing AGWM approvals, communicating with a mentor, getting immunizations and visas and raising funds for Global Missions participants affects the application deadlines for intercultural practicums (see [Resident Academic Calendar](#)). Late applications will be approved or denied at the discretion of the Global Missions Committee.

Prior to registering for the cross-cultural practicum, the student must have completed the following four courses: BTH/MHT 501, MHT 635, MCC/MHT 642 and MCC/MHT 643. For an exception, the student must petition the Global Missions Department.

MAIS Advanced Standing. Students who have earned a significant number of credits in religious studies from approved colleges and universities may request exemption from certain required courses in the MAIS degree program, thus granting them Advanced Standing. Life experience does not qualify for Advanced Standing. *(See Assistant Registrar, Seminary, for further details.)*

The following rules apply to MAIS Advanced Standing: spacing seems to be off in this numbered section

1. Advanced Standing cannot exceed nine credits.
2. Advanced Standing is considered for undergraduate courses with satisfactory parallel content, provided the equivalent collegiate courses are double the credit value of the Seminary's courses. A minimum grade of B is required, and the student must demonstrate competency in subject matter by presentation of an Advanced Standing Portfolio for each course for which Advanced Standing is desired. A fee of \$50 per course is charged for each portfolio that is evaluated, regardless of whether or not the Advanced Standing is granted.
3. Advanced Standing must be requested prior to enrollment but no later than the end of the student's first semester of study at AGTS. Requests should be submitted to the Office of Seminary Registration.
4. Partial course Advanced Standing cannot be granted.
5. If the student later takes a

course where Advanced Standing has been granted, the Advanced Standing would be nullified.

6. Advanced Standing may be granted for a course from "Bible and Theology," a "World Christianity" course and a "Missions Elective" course.

7. In an area where a student demonstrates competency, but the criteria preclude Advanced Standing, a substitute course may be allowed if approved by the faculty advisor and the Dean.

8. All AGTS master programs must be completed within a 10-year time limit, which includes any undergraduate courses used for Advanced Standing and any graduate courses transferred in from other schools. See the AGTS Office of Seminary Registration for more information.

MAIS Assessment-based Credit Equivalency. For those who cannot fit within the 10-year window for Advanced Standing, there is the option for an Assessment-based Credit Equivalency.

AGTS permits up to 9 credits assessment-based credit equivalency in the MAIS, MATS, and MLM programs (for students whose undergraduate credits were acquired more than 8 years prior to starting an AGTS degree) for three core classes:

- Bible & Theology (i.e., NT Introduction, OT Introduction, Theology, see above)
- World Christianity (Church History)
- and a Missions elective.

To fulfill this, the student will take an exam in the topic with a written component and a short oral (via online) follow-up exam with a professor in the topical area, which is graded on a pass/fail scale. A fee of \$100 for each core class examination will be

charged to the student's account, regardless of whether or not the Advanced Standing is granted. Contact the Assistant Registrar, Seminary, for more information.

Five-Year Intercultural Studies

Program. AGTS has an accelerated MAIS program in conjunction with Evangel University. Students earn a BA/BS at Evangel University in four years and finish the MAIS degree in one more year (27 credits, 9 each fall, spring, and summer semesters). Students must enroll in one of the University's Department of Theology and Global Church Ministries programs, the Adult Studies Church Ministries program, or complete a Pre-seminary minor. In their undergraduate program, students complete 12 hours as follows:

Courses	Credits
THEO 560	3
THEO 554	3
ICST 511	3
One of the following toward electives or concentration: CHMN 520; ICST 550 or 598; HIST 528	3

These courses can be dual-counted toward the MAIS with a minimum grade of B. *(Note: Undergraduate dual-credit courses have graduate syllabi.)*

Students may also qualify for 9 credits of Advanced Standing by taking BIBL 296 Sophomore Seminar, BIBL 337 Hermeneutics, BIBL 116 New Testament Literature, BIBL 37n any New Testament book study, BIBL 115 Old Testament Literature, and BIBL 36n any Old Testament book study. A minimum grade of B is required for Advanced Standing courses.

For more information about this accelerated

program, please contact the Associate Dean of AGTS or Dr. Mike Jaffe at (417) 268-1000.

Additional Graduation Requirement.

In addition to the general requirements for graduation, the student must submit an acceptable student portfolio.

Distance Learning. A limited number of courses may be taken through directed research or distance learning.

Additional Course Offering Sites.

AGTS has two additional course offering sites for the MAIS program: Continental Theological Seminary, Brussels, Belgium, and CINCEL, San Jose, Costa Rica. Both sites are approved for offering 4-6 courses toward the MAIS degree. For further information, contact the Office of Seminary Registration.

Graduate Certificate in Pastoral Care and Counseling

The Graduate Certificate in Pastoral Care and Counseling (GCPCC) is a 15-credit certificate. It equips ministers specifically in pastoral care and counseling which would benefit the pastor or chaplain in their ongoing ministry. A minimum GPA of 2.5 is required for admission to the program.

Certificate Components and Requirements

The GCPCC can be completed by any student regardless of the field of the undergraduate degree. This graduate certificate can be a 'stand-alone' certificate or with the MDiv. All students must take PTH 543, then over a 3-year period in a module

delivery system, the other 4 classes can be taken. So the Certificate recipient must have PTH 543 (3 hours) and 12 credit hours of the remaining 15 credit hours offered.

Admissions requirements would be consistent with the other MA programs. Students working toward certificate completion are not eligible for financial aid, unless they are enrolled in a degree program.

A limited number of courses may be taken through directed research or distance learning. The general requirements for graduation apply as well.

Courses	Credits
PTH 543	3
Select 4 of the following: PTH 561, 565, 610, 617, 618; PHI 633, 658	12

MASTER LEVEL COURSES

Course Numbering

Course descriptions are listed by academic department. The list is subject to change as the Seminary deems appropriate.

Cross-listed courses allow the student to select the prefix applicable to the degree pursued. The course numbers denote the following:

500 series—normally a first-year graduate course.

600 and 700 series—normally a second- or third-year graduate course.

900 series—doctoral level studies.

Bible and Theology Department

The Bible is the ultimate authority for evangelical Christians to judge doctrine, experience and practice. Therefore, the study of Scripture occupies a strategic place in the curriculum of the Seminary. At the core of the Bible offerings are the biblical theology and biblical exegesis courses which enable students of the Bible at the graduate level to enhance their interpretative skills and to draw out principles applicable to their lives and ministries today.

Systematic and historical theology courses provide the context necessary for developing a truly balanced Pentecostal and Charismatic ministry of the Word.

The Bible and Theology Department seeks to equip both practitioners and academicians to properly handle the Scripture and theology, using all the best tools and resources under the guidance of the Holy Spirit.

Faculty

TBD

Chair of Masters' Programs

Biblical and Theology Department Chair

Robert A. Berg, PhD

Professor of New Testament

Roger D. Cotton, ThD

Professor of Old Testament

Bob Eby, PhD (ABD)

Director, Cordas C. Burnett Center for Biblical Preaching

Associate Professor of Biblical Exposition and Preaching

William Griffin, PhD

Professor of Old Testament and Hebrew

Mark Jenkins, PhD

Professor of Old Testament, Biblical Hebrew, and Archaeology

Paul W. Lewis, PhD

Associate Dean

Professor of Historical Theology and Intercultural Studies

Director of PhD in Biblical Interpretation and Theology

Gary Martindale, PhD

Professor of Biblical Studies

Vince Medina, PhD

Professor of Old Testament

Martin Mittlestadt, PhD

Professor of New Testament

Meghan Musy, PhD

Assistant Professor of Old Testament

Director, CBTE

Brandon Schmidly, PhD

Chair of Undergraduate Programs

Professor of Philosophy

Charles E. Self, PhD

Visiting Professor of Church History

Bible and Theology Department Course Descriptions

Biblical Aramaic

BAR 630 Biblical Aramaic (3 cr.) The essentials of Biblical Aramaic surveyed and reinforced by the translating of the Aramaic sections of the books of Ezra and Daniel. The course seeks to strengthen the student's understanding of biblical Hebrew because of the close relationship between the two

languages and provides knowledge of the native language of Jesus and the disciples. *Prerequisite: BHE 531 or equivalent.*

Greek Language

BGR 530: Greek IA (3 cr.) A study of the essentials of Greek morphology and syntax designed to prepare the student for translation and exegesis of the New Testament. Course may not apply toward fulfillment of degree requirements (see *degree program descriptions for any applicable exceptions*).

BGR 531: Greek IB (3 cr.) Continuation of Greek IA. Course may not apply toward fulfillment of degree requirements (see *degree program descriptions for any applicable exceptions*). *Prerequisite: BGR 530 or equivalent.*

BGR 611: Inductive Studies in the Greek New Testament I (3 cr.) An inductive study of the various portions of the Greek New Testament to extend the student's knowledge of grammar, syntax, vocabulary and translation skills. *Prerequisite: BGR 531 or equivalent.*

BGR 612: Inductive Studies in the Greek New Testament II (3 cr.) An inductive study of the various genre of the Greek New Testament with emphasis on exegesis and textual criticism. *Prerequisite: BGR 611 or equivalent.*

Greek Exegesis

The following courses are offered on a rotating basis depending upon faculty availability and special interests. The course subtitle and content may vary. They deal with the exegesis of the Greek text. A course may be taken for credit more than once if the subtitles indicate different course content.

Prerequisite: These courses require six credits of Inductive Studies in Greek NT or its equivalent on the undergraduate level. If taken at undergraduate level, approval required by professor.

BGR 624: Studies in the Synoptic Gospels and Acts (3 cr.) Past topics include the Parables of Jesus, the Sermon on the Mount, Resurrection Narratives, and Speeches in Acts. *Prerequisite: BGR 612 or equivalent.*

BGR 625: Studies in the Letters of Paul (3 cr.) Past topics include Romans, Galatians, Ephesians, Philippians, the Pastoral Epistles and Thessalonian correspondence. *Prerequisite: BGR 612 or equivalent.*

BGR 626: Studies in the Johannine Corpus (3 cr.) *Prerequisite: BGR 612 or equivalent.*

BGR 627: Studies in the General Letters (3 cr.) Past topics include Peter and Jude. *Prerequisite: BGR 612 or equivalent.*

BGR 630: Specialized Readings in the Greek New Testament and/or Hellenistic Greek (3 cr.) A course designed to increase proficiency in translation and reading of the Greek language found in literature ranging in date from ca. 200 B.C. to ca. AD 400. In addition to selected New Testament passages, the course may include readings from the Septuagint, Philo, Josephus, the Apocrypha, the Pseudepigrapha, early Christian patristic writers, papyri and inscriptions. *Prerequisite: BGR 612 or equivalent.*

Hebrew Language

BHE 530: Hebrew IA (3 cr.) The

essentials of the Hebrew of the Old Testament with an emphasis on vocabulary, grammar and syntax. Course may not apply toward fulfillment of degree requirements (see degree program descriptions for any applicable exceptions).

BHE 531: Hebrew IB (3 cr.) A continuation of Hebrew IA. Includes the translating of passages from the Hebrew text of the Old Testament. Course may not apply toward fulfillment of degree requirements (see degree program descriptions for any applicable exceptions). *Prerequisite: BHE 530 or equivalent.*

Hebrew Exegesis

The following are offered on a rotating basis depending upon faculty availability and special interests. The course subtitle and content may vary, but they involve exegesis of the Hebrew Old Testament text. A course may be taken for credit more than once if the subtitles indicate different course content. *Prerequisite: BHE 531 or equivalent.*

BHE 633: Studies in the Latter Prophets (3 cr.) *Prerequisite: BHE 531 or equivalent*

BHE 634: Studies in the Torah (3 cr.) *Prerequisite: BHE 531 or equivalent*

BHE 635: Studies in the Former Prophets (3 cr.) *Prerequisite: BHE 531 or equivalent*

BHE 637: Studies in the Writings (3 cr.) *Prerequisite: BHE 531 or equivalent*

BHE 639: Specialized Studies in the Hebrew Old Testament (3 cr.) An exegetical study of selected Old Testament passages or an Old Testament theme. *Prerequisite: BHE 531 or equivalent*

BHE 640: Advanced Hebrew Exegesis (3 cr.)

An intense exegetical study of an Old Testament book or selected Old Testament passages. Content will vary according to the interests of the instructor and the needs of the students. *Prerequisite: One year of BHE 500 level Hebrew plus one previous BHE 600 level exegetical course, or two years of Hebrew.*

Biblical Studies General

BIB 532: Hermeneutics (3 cr.) The student learns both principles and skills of interpreting scripture in terms of historical, social and literary environments, and the process of applying the meaning to today's needs. The history of hermeneutics is also covered. A special feature concentrates on Pentecostal issues.

BIB 637: Current Issues in Biblical Interpretation (3 cr.) An in-depth study of selected current issues in biblical interpretation. *Prerequisite: BIB 532 or equivalent.*

BIB 638: Holy Lands Studies (3 cr.) An on-site field and Bible study in Israel and Jordan with emphasis on utilizing the geographical characteristics of the land as well as historical, archaeological, and cultural features which shaped the world of the Bible, its events, and message for increased vocational ministry in the church.

BIB 640: Specialized Themes in Biblical Studies (3 cr.) A course to meet the need for inquiry into a specific area of biblical studies, such as a contemporary issue or the study of a biblical theme.

New Testament Studies

BNT 530: New Testament

Introduction (3 cr.)

An introduction to the content and background of the New Testament, including the critical issues involved in the discipline of New Testament Introduction.

New Testament Exegetical Courses

The following courses are offered on a rotating basis depending on faculty availability and special interests. The course subtitle and content may vary. They will involve exegesis of the New Testament text. A course may be taken for credit more than once if the subtitles indicate different course content (e.g., Studies Paul: Corinthians and Studies Paul: Romans). It is required, that BOT 530 Old Testament Introduction and BNT 530 New Testament Introduction be taken before exegetical courses because some introductory knowledge will be assumed by the professor.

BNT 533: Studies in the Letters of Paul (3 cr.)

Prerequisite: BNT 530

BNT 540: Studies in the Synoptic Gospels and Acts (3 cr.) *Prerequisite: BNT 530*

BNT 541: Studies in the Johannine Literature (3 cr.) *Prerequisite: BNT 530*

BNT 542: Studies in the General Letters (3 cr.)
Prerequisite: BNT 530

BNT/HOM 623: Exposition in the Gospels & Acts (3 cr.) (See HOM/BNT 623) *Prerequisite: BNT 530*

BNT/HOM 624: Exposition in the Epistles (3 cr.) (See HOM/BNT 624) *Prerequisite: BNT 530*

BNT 641: Specialized Exegetical Studies in the New Testament (3 cr.)

Prerequisite: BNT 530

BNT/BOT/MHT/PCS/THE 646: Theological Studies Seminar (3 cr.)

Each student in the Master of Arts in Theological Studies program must enroll in this graduate seminar course before completion of the degree. The preparation of a major seminar paper affords students an opportunity to demonstrate competencies within their chosen concentrations through research, interpretation and writing.

Old Testament Studies

BOT 530: Old Testament Introduction

(3 cr.) An introduction to the content and background of the Old Testament, including the critical issues in the discipline of Old Testament Introduction.

Old Testament Exegetical Courses

The following courses are offered on a rotating basis depending on faculty availability and special interests. The course subtitle and content may vary. They will involve exegesis of the Old Testament text. A course may be taken for credit more than once if the subtitles indicate different course content (e.g., Studies Pentateuch: Genesis and Studies Pentateuch: Exodus). It is required, that BOT 530 Old Testament Introduction and BNT 530 New Testament Introduction be taken before exegetical courses because some introductory knowledge will be assumed by the professor.

BOT 531: Studies in the Pentateuch (3 cr.) *Prerequisite: BOT 530*

BOT 538: Studies in the Prophetical Books (3 cr.) *Prerequisite: BOT 530*

BOT 539: Studies in the Historical

Books (3 cr.) *Prerequisite: BOT 530*

BOT 540: Studies in the Wisdom and Poetical Books (3 cr.) *Prerequisite: BOT 530*

BOT/HOM 620: Exposition in the Pentateuch and Historical Books (3 cr.) *(See HOM/BOT 620) Prerequisite: BOT 530*

BOT/HOM 621: Exposition in the Prophets and Apocalypse (3 cr.) *(See HOM/BOT 621) Prerequisite: BOT 530*

BOT/HOM 622: Exposition in the Psalms and Wisdom Literature (3 cr.) *(See HOM/BOT 622) Prerequisite: BOT 530*

BOT 641: Specialized Exegetical Studies in the Old Testament (3 cr.) *Prerequisite: BOT 530*

BOT/BNT/MHT/PCS/THE 646: Theological Studies Seminar (3 cr.) *(See BNT/BOT/MHT/PCS/THE 646.)*

BTH/MHT 501: The Mission of God in (Biblical and Contemporary Contexts (3 cr.)

Biblical Theology

BTH/MHT 501: The Mission of God in Biblical and Contemporary Contexts (3 cr.) Consists of an in-depth study of the mission of God as it is revealed in both the Old and New Testaments. It will not only examine the text of the Scriptures but also consider the mission of God in terms of history, culture and philosophy of the people to whom the mission was delivered, the interpretation of Scripture within the Bible, the progressive development of biblical theology as new cultures and peoples were engaged by Israel and the church, the modes of mission and ministry which are

evidenced in the Bible and the application of biblical missiology to the contemporary world context.

BTH 529: Foundations of Biblical Theology (3 cr.) Introduces biblical theology covering methodology, history, basic issues and the foundational content of the field. Correlation between biblical and systematic theology is discussed. The course includes the inspiration and authority of the scriptures and the unity of the biblical revelation as well as its diversity.

BTH 530: Old Testament Theology (3 cr.) A study of the message, important themes and key theological concepts of the Old Testament, understanding how they are developed and expressed in the ancient cultural and historical context, with attention to the relationship of the Old Testament to the New Testament and its relevance to believers today.

BTH 532: New Testament Theology (3 cr.) Examines New Testament theology in terms of its historical and social environment. Various approaches or emphases may be taken, depending on the instructor and/or purpose of the class. Generally, the major doctrinal themes of the New Testament are covered. Attention is given to Pentecostal and Charismatic issues.

BTH/PCS 533: The Holy Spirit in the New Testament Church (3 cr.) Investigates the role of the Holy Spirit in the primitive Christian community. The ministry of the Spirit in the worship and interpersonal relations of Christians will be stressed. Includes a special unit on the theology of the Church.

BTH/PCS 534: The Baptism in the Holy Spirit (3 cr.) An exegetical and theological examination of the classical

Pentecostal understanding of Spirit baptism. The historical development of the doctrine and relevant hermeneutical issues will also be considered.

BTH/PCS 538: The Holy Spirit in the Old Testament (3 cr.) An exegetical and biblical theological study of all the major references to the Holy Spirit in the Old Testament with emphasis on the various aspects of the work of the Spirit in the lives of God's people. It will also show how these themes provide foundational support for Pentecostal experience and doctrine.

BTH/MHT/PCS 540: The Holy Spirit and Mission (3 cr.) (See MHT/BTH/PCS 540).

BTH 550: Biblical Theology of Women in Ministry and Leadership (3 cr.) Scripture and history provide two bookends between which issues relevant to the ministry and leadership of women can be discussed. Integrating history with hermeneutics, through careful observation of the Lord's acts, one comes to understand God's ways (Psalm 103:7) Taking a narrative approach (with special focus on cultural contexts, the call of God, and roles of women), this course tells the stories of women throughout the Bible and history and can thus help students locate their stories within the context of God's story.

BTH/PCS 632: Biblical Theology of Signs and Wonders (3 cr.) Analyzes signs and wonders in the Scriptures with reference to the various words which express these phenomena and the cultural contexts that shaped the worldviews of biblical authors and their opponents. Related issues of contemporary interest and relevance (e.g., their relationship to faith and spiritual warfare) will also be considered and the scriptural evidence examined.

BTH/PCS/PTH 635: The Theology and Practice of Spiritual Gifts (3 cr.)

Combines biblical (especially the Gospels and Paul's Letters), missiological, theological and pastoral insights to the charismata (gifts of the Spirit). It presents the biblical-theological basis for understanding and charismatic nature of the New Testament church and its ministry. Moreover, it seeks to develop biblical insights and principles for the use and praxis of spiritual gifts in the church. Emphasis will be given to the need for pastors and missionaries to grasp the sensitivities and unique needs of multi-cultural churches, especially as it relates to spiritual gifts. Most importantly, the development of gift ministry in our own lives is emphasized, encouraged and practiced.

BTH 640: Specialized Studies in Biblical Theology (3 cr.) Study of the theology of a selected biblical author, book or topic.

Historical Studies

HIS/PCS 528: Pentecostal and Charismatic Movements (3 cr.) A study of the development of the Pentecostal and Charismatic movements in the 20th century.

HIS 529: Religion in America (3 cr.) The development of the various families of churches, sects and religious movements in the United States from the colonial period to the present day.

HIS 532: History and Polity of the Assemblies of God (3 cr.) The historical, sociological and theological background which gave rise to the Pentecostal Movement and the formation of the AG. The development of the denomination is traced to the present time. Includes a unit on the congregational presbyterial polity of the AG.

HIS/PCS 546: Initial Evidence and Spirit Baptism (3 cr.) Examines the biblical, historical and theological development of the doctrine of initial evidence for the baptism in the Holy Spirit in the Pentecostal Movement.

HIS 548/MHT 534: History of Jewish-Christian Relations (3 cr.) (See MHT 534/HIS 548.)

HIS 549: History of Modern Revivals (3 cr.) Examines the historical, theological and spiritual dimensions of revivals in the modern era.

HIS/MHT 556: World Christianity I (3 cr.) Examines the growth and cultural contexts of Christianity from the time of the ancient church to 1453. This study includes surveying the diversity of Christian traditions East and West, the expansion of the faith from the Middle East to Africa, Asia and Europe, missiological and theological developments, political and social dynamics, the rise of Islam and the Muslim conquests and the immediate contexts for the upheavals of the Reformation in the 16th century.

HIS/MHT 557: World Christianity II (3 cr.) Examines the developments and growth of Christian movements from 1453 to the present. Key topics include the five Reformations of the Western church, expansion of Catholic and Protestant Missions into the Americas and Asia, the rise of Evangelicalism, the explosion of Protestant world missions, the birth and exponential growth of Pentecostal and charismatic movements. The globalization of Christianity and the challenges of dechristianization and post-modern thinking in the West.

HIS 642: Specialized Studies in Church History/Historical Theology (3

cr.) The study of a special issue or area of interest in church history/historical theology as the need may arise.

HIS 644/MHT 637: Roman Catholicism and Eastern Orthodoxy (3 cr.) (See MHT 637/HIS 644.)

HIS/PHI/THE 652: Faith and Philosophy (3 cr.) A historical survey of the relationship of Christianity to philosophy, with particular focus on the interplay of faith and reason from the first to twenty-first century. The synergies, tensions and accommodations of philosophy and theology will be evaluated. The tragic loss of a Jewish world view beginning in the second century and the important Christian contributions to philosophy will be placed in their historical context. Biblical, empirical, rational, and mystical motifs will be assessed, and the fusions of Pentecostal thinkers will be assessed.

HIS/MCC/PTH 659: The Social Impact of Christianity (3 cr.) A critical-historical evaluation of the impact of the Christian faith upon the major spheres of society. Christian contributions to the arts, education, intellectual inquiry, science, political thought and social justice will be delineated. The 2000-year narrative of Christian history is filed with progress and regress, but the overall portrait reveals a resilient faith able to influence positive change.

Pentecostal Charismatic Studies

PCS/HIS 528: Pentecostal and Charismatic Movements (3 cr.) (See HIS/PCS 528.)

PCSBTH 533: The Holy Spirit in the New Testament Church (3 cr.) (See BTH/PCS 533.)

PCSBTH 534: The Baptism in the Holy Spirit (3 cr.) (See BTH/PCS 534.)

PCSBTH 538 The Holy Spirit in the Old Testament (3 cr.) (See BTH/PCS 538.)

PCSBTH/MHT 540: The Holy Spirit and Mission (3 cr.) See MHTBTH/PCS 540)

PCS/HIS 546: Initial Evidence and Spirit Baptism (3 cr.) (See HIS/PCS 546.)

PCS/THE 621: The Person and Work of the Holy Spirit (3 cr.) (See THE/PCS 621.)

PCS/BTH 632: Biblical Theology of Signs and Wonders (3 cr.) (See BTH/PCS 632.)

PCS/THE 633: Divine Healing (3 cr.) (See THE/PCS 633.)

PCSBTH/PTH 635: The Theology and Practice of Spiritual Gifts (3 cr.) (See BTH/PCS/PTH 635.)

PCS 640: Specialized Studies in Pentecostal/Charismatic Studies (3 cr.) Meets a need to study specific Pentecostal/Charismatic issues as they are raised from time to time.

PCS/BNT/BOT/MHT/THE 646: Theological Studies Seminar (3 cr.) (See BNT/BOT/MHT/PCS/THE 646.)

Research

RES 531: Theological Research and Writing (3 cr.) Enables the student to conduct meaningful theological research and to report the findings in a clear written

format. Exegetical, survey, historical and descriptive methods will be examined carefully. The form and structure of critiques, research papers, book reviews, journal articles, research proposals and theses will be studied. Course assignments allow the student to apply the principles and methods learned, receiving constructive evaluation throughout the process.

