

ASSESSMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University

2015 Program Review
for the
AGTS Practical Theology Department (PTH)

Master of Divinity

I. Program Mission

- AGTS PTH is committed to the providing the learning experiences necessary to equip and empower students in its course offerings to become servant leaders with the knowledge, skills, and passion to revitalize the church and evangelize the world in the power of the Holy Spirit.

It attempts to fulfill this mission by creating a core of practical theology courses that are:

- firmly embedded in the bedrock of Holy Scripture to insure that all ministry practice is grounded in biblical revelation
- guided by a Pentecostal hermeneutic that seeks to discern the person, the presence and the work of the Holy Spirit as the primary empowerment for all ministry praxis
- based on a holistic understanding of the *Missio Dei* and its implications for directing the activities and services of all Christian ministers
- focused on enhancing the leadership capacities and skills that will enable the students to fulfill their God-given calling
- committed to identifying and implementing ministry praxes that are culturally relevant

II. Program Learning Outcomes and Goals/Objectives

- AGTS PTH oversees three degree programs in its curriculum offerings. The following tables provide the learning outcomes and goals/objectives for these programs:
 - Master of Divinity (MDiv)

PTH Assessment System Master of Divinity (MDiv)					
<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Summative projects	2) Biblical text & contemporary world 9) Application to ministry contexts	Reviewed annually by PTH Department	Use of summative project rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	At the end of each course which uses summative projects to evaluate student learning
Research papers	1) Revelation through OT & NT in light of mission of God 2) Biblical text & contemporary world	Reviewed annually by PTH Department	Use of research paper rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses research papers to evaluate student learning

	4) History & theology in light of the mission of God 5)				
Course exams	1) Biblical text & contemporary world 3) History of Pentecostalism 4) History & theology in light of the mission of God	Reviewed annually by PTH Department	PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses exams to evaluate student learning
Sermons	2) Biblical text & contemporary world 8) Relevant sermons	Reviewed annually by PTH Department	Use of sermon rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses sermons to evaluate student learning
Course discussions	7) Spiritual/emotional growth 9) Application to ministry contexts	Reviewed annually by PTH Department	Use of discussion rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses course discussions to evaluate student learning
Reflection papers	6) Cultural distinctives 7) Spiritual/emotional growth 9) Application to ministry contexts	Reviewed annually by PTH Department	Use of reflection paper rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses reflection papers to evaluate student learning
Ministry action plans	9) Application to ministry contexts	Reviewed annually by PTH Department	Use of ministry action plan rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses ministry action plans to evaluate student learning

Upon completion of the program, students will:

1. Discuss the flow of biblical revelation through the Old and New Testaments, with an emphasis on the redemptive mission of God's people throughout the world
2. Construct a paradigm for bridging the horizons between the ancient biblical text and the contemporary world
3. Explain the historical trends and doctrines of Pentecostalism
4. Discuss the major issues and key figures in church history and biblical and systematic theology in light of the mission of God
5. Construct approaches to the challenges in ministry presented by the multiple social cultural issues in contemporary society
6. Compare their own cultural distinctives in relation to the multi-cultural contexts in which ministry occurs
7. Construct individual and corporate methods for spiritual and emotional growth.
8. Demonstrate biblically sound and culturally relevant sermons.
9. Apply biblical/ theological foundations and current ministry practices to specific ministry contexts.

III. Program Capacity and Description

- Faculty
 - There were 14 regular faculty members and 7 adjunct faculty members who taught one or more courses in the PTH degree programs in the 2015 calendar year.
 - Regular Faculty
 1. Roger D. Cotton, Th.D.
 2. Deborah M. Gill, Ph.D.
 3. Mark A. Hausfeld, D.Min.
 4. James D. Hernando, Ph.D.
 5. Anita L. Koeshall, Ph.D.
 6. Johan H. Mostert, D.Phil.
 7. Douglas Oss, Ph.D.
 8. Melody D. Palm, Psy.D.
 9. James H. Railey, D.Th.
 10. DeLonn L. Rance, Ph.D.
 11. Valerie Rance, Ph.D. (cand.)
 12. Charles E. Self, Ph.D.
 13. Jay P. Taylor, D.Min.
 14. Randy C. Walls, D.Min.
 - No Adjunct Faculty
- Students
 - There were a total of 61 students taking one or more courses in the MDiv degree program.
 1. 45 male
 2. 16 female
- Degrees conferred
 - Seven of the 61 students enrolled in the MDiv degree program graduated in the Spring 2015 graduating class.
 1. 6 male
 2. 1 female
- Enrollment history (average class size)
 - Twenty-one distinct courses were offered in the MDiv degree program

Course #	Students	Course #	Students
BIB 532	5	PTH 556 (SP-15)	5
BNT 530	7	PTH 556 (SU-15)	1
BOT 530	6	PTH 556 (FA-15)	4
BTH/MHT 501	3	PTH 557	15
HIS 532	10	PTH 558	10
HIS 556	14	PTH 559 (SP-15)	14
HIS 557	9	PTH 559 (FA-15)	12
HOM 529	12	PTH 653	7
HOM 633	7	THE 531	15
MCC 643 (SU-15)	3	THE 532	9

MCC 643 (FA-15)	3		
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- Master of Divinity, average enrollment per course – >8 students
 - Program map (3-year course rotations)
 - Master of Divinity (3 year degree program – 78 credit hours)
- NOTE: Students who have completed an undergraduate degree program in religious studies may substitute the foundations courses* with an advanced studies course in the same academic discipline up to a maximum of 30 credit hours.

Semester	Year One			Year Two			Year Three		
Fall	BHE 530	BOT 530*	HOM 529*	BIB 532*	PTH 559	THE 531*	HIS 557*	PTH 558	PTH 650
Spring	BNT 530*	HIS 532*	PTH 557	BHE 531	BTH/MHT 301	PTH 653	HIS 556*	PTH 556	THE 532*
Summer	BTH 530	Elective	PTH 551*	Elective	HOM 633	MCS 643	Elective	Elective	

- Curriculum maps (courses where learning outcomes are met)
 - Master of Divinity (see Section II.a.i above for the learning objectives of the MDiv program)

Course	SLO	Course	SLO
BTH/MHT 501	1, 2, 5, 6, 9	HOM 529	2, 8, 9
HIS/MHT 556	2, 3, 4	HOM 633	2, 8, 9
HIS/MHT 556	2, 3, 4	PTH 551	5, 9
MCC/MHT 643	1, 2, 5, 6, 9	PTH 557	7, 9
BIB 532	1, 2	PTH 558	7, 9
BOT 530	1, 2	PTH 559	7, 9
BNT 530	1, 2	PTH 650	2, 5, 7, 9
THE 531	1, 2, 3, 4	PTH 653	7, 9
THE 532	1, 2, 3, 4	PTH 556	2, 4, 5, 7, 9
HIS 532	3	Elective Course	N/A
BGR 600 or BHE 500	N/A	Elective Course	N/A
BGR 600 or BHE 500	N/A	Elective Course	N/A
BTH 530 or 532	1, 2	Elective Course	N/A

- Advising
 - All AGTS students are assigned an academic advisor from the regular faculty corps as per the AGTS Faculty Handbook, Section 5.3. While students are responsible to monitor their own degree programs in order to insure that they select the appropriate courses for degree completion, all course registration requests must be approved by their faculty advisors. The course registration process is done within an online registration portal that automates the communication between each student and her/his faculty advisor. Additionally, the Registrar’s office provides an additional advising back-up resource in the academic registration process to insure that students are meeting their degree program course requirements. Additional administrative support staff in the Dean’s Office and in

the Student Life Department may also assist students with informal academic advising.