Systematic Teaching and Philosophy

PHI 631/THE 628: Apologetics (3 cr.)

Equips the student to defend the Christian faith against important contemporary assaults and to build a positive Christian world and life view. Appeal is made not only to the varieties of rational arguments but also to the special contributions of the Pentecostal message.

PHI 633: Ethical Issues in

Contemporary Society (3 cr.) A study of ethical issues facing contemporary Christians from the perspective of biblical principles. The implications of biblical ethics for moral decisions both in the individual and societal contexts are considered.

PHI/HIS/THE 652: Faith and Philosophy (3 cr.)

(See HIS/PHI/THE 652.)

THE 529: Theology, Psychology and Moral Behavior (3 cr.)

Investigates theological themes and spiritual phenomena for counselors and those in helping professions. In this course, consideration will be given to problems of human behavior and ethical issues facing contemporary Christians from the perspective of biblical principles. Emphasis on biblical strategies for cultivating an integrated Christian personality and moral decisions both in the individual and societal contexts are considered.

THE 531: Systematic Theology I (3 cr.)

An overview of the theological areas of prolegomena, revelation, theology proper, anthropology and Christology.

THE 532: Systematic Theology II (3 cr.)

An overview of the theological areas of pneumatology, soteriology, ecclesiology and eschatology.

THE/MHT 552: Power Encounter (3 cr.)

(See MHT/THE 552.)

THE/PCS 621: The Person and Work of the Holy Spirit (3 cr.)

Examines the biblical expressions of the person and work of the Holy Spirit. His vital role in providing regeneration for the repentant, sanctifying the convert, baptizing the believer and giving and empowering ministries for service to the Kingdom of God will be considered.

THE/PTH 622: Communicating Christian Faith in a Pluralistic Society (3 cr.)

(See PTH/THE 622.)

THE 623 God, Revelation and Truth (3 cr.)

Studies the nature, existence and attributes of God, making use of his revelation to human beings. Attention will be given to the doctrinal assertion of the Bible as the "rule of faith and practice," with special emphasis on the role of the Holy Spirit in relationship to Scriptures.

THE 624: Christ and Humanity in the Plan of God (3 cr.)

Making use of the "two Adams" concept of Romans 5, this course will consider the plan of God in the creation and fall of humans, focusing on the person and work of Christ as the redeemer of fallen humans. The work of the Holy Spirit among humans and upon Jesus of Nazareth will be emphasized. *Offered in the Fall term of odd-numbered years.*

THE 625: Church, End Times and Eternity (3 cr.) The role of the Holy Spirit in the formation, continuation and ministry of the Christian community will be considered. The church has a future, wrapped up in the ultimate revelation of the Jesus Christ in the eschaton, the course will also consider the revelation of God concerning his goals for his creation.

THE 628/PHI 631: Apologetics (3 cr.) (See PHI 631/THE 628.)

THE 631 Culture, Gender and Intercultural Ministry (3 cr.) (See MCC/PTH/THE 631.)

THE/PCS 633: Divine Healing (3 cr.) Considers the healing ministry of God in today's world. Surveys the biblical and theological perspectives and the history of divine healing in the Church. Special emphasis will be placed upon the role of the doctrine and practice of divine healing in the Pentecostal/Charismatic movements in the twentieth century.

THE 639: Specialized Studies in Theology (3 cr.) A course to meet a need to study specific theological issues as they are raised.

THE/PTH 642: Theology of Prayer (3 cr.) (See PTH/THE 642.)

THE 644: Theological German (3 cr.) An introduction to German, with emphasis on developing the basic vocabulary and grammatical skills necessary for translating theological sources.

THE 645: Theological Spanish (3 cr.) The rise of Latin American theology, first among Catholic and Protestant liberation theologians and now among emerging Pentecostal theologians, has made Spanish

an increasingly important research language for theological students. This course introduces the basic vocabulary and grammar of Spanish that will prepare students to decipher the Spanish Bible, academic articles, and books, and most importantly, to pass a proficiency exam in Spanish for future doctoral work.

THE/MHT 649: Christian-Muslim Theological Issues (3 cr.) (See MHT/THE 649.)

THE 651: Theological French (3 cr.) Introduces French with emphasis on developing the basic vocabulary and grammatical skills necessary for translating theological sources.

THE/HIS/PHI 652: Faith and Philosophy (3 cr.) (See HIS/PHI/THE 652.)

Global Missions Department

The Global Missions Department offers personal and professional preparation for intercultural ministry. The goal of the curriculum is to equip the intercultural minister to meet the challenges of missions in the modern world. Studies within the department keep the student current with contemporary developments in the discipline of missiology. Courses are practical in orientation and emphasize the Pentecostal contribution to Christian missions. Interdisciplinary studies in the department include courses in the following fields: missions history and theology, cultural studies and religion, intercultural communication, and missions strategy. An important component in the curriculum is a required practicum that provides the student an opportunity for intercultural ministry.

Faculty

TBDJ. Michael McAteer

Department Chair

Director of Intercultural Doctoral Studies

Robert D. Braswell, PhD

Doctor of Applied Intercultural Studies Project

Coordinator

Associate Professor of Intercultural Studies

Lattis Campbell, DMin

Missionary in Residence

John L. Easter, PhD

Associate Professor of Intercultural Studies

Sandy Friesen, PhD

Professor of Intercultural Studies

Director of Global Connections

A. Elizabeth Grant, PhD

Associate Professor of Intercultural Education

Mark A. Hausfeld, DMin

Professor of Urban and Islamic Studies

Center for Islamic Studies, AGTS,

Springfield, MO

A. Johnson, PhD

Associate Professor of Anthropology

Dan Klaehn, MA

Missionary in Residence

Byron D. Klaus, DMin

Professor of Intercultural Leadership Studies

Anita L. Koeshall, PhD

Associate Professor of Intercultural Studies

Paul W. Lewis, PhD

Associate Dean

Professor of Historical Theology and

Intercultural Studies

Stephen McMichael, MA

Missionary in Residence

DeLonn L. Rance, PhD

Professor of Intercultural Studies

Ivan Satyavrata, PhD

Associate Professor of Intercultural Studies

**Global Missions Department
Intercultural Studies Courses**

***Missions Communication and Culture
(MCC)***

**MCC 536: World Religions and the
Uniqueness of the Christian Faith (3**

cr.) Introduces the world's major living religions from a missiological perspective. The religions are studied with a view to understanding them historically and theologically. The missiological approach to other religions for effective communication of the Gospel is emphasized.

MCC 537: Folk Religion (3 cr.) Explores

differences between formal premises and everyday practices in world religions, with a focus on analyzing religious systems.

Selected groups are considered to illustrate the analytical methodology. Strategies for understanding the animistic worldview to relate the Gospel to folk religion adherents are examined.

**MCC 544: Dynamics of Cross-Cultural
Adjustment (3 cr.)** An interdisciplinary

study of the challenges associated with living and functioning effectively as Christian workers in cross-cultural settings. Special attention is given to human temperament and interpersonal relationships.

MCC 545 Engaging Islam: An

Introduction (3 cr.) Provides an overview

of Islam, including its beginnings and expansion, the beliefs and practices of formal and folk Islam, Islamic sects, the identity of women, Islam in the United States, global Islam today and bridges for communicating with Muslims.

MCC/PTH 548: Jewish People and the Local Faith Community (3 cr.)

Acquaints the participant with the modern Jewish experience and worldview by exploring the history of Jewish-Christian relations. Special emphasis is given to developing effective tools for disciplining new Jewish believers within the context of the local Christian fellowship.

MCC 552: Women in Islam (3 cr.)

Examines the identity and role of women in historic and contemporary Islam as taught by the Quran and Hadith and throughout society, covering various cultural contexts.

MCC 553: Islam in the United States (3 cr.)

Studies the birth of American Islam, the early waves of Muslim immigration and the evolution of American Islam toward orthodoxy. Emphasis is placed on the implications of Islam's rapid growth in American society and the Christian's responsibility to address this challenge.

MCC 554: Folk Islam and Power

Encounter (3 cr.) Studies the development of popular Islam within the world of official Islam, emphasizing an understanding and analysis of the felt needs of ordinary Muslims. Special attention will be given to the role of spiritual power encounter as a tool in evangelizing Muslims.

MCC/PTH 556: Field Education

Research Project (3 cr.) Designed for students pursuing the Master of Divinity, MA in Intercultural Studies, MA in Christian Ministries, or Master of Pastoral Leadership.

It requires significant research in biblical and contemporary literature in relation to ministry praxis in a local church, parachurch, and/or intercultural context. It leads to the production of an integrative, field-based writing project. See *GMD Field Education Research Project Manual*. Note: This summative course should be taken during the last semester of study.

MCC 629: Missions Anthropology (3 cr.)

Studies the principles of cultural anthropology and their application to a cross-cultural ministry context. Social structures, worldview, religion and economics are applied to a missionary setting to achieve effective communication of the Gospel.

MCC 630: Intercultural Patterns of Communication (3 cr.)

Analyzes communication theory and the inherent problems encountered by a communicator attempting meaningful dialogue in a cross-cultural setting. Variations in basic values are seen as factors in interpersonal relations.

MCC/PTH/THE 631: Culture, Gender and Intercultural Ministry (3 cr.)

Examines God's purpose in creating humans as female and male and allow scriptures to critique one's own cultural gender biases. Students will practice ethnographic research methods that prepare them to discover culture through the lens of gender. They will also develop spiritual disciplines that will enhance their lives and intercultural ministry.

MCC 632: Area Studies Seminars (3 cr.)

Explores culture, religious background, historical development and present situations as these relate to spreading the Gospel and the development of the Church: Africa, Asia Pacific, Eurasia, Latin America and Caribbean, and contemporary Native American societies. The student may take

more than one area study for credit.

MCC 634: Introduction to Judaism (3 cr.) Covers the fundamental theology and orthopractices of traditional Judaism. Jewish rites of passage, religious calendar and festivals, synagogue and religious home, methods of prayer and study, Jewish mystical influences, Torah devotion, and traditional wisdom compiled in the writings of the Jewish sages such as the Talmud are viewed in context. Focusing primarily on American Judaism, the distinctives of the major Jewish denominations are considered. Participation in annual Jewish religious events is included.

MCC 635: Intercultural Urban Ministries (3 cr.) Chicago becomes an urban ministries laboratory in which the class explores the diverse contextual issues facing urban ministries and dissects a theology/missiology of urban mission in real time and context. Students discover the value of developing ethnic diversity in the local church and formulate a consistent pattern of spiritual formation to undergird the practice of intercultural urban ministry.

MCC/MHT/MSS 639: Specialized Studies in Missions (3 cr.) Studies a specific area of interest in missiology.

MCC/MHT 642: Contextualized Theology (3 cr.) (See MHT/MCC 642.)

MCC/MHT/PTH 643: Anthropology and Communication in Theological Perspective (3 cr.) (See MHT/MCC/PTH 643.)

MCC/PTH 654: Pentecostal Perspectives on Justice, the Church and Society (3 cr.) (See PTH/MCC 654.)

MCC/HIS/PTH 659: The Social Impact of Christianity (3 cr.) (See

HIS/MCC/PTH 659.)

Missions History and Theology (MHT)

MHT/BTH 501: The Mission of God in Biblical and Contemporary Contexts (3 cr.) (See BTH/MHT 501.)

MHT 534/HIS 548: History of Jewish-Christian Relations (3 cr.) Covers the history of Jewish-Christian relations from the first century until the modern era. Unhappy seasons in the relationship are examined but the real contributions each religion has made to the other are also recognized. Emphasis is given to the influential teachings impacting Jewish-Christian relations over the centuries including those of Paul, Augustine and Luther on the one hand, and Rabbinism, the Talmud and the philosophy of "Jewish Peoplehood" on the other.

MHT/BTH/PCS 540: The Holy Spirit and Mission (3 cr.) Explores Pentecostalism's contribution to contemporary mission theology. Special attention will be given to missiological issues relating to Pentecostal theology and praxis, the biblical validity and relevance of spiritual power encounter, and signs and wonders.

MHT/MSS 545: Current Issues in Missiology (3 cr.) (See MSS/MHT 545.)

MHT/PTH 557: Spiritual Formation of the Minister (3 cr.) (See PTH/MHT 557.)

MHT/THE 552: Power Encounter (3 cr.) Focuses on the biblical validity and contemporary relevance of spiritual power encounter in the extension of the Kingdom of God.

MHT/HIS 556: World Christianity I (3 cr.) (See HIS/MHT 556.)

MHT/HIS 557: World Christianity II (3 cr.) *(See HIS/MHT 557.)*

MHT 635: Pentecostal Theology of Leadership Development (3 cr.)

Examines theological issues related to indigenous church leadership development from a Pentecostal perspective with special attention to spiritual formation, moral issues and social/organizational structures in a missional context.

MHT/MCC 642: Contextualized Theology (3 cr.) Examines both the theoretical and practical missiological aspects of theological contextualization as related to the following areas: biblical interpretation, church methodologies/strategies, and leadership development. Theological and missiological contextualization is reviewed and evaluated in terms of its bearing on the communication of the Gospel, the expression of the Christian faith and its spread in various cultural settings.

MHT/MCC/PTH 643: Anthropology and Communication in Theological Perspective (3 cr.) Studies the principles of cultural anthropology and intercultural communication from a theological/missiological perspective to facilitate the emergence of a theology which addresses the complexities of ministry in an intercultural setting.

MHT/BNT/BOT/PCS 646: Theological Studies Seminar (3 cr.) *(See BNT/BOT/MHT/PCS 646.)*

MHT 637/HIS 644: Roman Catholicism and Eastern Orthodoxy (3 cr.) Examines the historical and theological developments of the Roman Catholic and Eastern Orthodox Churches, focusing on the theological, liturgical and

missiological distinctives of these traditions and their relation to each other and to other Christians. Pentecostal perspectives on and relations with Roman Catholics and Orthodox Christians will also be considered.

MHT/THE 649: Christian-Muslim Theological Issues (3 cr.) Examines the theological challenge of Islam and Christian response. Key theological differences will be studied with special emphasis being placed upon biblical answers. The purpose is to develop understanding of the congruencies and divergences between Christianity and Islam as a tool for communicating the Gospel to Muslims.

Missions Strategy (MSS)

MSS 543: Seminar in Assemblies of God Missions Structure (3 cr.) Reviews policies and procedures in the implementation of an ongoing missionary program especially to the missionary's home board and field of service. Restricted to missionary personnel.

MSS/MHT 545: Current Issues in Missiology (3 cr.) Covers the trends and issues affecting contemporary missionary outreach of the Church throughout the world. Emphasis will be placed on the practical implications of these issues on present and future missionary activity.

MSS 547: Missions and National Church Strategies (3 cr.) Covers strategies, using New Testament missionary principles, for church multiplication across cultural lines, between sending and receiving bodies, and among fraternal organizations. Among the topics to be considered are indigenous church objectives, the organization of mission efforts, missionary training and conflict resolution.

MSS/PTH 552: Approaches to Muslims (3 cr.) Surveys Christian approaches to evangelizing Islamic people. The study will include the theological, contextual and practical approaches. Key issues such as proper attitudes, spiritual warfare, servanthood, sensitivity to culture and appropriate use of Scripture will be treated.

MSS 629/CE 626: Administration in Theological Education (3 cr.) Covers Bible school administration in a cross-cultural context using a basis of organization/management theory, traditional and nontraditional forms of administration are made relevant to domestic and foreign settings. Governance, personnel relationships, fiscal matters, curriculum development, and assessment issues will be studied.

MSS 630/CE 627: Instruction and Assessment in Theological Education (3 cr.)

Studies teaching and evaluation methods and strategies appropriate to the Bible institute/college context. The structure and content of course plans, syllabi and individual lesson plans will be examined and explained. Various teaching methods and techniques will be demonstrated and evaluated. Testing and other evaluation methods will be presented and discussed.

MSS 639: Special Studies in Missions Strategy (3 cr.) A course offered, as the need arises, to deal with a specific topic or issue in missions strategy.

MSS 640: A Theology of Power in Ecclesial and Missional Structures (3 cr.) Develops a biblical vision of redeemed power that transforms personal relationships and social organizations. In this globalized world, multinational communities, churches

and mission partnerships are the contexts in which diverse cultural views on the legitimate use of power can quickly create divisions. Students will investigate scripture and critique various applications of power found in church and missions structures using sociological and anthropological tools.

MSS 641: Practicum in Intercultural Ministry I (3 or 6 cr.) An opportunity for the student to be exposed to a ministry that obliges him/her to cross a cultural frontier overseas or in the United States. The distinguishing characteristic of this practicum is that a student must work in, and subsequently verbalize the cultural factor in, an environment of a subculture or a minority/ethnic setting other than his or her own traditional cultural roots. *Note: Student must have completed the following four core courses prior to registering for the practicum: BTH/MHT 501, MHT 635, MCC/MHT 642 and MCC/MHT 643. Student must petition the Global Missions Department for an exception.*

MSS 642: Practicum in Intercultural Ministry II (3 cr.) A second practicum in intercultural ministry. (See MSS 641.)

MSS 643: Church Planting in Muslim Contexts (3 cr.) Surveys the major ecclesiological options and their historical development. Principles for establishing evangelistic and discipleship ministries in Muslim societies will be explored. Special attention will be given to the unique process of establishing the church within an Islamic culture.

MSS/PTH 651: Dynamics of Mentoring (3 cr.) Examines the mentoring model of learning from a biblical, historical and contemporary perspective. The purpose and context of mentoring, phases and types of mentoring, development of meaningful mentoring relationships and the interactive

dynamics of the mentoring process are explored. Special emphasis is given to preparation for the mentor role.

Practical Theology Department

The practical application of the Gospel to a wide spectrum of human needs is indispensable to ministerial preparation. Future Christian leaders must be equipped not only with theological knowledge but also the requisite professional skills to minister effectively in the modern world.

The Practical Theology Department offers courses and programs for facilitating this objective. Preaching and Christian education provide adequate opportunity for giving a strong real-life emphasis to the preparation of future Christian leader.

Faculty

Randy C. Walls, DMin

Department Chair

Associate Professor of Pastoral Leadership and Practical Theology

John A. Battaglia, DMin

Chair of Doctoral Programs

Director, Doctor of Ministry Program

Associate Professor of Practical Theology

Bob Eby, PhD

Director, Cordas C. Burnett Center for Biblical Preaching

Associate Professor of Biblical Exposition and Preaching

Michael Jaffe, DMin

Professor of Preaching and Church Leadership

Chris McGough, MA

Assistant Professor of Youth Ministries

Cory Shipley, DMin

Assistant Professor of Practical Theology

Steve Smallwood, DMin

Associate Professor for Church Ministries

Program Coordinator for Church Ministries (online)

Practical Theology Courses

Homiletics

HOM 529: Communicating the Message I (3 cr.) Deals with the essential and creative elements in preparing and delivering sermons. Equips the student with the theories and methods of developing sermons from the various OT genres, with special attention to interpreting the Old Testament as Christian Scripture.

HOM 531: Methods of Biblical Preaching (3 cr.) Covers the nature, method, variety and importance of preaching from the Bible. Emphasizes the practical implementation of theory by requiring full development of a series of sermons. *Prerequisite: Communicating the Message I (HOM 529) or equivalent.*

HOM/BOT 620: Exposition in the Pentateuch and Historical Books (3 cr.) Examines Old Testament narrative books as well as the skills and methods necessary for developing expository messages from the OT narrative material. Topics include major OT motifs such as election, covenant, deliverance and law and genre-specific hermeneutical issues. The specific biblical material studied may vary from semester to semester. *Prerequisites: BOT 530 and HOM 529 or equivalent.*

HOM/BOT 621: Exposition in the

Prophets and Apocalypse (3 cr.)

Examines Old Testament prophetic books and the Apocalypse, as well as the skills and methods necessary for developing expository messages from the OT/NT prophetic material. Topics include salient prophetic motifs such as, Messianic prophecies, justice, idolatry, exile, restoration and creation/new creation and genre-specific hermeneutical issues will be examined. Biblical material studied may vary from semester to semester. *Prerequisites: BOT 530 and HOM 529 or equivalent.*

HOM/BOT 622: Exposition in the Psalms and Wisdom Literature (3 cr.)

Examines Old Testament poetic and wisdom books, as well as the skills and methods necessary for developing expository messages from these genres. Topics include organizing the Psalms and Proverbs for expository series and genre-specific hermeneutical issues. Biblical material studied may vary from semester to semester. *Prerequisites: BOT 530 and HOM 529 or equivalent.*

HOM/BNT 623: Exposition in the Gospels & Acts (3 cr.) Examines New Testament narrative books as well as the skills and methods necessary for developing expository messages from the narrative material, including the sub-genres of miracle, parable and discourse. The narratological structure of Luke-Acts will receive special attention each semester. Otherwise, the specific biblical material will vary from semester to semester. *Prerequisites: BNT 530 and HOM 529 or equivalent.*

HOM/BNT 624: Exposition in the Epistles (3 cr.) Examines New Testament letters, focusing especially on the development of expository series that work through the entirety of individual letters. Topics include historical-grammatical

exegesis, epistolary form and the propositional mode of writing that characterizes epistolary literature. Analyzes the role of grammar and syntax in unpacking the meaning of paragraphs and larger pericopes. *Prerequisites: BNT 530 and HOM 529 or equivalent.*

HOM 633: Communicating the Message II (3 cr.) Focuses on the verbal and nonverbal communication skills for effective preaching. The course will equip the student with the theories and methods of developing sermons from the various NT genres, with special attention to the apostolic/early church hermeneutic.

HOM 635: Theology of Preaching (3 cr.) Examines verbal proclamation from the biblical and historical perspectives. Specific attention is given to the prophetic office as it was fulfilled in Jesus Christ and the preaching ministries of the Apostles.

HOM 640: Specialized Studies in Homiletics (3 cr.) A course offered, as the need arises, to deal with a specific area of interest in homiletics.

Pastoral Theology and Evangelism

PTH 522: Identity and Calling of the Spiritual Leader (3 cr.) Studies the personal and vocational formation of the Christian leader, with an emphasis on human development, emotional health, interpersonal relationships, vocational calling, ministry vision, values and strength-based leadership.

PTH 530: Establishing New Churches (3 cr.) Studies the principles and procedures for establishing new churches and investigates the biblical basis for and the spiritual, social and cultural dynamics of establishing new congregations. Special

attention is given to the role of the Holy Spirit, thorough planning and effective leadership.

PTH 540: Military Chaplaincy (3 cr.)

Studies the United States Military Chaplaincy: its history, organization, requirements and religious programs, along with selected issues relating to separation of church and state, nuclear weapons, religious pluralism within the chaplaincies, and related Constitutional issues.

PTH 541: Industrial and Institutional Chaplaincy (3 cr.)

Acquaints the student with the opportunities and responsibilities related to nonmilitary chaplaincy ministry. Topics include ministry to individuals within their vocational context, such as found in the industrial and law enforcement settings.

PTH 542/BTH 550: Biblical Theology of Women in Ministry and Leadership (3 cr.)

Scripture and history provide two bookends between which issues relevant to the ministry and leadership of women can be discussed. Integrating history with hermeneutics, through careful observation of the Lord's acts, one comes to understand God's ways (Psalm 103:7) Taking a narrative approach (with special focus on cultural contexts, the call of God, and roles of women), this course tells the stories of women throughout the Bible and history and can thus help students locate their stories within the context of God's story.

PTH 543: Introduction to Pastoral Care and Counseling (3 cr.)

Addresses the character, qualities, principles, and processes of pastoral care and counseling in the church and para-church ministries. This includes pastoral ethics, the psychosocial impact of pastoral ministry as an occupation on the person of the pastor and the development of an integrated model for

competent pastoral care and counseling.

PTH 551: Effective Evangelism and Assimilation (3 cr.)

Studies the changing cultural landscape and the challenges facing the church within an emerging postmodern context. Emphasizes the understanding the unchurched today and how the church can more effectively be a witness, through the application of biblical principles, to reach and assimilate people into the church.

PTH/MCC 556: Field Education Research Project (3 cr.)

Designed for students pursuing one of the professional Master programs. Requires significant research in biblical and contemporary literature in relation to ministry praxis in a local church or parachurch context. Leads to the production of an integrative, field-based writing project. *Note: This summative course should be taken during the last semester of study.*

PTH 557: Spiritual Formation of the Minister (3 cr.)

Equips ministers to facilitate the process of lifelong spiritual transformation. While spiritual growth is personal in nature, it is enhanced in a context of authentic community. Toward this end, this course will include opportunities for students to explore a variety of avenues capable of leading to holistic, intentional, and ongoing spiritual growth. In addition to classic spiritual disciplines and virtues, students will consider an array of contributions from various streams of the Christian tradition. The model used in this course serves as a starting point from which leaders can tangibly assist others in experiencing authentic transformation.

Prerequisite: PTH 522

PTH 559: Relational Dynamics in Ministry (3 cr.)

Investigates the dynamics of significant relationships in the life of the

leader and looks at the skills for developing and maintaining healthy relationships.

Prerequisite: PTH 557

PTH/MCC 561: Foundations for Family Ministries and Soul Care (3 cr.)