- Facilities, labs, computers, library, other resources (inventory)
 - Classrooms
 - Traditional lecture-hall classrooms
 1. There are two lecture-hall rooms with a seating capacity of 65 students.
 - Adult-learner conference classrooms
 1. There five classrooms with an adult-learner seating arrangement around a conference table each of which seats up to 18 students.
 - Computers
 1. The library facility includes a computer center that provides access to productivity software, library resources and the Internet. The computer center is equipped with 16 personal computers and a printer. AGTS students may use the library's copy machine to scan and save copies of documents, either using USB drives or their personal email accounts, and for color printing. A wireless network is accessible throughout the facilities and students can send their laptop or home computer print jobs to the library's printer or copy machine.
 - Library
 - The library has a 135,000-volume capacity and its holdings currently consist of 126,051 bound volumes, 80,201 microforms, 5,557 audiovisuals, approximately 250 current periodical subscriptions, and a significant number of online databases that are collectively licensed by the Evangel University libraries. These collections include extensive biblical, theological and missiological materials, augmented by the Flower Pentecostal Heritage Center located at The Assemblies of God General Council headquarters in Springfield, as well as a collection of counseling resources.
 - Student Lounge (approximately 30 x 48 feet)
 - Furnishings
 1. Two leather couches
 2. Two leather love seats
 3. Four leather chairs
 4. Four dining/study tables w/ four chairs per table
 5. High top counter w/ four bar stools
 - Kitchen
 1. Two refrigerators
 2. Two coffeemakers
 3. One dishwasher
 4. One micro-wave oven
 5. One stove w/ oven
 6. One double basin sink

- 7. Ten storage cabinets
- Vending Machines
 1. One for soft drinks
 2. One for snack foods
- Curriculum comparisons (benchmark institutions)
 - AGTS Master of Divinity – 78 credit-hours; 39 credits in Bible/Theology, 27 credits in Practical Theology, 12 credits of General Electives
 - Anderson School of Theology – 81 credit-hour
 1. 45 credits in Bible/Theology
 2. 36 credits in Practical Theology
 3. No electives credits
 - Ashland Theological Seminary – 80 credit-hours
 1. 33 credits in Bible/Theology
 2. 32 credits in Practical Theology
 3. 15 credits of General Electives
 - Bethel Seminary – 87 credit-hours
 1. 36 credits in Bible/Theology
 2. 33 credits in Practical Theology
 3. 18 credits of General Electives
 - North Park Theological Seminary – 92 credit-hours
 1. 48 credits in Bible/Theology
 2. 29 credits in Practical Theology
 3. 15 credits of General Electives
 - George W. Truett Theological Seminary – 93 credit-hours
 1. 51 credits in Bible/Theology
 2. 24 credits in Practical Theology
 3. 18 credits of General Electives
- Locations, sites, and modes of program delivery
 - The Springfield resident campus is the only location at which the MDiv degree can be completed. Residential students may request a limited number of directed studies or online courses to assist them with degree completion when course offerings and/or schedules limit or prohibit their ability to enroll.
 - AGTS offers an In-Service MDiv program for non-residential students. The course delivery system requires at least half of the degree program (39 credits) to be completed in seated learning experiences in which the course instructors and students are located in the same classroom. At least 27 of these 39 seated learning experience credits must be taken on the Springfield residential campus in order to establish the one-year residence equivalence program requirement. An additional 12 credits of seated learning may be taken at any other approved AGTS course offering site. The other half of the degree program (39 credits) may be completed using a combination of directed studies or online courses.

IV. Strengths, Weaknesses, Opportunities, Threats analysis

- Strengths

- 78 credit hour curriculum that enables full-time students (at least 9 credits per semester) to complete the program in three years; reducing the time and the cost required for degree completion.
 - Balanced curriculum of Biblical/Theological, Practical, Intercultural, and Electives courses that provide opportunities for students to have a well-rounded learning experience.
 - Advanced level graduate studies course options (up to 30 credit hours) for those students who may have completed an undergraduate degree in religious studies and would have duplicated learning in an introduction level course in the MDiv curriculum
 - Provides the graduate level learning experiences needed for most of the students applying for doctoral studies programs.
- Weaknesses
 - Concern among faculty that the reduction of the MDiv program from 90 to 78 credit hours to make it more marketable to a potential student pool may have reduced the scope of academic inquiry traditionally found in MDiv seminary education.
 - The reduction from 90 to 78 credit hours negatively impacts students who wish to pursue military chaplaincy in view of the fact that most armed services divisions prefer chaplain candidates with 90 (or more) credits in their MDiv programs. Thus, AGTS military chaplaincy students are encouraged to take an additional 12 credits in their programs to meet this higher expectation of the U.S. armed services corps.
- Opportunities
 - The high demand within the U.S. armed services corps for qualified military chaplains keeps the MDiv program at AGTS in its “Cadillac” status among all the AGTS degree programs.
 - The MDiv degree remains the only masters level degree at AGTS that essentially prepares students for entrance into doctoral studies programs without the need for additional coursework to meet admission standards for doctoral studies.
 - The thoroughness of the MDiv curriculum still makes it the most suitable degree at the masters level for those pursuing vocational ministry.
 - The flexibility of seated and online learning options in the in-service version of the MDiv provides the same quality of learning experience for non-residential students.
- Threats
 - Data from the Association of Theological Schools (ATS), the professional accrediting association for AGTS, demonstrates that enrollments in MDiv programs have been declining since a peak enrollment year in 2006.
 - Data from ATS also demonstrate a marked preference for professional masters degree programs among potential students seeking seminary education. The

lower amount of program cost and a shorter degree completion time are the two leading factors in this preference.

- Three sister schools, Global University, Southeastern University, and Southwestern University, all offer a 72 credit-hour MDiv program.

V. Peer Institutions/Benchmarking

a. As noted above in the curriculum comparison Section III.i.i., the following institutions were selected by the PTH Department as good peer institution/benchmark education examples for the AGTS MDiv degree program. The primary reason for choosing these five schools has to do with their embedded status within a University education context just as AGTS is embedded in Evangel University:

- Anderson School of Theology at Anderson University in Anderson, Indiana
- Ashland Theological Seminary at Ashland University in Ashland, Ohio
- Bethel Seminary at Bethel University in St. Paul, Minnesota
- North Park Theological Seminary at North Park University in Chicago, Illinois
- George W. Truett Theological Seminary at Baylor University in Waco, Texas

b. The following narrative will provide a more detailed perspective on the MDiv degree of these peer institutions in order to compare and contrast the content and quality of the AGTS PTH degree programs.

- Anderson School of Theology

As noted above in Section III.i.i., Anderson has an 81 credit-hour MDiv program with 45 credits in Bible/Theology, 36 credits in Practical Theology, and no electives. These degree credit hours are comprised by the following:

1. Bible/Theology

- 2 church history courses
- 1 denominational history/polity course
- 2 intercultural studies courses
- 2 OT literature courses
- 2 NT literature courses
- 4 biblical languages courses
- 3 systematic theology courses
- 2 ethics courses

2. Practical Theology

- 1 preaching course
- 1 spiritual formation course
- 1 pastoral care course
- 1 discipleship course
- 4 field education courses

3. Electives

- No electives courses offered in the MDiv program

Graduates (2010 to 2014): 52 students

- Ashland Theological Seminary

As noted above in Section III.i.i., Ashland has an 80 credit-hour MDiv program with 33 credits in Bible/Theology, 32 credits in Practical Theology, and 15 credits of electives. These degree credit hours are comprised by the following:

1. Bible/Theology
 - 1 NT literature course
 - 2 OT literature courses
 - 2 biblical studies courses
 - 1 systematic theology course
 - 1 church history course
 - 1 ethics course
 - 1 intercultural studies course
 - 3 bible/theology/history electives courses
2. Practical Theology
 - 2 spiritual formation courses
 - 2 pastoral care and counseling courses
 - 1 leadership course
 - 1 church worship course
 - 1 Christian education course
 - 1 preaching course
 - 1 evangelism course
 - 6 field education courses
3. Electives
 - 4 general electives courses

Graduates (2010 to 2014): 169 students

- Bethel Seminary

As noted above in Section III.i.i., Bethel has an 87 credit-hour MDiv program with 36 credits in Bible/Theology, 33 credits in Practical Theology, and 18 credits of electives. These degree credit hours are comprised by the following:

1. Bible/Theology
 - 1 hermeneutics course
 - 2 OT literature courses
 - 2 NT literature courses
 - 3 biblical languages courses
 - 2 systematic theology courses
 - 1 ethics course
 - 2 church history courses
2. Practical Theology
 - 1 preaching course
 - 1 missions course
 - 6 leadership courses
 - 2 spiritual formation courses
 - 2 field education courses
3. Electives
 - 6 general electives courses

Graduates (2010 to 2014): 193 students

- North Park Theological Seminary
As noted above in Section III.i.i., North Park has a 92 credit-hour MDiv program with 48 credits in Bible/Theology, 29 credits in Practical Theology, and 15 credits of electives. These degree credit hours are comprised by the following:
 1. Bible/Theology
 - 4 hermeneutics courses
 - 5 biblical languages courses
 - 4 systematic theology courses
 - 1 ethics course
 2. Practical Theology
 - 6 spiritual formation courses
 - 1 preaching course
 - 1 evangelism course
 - 1 pastoral care course
 - 1 missions course
 - 1 integrative/interdisciplinary course
 3. Electives
 - 5 general elective courses

Graduates (2010 to 2014): 132 students

- George W. Truett Theological Seminary
As noted above in Section III.i.i., Truett has a 93 credit-hour MDiv program with 51 credits, 24 credits in Practical Theology, and 18 credits of electives. These degree credit hours are comprised by the following:
 1. Bible/Theology
 - 5 biblical literature courses
 - 5 systematic theology courses
 - 1 church polity course
 - 5 biblical languages courses
 - 1 church history course
 2. Practical Theology
 - 1 preaching course
 - 1 leadership course
 - 1 worship course
 - 1 missions course
 - 3 field education courses
 - 1 integrative seminar course
 3. Electives
 - 6 general electives courses

Graduates (2010 to 2014): 335 students

2. Compare/contrast evaluation of AGTS MDiv degree program with peer institutions
 - As noted above in Section III.i.i., the AGTS MDiv program is a 78 credit-hour program with 39 credits in Bible/Theology, 27 credits in Practical Theology, and

12 credits of electives. These degree credit hours are comprised by the following:

1. Bible/Theology
 - 1 hermeneutics course
 - 1 NT literature course
 - 1 OT literature course
 - 2 systematic theology courses
 - 1 biblical theology course
 - 2 church history courses
 - 1 church polity course
 - 2 intercultural theology courses
 - 2 biblical language courses
2. Practical Theology
 - 2 preaching courses
 - 4 leadership courses
 - 1 evangelism course
 - 1 discipleship course
 - 1 field education course
3. Electives
 - 4 general electives courses

Graduates (2010 to 2014): 91 students

- Comparative evaluation
 1. The Bible/Theology core of the AGTS MDiv programs demonstrates a relatively common curriculum with the peer institutions. There are a few distinctions in this core curriculum:
 - Three of the five peer institutions have more credit hours in this core curriculum than AGTS.
 - Three of the five peer institutions have at least one ethics course requirement in their core, which isn't an AGTS requirement.
 - Four of the five peer institutions have biblical languages requirements that match or exceed the AGTS requirement. Of the two that exceed the AGTS requirement, they only require one more course.
 - Only two of the five peer institutions have intercultural theology course requirements that equate with the AGTS program.
 - The most significant difference between the AGTS degree and the peer institutions has to do with the number of biblical literature courses required. All five of them have twice the number of courses than AGTS in this category.
 2. The Practical Theology core of the AGTS MDiv program also demonstrates a relatively common with the peer institutions. There are a few distinctions in this core curriculum:
 - Four of the five peer institutions require multiple field education courses to AGTS's one required field education course.

- Three of the five require a distinct pastoral care course, while AGTS embeds this as a component in one of its leadership courses.
 - Three of the five offer multiple courses in spiritual formation to AGTS's one required course.
 - Only two of the five offer a higher number of leadership courses than AGTS.
 - Two of the five have a Christian education course requirement, while AGTS embeds this content in its discipleship course.
3. The Electives courses of the AGTS MDiv program are lower than four of the five peer institutions. NOTE: One peer institution offers no electives credits in its MDiv program.

VI. Assessment Procedures

- Students

- Students enrolled in the MDiv program were provided an evaluation form at the end of each course to assess their perspectives on the value of their learning experiences. Evaluations were tabulated from the following courses offered in these three degree programs in the 2015 calendar year:

<u>Spring 2015</u>	<u>Summer 2015</u>	<u>Fall 2015</u>
BNT 530 – no data	MCC 643	BIB 532
BTHMHT 501	PTH 556 – no data	BOT 530
HIS 532		HIS/MHT 556
HIS/MHT 557		HOM 529
HOM 633		MCC 643
PTH/MCS 556		PTH 556 – no data
PTH 557		PTH 558
PTH 559		PTH 559
PTH 653		THE 531
THE 532		

- ii. The evaluation form uses a 5-point Likert scale assessment on the following statements:
 - #1 Course requirements were adequately explained.
 - #2 Completion of course requirements enabled students to achieve course objectives.
 - #3 Course requirements provided adequate assessment of student learning.
 - #4 Required readings contributed to student understanding of the subject.
 - #5 The instructor demonstrated adequate expertise in this subject.
 - #6 Class lectures were clearly and effectively communicated.
 - #7 Class lectures were clearly and effectively communicated.
 - #8 Teaching methods engaged the students in critical reflection and dialogue.
 - #9 The course provided learning opportunities relevant to the student's current/future field of ministry. The instructor was accessible when needed; e.g. responsive to questions; available for appointments.
 - #10 The instructor provided timely/ useful feedback to the student.
 - #11 The instructor was well prepared for class sessions.
 - #12 The time and energy spent in the course were worth the effort.
- iii. The evaluation form also has a short answer narrative section on the following statements:

- #1 The professor asked students to fill out a form offering a mid-semester evaluation of the course. (Yes or No).
 - #2 The greatest strengths of the instructor are:
 - #3 The instructor's teaching could be improved by:
 - #4 The main value of this course to me is:
 - #5 How did the Holy Spirit impact your life through this course?
 - #6 Other: Please feel free to comment on any other issue(s) of importance to you.
- iv. For the Likert scale assessments, students submitted an overall average rating for these courses as follows:
- #1 -4.612
 - #2 -4.636
 - #3 -4.535
 - #4 -4.745
 - #5 -4.885
 - #6 -4.604
 - #7 -4.663
 - #8 -4.674
 - #9 -4.693
 - #10 -4.502
 - #11 -4.660
 - #12 -4.577
- The total number of students who completed at least one course evaluation (duplicated headcount) was 200. The total number of courses evaluated were 21. As the data above shows, students rated their experiences in these courses as exceptional. When the scores from all 12 categories are combined, the overall average rating given by the students is 4.674.
- v. For the short answer narrative section assessment, students responses may best be summarized with the following statements:
- #1 - Most of the professors do not require a mid-course evaluation
 - #2 - Professor strengths in content knowledge, accessibility, and concern for student learning
 - #3 - Instruction improvements in avoiding teaching tangents, improving visual aids and handouts, and greater clarity on examination content
 - #4 - Course value in improving biblical knowledge, and broadened perspectives on mission and ministry
 - #5 - Impact of the Holy Spirit in confirmation of calling and conviction of personal and spiritual formation
 - #6 - General comments of appreciation to the instructors and concern about the compressed time frame of modular courses.
- vi. In summary, the course evaluations suggest that, on average, students were satisfied with the quality of their learning experiences in these courses.
- Alumni surveys
 - Survey on accomplishment of degree program objectives sent to 90 MDiv graduates between 2010 & 2014.
 - Fifty-six percent response rate (50 responses out of 90 contacts)
 1. SLO #1 with 96% of the responses in the agree to strongly agree categories.