Assists in the formation of a developmental framework for whole life discipleship, pastoral counseling, and soul care. Examines development across the life span conceptualizing human development as a framework for understanding human beings created in the image of God. The life cycle will be utilized as a construct for the development of family life ministries and age-appropriate introduction of theological concepts. Family systems thinking, important developmental processes and the major challenges faced at each stage will be examined.

PTH/MCC 565: Interpersonal Helping Techniques with Diverse Populations (3 cr.)

Studies the necessary interpersonal skills in the counseling, coaching, and mentoring relationship. The helping sequence will be examined and specific skills and interventions for each stage will be studied. Special focus will be given to working with diverse populations and cultural implications.

PTH 610: Psychological Disorders and Addictive Behaviors (3 cr.)

Covers the most common psychological disorders seen in ministry with special emphasis on understanding and working with addictive behaviors within family systems and community contexts. Attention is given to preventive strategies with an emphasis on faith-based recovery programs. The referral process and ethical limitation and parameters of pastoral care will be incorporated.

PTH 617: Human Sexuality and Marriage Counseling (3 cr.)

Covers the dynamics of human sexuality and marriage counseling including pre-marital counseling, psycho-sexual development, sexual identity development and common sexual issues that arise in the pastoral counseling process. Attention is given to a theology of sexuality and marriage as it relates to living out Christian values regarding sexuality in contemporary society from a Biblical worldview. The course will assist students to develop an approach to marriage counseling.

PTH 618: Ministry in Trauma, Crisis and Grief Contexts (3 cr.)

Assists pastors, chaplains, counselors and other helping professionals develop a practical theology of trauma, crisis and grief related to biblical, cultural, and psychological insights. It encourages coming to grips with spiritual crisis issues in one's own life. It helps the student offer pastoral care to people and their families affected by trauma, crisis, terminal illness and bereavement. It provides practical techniques and strategies for ministry in crisis situations.

PTH 619: Practicum in Hospital Ministry (3 cr.)

Introduces hospital pastoral care. Theory and method in pastoral care are integrated within a clinical setting. Exposes students to critically ill patients, pre- and post-surgical patients, crisis situations and patients' families.

PTH/THE 622: Communicating Christian Faith in a Pluralistic Society (3 cr.)

Develops a comprehensive understanding of the individual and societal relevance of the gospel to enhance its proclamation to the contemporary world. It supports the validity of Christian faith, through evaluation of experiential, scientific, sociological, historical and biblical evidence. It also helps leaders to meaningfully engage

contemporary religious and secular worldviews and to respond to major objections to Christianity.

PTH 631: Culture, Gender and Intercultural Ministry (3 cr.) (See MCC/PTH/THE 631.)

PTH 638: Practicum in Prison Ministry (3 cr.) Involves the student in ministry in a correctional institution under the supervision of the prison chaplain. Includes the writing of critical reports and verbatims. Nine months prior approval required to allow for security clearance.

PTH 639: Practicum in Pastoral Ministry (3 cr.) A study under the supervision of a local minister to give the student exposure to the many facets of the pastoral ministry as well as an opportunity to share in that ministry.

PTH 640: Specialized Studies in Practical Theology (3 cr.) A course offered, as the need arises, to deal with a specific topic or issue in practical theology.

PTH/THE 642: Theology of Prayer (3 cr.) Studies the theological foundation for prayer. There is specific emphasis on both the corporate and private nature of prayer.

PTH/MCC/MHT 643: Anthropology and Communication in Theological Perspective (3 cr.) (See MHT/MCC/PTH 643.)

PTH 646: Practicum in Military Chaplaincy (3 cr.) A supervised field introduction into the work of military chaplaincy. Exposes students to many facets of military chaplaincy as well as an opportunity to share in that ministry. It is recommended that PTH 540 be taken before

PTH 646. *Prerequisite: By military appointment only.*

PTH 650: Building a Disciple-Making Ministry (3 cr.) Studies the process and means involved in developing disciples, based on the model of Jesus and the early Church. This course also provides a holistic examination of the attitudes and actions of a disciple in the areas of spiritual life and service, daily living, relationships and personal growth.

PTH/MSS 651: Dynamics of Mentoring (3 cr.)
(See MSS/PTH 651.)

PTH 653: Leading Christian Ministries (3 cr.) Provides students with essential skills for leading ministry. Covers personal and organizational leadership issues.
Prerequisite: PTH 559

PTH/MCC 654: Pentecostal Perspectives on Justice, the Church and Society (3 cr.) Aims to cultivate the leader's appreciation of the church's social mission in society while avoiding historical extremes. It aims to facilitate a constructive Christian response to contemporary issues confronting the church by examining best practice models. Flowing from theological reflection and ethical thinking, this course will examine ways to facilitate community development within a Christian worldview on a personal, local, regional and global level.

PTH 657: Specialized Studies Practicum (3 cr.) Provides a specialized practicum experience for students who wish to do the field-based learning component of their degree program in a setting not stipulated by the general practicums noted in the catalog. Under the supervision of a qualified person, approved by the dean, the student will perform the duties associated

with this specialized environment in a manner consistent with the guidelines for all other practicum experiences. Students in the M.Div. program who are required to take 6 practicum credits will be limited to one specialized practicum.

PTH/HIS/MCC 659: The Social Impact of Christianity (3 cr.) (See *HIS/MCC/PTH 659*.)

SEMINARY POST-GRADUATE DEGREE

Master of Theology

A student who holds the Master of Divinity degree, or first graduate theological degree providing equivalent theological background (including the requisite biblical languages), may apply for admission to the degree of Master of Theology (ThM). The program requires 32 credits.

The ThM program is designed for the student to advance his or her knowledge of a major field of theological research, particularly through the acquisition of, and practice in, the methods and tools of theological research. The student will advance their preparation for pastoral ministry, teaching ministry, or for more advanced graduate study. The following three concentrations are offered: Old Testament Interpretation and Biblical Theology, New Testament Interpretation and Biblical Theology, Biblical Exegesis and Systematic Theology.

The ThM program emphasizes the integration of, and reciprocal influence of, hermeneutics, exegesis, biblical theology and systematic

theology. ThM students study in the modular courses of the PhD in Biblical Interpretation and Theology.

The minimum length of time to complete the ThM program is two academic years of full-time study. Normally a student requires an additional year to complete the summative examination and then the thesis. Program continuation fees are assessed beginning with the fifth year of study. The maximum length of time to complete the program is six years. The ThM program does not require a modern language.

Student Learning Goals

Upon completion of the ThM, students will:

1. Explicate their chosen field and associated fields with breadth and depth of knowledge.
2. Produce a scholarly work that makes an original contribution to the student's specialization.
3. Explain and interpret passages of Scripture directly from the original languages of the Bible.
4. Demonstrate further preparation for pastoral ministry, teaching ministry, or more advanced graduate studies.

Degree Components and Requirements

1. Core Components (20 Credits)

Courses	Credits
BTH 901	4
BTH 902	4
BTH 903	4
BTH 905	4
BTH 906	4

2. Reading Courses (4 Credits)

Courses	Credits
Choose one of the following: BNT 930; BOT 930; BTH 930	4

3. Summative Exam

4. Electives (8 Credits)

Choose two* of the following (4 credits each):

BNT 941, 942, 943, 945, 949; BOT/BNT 925; BOT 941, 942, 943; BOT 941, 942, 943; BTH 921, 922, 931, 941, 942, 943, 945; THE 941, 942, 943.

OR

Thesis Course: BTH 980 (8 credits)

* Two 4-credit elective courses, each with requirement for a major, and advanced seminar paper.

Program Schedule

A one-week, residential modular format for the course work is provided to facilitate in-service professionals. Courses are offered in February (one week), June (two weeks), and October (one week). One course may be taken per week. Additional trips to Springfield may be required for study and mentoring purposes.

Admission Requirements

1. A Master of Divinity degree from an accredited institution or accredited first graduate theological degree (MATS or equivalent).
2. One-year each of biblical Hebrew and Greek; and second year of either Hebrew or Greek.
3. GRE (school code 3355); TOEFL score of 585 if primary language is other than English (school code 6022).
4. Writing sample that demonstrates graduate-level research and writing skills.

5. A 2,000-word vocational essay, describing vocational history and goals.
6. Three completed letters of recommendation.

Probation and Dismissal. A student making a "C" in one of the five core courses is placed on probation and should retake the course. A student will be dismissed upon making two "C's."

Graduation Requirements. To satisfy graduation requirements for the ThM degree, the participant must:

1. Satisfactorily complete all ThM program requirements.
2. Maintain a minimum cumulative grade point average of at least 3.0, including no more than one C. (A participant cannot graduate with a C- on his or her transcript. A participant must retake the course, at his or her expense, to earn a grade higher than C-.)
3. Be in good standing at the Seminary (see *Academic Status*).

Master of Theology Program Design

Core Credits

BTH 901: Core 2 - New Testament Use of the Old Testament (4 cr.)

Examines quotations and allusions from the Old Testament by the New Testament authors. Engages in comparative analysis of Hebrew OT texts, LXX translations, and NT quotations, emphasizing Jewish hermeneutics and perspectives that influenced the NT era. Special attention will be given to the Christological paradigm of the NT authors as it shapes their understanding of the OT.

BTH 902: Core 4 - Literary Methods

(4 cr.) Analyzes the major genres of Scripture and their various genre-specific literary conventions used in the communication of ideology (e.g., OT narrative, prophetic, wisdom, NT narrative, epistolary, and apocalyptic literature). Focus will be given to genre-specific exegesis (including an introduction to sub-genres, e.g., hymns of the NT, parables, prayers, speeches in Acts, and other rhetorical forms) and unpacking the meaning of texts according to their own "reading contracts." Some attention will also be given to higher critical methods and their philosophical underpinnings.

BTH 903: Core 1 - Hermeneutical Frameworks (4 cr.) Explores the influence of paradigms underlying exegetical, theological, and interpretive approaches to Scripture. Attention is given to the influence of diverse global Pentecostal contexts on interpretation. Includes discussion of the role of presuppositions and pre-understanding in biblical interpretation. Covers selected issues in philosophical hermeneutics.

BTH 905: Core 3 - Biblical-Theological Models and Methods (4 cr.) A comparative analysis of differing approaches to biblical theology, particularly as those models influence perspectives on continuity, unity, and diversity in Scripture. The redemptive-historical model is examined in detail, and redemptive-historical methods are applied to selected biblical-theological motifs. Special attention is given to understanding the Bible as the grand narrative of redemption.

BTH 906: Core 5 Biblical Theology of the Holy Spirit (4 cr.) Analyzes the redemptive-historical unfolding of motifs related to the person and work of the Holy Spirit. Explores the OT hope for the

outpouring of the Spirit and the NT fulfillment of that hope in Christ and his church. Special attention is given to the development of a broader biblical theology with the Spirit as the organizing center.

Reading Courses

(Choose one of the following, based on area of specialization.)

BOT 930: Readings in Old Testament Interpretation and Theology (4 cr.)

Covers in-depth the introductory issues and history of theology for the Old Testament. *Must be completed during the semester in which the student enrolls in the course.*

BNT 930: Readings in New Testament Interpretation and Theology (4 cr.)

Covers in-depth the introductory issues and history of theology for the New Testament. *Must be completed during the semester in which the student enrolls in the course.*

THE 930: Readings in Systematic and Historical Theology (4 cr.)

A preliminary engagement in systematic and historical theology but will mainly focus in-depth in either systematic or historical theology. *Must be completed during the semester in which the student enrolls in the course.*

Elective Courses of Thesis

(Choose two of the following, based on area of specialization, or the 8-credit thesis course)

BNT 941: Studies in the Synoptic Gospels and Acts (4 cr.)

Exegetical study of selected Gospels and salient biblical-theological motifs.

BNT 942: Studies in the General Epistles (4 cr.)

Exegetical study of selected

books and salient biblical-theological motifs from the general epistles.

BNT 943: Studies in the Writings of John (4 cr.) Exegetical study of selected books and salient biblical-theological motifs in the Johannine corpus.

BNT 945: Studies in the Writings of Paul (4 cr.) Exegetical study of selected epistles and salient biblical-theological motifs in the Pauline corpus.

BNT 949: Life and Writings of Paul (Study Tour) (4 cr.) Exegetical studies in the epistles of Paul and his major themes while re-tracing the travels of Paul through western Turkey, Greece, and Rome. The course will thus immerse the student in the Greco-Roman culture in which the Apostle lived as well as in his writings. The epistle under consideration will vary at the discretion of the instructor. This course requires travel expenses in addition to program tuition.

BOT/BNT 925: Biblical History and Archaeology (offered also with Study Tour option) (4 cr.) Explores Old and/or New Testament history and archeology. Special focus is given to the culture and literature of the ancient near east. This course requires travel expenses in addition to program tuition when the student selects the study tour option.

BOT 941: Studies in the Prophetic Writings (4 cr.) Exegetical study of selected books from the Prophets and salient biblical-theological motifs.

BOT 942: Studies in the Psalms and Wisdom Literature (4 cr.) Exegetical study of selected portions of the Psalms or Wisdom Literature corpus, and salient biblical-theological motifs.

BOT 943: Studies in the Pentateuch and Historical Books (4 cr.) Exegetical study of selected books, narratives, and salient biblical-theological motifs.

BTH 921: Post-Biblical Jewish Hermeneutics and Writings (4 cr.) Examines intertestamental primary sources necessary for specialized understanding of the rabbinic hermeneutical framework, methods of exegesis, and theological traditions.

BTH 922: Special Topics in Biblical Theology (4 cr.) Studies areas of special interest in the discipline of biblical theology. Course content is determined by the instructor.

BTH 931: Global Hermeneutical Models (4 cr.) Investigates the hermeneutical paradigms, and their implications for biblical exegesis and theology, of various cultures and traditions in the majority world. Focus is given to the contextual theology that results from these models. The model and culture may vary at the discretion of the instructor.

BTH 941: Epistemology and Christianity (4 cr.) Focuses on various problems of epistemology as they relate to the Christian faith and biblical hermeneutics. It will seek to demonstrate the necessity of a consistent Christian epistemology, developing principles necessary if one wants an adequate account of knowledge. Major individuals covered include Plantinga, Polanyi, and Van Til. Topics covered include foundationalism, coherentism, and the justification of knowledge. Some attention will also be given to presuppositional apologetics as part of a fully orbited epistemology.

BTH 942: Biblical Worldview in the Arts and Sciences (4 cr.) Investigates the integration of biblical teaching with various disciplines in the arts and sciences. Emphasis is given to how various worldviews permeate theory and practice across disciplines.

BTH 943 History of Pentecostal Theology Considers significant contributors and contributions to the development of Pentecostal doctrine from diverse global contexts. The parameters and focus of major historical debates within the Pentecostal theological tradition will be discussed.

BTH 945: Field Experience (4 cr.) Engages students in an intensive cross-cultural ministry experience that involves teaching graduate or undergraduate students preparing for ministry, researching and writing on the cultural context in which this experience takes place, and serving in a context that is a cultural and geographical challenge—not simply a diverse audience. Field Experiences must be approved by the Bible and Theology Department. This course requires travel expenses in addition to program tuition.

THE 941: History of Biblical Exegesis and Theology I (4 cr.) Covers the exegesis, hermeneutical methodologies, and the understanding of the Bible from the period of the early church to the fall of Constantinople in 1453. Selected church fathers, theological movements, and the church councils will be considered.

THE 942: History of Biblical Exegesis and Theology II (4 cr.) Covers the exegesis, hermeneutical methodologies, and the understanding of the Bible from the fall of Constantinople in 1453 to the present. Selected influential exegetes and theologians, and theological movements will be considered.

THE 943: Special Topics in Theology (4 cr.) Studies areas of special interest in the disciplines of historical and systematic theology. Course content is determined by the instructor.

BTH 980: Thesis (8 credits)

SEMINARY DOCTORAL PROGRAMS

Doctor of Ministry

The Doctor of Ministry (DMin) is a professional degree program intended for men and women actively engaged in full-time Christian ministry. The primary purpose of the program is to enhance the participants' professional competence in the area of their gifts and calling. Practical in nature while at the same time maintaining the highest academic standards for theological reflection on the practice of ministry, the program seeks to integrate learning into the context of each participant's ministry and can be shaped to meet individual needs. Opportunities for personal and spiritual growth are woven into the fabric of the entire program.

This program focuses on developing strong Pentecostal ministers. Today's vital and growing ministries demand Spirit-anointed, effective leadership. If leaders expect to remain on the cutting edge of complex, demanding and ever-changing ministry, they must prepare themselves now. The DMin Program is designed to equip participants to be "leaders who build the Kingdom."

Curricular Design

The Doctor of Ministry curriculum has three primary components:

Core Courses. Establish and enrich the participant's foundation for effective ministry.

Elective Courses. Offers in-depth training in specific areas relevant to the practice of ministry. Participants may select one of four tracks offered: Contextual Leadership, Spiritual Formation, Self-Directed, and Military Chaplaincy track for qualifying military chaplains.

Professional Project. The participant's ministry context will be the subject of a professional project at the conclusion of the elective phase. A Project Design course prepares the participant to write a professional project integrating and applying significant program learnings in a ministry context. Participants must complete all core and elective courses before taking the Project Design class. Any exceptions must be approved by the program director. The project enriches the larger church through publication on the ProQuest Internet database.

Cohort Format. One dynamic element of the program is involvement in a Doctor of Ministry cohort comprised of individuals from a variety of ministry backgrounds. The cohort remains together for the core phase of the program allowing deep and meaningful relationships to be formed and, in the case of specialty cohorts, remains together throughout the duration of the program. "As iron sharpens iron" the cohort provides a challenging and motivating peer learning

environment.

Program Goals

The DMin experience focuses on giving participants the opportunity to expand their influence by growing into ministers who:

Grow in Spiritual Maturity

- Appreciating the historical and theological contributions of the Pentecostal-Charismatic tradition.
- Cultivating the disciplines of self-leadership.

Demonstrate Leadership Competence

- Effectively applying new knowledge and skills to ministry practice.
- Being catalysts for transformation.

Exhibit Scholarly Integration

- Integrating insights of biblical and practical theology as well as the social and behavioral sciences to enhance ministry effectiveness.
- Developing professional writing skills to provide an enduring service to the larger church.

Utilize Ministry Networks

- Developing relational health through mutually beneficial, long-term personal connections.
- Creating support systems for sustained impact.

Program Schedule

The DMin is an in-service degree completed while participants remain active in ministry. The program is designed around one-week modules offered three times per year—usually February, June, and October. (Full-time

enrollment is three credit hours per semester; half-time enrollment is one credit hour per semester). These modules are preceded by personal reading/preparation followed by written projects that apply course materials to participants' ministries. Once a participant has reached the elective phase of the program, courses may be taken back-to-back. The 30-hour program consists of nine 3-hour classes, plus the final DMin project. Thus, in its entirety, the degree will take approximately four years to complete.

Admission Requirements

Applicants for the DMin Program must meet the following requirements:

1. Have earned MDiv degree or a ministry-related master's degree from an accredited graduate school
2. Give evidence of ability to do doctoral level work as indicated by a minimum cumulative grade point average of 3.0 (on a 4.0 scale) in previous, accredited graduate study.
3. Demonstrate significant ministry experience.
4. Be currently involved in full-time ministry (e.g., pastor, teacher, missionary, denominational or para-church organizational leader, chaplain, evangelist, counselor, etc.).

Application Procedure

To apply for admission:

1. Contact the Doctor of Ministry Office for details and complete the application.
2. Submit a completed application with the nonrefundable fee of \$75 along

with a recent photograph.

3. Request that official transcripts from all post-secondary institutions attended be sent to AGTS, (*Transcript request forms are included with the application materials.*)
4. Distribute personal, ministerial and academic recommendation forms, and instruct those filling them out to return them within ten days to the AGTS DMin Office. (*Forms are included with the application materials.*)
5. Complete a five-eight page "Ministry and Theological Reflection" paper. (The DMin Office will provide you with instructions regarding this paper.)

Application Deadline. Individuals desiring admittance into the program should have their completed application files submitted no later than August 1 for consideration in the October cohort, December 1 for starting in the spring, or April 1 for starting in the summer. Under extenuating circumstances these deadlines may be extended.

Acceptance into the Doctor of Ministry Program. Upon action by the Admissions Committee, applicants will be notified in writing regarding the status of their acceptance into the DMin Program.

Doctor of Ministry Academic Policies and Procedures

Academic Probation. A participant is placed on academic probation at the conclusion of any course in which his or her grade point average falls below the required minimum (3.0) necessary to maintain satisfactory academic progress in the degree program. Participants who fail to raise their grades to the required level or higher by the

end of two courses on academic probation are subject to dismissal from the program.

Academic Status. Participants will remain in good academic standing in the DMin Program if they maintain a minimum 3.0 grade point average, meet all financial obligations to the Seminary and conduct their personal lives with spiritual, moral and professional integrity. The administration reserves the right to dismiss any participant whose integrity in any of these areas is deemed unacceptable.

Concurrent Enrollment. Doctor of Ministry participants interested in concurrent enrollment at another seminary or graduate school for the purpose of transferring credits back into the AGTS Doctor of Ministry Program must secure approval in advance from the director of the Doctor of Ministry Program. Credits must follow transfer credit policy.

Course Attendance. Due to the accelerated pace of each course, regular and punctual attendance is expected of each participant for all course activities. Because attendance is such a crucial element of the cohort peer-learning process, a participant cannot be absent for more than four hours of class and still receive credit.

Incomplete Grades. Students are expected to complete all course work in a timely fashion as specified by the instructor in the course syllabus. A grade of "IP" (In Process) will be issued if the professor's due date falls after the AGTS semester ending date. Due dates for doctoral modular courses are at the discretion of the professor but will be considered IP until the first day of the next module or set of modules. A grade of Failure may be issued if the work is not submitted by the first day of the next module(s) unless the student has requested an extension. If the

student requests additional time, an incomplete "I" grade may be given at the discretion of the instructor for a 90-day extension. In the event the instructor grants a grade of Incomplete, he or she will have the option of lowering the final grade for the course one letter grade lower than it would have been had the work been submitted on time. A grade of Failure may be issued if the work is not submitted before the expiration of the 90-day extension. [Exception: Doctoral participants in the Project phase.] No student will be permitted to begin credit courses in a new semester if carrying more than two IP or I courses.

Graduation Requirements. To satisfy graduation requirements for the DMin degree, the participant must:

1. Satisfactorily complete all DMin Program requirements. This typically includes the completion of 30 credits of course work (12 from Core Courses, 12 from Elective Courses, and 6 from Project Design and completion of the project). Participants in the extended program will have additional credit requirements, as specified in their degree audits.
2. Maintain a minimum cumulative grade point average of at least 3.0, including no more than one C. (A participant cannot graduate with a C- on his or her transcript. A participant must retake the course, at his or her expense, to earn a grade higher than C-.)
3. Be in good standing at the Seminary (*see Academic Status*).
4. Complete an acceptable and approved DMin project.
5. Make an acceptable oral presentation of the DMin project at the DMin Project Symposium.
6. Students are required to register for

graduation as follows: Those who wish to graduate in the spring or summer semester must submit their graduation application to the Assistant Registrar, Seminary, by January 30 of the same year. Those who miss these deadlines will have to wait until the following year to file for graduation.

7. Receive approval from the DMin Committee and Seminary Academic Council, to graduate.
8. Attend the Symposium, Baccalaureate, and Commencement exercises.

Military Chaplains Transfer Credit.

Qualified chaplains endorsed for U.S. military service may receive up to 12 transfer credits for approved specialized chaplain training (contact the Veterans Center coordinator for details). Chaplain participants who have already transferred in 12 credits for their military work may not transfer in additional elective credits for additional military classes or doctoral work completed.

Ministry Requirement. It is assumed that each participant will remain involved in full-time ministry throughout the duration of the program. Any participant who leaves the ministry for any reason while pursuing the DMin degree must petition the DMin Committee for continuation in the program.

Professional Project. The professional project is the culmination of the DMin experience in which the ideas and applications of the program are measured and evaluated. Participants must complete all core and elective classes before taking the Project Design class. Exceptions to this will be considered on a case-by-case basis. For further information on the project guidelines, contact the DMin Office.

Note: Military chaplain participants shall be designated in the "project phase" on the first day of the semester following the term when they took the Project Design course. The duration of the project phase shall be 18 months to two years.

Program Duration. The degree requires approximately four years to complete, including the project. This schedule is set to avoid unnecessary pressure on the participant's responsibilities to family and ministry. Participants are required to complete the degree within six years beginning from the date of their first attendance in a doctoral course. In some cases, an extension may be granted (e.g., for those on overseas military assignment). Any extensions must be granted by the DMin Committee. Extending the program into the fifth year will incur additional fees. (See "Program Extensions" and "Program Extension Fees" in the Financial Information section of this Catalog.)

Transfer Credits

An individual may transfer in a total of 6 doctoral credits. Individual appeals for transfer credits will be evaluated based upon the following considerations:

- Transfer credits must be from ATS/CHEA accredited institutions or those recognized by an approved foreign accrediting body.
- Student must have earned a minimum grade of "B" (3.0 on a 4.0 scale).
- Transfer credits must be relevant to the DMin degree.
- Recent time frame of courses taken will be reviewed. Extenuating circumstances of the participant will be considered (e.g., missionary in a situation that makes it difficult to take courses in a timely fashion.)