2. SLO #2 with 94% of the responses in the agree to strongly agree categories.
 3. SLO #3 with 94% of the responses in the agree to strongly agree categories.
 4. SLO #4 with 92% of the responses in the agree to strongly agree categories.
 5. SLO #5 with 86% of the responses in the agree to strongly agree categories.
 6. SLO #6 with 82% of the responses in the agree to strongly agree categories.
 7. SLO #7 with 82% of the responses in the agree to strongly agree categories.
 8. SLO #8 with 96% of the responses in the agree to strongly agree categories.
 9. SLO #9 with 92% of the responses in the agree to strongly agree categories.
- Graduate statistics
 - 88% of all graduates responding to surveys were actively involved in vocational ministry.
 - Curriculum advisory committee
 - In order to get program review feedback by a variety of leaders in pastoral education and vocational ministry, the following people were asked to serve on the PTH degree program's curriculum advisory committee:
 - Dr. James Bradford, General Secretary of the General Council of the Assemblies of God, U.S.A.
 - Drs. Wayne & Sherry Lee, founders of Church Life Resources, LLC, a church consulting ministry.
 - Dr. Jared Stoner, Pastor of West County Assembly of God in Chesterfield, Missouri.
 - Each of these people were sent a copy of the curriculum of the MDiv degree program; along with the catalog descriptions of each course and the program objectives. They were asked to review these documents with a view toward identifying the strengths and/or weaknesses that they see in the degree programs based on their perspective of how students might/should attain the learning objectives for each program. The following narrative provides the feedback received from each of the three:
 - Dr. James Bradford:

It was my privilege to serve in an advisory capacity for assessing program curriculum and learning outcomes for the Practical Theology Academic Department (PTH) at the Assemblies of God Theological Seminary.

PTH oversees the Master of Divinity (MDiv) degree program. The documents provided to me included program curricula, course descriptions, and expected learning outcomes for each of these degrees. My own background includes 30 years of lead pastor experience in the local church followed by my present role as general secretary of the General Council of the Assemblies of God in which I oversee the credentialing of new ministers.

I found the learning outcomes to be clear, specific and applicable. The focus on the integration of practical ministry skills with personal and theological formation at a level appropriate to the purpose of each degree was especially intentional and impressive. These outcomes demonstrably anchor the structure and assessment criteria of each of the degree programs.

The assessment grid was also clear, comprehensive and properly aligned with the defined learning outcomes. Whether they were summative projects, research papers, course exams, student sermons, course discussions, reflection papers or ministry action plans, the assessment tools were clear and correlated in each case with minimum performance standards for the student. The course descriptions were also consistent with the expected types of learning outcome assessments.

I saw no conflicts, gaps or inconsistencies between the course descriptions, learning outcomes, assessment tools or performance criteria.

- Drs. Wayne & Sherry Lee

The Lees were not able to provide the requested input in time for this report to be finalized. If they do so after the fact, their evaluations will be consolidated into the program review materials as part of the historical data.

- Dr. Jared Stoner

The Master of Divinity combines the strengths of biblical/theological studies and practical studies into one degree, which makes it a “*leading edge*” program. That is even truer for those with a background in Bible and theology, because they are able to take a greater number of advanced courses. Courses like apologetics, assimilation, church-planting, and relationship dynamics may not be essential for ministry, but they certainly enhance it.

AGTS’s focus on the mission of God as an organizing principle becomes most clear in the MDiv program. Not only does the mission of God provide the organizing principle for understanding Scripture, which is evident in all the degree programs, but it also provides the organizing principle for major issues and key figures in church history and systematic theology. That distinctive is not shared by all seminaries and I believe reflects both the heart of Pentecostal theology and practice, and the leadership of AGTS.

I am encouraged by the focus on understanding one’s own cultural distinctives in relation to the multi-cultural context in which ministry occurs. As our world becomes more multi-cultural, ministers must not only understand the cultures around them, but their own cultural presuppositions as well. Without such self-awareness, there is great potential for misunderstanding, which limits their ability to minister cross-culturally even here in the United States.

Likewise, encouraging rigorous reflection on Christian truths will serve the minister and church well. While God’s eternal truths might not have changed, the context in which that truth must be applied has changed and continues to change at a significant rate. Providing simple answers to complex questions does a disservice to the church. We need thoughtful, biblically informed ministers responding to the challenges their congregants face.

As far as advanced standing credit is concerned, I wonder if a student should receive a grade higher than a C in order to get credit for a foundation course in the MDiv program. The MPL degree requires a B in order to get

advanced standing credit (and two undergraduate classes for each graduate class).

The MDiv offers the best of both worlds—biblical/theological training and practical ministry. Like the other degrees AGTS offers, the focus on the mission of God provides a helpful framework for bringing the various disciplines into harmony, and harnesses these tools to serve the church and the minister effectively.

- Capstone research projects and papers, simulations, theses, dissertations, etc.)
 - The capstone research project for the MDiv degree is embedded in the course PTH/MCC 556 Field Education Research Project (FERP). The following information provides the specific requirements for each degree program:
 - The FERP is a three credit-hour applied research course that requires each student to do research in biblical/theological literature and in professional literature related to the project topic of their choice. Students then apply this research into a ministry context in which they are embedded.
 - Students in the MDiv degree program must write between 40 and 60 pages of narrative, excluding front matter, bibliography, and appendices, that demonstrates their grasp of the critical research and application issues for their project topics.
 1. The project consists of three discreet sections, with an introduction that proposes the topic and issue to be addressed in the paper, as well as a conclusion that identifies how these issues have been addressed.
 - Section One: Biblical & Theological Research (20 to 24 pages)
 - i. 10 to 12 pages of exegetical work on their key topic Scriptures
 - ii. 10 to 12 pages on a critical historical theological issue relative to their project topic.
 - Section Two: Professional Research (10 to 12pages)
 - Section Three: Application (12 to 15 pages)
- Internship/practicum/clinical reviews
 - The MDiv students may choose from a variety of practicum course offerings for their degree programs. Students are directed by their academic advisors to choose an option oriented toward their future field of ministry. The course options include:
 - PTH 619 Practicum in Hospital Ministry
 - PTH 638 Practicum in Prison Ministry
 - PTH 639 Practicum in Pastoral Ministry
 - PTH 646 Practicum in Military Chaplaincy
 - PTH 657 Specialized Studies Practicum
 1. This practicum allows the students to choose or create a specialized study focus in their practicum experience that does not fall within the normal ministry contexts and requirements of the other four practicums.

- Students may also complete a unit of Clinical Pastoral Education (CPE) at a local Sisters of Mercy hospital and transfer this back into their degree programs at AGTS for three credit-hours.
- Syllabi review
 - PTH reviewed all of the syllabi from the Fall course offerings which provide student learning data for each degree program's learning objectives. The following narrative provides the details of this analysis for each degree:
 1. Discuss the flow of biblical revelation through the Old and New Testaments, with an emphasis on the redemptive mission of God's people throughout the world
 - BIB 532
 - Course Objectives
 - Discuss his/her understanding of the nature and work of hermeneutics as it relates to the task of exegesis and expository preaching.
 - Identify and discuss the significant developments throughout the history of biblical interpretation, describing their characteristic strengths and weaknesses.
 - List and define the principles that are: 1) appropriate for interpreting texts in general (general hermeneutics) 2) appropriate for interpreting specific literary genres (special hermeneutics) within the Bible.
 - Identify and define the specialized terminology connected with the science of biblical interpretation.
 - Apply the principles of interpretation to the exegesis of a biblical text.
 - Identify the use or violation of sound hermeneutical principles in an example of biblical exposition.
 - Identify major critical issues in contemporary hermeneutics and isolate the hermeneutical presuppositions at work among the divergent views.
 - Form an increased awareness of the responsibility incumbent upon the Christian to rightly divide the word of truth.
 - Appreciate the task of biblical exegesis in the discovery and illumination of the biblical text.
 - Appreciate more fully the nature of biblical revelation and its timeless utility as an instrument of the Holy Spirit to speak into and transform our lives.
 - Course Assignments
 - Completion of all text book reading assignments (see Reading Schedule) by the dates corresponding to the related class topics.
 - Completion of an almost weekly interpretive homework assignment found in the DH text and the DH Workbook. (See Class Schedule). Full credit will be given for all homework that is

complete and on-time. Homework that is incomplete (does not fulfill all required elements of the assignment), or late (except for medical emergencies), will receive an automatic D grade.

- Essay Assignments: There are 3 graded essay assignments. Instructions and expectations for the assignments will be posted on the Student Portal. Do NOT treat these as term papers. Excessively long essays that significantly exceed the recommended page limit (3-4 pages) will not be accepted and the student will be asked to resubmit.
- During the **Fall Study Break** each student should view the Power Point presentations on the Student Portal that cover the “History of Hermeneutics” Write out answers to the questions that appear at the end of each Power Point presentation. Hand these answers in on the first class period **after** the **Fall Study Break**.
- **Final Exam (Take-home)**
- PTH Review
 - The course objectives and learning assignments of BIB 532 align with the MDiv degree program’s learning outcome #1.
- BNT 530
 - Course Objectives
 - Identify and outline key events in political history of Judaism in the Hellenistic Period leading up to the time of Christ.
 - Describe some of the basic social structures of the Greco-Roman society and compare those same structures within Judaism of the first century.
 - List the various forms of sectarian Judaism in Palestine and in the Diaspora and describe their characteristic beliefs and practices.
 - Interpret New Testament events and writings with respect to their broader cultural-historical context, showing both continuity and contrast to that context.
 - Explain how some of the major religions and intellectual movements of the Hellenistic-Roman World provide an ideological background for understanding certain basic concepts and content in the New Testament.
 - Identify and define the various methods/approaches to New Testament interpretation, their goals, presuppositions and general practice.
 - Critique and evaluate the various methods of New Testament interpretation assessing both their positive contributions and limitations for New Testament exegesis.
 - List and discuss the major interpretive and introductory issues pertaining to the major portions of the New Testament: Synoptic Gospels, Luke-Acts, John's Gospel, The Pauline Corpus, Hebrews, The General Epistles and Revelation.

- Identify the *Sitz im Leben* (historical setting/circumstances) of each NT book that helps explain its literary occasion and purpose.
- Course Assignments
 - Read the assigned texts and complete the quizzes on the date specified in the course outline.
 - Complete all discussion forum assignments by the dates noted in the course outline.
 - Complete all essays, reviews and written projects and deposit in the drop box via the Canvas system
 - Take and submit a 200 point take-home final and deposit through the canvas system.
- PTH Review
 - The course objectives and learning assignments of BNT 530 align with the MDiv degree program's learning outcome #1.
- BOT 530
 - Course Objectives
 - Construct a brief historical framework of the major events in the history of Israel including where all the writing prophets fit and the succession of ancient Near Eastern empires from the monarchy to the advent of the Roman Empire.
 - Define the cultural background concepts and practices that are significant for understanding major Old Testament teachings.
 - Explain and evaluate the major historical, critical, and interpretative issues involved with the books of the Old Testament.
 - Summarize the message of the whole Old Testament and the major theological concepts taught and assumed throughout that are essential to understanding and applying it to the lives of Christians.
 - Distinguish the main features and principles of each genre of the Old Testament literature that must be understood for valid interpretation of the author's intended meaning.
 - Conclude what are the best sources to go to for help with the various kinds of questions that could come up your ministry.
 - Course Assignments
 - The following is a series of assignments (scheduled above in the far right column) to experience basic exegetical steps and tools for Old Testament study as well as scholarly issues, using Genesis 6-9 as an illustration. See the grading percentages at the end of the syllabus, before the bibliography, for the relative weight of these assignments in the course.

- 1) READ **Gen. 6-9** in the CEV (*Contemporary English Version*, which can be found in the Reference section of the Library) and then in NIV or any version you prefer, by Mon., Aug. 29. TURN IN on Mon., Aug. 29 your simple summary list of the progression of topics, of all the major sections (paragraphs or groups of paragraphs) in Genesis 6-9, in order, giving chapter and verse references for your summaries. Be sure your summary titles mention any key points Moses is making in each section. Do not be too detailed or too general. Just tell what we should know that the narrative is covering. (See 1 Chron. 10 in the Handouts book for an example.) TURN IN on Aug 29 your summary in a sentence or two of the theological point of Gen. 6-9—why did the Lord have it written here?
- 2) READ by Sept. 12 the article in the Handouts, “Method in Pentateuchal Source Criticism” by G.J. Wenham from *Vetus Testamentum* 41, 1(1991): 84-109. This is a first reading to note, for your own study, any questions you need to answer about the Genesis text, and scholarly jargon or references you do not understand that are important to understanding the article. You are to write a response by Oct 5 (see #5B below). TURN IN on Sept. 12 your flow of thought diagram (see instructions in book of handouts and in class) of Gen. 6:1-4. TURN IN on Sept. 12 your summary of the theological point of Gen. 6:1-4, in the context of Genesis, in a sentence or two. This should explain what this passage accomplishes at the beginning of the flood story. Also, LIST the questions on specific points that need to be answered in order to understand the details of what the passage is referring to. Finally, LIST where else the Hebrew word “Nephilim,” 6:4 NIV, is used in the O.T.
- 3) TURN IN on Sept. 19 a 2-3 page word study (see instructions in Handouts and in class) on the Hebrew word in Gen. 6:6 for “repented” in KJV, **“grieved” in the NIV, 1984 edition**, “regretted” in the NIV, 2011 edition, or “was sorry” in the ESV, not the “grieved” word in ESV nor “grieved” in KJV. The main two tools are a Hebrew concordance and the article in *NIDOTTE* (*New International Dictionary of OT Theology and Exegesis*, which uses the NIV numbering system). The recommended concordance is the *Hebrew English Concordance to the OT with the NIV* (1984 edition). For KJV there is the *Englishman’s Hebrew Concordance* keyed to Strong’s numbers for the Hebrew words. You may use a computer concordance program **if** it searches on the Hebrew word (this is often done through Strong’s number for the Hebrew word). Also, **tell whether you read the NIDOTTE article for your Hebrew word.**

- 4) READ for Sept 26 the excerpts from Gilgamesh and Atrahasis in *Old Testament Parallels* by Matthews and Benjamin or the same passages (or more) in another edition of these ANE (ancient Near Eastern) flood accounts. Watch for the similarities to and the differences from Gen. 6-9. TURN IN on Sept 26 a chart of similarities and your detailed *differences* between Gen. 6-9 and the ANE flood accounts of Gilgamesh and Atrahasis (you may consider them together as one Mesopotamian tradition) after reading: Wenham's commentary on Gen. 1-15 in Word Biblical Commentary Series, pp. xlvi-1, 159-166 (on the portal, Course Commons, or in the Reference section of the library); Kitchen, *The Bible In Its World*, pp. 27-30 (on the portal, Course Commons, or on Reserve); and Walton's chart in his book of charts, p. 81. Make your own chart, mentioning Walton's items and adding your own additions to or changes of wording from Walton's chart *in italics* or **bold**. I especially would like to see you **make some observations on the implications of the ANE statements**, such as how the shape of the ark would affect it in the storm. Therefore, the grading of the list will focus on additions, improvements to, and comments on Walton's chart, from your careful reading and interpreting of the texts. Then, WRITE your summary in a half page or so of what is the relationship between the ANE literature and Gen. 6-9. Assume that the copies of the ANE flood accounts are older than our copies of the OT. Tell why there are similarities? State briefly what you see as significant about the *differences* between the two accounts. Answer the question: Did either writer copy from the other? Explain briefly for a layperson your view of the divine inspiration of Gen. 6-9 in relation to other flood accounts?
- 5) READ (before writing the response to the VT article in the handouts that you read for assignment 2A above) for Oct. 3 about the JEDP Theory of Pentateuchal authorship in: 1) our textbook; 2) the "Undead Hypothesis" article by Garrett, in the handouts; 3) Wenham's commentary on Gen. 1-15, in the Word Bibl. Comm. Series, pp. xxv-xlii, in the handouts; before doing 5B. At the end of the essay below **state what % you read** of these. TURN IN on Oct. 3, first, a list of the six arguments discussed in the VT article by Wenham in the handouts (see assignment 2A) above) and then a 3-4 page analytical response giving your analysis of the strengths and weaknesses of the arguments in the article (do not repeat the details of the arguments) for and against the theory that various sources were patched together to produce Gen. 6-9. Also give your conclusions on that issue and on the overall quality and results

of Wenham's article. Did he accomplish his purpose for writing the article? What have you learned about scholarship in OT studies? What is a healthy perspective on all this? What is the value of all this for interpreting Genesis 6-9 as God's Word? (Note: this is 14% of the course grade. You are not expected to understand every point thoroughly nor authoritatively critique them but to clarify the issues and the quality of the arguments and give a carefully considered opinion and perspective on JEDP in relation to a believer hearing from God through the Pentateuch.)