AGTS will accept up to 6 doctoral credits for valid/supervised clinical pastoral education provided the CPE units were not used to fulfill the master's ministerial degree. The institution and credit must be recognized by the Association for Clinical Pastoral Education, Inc. accreditation commission.

To request transfer credit, official transcripts must be received by the Assistant Registrar, Seminary, before consideration for doctoral credit will be given. (Any exceptions to the standard policy must be recommended by the DMin Committee and approved by the Seminary Academic Council.)

Note: The transfer of credits does not waive or change the program fee.

Doctor of Ministry Courses Open to Unclassified Doctoral Level Students.

A limited number of persons who are not pursuing a DMin degree at AGTS may be allowed to take courses if they satisfy admission requirements for the DMin Program. Contact the DMin Office for further information.

Audit Policy. Graduates of AGTS doctoral programs are eligible for one free master or doctoral-level audit (3-4 credits) per academic year, on a space-available basis. There is \$90 processing fee.

Doctor of Ministry Program Courses

I. Core Courses: (12 credits)

Note: The core courses are designed to be taken consecutively with the same cohort.

PTH 901: Core 1 – Renewing the Spiritual Leader (3 cr.) Developing into a leader worth following is considered in the context of self-leadership, other-leadership and Pentecostal spirituality. A critical appraisal of leadership models is presented

as the class develops a synthetic model of Christian leadership considered from a Pentecostal perspective and based on foundations of personal development and integrity.

PTH 902: Core 2 – Biblical Theology in Ministry (3 cr.)

Gives special attention to developing the skills and methods of biblical theology for the study of Scripture and equips the student to successfully complete the biblical-theological component of the DMin Project. The course also explores the role of biblical-theological reflection in leadership, ministry development and preaching.

PTH 911: Core 3 – Pentecostal Ministry in the 21st Century (3 cr.)

Pentecostalism has reached the centenary mark, an event that would have been unimaginable to its first generation. In many respects the movement has changed. Not surprisingly, Pentecostals face major challenges related to cherished theological, spiritual and liturgical distinctives that once uniquely identified them. This course examines and evaluates dynamics of the early movement, the nature of the crucial changes that have occurred and what Pentecostalism may look like in its second century of existence.

PTH 905: Core 4 – Leading Christian Organizations (3 cr.)

Covers leadership of the contemporary church or ministry with special consideration given to the integration of biblical values, contemporary leadership theory, contemporary organizational theory and the participant's context of ministry.

II. Elective Courses (12 credits)

Following completion of the Core Courses, a participant may choose a specified track (12 credits): Contextual Leadership, Spiritual Formation, Self-Directed, or Military

Chaplaincy. Those with the Self-Directed track may work with the DMin Team to construct a combination of courses, directed research and other experiences to produce an educational experience that is a precise fit to his or her specialty and context.

Following is a sampling of the types of electives offered:

PTH 919: Foundations of Spiritual Theology and Formation (3 cr.)

Principles of pneumatology lead to a biblical understanding of how God involves himself in the spiritual development of human beings. Holistic aspects of spiritual formation (spiritual, emotional, physical, intellectual, vocational, and relational) are explored with an investigation into the Spirit's unique involvement within age groups, occupations, and ethnic contexts. Students learn how to join the Spirit in leading Christ-followers on a journey to build a robust spiritual life and integrate Pentecostal spirituality into church leadership tasks.

PTH 926: Conflict Resolution (3 cr.)

Develops a biblical and practical understanding of conflict. It examines the conflict cycle, styles of conflict management and intervention strategies for resolving conflict. Special focus will be given to the leader's pivotal role in conflict, using conflict for positive change and the cultural climate for conflict. Mediation, arbitration and negotiation will also be examined.

PTH 933: Ethical Issues in Contemporary Society (3 cr.)

Instruction in preaching from the major genres of Scripture: narrative, poetry, wisdom, prophetic/apocalyptic, Gospels, epistles. The course will focus on expository and interpretive methods for each genre as well as the application of those methods to sermon development. Attention will also be

given to topical expository preaching, biblical theology in preaching and to developing expository series from books as well as topics.

PTH 935: Bringing the Biblical Story to the 21st Century (3 cr.)

Improves the participant's ability to prepare and effectively communicate narrative sermons. Using a literary/historical approach to narrative interpretation, this course unlocks the dynamics of the text and shows how to incorporate those dynamics into his or her preaching. Students will formulate and deliver narrative messages that are true to the biblical text, clear and well organized, interesting to listen to, and relevant to the listeners' needs.

PTH 936: Crisis Counseling (3 cr.)

Provides a cognitive and experiential examination of the skills necessary to address a wide variety of crisis counseling situations. Students will work the models presented in the assigned texts, particularly James and Gilliland. The goal is to prepare pastors, chaplains, counselors and other care givers through the acquisition and use of crisis intervention strategies as well as encouraging increased self-understanding.

PTH 939: Special Studies in Practical Theology (3 cr.)

Provides relevant specialized studies in practical theology for the vocational ministry leader.

PTH 948: Utilizing Technology to Maximize Missional Ministry (3 cr.)

An advanced course in creative communication with emphasis placed on the use of developing technology including the computer, presentation software (PowerPoint/Key-note/MediaShout/PresenterPro/etc.), digital audio, digital imaging, digital video, and the internet (especially use of social media).

Special attention is paid to the congregational context, the classroom and other training settings, as well as issues of secure communication (if appropriate for the group). For the greatest benefit, participants should be reasonably proficient in computer use and have a computer available for use in the class. The course will have a strong hands-on component and is geared toward gaining skills and proficiency.

PTH 949: The Coaching Leader: Developing Coaching and Mentoring Relationships (3 cr.) Explores the practice of coaching and mentoring in the context of missional ministry. Students will be exposed to coaching and mentoring in a variety of contexts and will examine and experience community as a missional people as well as the intricacies of motivating, coaching, and discipling people.

PTH 965: Leading Ministry in Emerging Culture (3 cr.) This course explores the potential of Pentecostal ministry in a rapidly morphing, globalized culture. The focus is on discerning culture as opportunity for cooperating with the mission of Jesus and responding to the initiative of the Spirit. Special emphasis is given to ministry among younger cultural creative people groups.

PTH 977: The Character of Pentecostal Leadership: Theological Reflection & Missional Empowerment (3 cr.) Pentecostal leadership for the twenty-first century must include the skills to spiritually discern biblical priorities in constantly changing contexts and a commitment to aggressively participate in the ongoing redemptive ministry of Jesus Christ through the power of the Holy Spirit. Key insights for the twenty-first century challenge of leadership exist in a revisiting of John Wesley's quadrilateral for theological

reflection. The process of theologizing needs increased attention in cultures where postmodernism, civilization clashes and differing worldviews have huge influence. The fresh pneumatological insights emerging from Pentecostals globally need to be taken seriously.

PTH 981: Preaching that Connects (3 cr.) Focuses on re-thinking both the possibilities and the practices of preaching for the experienced public speaker. Using multi-media, practical exercises and peer interaction, participants will have the opportunity to develop: (1) a renewed theology of preaching; (2) a broader repertoire of communication styles; (3) a healthy integration of presentation technologies; (4) a skill set for developing great audiences; (5) an integration of audience sovereignty and scriptural authority; (6) a sensitivity to emerging audiences; (7) a holistic understanding of preaching in the context of both personal and corporate spirituality; (8) greater flexibility in audience adaptation; (9) the capacity to discern the role of preaching in effective Christian leadership; (10) the discipline of continuous personal improvement.

III. Professional Project (6 credits)

PTH 906: Project Design (3 cr.) Prepares the participant for presentation of an acceptable project prospectus to the DMin Project Committee. Components of a prospectus, research methodologies and writing strategies are explored and applied.

PTH 999: Project Development and Presentation (3 cr.) Constitutes the composition and oral presentation of an acceptable written project which integrates theory and praxis and makes a meaningful contribution to the practice of ministry. All participants working on the project phase

will maintain a continued registration in the program.

Other Course Offerings: AGTS also offers an occasional course for the Doctor of Ministry program off-site. When courses in the DMin program are offered off-site, announcements will be made well in advance so interested students can apply. For information, contact the DMin Office.

Doctor of Applied Intercultural Studies

The AGTS Doctor of Applied Intercultural Studies (DAIS) program (formerly known as the Doctor of Missiology program) has risen to serve these leaders by:

- Enhancing missionary practice and resources
- Preparing participants to teach missiology at any level
- Building foundations for training missionaries overseas
- Equipping leaders for compassion ministries

The DAIS recognizes the priority of the Holy Spirit's person and power in accomplishing the mission of God (*Missio Dei*) and creates an environment in which students can experience the kind of learning that connects them more deeply to the Spirit's work in mission and allows them to focus their program on specific application of their learning in the field.

The AGTS Doctor of Applied Intercultural Studies consists of 48 credits earned in 11 modules and a professional project, and is built around several components:

- *Pentecostal perspective:* Distinctive emphasis on Spirit-empowered mission in a global context.
- *Lifestyle fit:* Relocating to Springfield is not necessary; in fact, the DAIS requires only five visits to AGTS over the course of the program.
- *Cohort experience:* Learning and growth occur through the bonds formed with other career missionaries in a diverse small group setting.
- *Modular convenience:* Courses are taught in two, one-week blocks scheduled back-to-back allowing two classes on one airfare.
- *Contextualized study:* Area studies, special study with an approved educational provider and/or tutelage offer field-based training.

Curricular Design. Following a sequence of core classes, the DAIS offers tracks in Missiological Studies (MS) and Christian Relief and Development (RD), in addition to elective courses, and culminates in the writing of a professional project.

Program Goals. The Doctor of Applied Intercultural Studies program will provide students with:

- a deepening biblical and theological understanding of *Missio Dei* and the kingdom of God;
- a distinctively Pentecostal theology of intercultural ministry;
- an understanding of the historical development of the Christian movement and the participant's role in the contemporary world;
- the ability to discern the Holy Spirit's direction in the fulfillment of the mission of God in diverse cultural settings and to contextualize effective expressions of the Gospel;
- an emphasis on the priorities of

evangelism, church planting, leadership formation, and compassion ministries;

- a continuing commitment to personal spiritual formation and growth as a member of God's missionary people;
- a working knowledge of the close relationship between the local church and missions; and
- a scholarly contribution to the understanding and practice of intercultural ministry through the completion of a DAIS major applied project that integrates theoretical and empirical disciplines important to a specific ministry.

Program Schedule. A modular format requires five trips to AGTS over three years (all in July and December). Two courses are taken during each two-week session. Participants earn their 48 credits in:

- 5 Core courses
- 3 Track courses (Missiological Studies or Christian Relief and Development)
- 3 Elective courses
- Project

All modular courses consist of three components:

1. An on-site residential seminar presented by the professor of record for the subject that allows the student to engage in academic dialogue with the professor during class hours and presents the student with the opportunity to utilize the library research facilities after class hours.
2. Pre-residential seminar assignments that differ from course to course but generally include pre-reading assignments, processing audio-visual or online resources, and/or

engaging the student in online dialogues with his/ her colleagues.

3. Post-residential seminar assignments that differ from course to course but that generally include the submission of a major research project and could also include online dialogue with colleagues on the assignment.

To enhance research opportunities and community development, the modules will be scheduled back-to-back. In addition to the course modules the student will be required to attend one Value Added Week (VAW) during the program. VAW elements include student research presentations with peer critique, onsite interviews with a mentor and guidance Committee, peer and faculty interaction, and video conferencing with field experts during study. A final four credits are earned through the satisfactory completion and oral defense of the project.

Admission Requirements

1. *Academic:* An MA in an appropriate theological or missiological discipline from an acceptable school with a minimum GPA of 3.0 on a 4.0 scale.
2. *Experience:* Not less than two years of appropriate intercultural ministry experience.
3. *English:* For applicants whose primary language is other than English, a TOEFL score of 585 or equivalent.
4. *Writing:* Submission and approval of a writing sample that demonstrates graduate-level research skills.
5. *Language:* Second language proficiency. In exceptional cases, this requirement may be substituted by petition. When a request for language waiver is submitted, the Admissions Committee may require six credits of relevant studies in the

applicant's area of research. This will be implemented at the discretion of the Committee in a case-by-case situation based on transcripts and experience.

6. *Endorsement*: Official approval of administrative superiors (e.g., missions board or agency).
7. *Technology*: Acceptable computer and Internet competencies.

Co-requisites. In cases in which candidates for admission are considered to have insufficient background in biblical, theological or missiological disciplines, the Seminary may require them to complete 15 credits of missiology foundation courses or 15 credits of theological foundation courses, or *both* as a co-requisite.

Application Procedure. To apply for admission:

1. Complete the application online with a \$75 non-refundable application fee (\$15 for readmissions), a recent photograph, academic writing sample, and evidence of second language competency (e.g., language school transcript).
2. Request that official transcripts of all post-secondary institutions attended be sent to the Intercultural Doctoral Studies Office at AGTS.
3. Distribute academic, ministerial and personal recommendation forms and request those filling them out to return these documents within ten days to the AGTS Intercultural Doctoral Studies Office.
4. Request that written documentation of administrative approval be sent to the Intercultural Doctoral Studies Office. Email is acceptable.

Application Deadline. Individuals

desiring admittance into the program should have their completed application files submitted no later than May 1 for consideration in the July cohort and October 1 for the December cohort. Under extenuating circumstances these deadlines may be extended.

Acceptance into the Doctor of Applied Intercultural Studies Program.

Applicants will be evaluated by the Intercultural Doctoral Studies Committee and referred to the Admissions Committee for consideration. Subsequently, they will be notified in writing regarding the status of their acceptance into the DAIS program.

DAIS Academic Policies and Procedures

Academic Status. Participants will remain in good academic standing in the DAIS Program if they maintain a 3.0 grade point average, meet all financial obligations to the seminary, and conduct their personal lives with spiritual, moral and professional integrity, maintaining fitness for ministry. The administration reserves the right to dismiss any participant whose integrity in any of these areas is deemed unacceptable.

Incomplete Grades. Students are expected to complete all course work in a timely fashion as specified by the instructor in the course syllabus. A grade of "IP" (In Process) will be issued if the professor's due date falls after the AGTS semester ending date. Due dates of doctoral modular courses are at the discretion of the professor but will be considered IP until the first day of the next module or set of modules. A grade of failure may be issued if the work is not submitted by the first day of the next module(s) unless the student has requested an extension. If the student requests additional time, an incomplete "I" grade may be given at the

discretion of the instructor for a 90-day extension. In the event the instructor grants a grade of incomplete, he or she will have the option of lowering the final grade for the course one letter grade lower than it would have been had the work been submitted on time. A grade of failure may be issued if the work is not submitted before the expiration of the 90-day extension. [Exception: Doctoral participants in the Project phase.] No student will be permitted to begin credit courses in a new semester if carrying more than two IP or I courses.

Probation and Dismissal. A student making one "C" in the four core courses is placed on probation and should retake the course. A student will be dismissed upon making two "C's."

Graduation Requirements

1. Satisfactory completion of all DAIS Program requirements. This includes completion of 48 credits of course work (20 from Core courses, 12 from Track courses, 12 from Elective courses, and 4 from the Project phase) and one Value-Added Week.
2. Maintain a minimum cumulative grade point average of at least 3.0, including no more than one C.
3. Be in good standing at the Seminary (*see Academic Status*).
4. Have passed the DAIS Qualifying Examination.
5. Complete an acceptable and approved DAIS Project.
6. Make an acceptable oral defense of the DAIS Project.
7. Students are required to register for graduation as follows: Those who wish to graduate in the fall semester of the same year must submit a graduation application on the student portal by October 31. Those who wish to graduate in the spring

or summer semester must submit their graduation application on the student portal by January 30 of the same year. Those who miss these deadlines will have to wait until the following October to file for graduation.

8. Receive approval to graduate from the Intercultural Doctoral Studies Committee and Seminary Academic Council.
9. Attend the Commencement exercises.

Professional Project. Participants write a professional project that reflects on the practice of ministry in their context.

Program Duration. A typical DAIS participant will finish the program in approximately four years.

Transfer Credits. An individual may transfer in a total of eight doctoral credits. Individual appeals for transfer credits will be evaluated based upon the following considerations:

1. Transfer credits must be from appropriately accredited institutions or those recognized by an approved foreign accrediting body.
2. Student must have earned a passing grade of "B" or higher (3.0 on a 4.0 scale).
3. Transfer credits must be relevant to the DAIS program.
4. Recent time frame of courses taken will be reviewed. Extenuating circumstances of the participant will be considered (*e.g., missionary in a situation that makes it difficult to take courses in a timely fashion.*)

To request transfer credit, official transcripts must be reviewed by the Office of Seminary Registration before consideration for doctoral credit will be given. *(Any exception to the standard policy must be recommended by the Intercultural Doctoral Studies Committee and approved by the Seminary Academic Council.)*

Note: The transfer of credits does not waive or change the Program Fee.

Courses Open to Unclassified Doctoral-Level Students. A limited number of non-degree, post-MA persons who are not pursuing a DAIS degree at AGTS may be allowed to take DAIS courses if they satisfy admission requirements for the DAIS program. Contact the Intercultural Doctoral Studies Office for more information.

Audit Policy. Graduates of AGTS doctoral programs are eligible for one free master or doctoral-level audit (3-4 credits) per academic year, on a space-available basis. There is a \$90 processing fee.

Doctor of Applied Intercultural Studies Program Design

Core Courses (20 credits)

MSS 901: Core 1 - Leaders in a Global Context (4 cr.) Orients participants to the unique dynamics and requirements of Doctor of Applied Intercultural Studies education, highlighting issues that will impact their lives and ministries; provide an overview of the Tracks and courses, with special focus on missiological research; and guide participants in self-reflection considering their ministries and global issues.

MHT 902: Core 2 - Missio Dei and the Contemporary World (4 cr.) Examines Missio Dei from biblical and Pentecostal

theological perspectives. This interdisciplinary study integrates theory and praxis, preparing the student to develop strategies for accomplishing the mission of God in diverse cultural milieus.

MCC 903: Core 3 - Intercultural Communication and Missions Anthropology (4 cr.)

Studies in the literature of intercultural communication, focusing on cultural contexts and barriers, with implications for Christian witness, lifestyle and relationships. Cultural anthropological issues will be examined to determine their application to a Christian view of intercultural ministry and the discipline of missiology.

MCC 904: Core 4 - Theological Issues, Contextualization and Area Studies (4 cr.)

Enables students to respond to theological issues encountered in intercultural contexts, such as Trinitarian concerns, bibliology, local theologies, syncretism and Pentecostalism. Students will work with personally relevant area-specific case studies and principles of "doing theology" in another context will be analyzed.

MSS 905: Core 5 - Methods of Missiological Research (4 cr.)

Introduces the approaches to research design and research methods employed in missiological research. The relationships among theological inquiry, socio-anthropological inquiry, and missions practice will be examined. Attention will be given to each of the major components of a major applied research project: problem, review of the literature, research methodology, findings and conclusions. Development of a research design, bibliography and database for missiological research will be emphasized

Track Courses (12 credits)

Following their Core courses, DAIS students will choose between two tracks: Missiological Studies or Christian Relief and Development. Each track involves 12 credits (three courses) of study in a specialized area.

Missiological Studies Track

MHT 910: The History of Christianity in Missiological Perspective (4 cr.)

Studies selected missiological paradigms throughout the expansion of Christianity from Pentecost to the present. Writings of mission theorists will be studied for understanding the advance or decline at key historical junctures, as well as the assessing of current missiology.

MCC 911: Missiological Engagement with World Religions (4 cr.)

Examines the process of engaging followers of other religions with the purpose of facilitating effective communication of the gospel. Representatives serving in diverse religious contexts explore unique opportunities and challenges presented by various historical and contemporary religious environments.

MSS 912: Evangelizing, Discipling and Church Planting (4 cr.) Explores biblical principles, contemporary models, and effective strategies for evangelizing non-believers, discipling converts and planting healthy churches. Global challenges of the urban context and assimilation will be considered. Case studies will be examined.

Christian Relief and Development Track

MCC 920: Biblical Perspectives on Issues of Social Justice (4 cr.)

Investigates biblical perspectives on social justice and the formulation of a scriptural

foundation for the Church's response to human suffering with holistic ministries. Special attention will be given to racial injustice and global poverty. *A prerequisite for Relief and Development Track.*

MSS 921: Relief and Development in Mission: Theories and Strategies (4 cr.)

Facilitates the articulation of a Christian response to global relief and development. Classical and modern theories of economic development and poverty eradication will be examined from a Christian perspective. Community development within a Christian worldview will be informed by the role of the developer on a personal, local, regional and global level.

MSS 922: Contemporary Social Issues in Mission (4 cr.)

Identifies the major global issues of injustice that impact women, children and minority people groups, such as human sexual trafficking, children at risk and human rights abuses. It will explore issues that impact on development such as AIDS and other international health crises, urbanization trends, global economic threats, wars and refugees and environmental issues. It will provide a critical overview of best practice interventions by international agencies and Christian relief and development organizations who address these global issues of social injustice.

Elective Courses (12 credits)

Students will select three classes from the available Elective courses to deepen their study of specific topics. One elective course in Area Studies is required.

MSS 900: Special Studies: Tutelage (4 cr.) A track elective taken under the tutelage of an assigned professor of record. *(In order to take this course the student must secure the*

approval of his or her program advisor.)

MCC 929: Encountering Non-Christian Religions (4 cr.) Focuses on the biblical and theological understanding of non-Christian religions. Participants will examine critical issues facing the church considering biblical teaching and current conflicting ideas and theories in pluralistic societies. Attention will be given to diversity, truth and salvation in religions.

MSS 930: Alternative Approaches to Education (4 cr.) Analyzes the principles of traditional and nontraditional education, both formal and informal, with emphasis given to ministry formation. Selected educational systems such as theological education by extension (TEE), distance education, in-service training, will be evaluated as to contextual suitability and effectiveness. Participants will engage in creative application of the principles presented and innovative modes of delivery systems.

MSS 931: Leading the Christian Non-Profit Organization (4 cr.) The critical role of the faith-based organization (FBO) has been universally acknowledged by the development community in its war on poverty. This course will trace the FBO's road to recognition in both the United States and internationally and examine the unique contribution of the FBO in community development. It will explore international legislation governing the establishment of non-governmental organizations' (NGO's) legal requirements for registration and identify the financial management and project reporting requirements that are expected of an accountable and transparent organization. It will further provide the student with the skills to create a community development profile, strengths/weaknesses/opportunities/threats

(SWOT) analysis and strategic plan to assist a church community to mobilize for action. Finally the student will be prepared in the skills of creating a viable business plan and the identification of potential funding resources for FBO activities.

MCC 932: Contextualized Leadership Training (4 cr.) Facilitates leadership development vision by analyzing leadership selection processes, authority patterns and spiritual formation in a particular setting. Participants will be encouraged to develop culturally appropriate principles, strategies and methods of leadership training including church-based, institutional and non-formal approaches. Emphasis will be given to designing resources and building team concepts for long-term reproducible models.

MSS 933: HIV/AIDS in a Global Context (4 cr.) Explores the global HIV/AIDS pandemic from various perspectives. It will look at the medical issues that the disease raises and its contribution to global poverty. It will explore the political, economic, social and security issues that its spread has created in Africa, and project future trajectories for the spread of the disease. The course will also attempt to formulate a Christian perspective on the proposed role of the church to prevent the spread of the pandemic, to provide services to minimize its affects and to minister to those infected and affected by the disease. The underlying assumption of these strategies will be to create interventions that are sustainable and community-based and have as their focal point the centrality of the local church in the areas that are most affected.

MSS 934: Contemporary Missions: Issues and Strategies (4 cr.) Studies current issues and strategies in missions. Topics such as collaboration, short-term and career commitments, non-residential

missions, the “business as missions” movement, theological education, training church leaders/planters, missionary lifestyle, interfaith dialogue and holism/international development will be considered.

MSS 935: Area Studies Elective (required) (4 cr.) Studies a particular area or region of the world. May be taken as a seminar, tutorial or through course work in government-approved universities around the world. *(In order to take this required elective course, the student must petition and secure the approval of his or her program advisor.)*

MSS 939: Special Studies with an Approved Educational Provider (4 cr.) A track elective taken with an approved educational provider that facilitates the development of competencies germane to the major applied research project. *(In order to take this course, the student must secure the approval of his or her program advisor.)*

Project Course (4 credits)

MCC 999: Project Development (4 cr.) Upon the completion, acceptance and successful oral defense of a written major applied project which integrates theory and praxis and makes a scholarly contribution to the practice of intercultural ministry, four credits will be recorded on the transcript. *All participants working on the project phase will maintain a continued registration in the program.*

Qualifying Exam

The qualifying examination is intended to demonstrate an acceptable level of competency in missiology and the ability to apply the literature to a set of circumstances. The student is required to submit to the qualifying exam within a three-year period of the start of his or her first course and is eligible to take the examination upon

successful completion of the following core courses:

- Core 1 – Leaders in a Global Context
- Core 2 – *Missio Dei* and the Contemporary World
- Core 3 – Intercultural Communication and Missions Anthropology
- Core 4 – Theological Issues, Contextualization and Area Studies

A list of recommended readings to support competencies developed in the core courses will be provided at the beginning of the program.