- 6) Background Reading for November 23 assignment. All of Walton, John H. *Ancient Near Eastern Thought and the Old Testament*. (Take notes on the most helpful insights for the assignment below.) A total of 100 pages of your choice from one OR any combination of selections from the following (on Reserve in the library): Hoerth, Mattingly, Yamauchi, *Peoples of the OT World*; Hoerth, *Archaeology and the OT*; Currid, *Ancient Egypt and the OT*; Chavalas, Younger, *Mesopotamia and the Bible*; Von Soden, *The Ancient Orient*; Craigie, Peter C. *Ugarit and the Old Testament*; De Vaux, Roland. *Ancient Israel*. Vol. 1, *Social Institutions*. Vol. 2, *Religious Institutions*. One article from a scholarly archaeological journal other than from BAR, one article from the *Oxford Encyclopedia of Archaeology* (in the Reference section of the library) on any background information of interest to you, and two pages of background commentary on OT verses of your choice in *Zondervan Illustrated Bible Backgrounds Commentary: Old Testament*, edited by Walton (BS 2341.52 Z66 2009, 5 vols.). View the pictures with selected notes, on the library computer, by the end of the course, following the instructions on the portal or Course Commons. TURN IN sometime during the week of Thanksgiving, no later than noon on Wednesday Nov. 23, a list of all the above readings that you did **with a total** of the pages for the ones from the list of choices for the 100 pages, and the titles of the articles read. Also, turn in a **4-6 page narrative** of the most helpful specific insights you gained from any of the above reading, especially from Walton, *ANE Thought*. These are to be insights that make specific differences in your understanding of what God was doing and saying to us in the Old Testament.
- 7) Write a final exam over the course on Monday, Dec. 5. Bring your own paper for the essay portion, either 8½ x 11 (write on one side only) OR a blue book (you may write on both sides). Also **bring your signed accountability sheet for the readings** (previously handed out in class). If you prefer to type the essays

on your laptop ask the professor for permission before the day of the exam.

- PTH Review
 - The course objectives and learning assignments of BOT 530 align with the MDiv degree program's learning outcome #1.
- BTH 532
 - Course Objectives
 - Exhibit **knowledge** of the content of NT Theology (NTT) by recalling from memory on online quizzes and proctored examinations over-arching NT themes and specific contributions of the Gospel Evangelists, of the Apostle Paul in his writings, and from the General Epistles.
 - Demonstrate a **comprehension** of the academic discipline of NTT by (a) comparing and contrasting approaches; (b) selecting and defending an ideal model; and (c) assessing strengths and weaknesses of other chosen models in an online Discussion Forum.
 - Drawing from all your learning, **design** and demonstrate a well-informed personal methodology of NTT in a research project of your choice related to discipleship by: (a) originating a 15-page term *paper* in Turabian style on topic or issue of your choice; (b) producing a 15-minute online *presentation* incorporating multimedia; and then (c) leading an online *discussion* on your topic.
 - In your project paper and presentation, **relate** the academic fruits of your research to contemporary scholarly thinking. By comparing and critiquing other views, offer recommendations on your chosen theological issue or topic, whether a fresh contribution, a corrective, or a reaffirmation.
 - In your project paper and presentation, **apply** the practical truths of your research by showing their relevance to your vocational ministry and to the personal, spiritual, and every-day life in the world (at school, home, work, and in the community), of a Spirit-filled Christ follower.
 - Course Assignments
 - All of the learning activities and assessments for this semester's class total 500 points.
 - 100 points (20% of the grade) are based on **interactive learning activities**. Members of this class are a learning community; each student contributes to the learning of each other as individuals and to the class as a group. Therefore, to engage and benefit from what these adult learners are able to contribute, most weeks the students are involved in interaction: one Discussion

(with the whole class), or one Collaborative Project (with a small group), or Peer Review (with one student).

- 200 points (40% of the grade) are based on **individual learning activities**. Step by step (up to the completion of a Final Project written paper, online presentation, and online discussion), the student is introduced to and practices the steps of doing NTT on a topic of their choice.
- 200 points (40% of the grade) are based on **learning assessments**. After studying the Quizlet sets on the assigned material for the week's module, the online Practice Quizzes, and reviewing their own notes on the textbooks, the student takes a 10-question quiz online. Two times the student contributes questions to an online Quizlet flashcard set. - Weekly/module quizzes may be retaken, if necessary (up to the closing time), to raise the score. The final score is recorded as the quiz grade. - The 100-point Final Examination is entirely objective in nature, and covers the same content as the 10 weekly/module quizzes. (It can be prepared for by reviewing all the Quizlet sets).
- PTH Review
 - The course objectives and learning assignments of BTH 532 align with the MDiv degree program's learning outcome #1.
- BTH/MHT 501
 - Course Objectives
 - Articulate God's plan for the universe from a biblical perspective.
 - Recognize the vital link between the kingdom of God, the church, and missions as expressed in both the Old and New Testaments.
 - Analyze the Christological paradigm for missions revealed in Scripture.
 - Understand the need for doing theology in light of the unreached in specific contexts.
 - Evaluate contemporary and alternative missiological strategies, philosophies, and issues (theologies) in light of a biblical theology of mission.
 - Identify Pentecostal distinctives and contributions to missiology and the fulfillment of the Great Commission.
 - Understand and respond in a personal way to the needs of the world and the challenge of missions.
 - Perceive the role of prayer in mission.
 - Recognize both the hardships and the rewards of missionary service and be open to God's call and direction in missions.

- Integrate course materials into life and ministry.
 - Course Assignments
 - Reading of the required textbooks. A Canvas online open book “Quiz” must be completed for each text and for a missionary biography.
 - The submission of a missions sermon that you have preached or will preach. Include title, text, introduction, major points in outline form and conclusion/application. The paper should be 3-4 pages in length.
 - In a 15-20 page research paper, demonstrate your mastery of the content of this course by writing a paper on a particular topic in the area of biblical missiology. The paper should: 1) Apply the principles of biblical theology taught in the class, 2) Demonstrate a comprehensive knowledge of *missio Dei* as found in the biblical witness, including appropriate biblical references. Be sure to demonstrate a clear contextual (exegetical) understanding of all texts that are discussed, 3) Integrate and cite class lectures, assigned readings, and other scholarly sources, 4) After presenting your understanding of a particular topic in biblical missiology, apply your current sense of God’s unique calling on your life to your understanding of the topic and indicate what the Holy Spirit is leading you to do in response to your learning (i.e. present a personal plan for missional praxis).
 - PTH Review
 - The course objectives and learning assignments of BTH/MHT 501 align with the MDiv degree program’s learning outcome #1.
2. Construct a paradigm for bridging the horizons between the ancient biblical text and the contemporary world
- BIB 532
 - Course Objectives
 - See Section 6.g.i.MDiv.1.BIB 532 above
 - Course Assignments
 - See Section 6.g.i.MDiv.1.BIB 532 above
 - PTH Review
 - The course objectives and learning assignments of BIB 532 align with the MDiv degree program’s learning outcome #2.
 - BTH 532
 - Course Objectives
 - See Section 6.g.i.MDiv.1.BTH 532 above
 - Course Assignments
 - See Section 6.g.i.MDiv.1.BTH 532 above

- PTH Review
 - The course objectives and learning assignments of BTH 532 align with the MDiv degree program's learning outcome #1.
- BTH/MHT 501
 - Course Objectives
 - See Section 6.g.i.MDiv.1.BTH/MHT 501 above
 - Course Assignments
 - See Section 6.g.i.MDiv.1.BTH/MHT 501 above
 - PTH Review
 - The course objectives and learning assignments of BTH/MHT 501 align with the MDiv degree program's learning outcome #2.
- MCC/MHT/PTH 643
 - Course Objectives
 - Define elements of culture using anthropological terms, such as worldview, social organization, power distance, and collectivism.
 - Describe his/her own cultural identity and biases. Critique the role cultural identity plays in the development of church, community, mission strategies, and communication methods.
 - Conceptualize the interrelationship between communication of the biblical narrative and worldview.
 - Develop an integrated communication strategy, in light of anthropological understanding, for reaching a Defined people group with the message of the gospel.
 - Evaluate one's own cross cultural relationships and communication efforts in light of the Gospel and seek to grow in empathy towards people groups of other faiths, cultures, and economic status and grow in the desire to fulfill God's mission by communicating the Gospel effectively.
 - Course Assignments
 - Exploring scriptures through another culture's eyes: Find a friend who does not know Jesus whose mother culture is different than your own. Ask him or her if she is willing to read a 'story' and answer this question: What do you understand this story to be saying? If this story were true what would it mean for someone from your culture? Choose one of the following pericope and print it out as a story, leaving out the Bible references, etc.: Luke 15:11-3, Matt 5:27-43, Matt 20:1-16, Luke 12: 16-34, 14:25-27, Outline the differences between your understanding of the story and their understanding. Reflect on the reasons why the difference exists.

- Explore the culture of the people group (it would be best to explore the same culture of the person from Assignment 1) to discover a myth, a hero figure, an ancient ritual, or religious belief that still has an effect on the culture today. You may do this by doing library/internet research, but I would prefer if you would include in your research personal conversation with local citizens. Write up a summary, or create a power point, video, etc. Reflect on a theological response to this element of the culture.
- Read the required texts and prepare reading reports.
- Work through the analysis of social order on pages 40-50 in Lingenfelter's *Transforming Culture* both for your native culture and for the culture of the people group with whom you are interviewing. Compare and contrast the home, work, church social organizations of your culture and your interviewee's culture. Suggest hindrances to communication presented by cultural differences.
- Final Paper: The purpose of this project is to come to understand some aspect of a people group that is different than your own home culture. You will do this by conducting interviews with someone from that group. I would suggest that you interview the same person from assignment one. If you have focused all the assignments on this same cultural group, it will give you broader perspectives for writing this final paper. From the analysis of the cultural understanding, you will then seek to exegete a biblical passage that contains a truth especially pertinent to this people group, and explore a method to adequately communicate the truth. The final paper then will involve three parts: 1) Interviews: Conduct one or more interview with someone from another people group or culture than your own. Using the lenses that are provided by Hiebert, Hofstede, Lingenfelter, Elmer, or Mary Douglas analyze the important cultural traits of this people group, using the tools such as a cultural interviews and readings to fully explore your people. Focus on the aspect of the culture that you think will be the center of your biblical study and communication project. Write a six page analysis and summary. Your analysis and summary should have at least one reference per page, and use most of the above-mentioned references (6-10 total references). (double-spaced, 12 pt Times New Roman) On the basis of your discoveries from the interviews, choose a biblical pericope that you would like to see communicated to this people group. Be sure to explain why you chose the pericope that you chose! You may use the same Bible narrative that was

focused on in Assignment 1. Using good/correct biblical exegesis and pertinent hermeneutics, write a biblical foundation for the periscope. Attempt to critique your own cultural bias that may distort your understanding, and ask, what is the message in scripture to the people group of my interviewee (5-8 pages, double spaced, 12 pt Times New Roman, 1 reference per page) Develop a creative method of communicating that message (considering the literature and class discussions on communication) to the people group you have chosen. This can be a skit, a dialogue, a video, etc.

- PTH Review
 - o The course objectives and learning assignments of MCC/MHT/PTH 643 align with the MDiv degree program's learning outcome #2.
- 3. Explain the historical trends and doctrines of Pentecostalism
 - HIS 528
 - Course Objectives
 - o Trace the development of the Pentecostal/Charismatic movements from its biblical origins to the present day—analyzing the contributions of key personalities and the impact of major events on that development.
 - o Identify the social, culture and theological issues influencing the movement.
 - o Evaluate the impact of spiritual entrepreneurship for church growth, community development and economic transformation.
 - o Analyze early Pentecostal missions strategy—assessing the effect of early eschatological expectations on that strategy and comparing/contrasting it with present day methods and strategy.
 - o Analyze the nature of contemporary Pentecostalism, its diversity and essential unity.
 - o Assess the impact that Pentecostalism has made and continues to make on Christianity, including cultural, economic, sociopolitical and theological innovations.
 - o Demonstrate skill in analyzing and evaluating primary source materials and relevant secondary sources to trace theological and historical development.
 - o Synthesize and integrate insights gained from this learning experience in his or her life and ministry, with a view to whole-life impact.
 - Course Assignments
 - o Careful and thoughtful reading of all the required textbooks and assigned readings is necessary in order to participate in class/small group discussions and prepare for examinations.

- Read all of Robeck's *Azusa Street*. Write a five-page book critique consisting of 1) a summary of its major contents; 2) Key insights for 21st century ministry. The critique.
 - Read Yong and Synan's volume of Latin American Spirit-empowered movements and write a seven-page reflective essay that includes 1) commentary of at least three diverse nations/movements; 2) the theological challenges and contributions of Latin American Pentecostal/Charismatic Christians to the global dialogue and 3) insights for 21st century ministry gleaned from the reading. The essay should be double-spaced, 11 or 12-pt. type and formatted according to Turabian or APA standards.
 - Participate in all class sessions and come prepared to present to the class a 10-15 minute presentation, "What is a Pentecostal?"
 - Read Self, *Flourishing Churches and Communities* and the Yong and Synan text on Asian and Oceania Spirit-empowered movements. Compose a seven-page essay from these works focused on, "Pentecostal Discipleship."
 - Write a 10-12-page, double-spaced biographical research paper on a topic approved by the professor. This paper must include a minimum of 10 outside sources.
 - All written work should be double-spaced, 10-12-point type and employ Turabian or APA formatting. It must be carefully edited and free from egregious grammatical, spelling and syntactical errors – please check your work and have editing help if needed.
 - PTH Review
 - The course objectives and learning assignments of HIS 528 align with the MDiv degree program's learning outcome #3.
4. Discuss the major issues and key figures in church history and biblical and systematic theology in light of the mission of God
- BTH 532
 - Course Objectives
 - See Section 6.g.i.MDiv.1.BTH 532 above
 - Course Assignments
 - See Section 6.g.i.MDiv.1.BTH 532 above
 - PTH Review
 - The course objectives and learning assignments of BTH 532 align with the MDiv degree program's learning outcome #4.
 - HIS 528
 - Course Objectives

- See Section 6.g.i.MDiv.3.HIS 528 above
- Course Assignments
 - See Section 6.g.i.MDiv.3.HIS 528 above
- PTH Review
 - The course objectives and learning assignments of HIS 528 align with the MDiv degree program's learning outcome #4.
- HIS/MHT 556
 - Course Objectives
 - Discuss intelligently the diverse movements of Christianity in their cultural settings from AD 30 to the 16th century.
 - Offer insights concerning economics, vocation and work and the ways Christianity has transformed the economic, political and social landscapes where it has found reception.
 - Analyze the contributions of key personalities and movements in both religious/theological and sociopolitical contexts.
 - Explain how cultural contexts impact the reception and maturation of the Christian faith.
 - Evaluate the economic and social impact of Christianity and the biblical worldview on all the cultures and geographies touched by the Gospel.
 - Evaluate the innovative understandings of mission that developed in different settings, with foci on communication, humanitarianism, evangelization and discipleship.
 - Discuss the theological controversies and the creedal consequences for the various streams of Christianity.
 - Understand the forgotten streams of non-Chalcedonian Christianity.
 - Understand how Islam could conquer the cradle of Christianity and become a missionary rival of the Christian faith.
 - Historically analyze and evaluate Jewish-Christian relationships.
 - Integrate spirituality and theology, appreciating the contributions and limitations of different spiritual foci as they developed over time.
 - Appreciate and articulate the experiences of Pentecostalism throughout church history, especially the entrepreneurial/missional ethos of Spirit-empowered believers.
 - Integrate her/his personal story with the larger historical-redemptive story.
 - Course Assignments
 - Students must submit thirteen (13) weekly reading-response and reflection reports. These will be 250-300 words and demonstrate engagement with the reading material.