The qualifying examination is composed of two exams. One exam is based on the missiological content and disciplines of study introduced in the core courses MS/MSS 901 *Leaders in a Global Context* and MH/MHT 902 *Missio Dei and the Contemporary World*; the second is based on MC/MCC 903 *Intercultural Communication and Missions Anthropology* and MC/MCC 904 *Theological Issues, Contextualization and Area Studies*. Each exam will be comprised of two questions. One question will be selected from two summative questions developed and approved by the Intercultural Doctoral Studies Committee, one for each core course; and the second question will be a context specific question selected by the committee from questions submitted by the student.

The student will submit to the Intercultural Doctoral Studies Committee two summative context-specific questions for each exam (a total of four questions, one for each core course listed above) which seek to integrate and apply the content of the courses to the student’s specific missional environment. If the questions are not approved, they will be returned to the student with suggestions for resubmission. If approved, the committee will

select one question for each exam. The questions for each of the two exams will be sent electronically to a preapproved proctor.

The student will plan with the proctor to schedule and take the exams in an appropriate context on a computer that is not connected to the Internet and contains no files related to the exams. For each exam the proctor will present the two selected questions to the student who will write a response to each. Each exam should be minimally 2000 words (1000 words per question¹) referencing the appropriate literature (author only, bibliographic reference not required). Four hours will be allowed for each exam. The two exams are to be taken within a two-week period. Upon completion of each exam the proctor will email the student's response in electronic format to the Intercultural Doctoral Studies Committee, retain one copy as a backup and provide one copy to the student (e.g. by email, thumb drive). Each exam will be graded by a specialist in the field and by a generalist according to the following classifications: Superior, Satisfactory, Marginal or Unsatisfactory. Any grade of unsatisfactory by either grader or marginal by both will require retesting in that discipline/course. A marginal or unsatisfactory score by either grader on the retest will result in disqualification from the program.

¹ The average exam response is between 2800 and 3800 words (1400-1900 words per question).

Project Prospectus

At the conclusion of Core 5, Methods of Intercultural and Missiological Research, a formal project prospectus must be presented to and approved by the Intercultural Doctoral Studies Committee. The prospectus should include project title, a problem statement or

thesis, research questions or hypothesis, an annotated bibliography of literature related to the research, methodology to be employed, a description of how track, elective, and research courses will be integrated in the research design, an explanation of how the findings will be reported, categories for the conclusions and recommendations, and a preliminary outline of the project. A draft prospectus must be presented at the "Project Design Seminar" during a "Value-Added Week" for peer and faculty critique. With the successful completion of the qualifying exam and the approval of the project prospectus, the student will be assigned a guidance committee comprised of the project coordinator, a content-specialist advisor, and an outside reader whose research expertise is directly related to the projected research identified in the prospectus to develop the study program.

Project

A research project advances knowledge in the field of study and enables the participant to integrate and apply his or her learning in an intercultural ministry context. Upon the completion, acceptance, and successful oral defense of a written project which makes a scholarly contribution to the discipline and practice of intercultural ministry, four credits will be recorded on the transcript.

Doctor of Philosophy in Intercultural Studies

The AGTS Doctor of Philosophy in Intercultural Studies (PhD ICS) facilitates the development and academic certification of vocations in missiological and intercultural teaching and scholarship by:

- providing an environment and essential tools that enable research and theological reflection;
- creating a unique learning experience customized to each student's call, gifts and academic interest;
- equipping missiologists for research, teaching and missional praxis in an increasingly complex multicultural world; and
- giving credible voice to scholar practitioner missionaries and national leaders before the academy and the church.

The PhD ICS recognizes the priority of the Holy Spirit's person and power in accomplishing the mission of God (*Missio Dei*) and creates an environment in which students can experience the kind of learning that connects them more deeply to the Spirit's work in mission and allows them to focus their program and research on the application of integrative learning in missional praxis.

The PhD ICS consists of 60 credits earned in 11 modules, three dissertation research courses, and a research dissertation, and is built around several components:

- *Pentecostal perspective*: Distinctive emphasis on Spirit-empowered mission in a global context.
- *Passionate Scholarly Research*: The discipline of scholarly research and writing is embraced as a tool of spiritual and missiological discernment and prophetic voice.
- *Lifestyle fit*: Relocating to Springfield is not necessary; in fact the PhD ICS requires only five visits to AGTS over the course of the program.
- *Cohort experience*: Learning and growth occur through the bonds

formed with other career missionaries in a diverse small group setting.

- *Modular convenience*: Courses are taught in two, one-to-two-week blocks scheduled back-to-back allowing two classes on one airfare.
- *Contextualized study*: Area studies, special study with an approved educational provider and/or tutelage offer field-based training.

Curricular Design. Following a sequence of core classes, the PhD ICS offers tracks in Missiological Studies (MS) and Christian Relief and Development (RD), additional elective courses, dissertation research courses and culminates in the writing of a research dissertation.

Program Goals. The program seeks to contribute to the discipline of intercultural studies by enriching research, teaching and the practice of those involved in the field. To that end and in accordance with our commitment to provide the highest level of learning effectiveness and foster a robust culture of assessment, at the completion of the PhD Program, graduates will be able to achieve the following learning outcomes:

- demonstrate a breadth of knowledge in theological and religious studies and other academic disciplines, and a comprehensive knowledge of the disciplines that comprise missiology and intercultural studies;
- competently innovate, defend and critique scholarly work and missional practice for the benefit of the academy and the broader community of faith;
- demonstrate ability to engage in original missiological intercultural research and writing that contribute to the discipline and to their research context for the sake of their tradition, the church and the academy;

- make decisions, live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth;
- demonstrate the ability to utilize research and theological/missiological reflection in specific contexts; and
- commit to the vocation of theological, missiological and intercultural scholarship in its dimensions of teaching, learning and research.

Program Schedule. A modular format requires five trips to AGTS over three years (all in July and December). Two courses are taken during each two to three-week resident session. Participants earn their 60 credits in:

- 5 Core courses
- 3 Track courses (Missiological Studies or Christian Relief and Development)
- 3 Elective courses
- 3 Dissertation research courses
- Dissertation

All modular courses consist of three components:

1. An on-site residential seminar presented by the professor of record for the subject that allows the student to engage in academic dialogue with the professor during class hours and presents the student with the opportunity to utilize the library research facilities after class hours.
2. Pre-residential seminar assignments that differ from course to course but generally include pre-reading assignments, processing audio-visual or online resources, and/or engaging the student in online dialogues with his/ her colleagues.
3. Post-residential seminar assignments that differ from course to course but that generally include the submission of a major research project and could also include online dialogue with colleagues on the assignment.

To enhance research opportunities and community development, the modules will be scheduled back-to-back. In addition to the course modules the student will be required to attend three Value Added Weeks (VAWs) during the program. VAW elements include student research presentations with peer critique, onsite interviews with a mentor and guidance committee, peer and faculty interaction, and video conferencing with field experts. Another component of the course work (eight credits) may involve studies completed through directed research and doctoral-level study in a cooperating educational institution located near the student's field work or at the AGTS main campus. An additional 12 credits of dissertation research tutorial courses will focus and develop the research for the dissertation. A final four credits are earned through the satisfactory completion and oral defense of the dissertation.

Admission Requirements

1. *Academic:* An MA in an appropriate theological or missiological discipline from an acceptable school with a minimum GPA of 3.5 on a 4.0 scale.
2. *Experience:* Not less than two years of appropriate intercultural ministry experience.
3. *English:* For applicants whose primary language is other than English, a TOEFL score of 585 or equivalent.
4. *Writing:* Submission and approval of a writing sample that demonstrates graduate-level research skills.

5. *Language*: Second language proficiency. The program requires research proficiency in English as the primary research language of the disciplines of intercultural studies and a second modern language in the field of the research topic. Additional ancient and modern languages may be required as needed for the completion of dissertation research. In exceptional cases, the second modern language requirement may be substituted by petition. When a request for language waiver is submitted, the Committee may require six credits of relevant studies in the applicant's area of research. This will be implemented at the discretion of the Committee in a case-by-case situation based on transcripts and experience.
6. *Endorsement*: Official approval of administrative superiors (e.g., missions board or agency if applicable).
7. *Technology*: Acceptable computer and Internet competencies.

These are the minimal requirements. The Admissions Committee selects applicants with the strongest qualifications. Candidates who only meet minimal requirements in some areas but are exceptional in others may be accepted. The overall combination of strengths that the applicant brings to the program is assessed in the admissions process.

Co-requisites. In cases in which candidates for admission are considered to have insufficient background in biblical, theological or missiological disciplines, the Seminary may require them to complete 15 credits of missiology foundation courses or 15 credits of theological foundation courses, or *both* as a co-requisite.

Application Procedure. To apply for admission:

1. Complete the application online with a \$75 non-refundable application fee (\$15 for readmissions), a recent photograph, academic writing sample and evidence of second language competency (e.g., language school transcript).
2. Request that official transcripts of all post-secondary institutions attended be sent to the Intercultural Doctoral Studies Office at AGTS.
3. Distribute academic, ministerial and personal recommendation forms and request those filling them out to return these documents within ten days to the AGTS Intercultural Doctoral Studies Office.
4. Request that written documentation of administrative approval be sent to the Intercultural Doctoral Studies Office. Email is acceptable.

Application Deadline. Individuals desiring admittance into the program should have their completed application files submitted no later than May 1 for consideration in the July cohort and October 1 for the December cohort. Under extenuating circumstances these deadlines may be extended.

Acceptance into the Doctor of Philosophy in Intercultural Studies Program.

Applicants will be evaluated by the Intercultural Doctoral Studies Committee and referred to the Admissions Committee for consideration. Subsequently, they will be notified in writing regarding the status of their acceptance into the PhD ICS program.

PhD ICS Academic Policies and Procedures

Academic Status. Participants will remain in good academic standing in the PhD ICS program if they maintain a 3.0 grade point average, meet all financial obligations to the Seminary, and conduct their personal lives with spiritual, moral, and professional integrity, maintaining fitness for ministry. The administration reserves the right to dismiss any participant whose integrity in any of these areas is deemed unacceptable.

Incomplete Grades. Students are expected to complete all course work in a timely fashion as specified by the instructor in the course syllabus. A grade of "IP" (In Process) will be issued if the professor's due date falls after the AGTS semester ending date. Due dates of doctoral modular courses are at the discretion of the professor but will be considered IP until the first day of the next module or set of modules. A grade of failure may be issued if the work is not submitted by the first day of the next module(s) unless the student has requested an extension. If the student requests additional time, an incomplete "I" grade may be given at the discretion of the instructor for a 90-day extension. In the event the instructor grants a grade of incomplete, he or she will have the option of lowering the final grade for the course one letter grade lower than it would have been had the work been submitted on time. A grade of failure may be issued if the work is not submitted before the expiration of the 90-day extension. [Exception: Doctoral participants in the Dissertation phase.] No student will be permitted to begin credit courses in a new semester if carrying more than two IP or I courses.

Probation and Dismissal. A student making one "C" in the four core courses is placed on probation and should retake the course. A student will be dismissed upon making two "C's."

Graduation Requirements

1. Satisfactory completion of all PhD ICS program requirements. This includes completion of 60 credits of course work (20 from Core courses, 12 from Track courses, 12 from Elective courses, 12 from Dissertation Research courses and four from the Dissertation phase) and three Value Added Weeks.
2. Maintain a minimum cumulative grade point average of at least 3.0, including no more than one C.
3. Be in good standing at the Seminary (*see Academic Status*).
4. Have passed the PhD ICS Qualifying and Comprehensive Examinations.
5. Complete an acceptable and approved PhD ICS dissertation.
6. Make an acceptable oral defense of the PhD ICS dissertation.
7. Students are required to register for graduation as follows: Those who wish to graduate in the fall semester of the same year must submit a graduation application on the student portal by October 31. Those who wish to graduate in the spring or summer semester must submit their graduation application on the student portal by January 30 of the same year. Those who miss these deadlines will have to wait until the following October to file for graduation.
8. Receive approval to graduate from the Intercultural Doctoral Studies Committee and Seminary Academic Council.
9. Attend the Commencement exercises.

Research Dissertation. Participants write a research dissertation that advances knowledge in the field of study and enables the participant to integrate and apply his or her learning in an intercultural ministry

context.

Program Duration. A typical PhD ICS participant will finish the program in approximately five years.

Transfer Credits. An individual may transfer in a total of eight doctoral credits. If a person holds an earned doctorate in a related field (e.g. Doctor of Ministry), a maximum of 12 credits may be transferred. Individual appeals for transfer credits will be evaluated based upon the following considerations:

1. Transfer credits must be from appropriately accredited institutions or those recognized by an approved foreign accrediting body.
2. Student must have earned a passing grade of "B" or higher (3.0 on a 4.0 scale).
3. Transfer credits must be relevant to the PhD ICS program.
4. Recent time frame of courses taken will be reviewed. Extenuating circumstances of the participant will be considered (e.g., missionary in a situation that makes it difficult to take courses in a timely fashion.)

To request transfer credit, official transcripts must be reviewed by the Office of Seminary Registration before consideration for doctoral credit will be given. (Any exception to the standard policy must be recommended by the Intercultural Doctoral Studies Committee and approved by the Seminary Academic Council.)

Note: The transfer of credits does not waive or change the Program Fee.

Courses Open to Unclassified Doctoral-Level Students. A limited number of non-degree, post-MA persons who

are not pursuing a PhD ICS degree at AGTS may be allowed to take PhD ICS courses if they satisfy admission requirements for the PhD ICS program. Contact the Intercultural Doctoral Studies Office for more information.

Audit Policy. Graduates of AGTS doctoral programs are eligible for one free master or doctoral-level audit (3-4 credits) per academic year, on a space-available basis. There is a \$90 processing fee.

Doctor of Philosophy in Intercultural Studies Program Design

Core Courses (20 credits)

MS 901: Core 1 - Leaders in a Global Context (4 cr.) Orients participants to the unique dynamics, the research process and the requirements of Doctor of Philosophy in Intercultural Studies education, highlighting issues that will impact their lives and ministries; provide an overview of the Tracks and courses, with special focus on missiological research; guide participants in missiological reflection in light of their ministries and global issues; and introduce the student to the process of developing a research dissertation.

MH 902: Core 2 - *Missio Dei* and the Contemporary World (4 cr.) Examines *Missio Dei* from biblical and Pentecostal theological perspectives. This interdisciplinary study integrates theory and praxis, preparing the student to reflect theologically on missiological praxis and develop strategies for accomplishing the mission of God in diverse cultural milieus.

MC 903: Core 3 - Intercultural Communication and Missions

Anthropology (4 cr.) Studies in the literature of intercultural communication, focusing on cultural contexts and barriers, with implications for Christian witness, lifestyle, and relationships. Examines cultural anthropological issues to determine their application to a Christian view of intercultural ministry.

MC 904: Core 4 - Theological Issues, Contextualization and Area Studies (4 cr.)

Enables students to respond to theological issues encountered in intercultural contexts, such as Trinitarian concerns, bibliology, local theologies, syncretism, and Pentecostalism. Students will work with personally relevant area-specific case studies, and the principles of “doing theology” in another context will be analyzed.

MS 905: Core 5 - Methods of Intercultural and Missiological Research (4 cr.) Prepares students to develop his or her dissertation proposal and research tutorials. The relationships among theological inquiry, socio-anthropological inquiry, and missions praxis will be examined. Topics include the major components of a dissertation proposal: problem formulation, review of the literature, research methodologies, presentation of findings, and conclusions. Development of a research design, bibliography, and database for intercultural research will be emphasized. The student will also develop the framework for three research tutorials that will inform the **major components of his or her dissertation.**

Track Courses (12 credits)

Following their Core courses, PhD ICS students will choose between two tracks: Missiological Studies or Christian Relief and Development. Each track involves 12 credits

(three courses) of study in a specialized area.

Missiological Studies Track

MH 910: The History of Christianity in Missiological Perspective (4 cr.)

Studies selected missiological paradigms throughout the expansion of Christianity from Pentecost to the present. Writings of mission theorists will be studied for understanding the advance or decline at key historical junctures, as well as the assessing of current missiology.

MC 911: Missiological Engagement with World Religions (4 cr.)

Examines the process of engaging followers of other religions with the purpose of facilitating effective communication of the gospel. Representatives serving in diverse religious contexts explore unique opportunities and challenges presented by various historical and contemporary religious environments.

MS 912: Evangelizing, Discipling and Church Planting (4 cr.)

Explores biblical principles, contemporary models, and effective strategies for evangelizing non-believers, discipling converts, and planting healthy churches. Global challenges of the urban context and assimilation will be considered. Case studies will be examined.

Christian Relief and Development Track

MC 920: Biblical Perspectives on Issues of Social Justice (4 cr.)

Investigates biblical perspectives on social justice and the formulation of a scriptural foundation for the Church’s response to human suffering with holistic ministries. Special attention will be given to racial injustice and global poverty. *(Prerequisite for Relief and Development Track)*

MS 921: Relief and Development in Mission: Theories and Strategies (4 cr.)

Facilitates the articulation of a Christian response to global relief and development. Classical and modern theories of economic development and poverty eradication will be examined from a Christian perspective. Community development within a Christian worldview will be informed by the role of the developer on a personal, local, regional and global level.

MS 922: Contemporary Social Issues in Mission (4 cr.)

Identifies the major global issues of injustice that impact women, children and minority people groups, such as human sexual trafficking, children at risk and human rights abuses. Topics include AIDS and other international health crises, urbanization trends, global economic threats, wars and refugees and environmental issues. Provides a critical overview of best practice interventions by international agencies and Christian relief and development organizations who address these global issues of social injustice.

Elective Courses (12 credits)

Students will select three classes from the available Elective courses to deepen their study of specific topics. One elective course in Area Studies is required.

MS 900: Special Studies: Tutelage (4 cr.)

A track elective taken under the tutelage of an assigned professor of record. *(In order to take course the student must secure the approval of his or her Program Advisor.)*

MC 929: Encountering Non-Christian Religions (4 cr.)

Focuses on the biblical and theological understanding of non-Christian religions. Participants will examine critical issues facing the church considering biblical teaching and current conflicting ideas and theories in pluralistic societies.

Attention will be given to diversity, truth and salvation in religions.

MS 930: Alternative Approaches to Education (4 cr.)

Analyzes principles of traditional and nontraditional education, both formal and informal, with emphasis given to ministry formation. Selected educational systems such as theological education by extension (TEE), distance education, in-service training, will be evaluated as to contextual suitability and effectiveness. Participants will engage in creative application of the principles presented and innovative modes of delivery systems.

MS 931: Leading the Christian Non-Profit Organization (4 cr.)

The critical role of the faith-based organization (FBO) has been universally acknowledged by the development community in its war on poverty. Traces the FBO's road to recognition in both the United States and internationally and examine the unique contribution of the FBO in community development. Explores international legislation governing the establishment of non-governmental organizations' (NGOs) legal requirements for registration and identify the financial management and project reporting requirements that are expected of an accountable and transparent organization. Provides the student with the skills to create a community development profile, strengths/weaknesses/opportunities/threats (SWOT) analysis and strategic plan to assist a church community to mobilize for action. Finally the student will be prepared in the skills of creating a viable business plan and the identification of potential funding resources for FBO activities.

MC 932: Contextualized Leadership Training (4 cr.)

Facilitates leadership

development vision by analyzing leadership selection processes, authority patterns and spiritual formation in a particular setting. Participants will be encouraged to develop culturally appropriate principles, strategies and methods of leadership training including church-based, institutional and non-formal approaches. Emphasis will be given to designing resources and building team concepts for long-term reproducible models.

MS 933: HIV/AIDS in a Global Context (4 cr.) Explores the global HIV/AIDS pandemic from various perspectives. It will look at the medical issues that the disease raises and its contribution to global poverty. It will explore the political, economic, social and security issues that its spread has created in Africa, and project future trajectories for the spread of the disease. The course will also attempt to formulate a Christian perspective on the proposed role of the church to prevent the spread of the pandemic, to provide services to minimize its affects and to minister to those infected and affected by the disease. The underlying assumption of these strategies will be to create interventions that are sustainable and community-based and have as their focal point the centrality of the local church in the areas that are most affected.

MS 934: Contemporary Missions: Issues and Strategies (4 cr.) Covers current issues and strategies in missions. Topics such as collaboration, short-term and career commitments, non-residential missions, the "business as missions" movement, theological education, training church leaders/planters, missionary lifestyle, interfaith dialogue and holism/international development will be considered.

MS 935: Area Studies Elective (required) (4 cr.) Studies a particular area or region of the world. May be taken as a

dissertation tutorial or through course work in government-approved universities around the world. *(In order to take this required elective course, the student must petition and secure the approval of his or her Program Advisor.)*

MS 939: Special Studies with an Approved Educational Provider (4 cr.) A track elective taken with an approved educational provider that facilitates the development of competencies germane to the major applied dissertation. *(In order to take this course, the student must secure the approval of his or her Program Advisor.)*

Dissertation Research Courses (12 credits)

MC 907, MC 908, MC 909: Dissertation Research. In preparation for the dissertation the student will enroll in three four-credit dissertation research tutorial courses designed to facilitate the research required for the proposed dissertation. The dissertation proposal will identify where each dissertation research course corresponds within the research design of the proposal. The tutorials will focus either on a review of the literature to provide the theoretical or theological foundation for the proposed research or after a brief review of precedent literature, the substance of the tutorial will be the student's own primary research and analysis. For each course the student will present a research tutorial contract proposal to the assigned mentor for approval which includes research objectives, a literature review and research methodology. Once the research tutorial contract proposal is approved, the student will execute the research and report the findings in a format like a dissertation. The content of the dissertation research courses should reflect the multi-disciplinary nature of intercultural studies. *(An approved dissertation proposal is required to enroll in*

these courses.)

Dissertation Course

MC 999: Dissertation Development (4 cr.)

Upon the completion, acceptance and successful oral defense of a written research dissertation that advances knowledge in intercultural studies integrating theory and praxis, four credits will be recorded on the transcript. All participants working on the dissertation phase will maintain a continued registration in the program.

Qualifying Exam. The qualifying examination is intended to demonstrate an acceptable level of competency in missiology and the ability to apply the literature to a set of circumstances. The student is required to submit to the qualifying exam within a three-year period of the start of his or her first course and is eligible to take the examination upon successful completion of the following core courses:

- Core 1 – Leaders in a Global Context
- Core 2 – *Missio Dei* and the Contemporary World
- Core 3 – Intercultural Communication and Missions Anthropology
- Core 4 – Theological Issues, Contextualization and Area Studies

A list of recommended readings to support competencies developed in the core courses will be provided at the beginning of the program.

The qualifying examination is composed of two exams. One exam is based on the missiological content and disciplines of study introduced in the core courses MS/MSS 901 *Leaders in a Global Context* and MH/MHT 902 *Missio Dei and the Contemporary World*; the second is based on MC/MCC 903 *Intercultural Communication and Missions Anthropology* and MC/MCC 904

Theological Issues, Contextualization and Area Studies. Each exam will be comprised of two questions. One question will be selected from two summative questions developed and approved by the Intercultural Doctoral Studies Committee, one for each core course; and the second question will be a context specific question selected by the committee from questions submitted by the student.

The student will submit to the Intercultural Doctoral Studies Committee two summative context-specific questions for each exam (a total of four questions, one for each core course listed above) which seek to integrate and apply the content of the courses to the student's specific missional environment. If the questions are not approved, they will be returned to the student with suggestions for resubmission. If approved, the committee will select one question for each exam. The questions for each of the two exams will be sent electronically to a preapproved proctor.

The student will plan with the proctor to schedule and take the exams in an appropriate context on a computer that is not connected to the Internet and contains no files related to the exams. For each exam the proctor will present the two selected questions to the student who will write a response to each. Each exam should be minimally 2000 words (1000 words per question¹) referencing the appropriate literature (author only, bibliographic reference not required). Four hours will be allowed for each exam. The two exams are to be taken within a two-week period. Upon completion of each exam the proctor will email the student's response in electronic format to the Intercultural Doctoral Studies Committee, retain one copy as a backup and provide one copy to the student (e.g. by email, thumb drive). Each exam will be graded by a specialist in the field and by a

generalist according to the following classifications: Superior, Satisfactory, Marginal or Unsatisfactory. Any grade of unsatisfactory by either grader or marginal by both will require retesting in that discipline/course. A marginal or unsatisfactory score by either grader on the retest will result in disqualification from the program.

¹ The average exam response is between 2800 and 3800 words (1400-1900 words per question).

Dissertation Proposal. At the conclusion of Core 5, Methods of Intercultural and Missiological Research, a formal dissertation proposal must be presented to and approved by the Intercultural Doctoral Studies Program Committee. The proposal should include dissertation title, a problem statement or thesis, research questions or hypothesis, an annotated bibliography literature review related to the research, methodology to be employed, a description of how track, elective and dissertation research courses will be integrated in the research design, an explanation of how the findings will be reported, categories for the conclusions and recommendations, and a preliminary outline of the dissertation. With the successful completion of the qualifying exam and the approval of the dissertation proposal, the student will be assigned a guidance committee comprised of a faculty mentor and two faculty advisors whose research expertise is directly related to the projected research identified in the proposal to develop the study program.

Advancement to Candidacy. When the student posts an acceptable grade for all seated course work (i.e., coursework except the Area Studies and Dissertation Research courses), passes the qualifying exam, and receives approval of the dissertation

proposal, he or she advances to being a Doctor of Philosophy in Intercultural Studies candidate.

Comprehensive Examination. At any point after the completion of all required course work and the data-gathering (i.e., field research) phase of the student's study, the student will submit to the comprehensive examination. This examination will be based entirely on the student's tutorial research.

The comprehensive examination may be satisfied by one of the following two options:

1. Written examinations covering the content of all three tutorials (four hours each); covering the content of all three tutorials (12 hours of testing).
2. A formal journal article which synthesizes the tutorial research findings and defend it before students and professors during a value-added week.

Upon successful completion of the comprehensive examination the student may register for the dissertation itself (MC 999: Dissertation Development).

Dissertation. A research dissertation advances knowledge in the field of study and enables the participant to integrate and apply his or her learning in an intercultural ministry context. Upon the completion, acceptance and successful oral defense of a written dissertation which makes a scholarly contribution to the discipline and practice of intercultural ministry, four credits will be recorded on the transcript.

Oral Defense. When the student's dissertation mentor (supervisor) confirms that the dissertation is ready for review, the student must submit a copy of the dissertation to each member of his or her dissertation committee and the outside reader appointed

by the Intercultural Doctoral Studies Committee. When the dissertation committee and the outside reader deem that the student's dissertation meets the standards of the academy, his or her oral defense will be scheduled at a time most convenient for both the student and the committee. Often the defense will be during a value-added week, but the defense can also be conducted via a long-distance (i.e., Skype) conference phone call. The student's defense will be open to the Seminary community if conducted in person.

If the student's dissertation defense is successful, the dissertation committee members and outside reader will approve the dissertation by signing the approval page. The dissertation will then be submitted to the IDS copy editor, who will work with the student as he or she corrects any content and formatting errors. The dissertation is not officially accepted by the Seminary until approved by the IDS copy editor.

Doctor of Philosophy in Biblical Interpretation and Theology

The PhD in Biblical Interpretation and Theology (PhD BTH) is an advanced, rigorous program integrating New and Old Testament exegesis with the disciplines of both biblical and systematic theology.

The program provides for original research and scholarship in one of three specializations: New Testament Interpretation and Biblical Theology, Old Testament Interpretation and Biblical Theology, or Biblical Interpretation and Systematic Theology.

The PhD in Biblical Interpretation and Theology is intended for exegetically and theologically knowledgeable students desiring to prepare for scholarly theological leadership in the church. The program's special emphasis on the integration of hermeneutics, exegesis, and theology reflects the central role that theology plays in the life of the church. Students engage in advanced analysis of the reciprocal influence of hermeneutics, exegesis, biblical theology and systematic theology. The development of well-grounded biblical theologians in today's church is more pivotal as the church interacts with a rapidly changing, vastly challenging global culture.

While the program includes examination of hermeneutics and theology within the Pentecostal tradition, it also is designed to explore biblical scholarship within a broader, evangelical framework, thus preparing individuals for service to the church and academy in diverse contexts.

Many of the current students are already serving in a wide variety of vocations that include academic teaching and writing, and various forms of leadership in the local church, global missions, parachurch organizations, and denominations. The program equips students specifically for scholarly leadership in biblical studies, theological studies, and as learned practitioners in other areas of service to the church. The modular scheduling of our classes makes it possible for persons already in ministry positions to remain in place and not relocate to pursue PhD studies. Graduates from this program will have made a significant contribution to original research in their area of specialization.

Program Structure. The PhD BTH program is structured on a five-year, full-time

model, consisting of at least two and a half years for the course work (more commonly three years) followed by an additional two years of comprehensive exams and dissertation research and writing. Courses are offered three times per year in a modular format on the campus of Assemblies of God Theological Seminary, Evangel University. The program may be completed in four years if the student has exceptional biblical and modern language skills and no entrance deficiencies; however, the average time to complete the program is anticipated to be approximately five years.

Requirements for Degree Completion.

The PhD BTH consists of 60 credits earned in the following categories of study:

- 20 credits of core seminars
- 8 credits of supervised readings
- 20 credits of electives
- Comprehensive exams covering the core seminars and specialty corpus
- 12 credits for the Dissertation proposal, research and writing

Timeline for Completion of

Coursework. An average student load is 12-16 credits per year (3-4 courses). Full-time status requires at least 4 credits per semester. Students can expect to complete the coursework within three years. An additional two years, at least, should be anticipated to sustain the comprehensive exams and complete the dissertation. That means the student can anticipate approximately five years from the time of full admission to degree completion if the student maintains full-time status during the coursework phase, soon thereafter sustains the comprehensive exams, and then completes the dissertation in a timely fashion. The timeline for those who receive provisional admission, meaning the student is deficient in a prerequisite such as one or

more of the language requirements, or theology/church history, is anticipated to be longer.

Language Proficiency Timeline.

Proficiency in Greek and Hebrew, for those who do not have sufficient coursework in the biblical languages, must be demonstrated within the first two years of coursework. Proficiency may be demonstrated by examination, or by completion (with a grade of B or better) of Greek/Hebrew courses at AGTS or another accredited institution of higher learning. The coursework required to satisfy the minimum biblical language requirement is two years of either Greek or Hebrew, and one year in the other.

Proficiency in the approved modern language (usually German or French) must be demonstrated prior to the comprehensive exams. Proficiency may be demonstrated by transcript evidence of successful coursework (grade of B or better), by examination, or by completing the AGTS German or French for Research courses with a grade of B or better.

Specializations. There are three specializations available in the PhD BTH as the student's area of original research and dissertation:

- New Testament Interpretation and Biblical Theology
- Old Testament Interpretation and Biblical Theology
- Biblical Interpretation and Systematic Theology

Admission Requirements

1. *Academic:* Bachelor's degree or the equivalent from an accredited college or university. An accredited MDiv or MTh/ThM, MPhil or STM with a focus on biblical and

theological studies, with a minimum of 3.5 on a 4.0 scale. Other Master's-level (MA, MATS, MACM, MAR, etc.) degrees will be considered if the student can demonstrate aptitude for advanced study.

2. *The GRE (Graduate Record Exam) is required (school code 3355).*
3. *English:* For applicants whose primary language is other than English, a TOEFL score of 585 or equivalent (*school code 6022*).
4. *Writing:* Submission and approval of a writing sample that demonstrates graduate-level research and writing skills.
5. *Vocational Essay:* A 2000-word Vocational Essay is required that details:
 - a) the applicant's personal testimony and spiritual journey;
 - b) his or her personal sense of vocation to academic and ministry leadership;
 - c) professional goals; and
 - d) plans to make original contributions to his or her field.
6. *Biblical Languages:* One full year each (2 semesters) of biblical Hebrew and NT Greek. Students lacking coursework for this entrance requirement may demonstrate competency in a biblical language by taking a proficiency exam. Students planning to concentrate in either the Old Testament or the New Testament must have a second full year (2 semesters) of either Hebrew or NT Greek, corresponding to their concentration.
7. *Research Language Proficiency.* The program requires research proficiency in English as the primary research language and a second modern research language (usually

German or French). Competency in a modern research language must be demonstrated during the first two years of the program before beginning work on the dissertation. Competency can be demonstrated in one of two ways: 1) successful completion of a modern language course that facilitates and measures translation skill, or 2) taking and successfully completing a modern language translation exam offered through the AGTS PhD BTH program.

Note: Additional ancient and modern languages may be required as needed for the completion of dissertation research. OT and NT disciplines require extra work in their respective languages (see *Language: Biblical* above). Other linguistic skills may be required depending on one's dissertation topic and the modern language most germane to the field of study. For example, a student doing a dissertation on a Latin American Liberation theologian would need to translate Spanish. A dissertation on a Western church father of the 4th century would likely require translation facility in Latin. Again, these requirements must be met before the formal research and writing stage of the dissertation.

8. *Recommendations:* Three completed Letters of Recommendation are required.
9. *Technology:* Acceptable computer and Internet competencies.

These are the minimal requirements. The Admissions Committee selects applicants with the strongest qualifications. Candidates who meet only minimal requirements in some areas but are exceptional in others may be accepted. The overall combination of strengths that the applicant brings to the

program is assessed in the admissions process.

Co-requisites. In exceptional cases, some candidates may be admitted to the program with insufficient background in the biblical or theological disciplines. If admitted, the student must complete the necessary work and demonstrate the competencies necessary for advanced scholarship prior to enrolling in his or her first PhD courses.

Application Procedure. To apply for admission:

1. You can email the PhD BTH Program Coordinator, Joe Arnold: (phdbt@agts.edu) for further clarification.
2. Apply online here <http://www.evangel.edu/apply/>: There will be a \$75 non-refundable application fee (\$15 for readmissions).
3. You will send a recent photograph, academic writing sample, vocational essay, and evidence of biblical and modern research languages competency (e.g., exam completion, transcript) to the PhD BTH Program Coordinator.
4. Request that official transcripts from all post-secondary institutions ever attended to be sent to the PhD BTH Program Coordinator.
5. The needed academic, ministerial, and personal recommendation forms will now be sent via the online application by providing emails to the people chosen, should be completed and sent to the PhD BTH Program Coordinator within ten days.
6. Take the GRE exam and have the results sent to the PhD BTH Program Coordinator (the AGTS school number is 3355). If GRE has been taken within the last five years, the student score may be sent in lieu of retaking the exam.

Application Deadline. A student may

enter the program during any one of the three course sessions, which allows the student to begin courses as soon as they have been accepted. The following deadlines facilitate this schedule:

- To begin in February, all application files must be submitted by December
- To begin in June, all application files must be submitted by April 1.
- To begin in October, all application files must be submitted by August 1.

Admission is highly selective. Applicants will be evaluated by the Bible and Theology Department. They will be notified in writing regarding the status of their acceptance into the PhD BTH program.

PhD BTH Academic Policies and Procedures

Academic Status. Participants will remain in good academic standing in the PhD BTH program if they maintain a 3.0 grade point average, meet all financial obligations to the Seminary and conduct their personal lives with spiritual, moral, and professional integrity, maintaining fitness for ministry (see the AGTS Student Handbook). The administration reserves the right to dismiss any participant whose integrity in any of these areas is deemed unacceptable.

Incomplete Grades. Students are expected to complete all course work in a timely fashion as specified by the instructor in the course syllabus. A grade of "IP" (In Process) will be issued if the professor's due date falls after the AGTS semester ending date. Due dates of doctoral modular courses are at the discretion of the professor but will be considered IP until the first day of the next module or set of modules. A grade of failure may be issued if the work is not submitted by the first day of the next module(s) unless the student has requested an extension. If the student requests additional time, an

incomplete "I" grade may be given at the discretion of the instructor for a 90-day extension. In the event the instructor grants a grade of incomplete, he or she will have the option of lowering the final grade for the course one letter grade lower than it would have been had the work been submitted on time. A grade of failure may be issued if the work is not submitted before the expiration of the 90-day extension. [Exception: Doctoral participants in the Dissertation phase.] No student will be permitted to begin credit courses in a new semester if carrying more than two IP or I courses.

Probation and Dismissal. A student making a "C" in one of the five core courses is placed on probation and should retake the course. A student will be dismissed upon making two "C's."

Graduation Requirements

1. Satisfactory completion of all PhD BTH program requirements. This includes completion of 60 credits of course work (20 from Core Courses, 8 from the Supervised Reading courses, 20 from Elective courses, and 12 from the Dissertation process).
2. Maintain a minimum cumulative grade point average of at least 3.0, including no more than one C.
3. Be in good standing at the Seminary (*see Academic Status*).
4. Have passed the PhD BTH Comprehensive Examinations.
5. Complete an acceptable and approved PhD BTH dissertation.
6. Make an acceptable oral defense of the PhD BTH dissertation.
7. Students are required to register for graduation as follows: Those who wish to graduate in the fall semester of the same year must submit a graduation application on the student

portal by October 31. Those who wish to graduate in the spring or summer semester must submit their graduation application on the student portal by January 31 of the same year. Those who miss these deadlines will have to wait until the following October to file for graduation.

8. Receive approval to graduate from the Bible and Theology Department, Seminary Academic Council, and Faculty.
9. Attend the Commencement exercises.

Research Dissertation. Participants will write a research dissertation that advances knowledge in their chosen field of study and enables the participant to be considered an original voice in the discipline.

Transfer Credits. An individual may transfer in a total of eight doctoral credits if they have an earned doctorate in a related field (e.g., Ph.D.) or an advanced degree beyond the MDiv such as the MPhil, STM, MTh or ThM. Such credits (as determined by the Bible and Theology Department) will apply to the elective courses and must meet the following criteria:

1. All courses transferred must have been taken within the last five years.
2. Transfer credits must be from appropriately accredited institutions.
3. Student must have earned a passing grade of "B" or higher (3.0 on a 4.0 scale).
4. Transfer credits must be relevant to the PhD BTH program.

To request transfer credit, official transcripts must be reviewed by the Bible and Theology Department and the Office of Seminary Registration before consideration for doctoral credit will be given. (Any exception to the standard policy must be recommended by

the Seminary Academic Council.)

Courses Open to Unclassified Doctoral-Level Students. A limited number of non-degree-seeking, post-MA persons who are not pursuing the PhD BTH degree at AGTS may be allowed to take PhD BTH courses if they satisfy admission requirements for the PhD BTH program. These opportunities will be evaluated on a space-available, case-by-case basis. Permission from the instructor of each selected course is also required.

Audit Policy.

Graduates of AGTS doctoral programs are eligible for one free master or doctoral-level audit (3-4 credits) per academic year, on a space-available basis. There is a \$90 processing fee.

Doctor of Philosophy in Biblical Interpretation and Theology Program Design

Core Courses (20 credits)

BTH 901: Core 2 – New Testament Use of the Old Testament (4 cr.)

Examines quotations and allusions from the Old Testament by the New Testament authors. Engages in comparative analysis of Hebrew OT texts, LXX translations, and NT quotations, emphasizing Jewish hermeneutics and perspectives that influenced the NT era. Special attention will be given to the Christological paradigm of the NT authors as it shapes their understanding of the OT.

BTH 902: Core 4 – Literary Methods (4 cr.)

Analyzes the major genres of Scripture and their various genre-specific literary conventions used in the communication of ideology (e.g., OT narrative, prophetic, wisdom, NT narrative, epistolary, and apocalyptic

literature). Topics include genre-specific exegesis (including an introduction to sub-genres, e.g., hymns of the NT, parables, prayers, speeches in Acts, and other rhetorical forms) and unpacking the meaning of texts according to their own “reading contracts,” and higher critical methods and their philosophical underpinnings.

BTH 903: Core 1 – Hermeneutical Frameworks (4 cr.)

Explores the influence of paradigms underlying exegetical, theological, and interpretive approaches to Scripture. Attention is given to the influence of diverse global Pentecostal contexts on interpretation. Includes discussion of the role of presuppositions and pre-understanding in biblical interpretation. Covers selected issues in philosophical hermeneutics.

BTH 905: Core 3 – Biblical-Theological Models and Methods (4 cr.)

Analyzes differing approaches to biblical theology, particularly as those models influence perspectives on continuity, unity, and diversity in Scripture. The redemptive-historical model is examined in detail, and redemptive-historical methods are applied to selected biblical-theological motifs. Special attention is given to understanding the Bible as the grand narrative of redemption.

BTH 906: Core 5 – Biblical Theology of the Holy Spirit (4 cr.)

Analyzes the redemptive-historical unfolding of motifs related to the person and work of the Holy Spirit. Explores the OT hope for the outpouring of the Spirit and the NT fulfillment of that hope in Christ and his church. Special attention is given to the development of a broader biblical theology with the Spirit as the organizing center.

Required Supervised Readings (8

credits)

Select two of the three following courses:

BNT 930: Readings in New Testament Interpretation and Theology (4 cr.) Covers in-depth the introductory issues and history of theology for the New Testament. *Must be completed during the semester in which the student enrolls in the course. (Offered every semester.)*

BOT 930: Readings in Old Testament Interpretation and Theology (4 cr.) Covers in-depth the introductory issues and history of theology for the Old Testament. *Must be completed during the semester in which the student enrolls in the course. (Offered every semester.)*

THE 930: Readings in Systematic and Historical Theology (4 cr.) Introduces systematic and historical theology but will mainly focus in-depth in either systematic or historical theology. *Must be completed during the semester in which the student enrolls in the course.*

Elective Courses (20 credits)

BNT 941: Studies in the Synoptic Gospels and Acts (4 cr.) Exegetical study of selected Gospels and salient biblical-theological motifs.

BNT 942: Studies in the General Epistles (4 cr.) Exegetical study of selected books and salient biblical-theological motifs from the general epistles.

BNT 943: Studies in the Writings of John (4 cr.) Exegetical study of selected books and salient biblical-theological motifs in the Johannine corpus.

BNT 945: Studies in the Writings of Paul (4 cr.) Exegetical study of selected epistles and salient biblical-theological motifs in the Pauline corpus.

BNT 949: Life and Writings of Paul (Study Tour) (4 cr.) Exegetical studies in the epistles of Paul and his major themes while re-tracing the travels of Paul through western Turkey, Greece, and Rome. The course will thus immerse the student in the Greco-Roman culture in which the Apostle lived as well as in his writings. The epistle under consideration will vary at the discretion of the instructor. This course requires travel expenses in addition to program tuition.

BOT/BNT 925: Biblical History and Archaeology (4 cr.) *Offered also with Study Tour option.* Explores Old and/or New Testament history and archeology. Special focus is given to the culture and literature of the ancient near east. This course requires travel expenses in addition to program tuition when the student selects the study tour option.

BOT 941: Studies in the Prophetic Writings (4 cr.) Exegetical study of selected books from the Prophets and salient biblical-theological motifs.

BOT 942: Studies in the Psalms and Wisdom Literature (4 cr.) Exegetical study of selected portions of the Psalms or Wisdom Literature corpus, and salient biblical-theological motifs.

BOT 943: Studies in the Pentateuch and Historical Books (4 cr.) Exegetical study of selected books, narratives, and salient biblical-theological motifs.

BTH 921: Post-Biblical Jewish Hermeneutics and Writings (4 cr.) Examines intertestamental primary sources

necessary for specialized understanding of the rabbinic hermeneutical framework, methods of exegesis, and theological traditions.

BTH 922: Special Topics in Biblical Theology (4 cr.) Studies areas of special interest in the discipline of biblical theology. Course content is determined by the instructor.

BTH 931: Global Hermeneutical Models (4 cr.) Investigates the hermeneutical paradigms, and their implications for biblical exegesis and theology, of various cultures and traditions in the majority world. Focus is given to the contextual theology that results from these models. The model and culture may vary at the discretion of the instructor.

BTH 941: Epistemology and Christianity (4 cr.) Focuses on various problems of epistemology as they relate to the Christian faith and biblical hermeneutics. It will seek to demonstrate the necessity of a consistent Christian epistemology, developing principles necessary if one wants an adequate account of knowledge. Major individuals covered include Plantinga, Polanyi, and Van Til. Topics include foundationalism, coherentism, and the justification of knowledge and presuppositional apologetics as part of a fully orb ed epistemology.

BTH 942: Biblical Worldview in the Arts and Sciences (4 cr.) Investigates the integration of biblical teaching with various disciplines in the arts and sciences. Emphasizes how various worldviews permeate theory and practice across disciplines.

BTH 943: History of Pentecostal Theology (4 cr.) Considers significant

contributors and contributions to the development of Pentecostal doctrine from diverse global contexts. The parameters and focus of major historical debates within the Pentecostal theological tradition will be discussed.

BTH 945: Field Experience (4 cr.) Students will engage in an intensive cross-cultural ministry experience that involves teaching graduate or undergraduate students preparing for ministry, researching and writing on the cultural context in which this experience takes place, and serving in a context that is a cultural and geographical challenge—not simply a diverse audience. Field Experiences must be approved by the Bible and Theology Department. This course requires travel expenses in addition to program tuition.

THE 941: History of Biblical Exegesis and Theology I (4 cr.) Covers the exegesis, hermeneutical methodologies, and the understanding of the Bible from the period of the early church to the fall of Constantinople in 1453. Selected church fathers, theological movements, and the church councils will be considered.

THE 942 History of Biblical Exegesis and Theology II (4 cr.) Covers the exegesis, hermeneutical methodologies, and the understanding of the Bible from the fall of Constantinople in 1453 to the present. Selected influential exegetes and theologians, and theological movements will be considered.

THE 943: Special Topics in Theology (4 cr.) Studies areas of special interest in the disciplines of historical and systematic theology. Course content is determined by the instructor.

Comprehensive Exams (0 credit)

BTH 998: Comprehensive Exam

Preparation Prepares for comprehensive exams; students will enroll in this course each semester until exams are successfully passed. Exams must be completed prior to enrolling in dissertation.

Dissertation Research and Writing (12 credits)

BTH 999: Biblical Interpretation and Theology Dissertation

Students will prepare a complete Dissertation Proposal, and, once this is approved, they will commence further research and writing. This will be an original work that makes a significant contribution to the academic field.

Comprehensive Exams. The student shall, after the completion of the 48 credits of seminars, take the Comprehensive Exams. The exams will be graded Pass or Fail. If a student fails he/she may petition the Program Director to retake the exam(s). A second failure results in termination from the PhD program. After the successful completion of the Comprehensive Exams the student will prepare and submit the Dissertation Proposal and, upon approval of the proposal, will begin work on the dissertation. For more information about the Comprehensive Exams, see the *AGTS BTH Participant Handbook*, available from the Program Coordinator's office.

Dissertation Proposal. After all the coursework is completed, the Comprehensive Exams passed, and any co-requisite expectations satisfied, students will submit a Dissertation Proposal. They will work closely with the Advisor/Dissertation Committee chair to make the work a clear, distinct, substantive and unique work. Proposals will be evaluated, and the following assessments offered:

- Accepted, no revisions
- Accepted with minor revisions

- In Process, significant changes needed
- Rejected (This will be rare, especially as the student works with the Advisor; however, there will be one opportunity for a resubmission within six months.)

Dissertation. A research dissertation advances knowledge in the field of study and enables the participant to integrate and apply his or her learning in global academic and ministry contexts.

Dissertation Submission. The student will work closely with his or her Advisor/Dissertation Committee chair on the writing of the dissertation submission and sequentially submit individual chapters. The Advisor/Dissertation Committee chair will give timely critique and feedback and the student is expected to make the appropriate changes and edits. When the dissertation is completed, the student will submit the final draft for review by his or her entire Dissertation Committee, in preparation for the Oral Defense. When the dissertation has been successfully defended and all other graduation details completed, the degree will be awarded.

For more information about the dissertation proposal, submission and defense, see the *AGTS BTH Participant Handbook* available from the Program Coordinator's office.

Administration and Personnel

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East Lansing, Michigan

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Kansas City, Missouri

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Lead Pastor New Life Church; Executive
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Lima, Ohio

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Superintendent, Oklahoma District of the Assemblies of God
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Cofounder, Project Rescue and AGWM
Missionary

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Darryl Wootton

Pastor, Spirit Church, Bartlesville, Oklahoma

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Pastor, Freedom Fellowship International
Waxahachie, Texas

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Director of Diversity & Organizational Development
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MDiv Biola University
MD Reformed Theological Seminary
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MBA University of St Thomas
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MBM Oral Roberts University
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EdD Nova University
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BA Central Bible College

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Vice President for University Advancement
DMA University of North Carolina
BME Evangel College

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Executive Vice President for Academic Affairs, Provost
PhD University of Utah
MS University of Utah
BS University of California

AGTS Administration

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Associate Dean

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Chair of Undergraduate Programs

Faculty of Instruction 2021-2022

Allen, Linda 2014

Chief Financial Officer
MBA University of St Thomas
BBA Evangel University

Arnold, Eugene 2021

Associate Professor of Social Science
MA Truman State University
BA Evangel University

Arnzen, Christine 2004

Associate Professor Psychology
PhD Regent University
MA Forest Institute of Psychology (LPC)
BS Evangel University

Awbrey, J. Diane 2005

Professor of English
PhD University of Missouri
MA University of Missouri
BS Evangel University

Bartels, Robert 2007

Associate Professor of Public Administration
JD Cleveland State University
MPA Cleveland State University
BA Malone College

Battaglia, John 2017 (AGTS)

Associate Professor for AGTS
DMin Assemblies of God Theological Seminary
MDiv Assemblies of God Theological Seminary
MA Assemblies of God Theological Seminary
BA Central Bible College

Baza, David 2020

Head Athletic Trainer
MA Trinity International University
BA DePauw University

Belcher, Chris 2014

Vice President of Enrollment Management
MBM Oral Roberts University
BM Oral Roberts University

Berg, Robert A. 1989

Professor of Theological Studies
PhD Drew University
MTS Gordon Conwell Theological Seminary
BA Wheaton College

Bicket, Deborah J. 2002

Assistant Professor Behavioral & Social Sciences
MS Missouri State University
BS Evangel University

Booze, Melinda 2006

Assistant Professor of Communication
MA Drury College
BS Evangel University

Brannan, Dara 2013

Assistant Professor of Humanities
MS Missouri State University
BA Evangel University

Braswell, Robert (AGTS)

Associate Professor of Communication and Research
PhD Florida State University
MS University of Tulsa
BS Evangel University

Buesking, Michael 1991

Associate Professor of Art
MFA University of MO, Columbia
MS Ed Southern Illinois University
BA Southern Illinois University

Cassell, Sandra 2018

Assistant Professor of Business
DBA Anderson University
MBA University of Central Missouri
BA Evangel University

Clayman, Chanda 2020

EdD Liberty University
MS Missouri State University
BS Evangel University

Cook, William 2019

Associate Professor of Chemistry
PhD University of New Mexico
MS University of New Mexico
MS University of New Mexico,
MA University of Missouri
BA University of Missouri

Cotton, Roger 1987 (AGTS)

Professor of Old Testament
STM ThD Concordia Seminary
MDiv Assemblies of God Theological
Seminary
BA Central Bible College

Crawford, Shonna 2011

Professor/Department Chair of Education
PhD University of Missouri
MEd Evangel University
BS Evangel University

Dissmore, Larry 1988

Professor of Music
DMA University of MO-KC
MM Wichita State University
BME University of Wisconsin

Doennig, Eric 2020

Sport Information Director
MS Kansas University
BS University of Missouri

Dowden, Phillip 2016

Assistant Athletics Director
BA Missouri Southern State University
AA Ozarks Technical Community College

Easter, John L. (AGTS)

Associate Professor of Intercultural Studies
PhD Assemblies of God Theological
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BA Central Bible College

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Fabian, Mark 2009

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MA Assemblies of God Theological
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Friesen, LaDonna 2005

Assistant Professor/Department Chair of
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MA Southwest Missouri State University
BA Evangel University

Friesen, Sandra 1996

Professor of Theology & Church Ministries
PhD St Louis University
MS Missouri State University
BA Central Bible College
BS Evangel University

Gibbs, Luke 2004

Associate Professor of Humanities
PhD University of Missouri-Columbia
MA Southwest Missouri State University
BA Evangel University

Grant, A. Elizabeth (AGTS)

PhD Biola University
MA Assemblies of God Theological
Seminary
BA Central Bible College

Griffin, William 1995

Professor of Theology
PhD Emory University

MDiv Harvard University
BA Evangel University

Hardy, Richard Keith 2000

Professor/Department Chair of Kinesiology
PhD University of Arkansas
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MPT Southwest Baptist University
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Harris, Erica 1998

Associate Professor of Biology
MS Missouri State University
BS Evangel University
Harris, Jeremy 2004
Associate Professor of Business
PhD Nova Southeastern University
EdS Nova Southeastern University
MM Missouri State University
BME Evangel University

Hawkins, Kevin 2015

Associate Professor of Music
DMA Boston University
MM Southwestern Baptist Theological
Seminary
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Hestand, Nicholas 2019

Assistant Professor of Natural and Applied
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PhD Temple University
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AS Corning Community College

Howard, Barbara 1997

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Hristova, Romyana 2017

Jaffe, Michael 2001 (AGTS)

Professor of Church Ministries
DMin Assemblies of God Theological
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MDiv Southwestern Baptist Theological
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BA Central Bible College
AS Cumberland County College

Jenkins, Bonnie 1993

Professor of Music
PhD University of Missouri
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Jenkins, Mark 2003 (AGTS)

Professor of Theology
PhD Southwestern Baptist Theological
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Johnson, A. (AGTS)

Associate Professor of Anthropology
PhD Oxford Centre for Missions Studies
MA Assemblies of God Theological
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Johnson, Deborah D. 2012

Professor of Behavioral Sciences
PhD Capella University
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Kansiewicz, Kristen 2021

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Kelly, Heather 2014

Professor/Department Chair of Behavioral Sciences
PsyD Fuller Theological Seminary
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Kelton, Mark 1985

Professor of Communication
EdD University of Missouri Columbia
MA Regent University
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King, Kevin 2009

Associate Professor of Kinesiology
PhD University of Arkansas
MS Western Kentucky University
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Kolstad, Michael 1989

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Langston, Susan F. 2012

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LeCureux, Jonathan 2018

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Lewis, Eveline 2009

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Matrone, Thomas R. 2011

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Mayne, Julie 2019

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Athletic Director
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McGough, Chris 2009

Assistant Professor of Church Ministries
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McMichael, Stephen 2021

Director of Center for Compassion
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Medina, Vincent 1996 (AGTS)

Professor of Theology
PhD Concordia Seminary
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Mitcham, Douglas P. 1993

Associate Professor of Computer Science
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Mittelstadt, Martin W 2000 (AGTS)

Professor of Theology
PhD Marquette University

MDiv Winnipeg Theological Seminary
BTh Horizon College

Moore, Matthew 2009

Assistant Professor of Music
MM Evangel University
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Moore, Roger 2014

Assistant Professor of Criminal Justice
MA Lincoln University
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Morris, Gregory 1999

Professor of Music
DMA University of North Texas
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Morrison, Jennifer A 2011

Assistant Professor of Humanities
PhD Texas Tech
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Musy, Meghan 2020 (AGTS)

Noack, Eddie 2013
Assistant Professor of Education
MS Evangel University
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Nunnally, Lacey 1995

Associate Professor of Social Work
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Oliver, Richard 2016

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Owens, Jerry L. 1981

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MS Kansas State University
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Pace, Cameron A. 1990

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Pace, Gordon 2013

Professor of Education
EdD University of Missouri
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Pace-Miller, Nancy 1999

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Ray, Huba 2008

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Ray, Sandra D. 2003

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Reinold, Jeff 2018

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Shipley, Cory 2020 (AGTS)

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Stanek, Paul E. (Chip) 2003

Associate Professor of Communication
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Stanton, Justin 2021

Associate Professor of Music/Marching Band
MS Arkansas State University
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Street, Lisa 2015

Assistant Professor of Social Work
MSW University of Missouri-Columbia
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Streubel, Jason 2013

Associate Professor of Science & Technology
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Stringer, Matt 2001

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EdD Missouri University
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Sutherland, Kelly 2013

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Tyson, Lisa A. 2011

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Walls, Randy 1996 (AGTS)

Professor of Pastoral Leadership and
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Walters, Sarah 2011

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Wellborn, Linda 1995

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Dr. Shonna Crawford

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Dr. Keith Hardy

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Ms. LaDonna Friesen

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Mr. Steve McMichael

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Dr Tom Matrone
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Center for Student Success

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Department of Natural & Applied Sciences

Dr. Heather Kelly

Department of Behavioral & Social Sciences

Dr. Linda Wellborn

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Professor Emeritus of New Testament Exegesis

Anderson, Lynn (1984 - 2014)

Associate Professor Library
MLS Emporia State University
BS Evangel College

Badger, Stephen (2001-2013)

Professor of Science & Technology
PhD University of Southern Mississippi
MA Assemblies of God Theological Seminary
BS William Carey College

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Associate Professor, Library Director
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BS Austin Peay State University
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Professor of Humanities, Academic Dean
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Professor of Chemistry
PhD University of Missouri-Rolla
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Bowen, Lynn D. (1983-2016)

Associate Professor of Kinesiology
Head Women's Track Coach
Head Cross-Country Coach
MS Ed Missouri State University
BS Evangel University

Carson, George (1989-2014)

Professor of Social Sciences
Diploma, Zion Bible Institute
PhD St Louis University
MA Assemblies of God Theological
Seminary
MA Southwest Missouri State University
BA Southeastern University

Champion, Norma (1978-2011)

Professor of Communication
PhD University of Oklahoma
MA Missouri State University
BA Central Bible College

Cirtin, Robert (1991-2015)

Assistant Professor of Criminal Justice
MA Lincoln University
BA Central Bible College

Colbaugh, Dwight (1978-2014)

Assistant Professor of Theological Studies
MDiv SW Baptist Theological Seminary
BA Evangel University

Collins, Pansy R. (1974-2004)

Professor of English
PhD University of Missouri
MA SW Missouri State University
BA SF Austin State College

Collins, L. Turner (1971-2004)

Professor of Biology
PhD University of Wisconsin
MS Texas Tech University
BA SF Austin State College

Crabtree, Dan H. (1996-2014)

Professor of Church Ministries

DMin Ashland Seminary
MDiv Ashland Seminary
BA Central Bible College

Dana, Bernard (2001-2016)

Chair of the Business Department
Associate Professor of Business
MA Loyola University
BS Evangel University

Davis, Billie (1981-1992)

Professor of Behavioral Sciences
EdD University of Miami
MEd University of Miami
BA Drury University

Davidson, Steve E (1958-1995)

Professor of Biology
PhD Texas A & M
MS Iowa State University
BS West Texas State University

Drake, Frederick (1998-2020)

Professor of Education
EdD University of MO-Columbia
EdS Missouri State University
MA University of MO -Columbia
BA Drury University

Edwards, James A. (1963-2010)

Professor of English
PhD University of MO-Columbia
MA North Texas State University
BA Central Bible College
BA Texas Wesleyan College

Fletcher, Elizabeth (1981-2019)

Associate Professor of Business and
Economics
PhD (Candidate), University of Missouri
MBA Southwest Missouri State University
BBA Evangel College

Fortunato, Fred A. (2007-2016)

Associate Professor of Science and
Technology

PhD Purdue University
MSE Purdue University
BA Youngstown State University

Garrett, Dale (2002-2016)

Associate Professor of Social Sciences
DSL Regent University
MA Central Michigan University
BA West Liberty State University

Getty, Charles M. (2002-2016)

Assistant Professor of Kinesiology
MA Webster University
BS Penn State University

Greve, Arnold J. "Bud" (1999-2012)

Professor of Education
EdD University of MO-Columbia
MEd Spec Central MO State University
BS Ed Evangel University

Gill, Deborah (2006-2020) (AGTS)

Professor Emeritus of Bible and Theology
Chair of Masters' Programs
Chairperson, Bible and Theology
Department
Professor of Biblical Studies and Exposition
PhD Fuller Theological Seminary
MDiv Assemblies of God Theological
Seminary
MA Assemblies of God Theological
Seminary
BS University of Minnesota

Haltom, Fred (1988-2016) (AGTS)

Professor Emeritus of Bible and Theology
DMin Western Evangelical Seminary
MDiv Western Evangelical Seminary
BA Vennard College

Harris, Jane (1991-2016)

Assistant Professor of Music
MA Southwest Missouri State University
BA Washburn University of Topeka

Hall, Luther (1996-2013)

Professor of History & Social Sciences
PhD University of Southern Mississippi
MEd Southeastern Louisiana
BA Southeastern University

**Hernando, James (1990-2018)
(AGTS)**

Professor Emeritus of New Testament
MPhil PhD Drew University
MDiv Assemblies of God Theological
Seminary
MS State University of New York
BS Northeast Bible College (Valley Forge
Christian College)
BA State University of New York

Holsinger, J. Calvin (1971-1997)

Professor of History
EdD Temple University
BA MA University of Pittsburgh
BRE Central Bible College

Horton, Stanley M. (AGTS)

Distinguished Professor Emeritus of Bible and
Theology

Huechteman, Duane (1976-2016)

Professor of Mathematics
EdD Nova Southeastern University
MS Missouri State University
BA Evangel University

Huechteman, Rebecca (1981-2016)

Professor of Education
PhD University of Missouri-Columbia
MS Ed Missouri State University
BS Ed Missouri State University

Jenkins, Stephen (1977-2021)

Associate Professor of Kinesiology
MA University of Florida
BA Evangel College

Johansson, Calvin M (1964-2003)

Professor of Music
DMA Southwestern Theological Seminary

SMM Union Theological Seminary
BM Houghton College

Johns, Kathy (2003-2014)

Assistant Professor of Humanities
MA Southwest Missouri State University
BA Central Bible College

Johns, Donald (2005-2019)

Professor of Bible & Theology
PhD St Louis University
MBA Missouri State University
MA Trinity Evangelical Divinity School
BA Central Bible College

Jones, E. Grant (1980-2020)

Professor of Psychology
PhD University of Missouri-Columbia
MS Missouri State University
BS Evangel University

Kean, Jeanne (1981-1992)

Assistant Professor of Education
MSEd Specialist Ed SW Missouri State
University
BS SW Missouri State University

Kingsriter, Marilyn (1995 - 2011)

Associate Professor of Education
PhD University of Missouri - Columbia
MS Northern State University (SD)
BME Evangel University

Kendrick, Klaude (1955-1958, 1958-1960)

President, Dean
PhD University of Texas
MA Texas Wesleyan College
BA Texas Wesleyan College

Klaus, Byron (1999-2015) (AGTS)

President of AGTS
DMin Fuller Theological Seminary
MRE Southwestern Baptist Theological
Seminary
BS Bethany Bible College

Krans, Milton (1985-2013)

Professor of Theology
DMin Assemblies of God Theological
Seminary
ThM Bethel Theological Seminary
MDiv Northwestern Lutheran Theological
Seminary
MDiv Central Baptist Theological Seminary
MRE Central Baptist Theological Seminary
BA North Central Bible College

Lee, Edgar R. (AGTS)

Academic Dean Emeritus

Liddle, Gary (1977-2013)

Associate Professor of Theology
MA Bethel Theological Seminary
BA North Central Bible College

Ligate, Linda G. (1986-2016)

Professor of Music
DM Florida State University
MM University of Illinois
MDiv Assemblies of God Theological
Seminary
BM University of British Columbia

Lim, Stephen (AGTS)

Professor Emeritus of Leadership and Ministry

Maples, Louis Stanley (1988-2021)

Professor of Art
MFA University of Nebraska
BFA Missouri State University

Mitchell, Leonard L. (1987-2000)

Professor of Education
PhD Michigan State University
MA Eastern Michigan University
BS Ferris State College

McGee, Gary B. (AGTS)

Distinguished Professor of Church History
and Pentecostal Studies (Awarded
posthumously, May 2010).

McLean, Mark D (1982-2007)

Professor of Biblical Studies and Hebrew
PhD Harvard Divinity School
MTS Harvard Divinity School
BA Vanguard University

Mitchell, Merlin (1972-2013)

Professor of Fine Arts and Communication
MM University of Missouri-Kansas City
BME Evangel College

Mohr, Glenda E. (1995-2016)

Associate Professor of Humanities
MA Southwest Missouri State University
BA Friends University

Mostert, Johan (2004-2016) (AGTS)

Professor Emeritus of Community Psychology
DPhil University of Pretoria, South Africa
MA University of South Africa
BA University of South Africa
BS (Pre-Seminary) Bethany University

Neal, Dawn (1997-2018)

Assistant Professor of Kinesiology
MEd Drury University
BS Evangel University

Neal, Leon (2000-2018)

Assistant Professor of Kinesiology
MEd Drury University
BS Evangel University

Nelson, Nathan (1988-2020)

Professor of Humanities/Department Chair of Humanities
MA PhD University of Minnesota
MAT Northwestern University
BA University of Minnesota

Nicholson, Joseph (1960-1991)

Professor of Music
Ret. Dean of Berean University-1999
DM A University of Missouri-KC
MM North Texas State University
BME Texas Wesleyan University

Nunnally, Wave E. (2002-2020)

Professor of Theology
Professor Emeritus of Early Judaism and Christian Origins (AGTS)
MPhil PhD Hebrew Union College
MA Reformed Theological Seminary
MA Institute of Holy Land Studies
BA Mississippi College

Moore, Joyce (1986-2008)

Assistant Professor
Librarian
MLS Texas Women's University
BS New Mexico Highlands University

Moore, Woodvall R. (1976-2013)

Associate Professor
Director of the Library
MSLS, University of Kentucky
BS Southern Bible College

Nicholson, Mildred B. (1963-1986)

Associate Professor of Business Education
MBE North Texas State University
BBA North Texas State University

Nicholson, Virgil M. (1963-1986)

Professor of Education and Behavioral Sciences
EdD North Texas State University
MEd North Texas State University
BA Southwestern Assemblies of God College

Olena, Lois (2003-2019) (AGTS)

Associate Professor of Practical Theology and Jewish Studies
DMin Project Coordinator
DMin Assemblies of God Theological Seminary
MA Gratz College
BS Valley Forge Christian College

Oss, Doug (2005-2016) (AGTS)

Professor of Biblical Theology and New Testament Interpretation
PhD Westminster Theological Seminary

MDiv Assemblies of God Theological
Seminary
BA Western Washington University

Oyola, Eliezer (1976-2013)

Professor of Spanish
PhD University of Maryland
MA University of Maryland
BA University of Maryland

Palma, Anthony D. (AGTS)

Professor Emeritus of New Testament

Pearson, Donald "Doc" (1956-1993)

Professor of Physical Education
EdD University of Arkansas
MS Ed University of Kansas
BS Kansas State College

Phillips, Sheri L. (1986-2021)

Vice President for Student Development
Associate Professor
PhD Azusa Pacific University
MA Wheaton College
BS Evangel University

Pincombe, Calvin (1996-2018)

Professor of Theology
DMin Gordon-Conwell Theological Seminary
MA Assemblies of God Theological
Seminary
BA University of Georgia

Quigley, Marilyn (1983-2012)

Associate Professor of English
M A Missouri State University
BS Ed Missouri State University

Railey, James H (1991-2017) (AGTS)

Professor Emeritus of Theology
DTh University of South Africa
ThM Columbia Theological Seminary
MDiv Erskine Theological Seminary
BA Southeastern College of the Assemblies
of God

Rance, DeLonn L. (2005-2020) (AGTS)

Associate Professor of Intercultural Studies
PhD Fuller Theological Seminary
MA Vanguard University
MA Assemblies of God Theological
Seminary
BA Bethany College

Reed, Peggy (1985-2020)

Associate Professor of Education
EdD Nova Southeastern University
MS Missouri State University
BA Evangel University

Rhoades, Rebecca (1977-2020)

Associate Professor of Business
MBA Oral Roberts University
BBA Evangel University

Rogers, Laynah (1983-2016)

Associate Professor
EdD Nova Southeastern University
MEd Drury University
BA Evangel University

Robertson, Billie Jo (1985-2004)

Assistant Professor of English
MEd University of MO-Columbia
MA SW Missouri State University
BS Ed SW Missouri State University

Sanders, Bryan H. (1990-2015)

Professor of Social Sciences/Department
Chair of Social Sciences
JD Oral Roberts University
BS Evangel University

Scheusner, Dale (1995-2015)

Professor of Biology
PhD Michigan State University
MS North Carolina St University
BS South Dakota State University

Shedd, Shirley (1981-2006)

Associate Professor of Communication
MA Missouri State University

BS Evangel University

Shows, John S. (1966-2007)

Professor of Music

MM University of Missouri-KC

BME Evangel University

Smith, David (1980-2013)

Associate Professor of Drama

MTA San Jose State University

BA Oral Roberts University

Stair, David L. (1976-2014)

Professor of Kinesiology/Director of
Intercollegiate Athletics

EdD University of Arkansas

MSEd State University of New York College

BSEd State University of New York College

AAS Broome County Community College

AA Broome County Community College

Sutton, Geoffrey William (2002-2014)

Professor of Psychology

PhD University of Missouri-Columbia

MEd University of Missouri-Columbia

BA Evangel University

Syler, Eleanor (1977-2000)

Associate Professor of Psychology

EdD Nova University

MS SW Missouri State University

BA Evangel University

Tarr, Del (AGTS)

Professor Emeritus of Cross-Cultural
Communications and Anthropology

Taylor, Cheryl A. (2002-2017) (AGTS)

Professor Emeritus of Practical Theology

Chair of Doctoral Programs at Assemblies of
God Theological Seminary

DMin Assemblies of God Theological
Seminary

MA Assemblies of God Theological

Seminary

BA Northwest College

Taylor, Jay P. (1997-2017) (AGTS)

Professor Emeritus of Spiritual Formation

Chairperson, Practical Theology Department

Associate Professor of Spiritual Formation

D Min Assemblies of God Theological

Seminary

MDiv Assemblies of God Theological

Seminary

BA Northwest College

Theriot, Leo J. (1997 - 2014)

Professor of Church Ministries

EdD Nova Southeastern University

MDiv Assemblies of God Theological

Seminary

BA Central Bible College

Tosh, Donald (1987-2021)

Professor of Mathematics

PhD University of Alberta

MS University of Alberta

BA University of Guelph

Turnbull, Robert B. (1973-2015)

Professor of French

PhD New York University

Diplome d'Etudes Approfondies, Ecole des

Hautes Etudes en Sciences Sociales, Paris

BA California State University-Fullerton

Vanzant, W. Thurman (1957-1998)

Professor of Psychology

PhD Michigan State University

MEd University of Missouri

MDiv Southwestern Baptist Theological

Seminary

BA Southwestern Assemblies of God College

Wilkins, Sharon (1984-2015)

Associate Professor of Music

MEd Drury University

BME Evangel University

Williams, James H. (1980-2013)

Vice President for Institutional Advancement
MA University of Arkansas
BS Evangel College

Winters, Murl M. (1990-2016)

Associate Professor
Reference Librarian
MLS University of North Texas
BSE University of Arkansas
BA Southwestern College

Wootton, Mark 2000

Professor of Church Ministries
DMin Assemblies of God Theological
Seminary
MA Fuller Theological Seminary
BA Central Bible College

York, Paul 2003

Assistant Professor of Intercultural & Global
Missions Studies
MA Assemblies of God Theological
Seminary
BA Northwest College of the Assemblies of
God

Wubbena, Dennis (1991-2015)

Professor of Business and Economics
EdD University of Minnesota
MA University of North Iowa
BA University of Iowa

Adjunct Faculty**Amer, Hona 2011**

Part-time Instructor of Business
MBA Missouri State University
BBA Evangel University

Arnett, Ben 2021

Part-time Instructor of Education
EdD Southwest Baptist University
EA Missouri State University
MS Missouri State University
BA Harding University

Atteberry, Neva 2007

Part-time Instructor of Counseling
MS Missouri State University
BS Central Missouri University

Baker, Kaitlyn 2019

Part-time Instructor of Education
MS Missouri State University
BS Evangel University

Battaglia, Christine 2016

Part-time Instructor of Adult Studies
MOL Evangel University
BS Crane School of Music

Beck, Brandon 2018

Part-time Instructor of Meteorology
BS Evangel University
Certificate of Broadcast Meteorology

Bigelow, David 1998

Part-time Instructor of Art
MFA University of Michigan
BFA University of Michigan

Black, Jeremy 2019

Part-time Instructor at James River
MA Assemblies of God Theological
Seminary
BA Central Bible College

Block, Shelley 2014

Part-time Instructor of English
PhD University of Missouri-Columbia
MA Southwest Missouri State University
BA Southwest Baptist University

Bowdidge, Mark 2014

Part-time Instructor of Music
DMA Southwestern Baptist Theological
Seminary
MM Southwestern Baptist Theological
Seminary
BS William Jewell College

Brogden, Dick (AGTS)

PhD Assemblies of God Theological
Seminary
MAIS Global University – Nairobi, Kenya
Graduate Center
BS North Central University

Brown, Wendy 2020

Part-time Instructor of Theology and Church
Ministries
MA Southwestern Assemblies of God
University
BA, Southeastern University

Bryant, Alex 2020

Part-time Instructor of Theology and Church
Ministries
MLM Assemblies of God Theological
Seminary
BS Evangel University

Buchanan, Elaine 2017

Part-time Instructor of Theology and Church
Ministries
PhD Regent University
MDiv Assemblies of God Theological
Seminary
MA Assemblies of God Theological
Seminary
BA Evangel University

Butler, Christine 2019

Part-time Instructor
EdD Lindenwood University
EDs Lindenwood University
MA Lindenwood University
BA College of the Ozarks

Buttacy, Michael 2020

Part-time Instructor of Finance
MBA University of Phoenix
BA Evangel University

Campbell, Lattice 2019

Part-time Instructor of Theology and Church
Ministries

DMin Assemblies of God Theological
Seminary
MDiv Assemblies of God Theological
Seminary
BS Southwestern Assemblies of God College

Capel, Bert 2020

Part-time Instructor of Kinesiology
MS Florida State University
MA Evangel University
BS Evangel University

Cherry, Lyndsey 2018

Part-time Instructor of Behavioral and Social
Sciences
LPC State of Missouri
MA Assemblies of God Theological
Seminary
BS Evangel University

Christy, Karyn 2021

Part-time Instructor of Education
EdD University of Missouri
ME Northeastern University
BS Northeastern University

Clouse, Keith 2021

Part-time Instructor of Behavioral & Social
Sciences
MS Evangel University
BS Evangel University

Cook, Kathryn 2018

Part-time Instructor of Statistics
MS University of Missouri
BS Evangel University

Cooper, William 2019

Part-time Instructor of History
MDiv Covenant Theological Seminary
MDiv Reformed Theological Seminary
BA Old Dominion University

Cotton, Renee 2017

Part-time Instructor of Law
JD Georgia State University

BA Evangel University

Cowens, Kathleen 2008

Part-time Instructor of Music
MS Missouri State University
BM Missouri State University

Cox, Dustin 2013

Part-time Instructor of Natural and Applied
Science
DPT Southwest Baptist University
(Licensed Physical Therapist)
BS Evangel University

Crabtree, Kyra 2019

Part-time Instructor of Education
MS Missouri State University
BS Drury University

Crum, David 2020

Part-time Instructor of History
PhD University of the Free State
MA Wayland Baptist University
MA Liberty Baptist Theological University
BS Tennessee Temple University

Dargatz, Cammi 2021

Part-time Instructor of Chemistry
MS Missouri State University
BS Missouri State University

Davis, Dwight 2021

Part-time Instructor of Music
BM Indiana University

Dawson, Michael 2021

Part-time Instructor of Education
EDD University of Arkansas
Specialist – Missouri State University
MA California State University
BA University of Northern Iowa

Dimos, Rollie 2019

Part-time Instructor of Church Business and
Finance

MA Assemblies of God Theological
Seminary
BBA Evangel University

Duran, Sahee 2017

Part-time Instructor of Theology and Church
Ministries
MA Assemblies of God Theological
Seminary
BA Central Bible College

Engelbert, Pam 2018

Part-time Instructor of Theology and Church
Ministries
PhD Luther Seminary
MDiv Fuller Theological Seminary
BA Trinity Bible Institute

Everson, Cynthia 2017

Part-time Instructor of French
MA University of Northern Iowa
BS Evangel University

Falkenstien, Bridger 2020

Part-time Instructor of Counseling
MS Evangel University
BA Evangel University

Ferren, Cassandra 2020

Part-time Instructor for Family Communication
MA Missouri State University
BA Evangel University

Fink, Denise 2016

Part-time Instructor of Music
MS Cleveland Institute of Music
BM University of Northern Iowa

Flores, Christine 2018

Part-time Instructor of Behavioral Health
MSW University of Missouri-Columbia
BSW Evangel University

Forrester, Mark 2020

Part-time Instructor of Theology and Church
Ministries

MA Assemblies of God Theological
Seminary
BA Lee University

Gause, Steve 2009

Part-time Instructor of Behavioral Sciences
MS Evangel University
BA Evangel University

Barbara Gilliam

DMin Assemblies of God Theological
Seminary
MA Trinity College of Graduate Studies MA
Gordon-Conwell Theological Seminary BA
Evangel University

Joseph Girdler

DMin Assemblies of God Theological
Seminary
MA Asbury Theological Seminary
BA University of Kentucky

Griffis, Jessica 2021

Part-time Instructure of Art
BS Southwest Baptist University

Griffith, Renee 2021

Part-time Instructor of Theology and Church
Ministries
MDiv Assemblies of God Theological
Seminary
BA Evangel University

Grisham, Shannon 2021

Part-time Instructor of Government
JD Cecil C Humphreys School of Law
BS Evangel University

Hackworth, Joshua 2013

Part-time Instructor for James River Campus
MA Missouri State University
BS Baptist Bible College

Haltom, Michael 2016

Professor Emeriti (1988-2016)/Part-time
Instructor of Theology and Church Ministries

DMin George Fox Evangelical Seminary
MDiv George Fox Evangelical Seminary
MS Air Command and Staff College
MS Air War College
BA Vennard College

Harris, Jane 1990

Part-time Instructor of Music
MM Missouri State University
BA Washburn University

Hausfeld, Mark 2008 (AGTS)

Part-time Instructor of Urban and Islamic
Studies
DMin Northern Baptist Theological Seminary
MDiv Assemblies of God Theological
Seminary
BA Evangel University

Hayes, Courtney 2006

Part-time Instructor of Business
JD LLM UMKC School of Law
BA William Jewel College

Hill, Krystina 2012

Part-time Instructor for Behavioral Sciences
MS Evangel University
BS Texas Christian University

Hill, Bill 2006

Part-time Instructor for Natural and Applied
Sciences
MS Missouri State University
BS Evangel University
AAS ITT Technical Institute

Hirschi, Cody 2021

Part-time Instructor for Education
EdD Lindenwood University
MA Lindenwood University
Educational Specialist Lindenwood University
BA Lindenwood University

Hollan, Charity 2021

Part-time Instructor for Education
EdD Southwest Baptist University

Education Specialist – Southwest Baptist
University
MS Missouri State University
BS Missouri State University

Horner, Julie 2013

Part-time Instructor for Education
EdD University of Missouri
MS Missouri State University
BS Baylor University

Howser, James 2007

Part-time Instructor of Behavioral Sciences
MA University of Central Oklahoma
BS University of Central Missouri

Hulbert, Kent 2019

Part-time Instructor for Church Ministries
MOL Southwestern Assemblies of God
University
BS North Central Bible College

Hum, Ryan 2017

Part-time Instructor for Music
BA University of North Texas

Jackson, Eric 2009

Part-time Instructor for Music
MM Indiana University
BM Missouri State University

Jacobs, Michelle 2018

Part-time Instructor for Finance
EdD Grand Canyon University
MBA Amberton University
BS Missouri State University

Jamison, Melinda 2014

Part-time Instructor for Business
BA Evangel University

Don Johns

PhD, St Louis University
MBA Missouri State University
MA, Trinity Evangelical Divinity School
BA, Central Bible College

Jones, Sharon 2019

Part-time Instructor for Education
EdD St Louis University
EdS Missouri State University
MS Missouri State University
BS School of the Ozarks

Kendrick, Mary Jane 2021

Part-time MIR
MA Fuller Theological Seminary
BA Bethany College

Kinney, Christopher 2019

Part-time Instructor for Art
BFA Evangel University

Kite, Travis 2021

Part-time Instructor for Education
EdD Lindenwood University
Educational Specialist – Lindenwood
University
MA Lindenwood University
BS Missouri State University

Kness, Preston 2018

Part-time Instructor of History
MA Missouri State University
BA Evangel University

Kochs, Justin 2020

Part-time Instructor of Theology and Church
Ministries
MA Assemblies of God Theological
Seminary
BA Central Bible College

Koeshall, Anita 2003 (AGTS)

Part-time Instructor of Intercultural Studies
PhD Fuller Theological Seminary
MA Biola University
BPharm University of Wisconsin

Kopp, Kevin 2020

Part-time Instructor of Education
EdD University of Missouri

Specialist of Education – Missouri State University
ME Missouri State University
BS Evangel University

Kratky, James 2018

Part-Time Instructor of Math
PhD Western Michigan University
MA Western Michigan University
BS Ferris State University
AAS Northwestern Michigan College

Land, Andrea 2021

Part-time Instructor of Fine Arts
MFA San Francisco Art Institute
BFA Missouri State University
BA Missouri State University

Leach, Briana 2016

Part-time Instructor for Behavioral & Social Sciences
MA Assemblies of God Theological Seminary
BS Evangel University

Lear, Joseph 2018

Part-time Instructor of Theology and Church Ministries
PhD University of Aberdeen
MAR Yale University
BA Evangel University

Leech, Sandra 2020

Part-time Instructor of Education
Specialist's Degree in Educational Administration – Lindenwood University
MA Lindenwood University
BS College of the Ozarks

Mahn, Ryan 2019

Part-time Instructor of Education
EdD Missouri State University
MSED Missouri State University
BA University of Missouri – Kansas City

Manca, Richard 2016

Part-time Instructor of Lean Six Sigma
MS Clarkson University
BS Windham College

Mann, Michael 2020

Part-time Instructor of Finance
MBA John Brown University
BA College of the Ozarks

McAteer, James 2021 (AGTS)

Part-time Instructor for Assemblies of God Theological Seminary
DAIS Assemblies of God Theological Seminary
MA Asia Pacific Theological Seminary
BA Southwest Assemblies of God College

McGuirk, Angela 2021

Part-time Instructor of Education
PhD Capella University
MS Missouri State University
BS Southwest Baptist University

McKeever, Jessica 2017

Part-time Instructor of Education
MS Missouri State University
BS Missouri State University
AA Ozark Technical Community College

Mendoza, Urias 2019

Part-time Instructor for Assemblies of God Theological Seminary
DM Fuller Theological Seminary
MDiv Fuller Theological Seminary
BA Latin American Theological Seminary

Moody, Brian 2011

Part-time Instructor of Theology
MA Gordon-Conwell Theological Seminary
BS Central Bible College

Mostert, Johan 2004

DPhil University of Pretoria, South Africa
MA University of South Africa
BA University of South Africa
BS (Pre-Seminary) Bethany University

Munson-Berg, Jane 1989

Part-time Instructor for Music
MM Manhattan School of Music
BM Louisiana State University

Sergio Navarrete

DMin Azusa Pacific University
MDiv Fuller Theological Seminary
BA Latin American Bible College

Nelson, Nathan 2020

Professor Emeritus (1988-2020)/Professor of
Humanities/Department Chair of Humanities
MA PhD University of Minnesota
MAT Northwestern University
BA University of Minnesota

Newcomb, Elizabeth Ashley 2020

Part-time Instructor for MOL
PhD Regent University
MA Regent University
BS Faulkner University

Newton-Woods, Callie 2017

Part-time Instructor for Kinesiology
MS Missouri State University
MEd Drury University
BA Drury University

Papit, Theodore 2003

Part-time Instructor for Business
BS Evangel University

Olena, Lois

DMin Assemblies of God Theological
Seminary
MA Gratz College
BS Valley Forge Christian College

Peebles, Chelsea 2018

Part-time Instructor for English
MA Wheaton College
BA Evangel University

Petersen, Dodi 2020

Part-time Instructor for Music

BA Evangel University

Pincombe, Calvin 2018

Professor Emeritus of Theology 1996-2018
Part-time Instructor of Theology and Church
Ministries
DMin Gordon-Conwell Theological Seminary
MA Assemblies of God Theological
Seminary
BA University of Georgia

Poivre, Nancy 2019

Part-time Instructor for Education
MS Missouri State University
BS College of the Ozarks

Polk, Shannon

DMin Assemblies of God Theological
Seminary
JD Litigation Western Michigan University
BA Michigan State University

Pollard, Gregory 2018

Part-time Instructor of Government
JD Oklahoma City University
BS Southwest Assemblies of God University

Praschan, Duane C 2012

Part-time Instructor for Business
DMin Fuller Theological Seminary
MDiv Ashland Theological Seminary
MA Assemblies of God Theological
Seminary
BS Cleveland State University

Pulis, Steve 2018

Part-time Instructor for Theology and Church
Ministries
PhD Assemblies of God Theological
Seminary
BA Central Bible College

Pulley, Jennifer 2018

Part-time Instructor for Center for Student
Support
MOL Evangel University

BS Evangel University
AS Missouri State University

Railey, James 2017 (AGTS)

Professor Emeritus Assemblies of God
Theological Seminary (1991-2017)
Part-time Instructor for Professor of Theology
DTh University of South Africa
ThM Columbia Theological Seminary
MDiv Erskine Theological Seminary
BA Southeastern College of the Assemblies
of God

Randall, Gregory 2020

Part-time Instructor at James River
MA Assemblies of God Theological
Seminary
BA Assemblies of God Theological Seminary

Rhoades, Rebecca (1977-2020)

Associate Professor Emeritus of Business
Part-time Instructor of Business – 2020
MBA Oral Roberts University
BBA Evangel University

Rion, Jim

DMin Assemblies of God Theological
Seminary
MA Assemblies of God Theological
Seminary
Bachelor of Theology, International Bible
College

Rodgers, Desiree 2016

Part-time Instructor for Theology & Church
Ministries
MDiv Assemblies of God Theological
Seminary
BA Evangel University

Rudolph, Lauren 2020

Part-time Instructor for Biology
MS Missouri State University
BS Evangel University

Rumley, David 2020

Part-time Instructor for Theology/Adult
Studies
EdD Indiana Wesleyan University
MA Assemblies of God Theological
Seminary
BA Evangel University
AA Okaloosa Walton Community College

Sadaka, Mark 2018

Part-time Instructor for Theology/Adult
Studies
DMin Midwestern Baptist Theological
Seminary
MA Liberty Baptist Theological Seminary
MDiv Liberty Baptist Theological Seminary
BA Central Bible College

Mario Salamanca

DMin Fuller Theological Seminary
MDiv Fuller Theological Seminary
BTh Latin American Theological Seminary

Schall, Sara 2018

Part-time Instructor for Humanities
MA Drury University
BA Evangel University

Schmidly, Derek 2011

Part-time Instructor of Business
MBA University of Missouri - Columbia
BA Evangel University

Shupp, Trey 2021

Part-time Instructor for Natural & Applied
Sciences
MS Missouri State University
BS Evangel University

Simmons, Lane 2005

Part-time Instructor for Photography
BS Evangel University

Slater, Sheryl 2017

Part-time Instructor for Music
DMA Texas Tech University
MS Texas Tech University

BM Evangel University

Teberian, Shahan 2020

Part-time Instructor for Theology & Church Ministries

JD Rutgers University

BS St Joseph's University

Tennant, Carolyn (AGTS)

Part-time Instructor for AGTS

PhD University of Colorado

MA University of Colorado

BA University of Colorado

Tennison, Allen

PhD, Fuller Theological Seminary; MATS, Asbury Theological Seminary; BS, Evangel University

Terry, Robert 2019

Part-time Instructor for Music

BS Missouri Southern

Thomas, Matthew 2015

Part-time Instructor for Theology & Church Ministries

MA Assemblies of God Theological Seminary

BA Central Bible College

Thomason, Suzanne 2020

Part-time Instructor for Education

PhD University of Arkansas-Little Rock

ME University of Louisiana at Monroe

BA Louisiana Tech University

Tow, Richard

DMin The King's University

MA Assemblies of God Theological Seminary

BBA The University of Texas-Austin

Vick, John Paul

DMin Assemblies of God Theological Seminary

PhD Tennessee Temple University

MS Mountain State University

BS Southeastern University

Walters, Stephanie 2014

Part-time Instructor for Education

MS Evangel University

BS Evangel University

White, Jimmy 2017

Part-time Instructor for Theology & Church Ministries

DMin Oral Roberts University

MDiv Oral Roberts University

BA Southwestern University

White, Steven 2018

Part-time Instructor for Theology & Church Ministries

MA Fuller Theological Seminary

BA Lee University

Williams, Jane 2021 (AGTS)

Part-time Instructor for AGTS

MDiv Fuller Theological Seminary

ME UCLA

BA UCLA

Williamson, Clinton 2021

Part-time Instructor for Humanities

BFA Evangel University

Wilson, Leah 2018

Part-time Instructor for Adult Studies

MA Assemblies of God Theological Seminary

BA Central Bible College

Marshall M. Windsor (AGTS)

DMin MDiv, Assemblies of God Theological Seminary

Certificate in Bible, Central Bible College

BS Texas A & M University

Wood, Stacie 2019

Part-time Instructor for Education

Education Specialist – Southwest Baptist
University
MA Lindenwood University
BA Missouri State University

Wootton, Tim 2019

Part-time Instructor for Music
MM Arizona State University
BM Missouri State University

Yancey, Joshua 2019

Part-time Instructor for Adult Studies
EdD Grand Canyon University
MA Liberty University
BA Central Bible College

Yonke, Debra 2017

Part-time Instructor for Education
EdD Lindenwood University
Educational Specialist – Lindenwood
University
MEd Missouri State University
BA Evangel University

Zoromski, Heather 2019

Part-time Instructor for Business
MPH Missouri State University
BS Missouri State University

2021-2022 Academic Calendars

Traditional Undergraduate/College of Arts and Sciences

Fall 2021 Semester	
On-line Financial Registration Opens	First week in June
Registration Fee Waived Through	July 30, Fr1.
Faculty Seminar	Aug. 18-19, Wed. – Thurs.
EU-LAUNCH	Aug. 20-24, Fr1.-Tues.
Worship Service – Chapel (10:30 a.m.)	Aug. 22, Sun.
Classes Begin	Aug. 25, Wed.
Convocation	Aug. 26, Thurs.
100% Drop/Add	Aug. 25- Sept. 3, Wed.- Fr1.
Labor Day - Holiday	Sept. 6, Mon.
Spiritual Emphasis Week	Sept. 7-10, Tues.-Fr1.
Constitution Day Observed	Sept. 17, Fr1.
Spring 2022 Schedule Due from Academic Departments	Sept. 24, Fr1.
December Graduation Papers Due	Sept. 24, Fr1.
Mid-term Exams	Oct. 11-15, Mon. – Fr1.
Fall Break	Oct. 18-19, Mon.-Tues.
Mid-Term Grades Due	Oct. 22, Fr1.
Last Day to Withdraw (W Grade)	Oct. 29, Fr1.
Homecoming	Oct. 22-23, Fri-Sat
Spring Academic Pre-Registration Begins	Oct. 25, Mon.
Last Day to WP/WF	Nov. 12, Fr1.
Thanksgiving Break	Nov. 24-26, Wed.- Fr1.
Classes Resume	Nov. 29, Mon.
Spring On-line Financial Registration Opens	First week in Dec.
Founders Scholarship Interviews	Dec. 3-4, Fr1.-Sat.
Study Day	Dec. 8, Wed.
Final Exams	Dec. 9-11, Thurs.-Sat.
Fall Semester Ends at 5 p.m.	Dec. 11, Sat.
Residence Halls Close at Noon	Dec. 12, Sun.
Grades Due	Dec. 15, Wed.

Spring 2022 Semester	
Residence Halls Open at 9:00 a.m.	Jan. 10, Mon.
EU LAUNCH	Jan. 10-11, Mon.-Tues.
Registration Fee Waived Through	Jan. 11, Tues.
Classes Begin	Jan. 12, Wed.
100% Drop/Add	Jan. 12-21, Wed.-Fr1.
Martin Luther King Jr. Holiday	Jan. 17, Mon.
Spiritual Emphasis Week	Jan. 18-21, Tues.-Fr1.
Founders Scholarship Interviews	Jan. 28-29, Fr1.-Sat.
Fall 2022 Schedule Due from Academic Departments	Jan. 28, Fr1.
Virtual Founders Scholarship Interviews	Feb. 19, Sat.
Fall 2022 Online Pre-Registration Begins	Feb. 21, Mon.
Mid-Term Exams	Mar. 7-11, Mon.-Fr1.
Spring Break	Mar. 14-18, Mon.-Fr1.
Mid-Term Grades Due	Mar. 23, Wed.
Last Day to Withdraw (W Grade)	Mar. 25, Fr1.
Good Friday Holiday	April 15, Fr1.
Last Day to WP/WF	April 22, Fr1.
Financial Registration for Summer Session	April 25-29, Mon.-Fr1.
Final Exams	May 2-4, Mon.-Wed.
Adult & Graduate Studies Baccalaureate at EU & Reception	May 4, Wed.
AGTS Baccalaureate at Spence Chapel, 10:30 a.m.	May 5, Thurs.
TUG Baccalaureate at Spence Chapel, 3:00 p.m.	May 5, Thurs.
Commencement at 9:30 a.m.	May 6, Fr1.
Spring Semester ends at 5:00 p.m.	May 6, Fr1.
Residence Halls Close at Noon	May 7, Sat.
Grades Due	May 11, Wed.

Summer 2022 Semester	
Summer Financial Registration	April 25-29, Mon.-Fr1.
Registration Fee Waived Through	May 16, Mon.
Summer Classes Begin	May 16, Mon.
Memorial Day Holiday	May 30, Mon.
Final Exams, Summer Session (most courses)	June 17, Fr1.
Independence Day Holiday	July 4, Mon.
Summer Semester Ends	July 14, Thurs.
Grades Due	July 19, Tues.

College of Adult and Graduate Studies

Fall Semester 2021		
August 19	Thurs	Grad Counseling New Student Orientation
August 23	Mon	Graduate Classes Begin
August 25	Wed	Adult Studies Classes Begin
September 6	Mon	Labor Day Holiday <i>No classes, Offices closed</i>
October 18 - 19	Mon - Tues	Grad Fall Break <i>No classes, Offices are open</i>
October 19	Tues	Adult & Graduate Spring Academic Registration Opens
November 22 - 26	Mon - Fri	Adult Studies Thanksgiving Break <i>No classes, Offices closed Nov. 25 & 26</i>
November 24 - 26	Wed - Fri	Grad Studies Thanksgiving Break <i>No classes, Offices closed Nov. 25 & 26</i>
December 14	Tues	Fall Semester Ends
Dec 24 - Jan 1	Fri - Fri	Offices Closed
Spring Semester 2022		
January 10	Mon	Graduate Classes Begin
January 12	Wed	Adult Studies Classes Begin
January 17	Mon	Martin Luther King Jr. Holiday <i>No classes, Offices closed</i>
March 14 - 18	Mon - Fri	Spring Break <i>No classes, Offices are open</i>
March 22	Tues	Adult & Graduate Summer Academic Registration Opens
April 15	Fri	Good Friday Holiday <i>No classes, Offices closed</i>
May 4	Wed	College of Adult & Graduate Studies Baccalaureate & Awards Service
May 6	Fri	Commencement
May 6	Fri	Spring Semester Ends
Summer Semester 2022		
May 9	Mon	Graduate Classes Begin
May 11	Wed	Adult Studies Classes Begin
May 30	Mon	Memorial Day Holiday <i>No classes, Offices closed</i>
June 6 - June 23	Mon - Thurs	Graduate Education: Literacy Lab
June 7	Tues	Adult & Graduate Fall Academic Registration Opens
June 2 - 4 & 9 - 11	Thurs - Sat	Ed.D Residency
July 4	Mon	Independence Day Holiday, <i>Offices closed</i>
Aug 18	Thurs	Summer Semester Ends

Assemblies of God Theological Seminary

Seminary Fall Semester	Aug. 23 – Dec. 17, 2021
Pre-Session Term	Aug. 23 – 27, Mon. – Fr1.
New Student Orientation	Aug. 23 – 24, Mon. – Tues.
Classes Begin	Aug. 25, Wed.
Spring IS Practicum Approval *	Aug. 26 – 27, Thurs. - Fri
Last Day to Register/Change Classes	Sept. 3, Wed.
Labor Day Holiday	Sept. 6, Mon.
Spring Practicum Approval **	Sept. 13 – 17; Sept. 27 – Oct 1
Fall Study Week	Oct. 18 – 22, Mon. – Fr1.
Grad Application Deadline (Fall Grads)	Oct. 29, Fr1.
Last Day to Withdraw	Dec. 3, Fri
Spring Registration	Nov. 1 – Dec. 17
Exams/Paper Due (Fall Grads)	Nov. 8, Mon.
Thanksgiving Holiday	Nov. 24 – 26, Wed. – Fr1.
Classes Resume	Nov. 29, Mon.
Final Exam Week	Dec. 6 -10, Mon. – Fr1.
MAIS Portfolio Due (Fall Grads)	Dec. 10, Fr1.
Fall Semester Ends	Dec. 17, Fri
Seminary Spring Semester	Jan. 10 – April 29, 2022
Pre-Session Term	Jan. 10 – 14, Mon. – Fr1.
New Student Orientation	Jan. 10 – 11, Mon. – Tues.
Classes Begin	Jan. 12, Wed.
Martin Luther King Jr. Holiday	Jan. 17, Mon.
Summer IS Practicum Approval *	Jan. 18 – 28
Last Day to Register/Change Classes	Jan. 21, Fri
Grad Application Deadline (Spring & Summer Grads)	Jan. 31, Mon.
Fall Practicum Approval	Jan. 31 – Feb. 4, Mon. – Tues.
Spring Study Week	Mar. 14 – 18, Mon. – Fr1.
Summer Registration	Mar. 7 – April 29
Fall Registration	Mar. 7 – Aug. 18
Exam/Paper Due (Spring Grads)	Mar. 7, Mon.
Last Day to Withdraw	Apr. 22, Wed.
Good Friday Holiday	April 15, Fr1.
Final Exam Week	April 25 – 29, Mon. – Fr1.
MAIS Portfolio Due (Spring Grads)	April 29, Fr1.
Spring Semester Ends	April 29, Fr1.
AGTS Baccalaureate at 10:30 a.m.	May 5, Thurs.
Commencement at 9:30 a.m.	May 6, Fr1.
Seminary Summer Semester	May 9 – Aug. 18, 2022
Classes Begin	May 9, Mon.
Last Day to Register/Change Classes	May 9, Mon.
Memorial Day Holiday	May 30, Mon.
Independence Day Holiday	July 4, Mon.
Exam/Paper Due (Summer Grads)	July 11, Mon.

Last Day to Withdraw	July 15, Fri.
Final Exam Week	Aug. 15 - 18, Mon. – Thurs.
MAIS Portfolio Due (Summer Grads)	Aug. 18, Thurs.
Summer Semester Ends	Aug. 18, Thurs.



Division of Higher Education

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Johnny Key
Secretary

Maria Markham, Ph.D.
Director

LETTER OF EXEMPTION FROM CERTIFICATION (Church-Related Training)

Evangel University, Springfield, Missouri, is offering two church-related training programs to Arkansas students by distance technology and in North Little Rock.

The two programs listed below are exempt from certification under the rules and regulations implemented under Arkansas Code Annotated §6-61-301. This Letter of Exemption is limited to the following programs:

Bachelor of Science in Church
Ministries Master of
Leadership and Ministry

The predominant purpose of the two programs offered by Evangel University is to prepare students to assume leadership positions in a church or religious organization. These programs are not required to be certified by the Arkansas Higher Education Coordinating Board.

Evangel University is required to notify the Director of the Arkansas Division of Higher Education of any changes in institutional operation and educational offerings, including course content, course titles, degree titles, and institutional name and mission.

This exemption will be in effect until December 31, 2024.

A handwritten signature in black ink that reads "Maria Markham". The signature is written in a cursive style and is positioned above a horizontal line.

Maria Markham, Ph.D.

3/8/2021
Date

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