- There will be two (2) Essays of 4-5 pages due on the dates below (see Course Schedule). The specific questions are in the Course Schedule. These essays will be mature reflection on the textbook readings and classroom materials. No outside research is necessary. *Single-spaced, 11 or 12 point type should be used, with standard margins.* If a brief quote is given, note the author and page – otherwise, these are the student’s analysis and summary.
- There will be two exams during the semester on the dates noted below. The professor will prepare the class through a study guide issued on the student portal. Seated students will complete the exam in class as the Friday weekend classes begin. Online students will complete it by midnight of the same day.
- A 10-12-page paper on “Someone Who Made a Difference.” Students will choose a particular figure from World Christian history between 325 and 1453. At least five (5) outside sources should be consulted. This is NOT a full biography – give just enough background to be able to comment intelligently on the impact of this individual on their world.
- There will be a comprehensive take-home final.
- PTH Review
 - The course objectives and learning assignments of HIS/MHT 556 align with the MDiv degree program’s learning outcome #4.
- THE 531
 - Course Objectives
 - Summarize the language and concepts of the theological topics which are the focus of the course.
 - Compare the evangelical formulations of these theological topics with the larger context of contemporary theological discussion and development.
 - Assess the unique contributions and challenges of the Pentecostal tradition to the formulation of these theological topics.
 - Defend the biblical foundations for the expression of these theological topics.
 - Select theological materials for implementation in the ministry of the Church to the modern age.
 - Synthesize research data on a theological topic and present the findings in a cogent manner.
 - Course Assignments
 - The student should complete all of the readings indicated on the Course Outline. A report of the fulfillment of this assignment

- will be made on a form to be provided. The student will be graded on the percentage of the assigned reading completed.
- The student should sustain successfully two exams covering the lecture material and the assigned readings. The exams will be essay in nature and will be given on the dates shown on the Course Outline. Exams may not be taken late unless an emergency has necessitated the absence.
 - The student will submit a research paper, minimally fifteen pages in length (excluding bibliography), on a topic germane to the course. The instructor must approve the topic. The paper should conform to the Turabian (current edition) format, employing footnotes to document source usage. The paper should make use of ten to twelve sources, no more than one-third of which may be from Internet sources, and will be graded on (in order of importance) content, composition, grammar, and form.
- PTH Review
 - The course objectives and learning assignments of THE 531 align with the MDiv degree program's learning outcome #4.
 - THE 532
 - Course Objectives
 - Summarize the language and concepts of the theological topics which are the focus of the course.
 - Compare the Pentecostal-evangelical formulations of these theological topics with the larger context of contemporary Christian theological discussion and development.
 - Assess the unique contributions and challenges of the Pentecostal tradition to the formulation of these theological topics.
 - Defend the biblical foundations for the expression of these theological topics.
 - Effectively and appropriately present selected theological materials in the context of contemporary Church ministry.
 - Synthesize research data on a theological topic and present the findings in a cogent manner.
 - Course Assignments
 - Read the assigned material from the Erickson and Horton texts and the McGrath reader and submit a journal reflection on the reading.
 - Complete the discussion forum postings. Certain forums may require a digital document to be submitted as an attachment. Each student will also respond at least once to the initial posting of every other student in the course.

- Complete the online quiz on the lecture and assigned readings.
 - There will be two essay exams during the course.
 - There will be a research/writing project for the course.
 - PTH Review
 - The course objectives and learning assignments of THE 532 align with the MDiv degree program's learning outcome #4.
5. Construct approaches to the challenges in ministry presented by the multiple social cultural issues in contemporary society
- BTH/MHT 501
 - Course Objectives
 - See Section 6.g.i.MDiv.1.BTH/MHT 501 above
 - Course Assignments
 - See Section 6.g.i.MDiv.1.BTH/MHT 501 above
 - PTH Review
 - The course objectives and learning assignments of BTH/MHT 501 align with the MDiv degree program's learning outcome #5.
 - MCC/MHT/PTH 643
 - Course Objectives
 - See Section 6.g.i.MDiv.2.MCC/MHT/PTH 643 above
 - Course Assignments
 - See Section 6.g.i.MDiv.2.MCC/MHT/PTH 643 above
 - PTH Review
 - The course objectives and learning assignments of MCC/MHT/PTH 643 align with the MDiv degree program's learning outcome #5.
6. Compare their own cultural distinctives in relation to the multi-cultural contexts in which ministry occurs
- BTH/MHT 501
 - Course Objectives
 - See Section 6.g.i.MDiv.1.BTH/MHT 501 above
 - Course Assignments
 - See Section 6.g.i.MDiv.1.BTH/MHT 501 above
 - PTH Review
 - The course objectives and learning assignments of BTH/MHT 501 align with the MDiv degree program's learning outcome #6.
 - MCC/MHT/PTH 643
 - Course Objectives
 - See Section 6.g.i.MDiv.2.MCC/MHT/PTH 643 above
 - Course Assignments
 - See Section 6.g.i.MDiv.2.MCC/MHT/PTH 643 above
 - PTH Review

- The course objectives and learning assignments of MCC/MHT/PTH 643 align with the MDiv degree program's learning outcome #6.
- 7. Construct individual and corporate methods for spiritual and emotional growth.
 - PTH 522
 - Course Objectives
 - Discuss how issues of identity, personhood, and authenticity are of fundamental importance in ministry.
 - Articulate a personal mission, vision and values statement that explains one's ministry calling.
 - Explain the integration, importance and interplay of wholeness and holiness.
 - Summarize one's own personality and emotional development and their impact on fulfilling ministry calling.
 - Course Assignments
 - View the weekly video segments if posted.
 - Complete all discussion forum postings.
 - Complete the weekly reading assignments.
 - Prepare a summative reflection paper on the course materials.
 - PTH Review
 - The course objectives and learning assignments of PTH 522 align with the MDiv degree program's learning outcome #7.
 - PTH 556
 - Course Objectives
 - Articulate a theological rationale for implementing a ministry plan or program in a local context.
 - Summarize the essential elements of professional praxis for their local ministry plan/ program.
 - Construct and implement a plan/program for leading a local ministry based upon their project research.
 - Assess the effectiveness of their local ministry plan/program and its value to the larger ministry community.
 - Provide a strong exegetical basis for the theological rationale used in their ministry plan/ program.
 - Provide a strong exegetical basis for the theological rationale used in their ministry plan/ program.
 - Identify the historical theological development of their research topic and assess its relevance to their local ministry plan/program.
 - Course Assignments
 - View the weekly video segments.

- Complete the discussion forum postings.
- Read the Strunk and White text and complete the assigned report.
- Complete the professional development assessments.
- During the course, students will design, research and develop their 40-60 page Field Education Research Project.
- PTH Review
 - The course objectives and learning assignments of PTH 556 align with the MDiv degree program's learning outcome #7.
- PTH 559
 - Course Objectives
 - Articulate the biblical and theological foundations for enhancing all of the relationships included in their current and future ministry contexts.
 - Develop a ministry action plan that produces healthier relationships in their current and future ministry contexts.
 - Implement a biblically grounded and practically executed pastoral care program in their current and future ministry contexts.
 - Create specialized sacerdotal services and events for their current and future ministry contexts.
 - Organize the personnel and resources of their current and future ministry contexts for more effective mission fulfillment.
 - Course Assignments
 - Complete the discussion forum postings.
 - Complete the weekly reading assignments.
 - During the course, students will read, reflect, and write in order to prepare their final 15-18 page summative projects.
 - PTH Review
 - The course objectives and learning assignments of PTH 559 align with the MDiv degree program's learning outcome #7.
- PTH 650
 - Course Objectives
 - Distinguish between the various approaches (both historically and currently) that have been used to address the need for discipleship in the church and offer insight on the challenges to effective progress.
 - Evaluate the utility of these approaches for discipleship in the 21st century in the light of a theological perspective that focuses on the *missio dei*.

- Integrate the elements of spiritual formation emotional and relational health, vocational clarity and economics/work into a model of Whole-Life Discipleship (WLD).
 - Create a discipleship strategy for a local church that addresses the needs of the poor and marginalized and conforms to best practice models and mobilizes all of God's people for mission and community flourishing.
 - Integrate the theological foci of eschatology, ethics and mission into a cohesive vision for empowering kingdom progress.
 - Course Assignments
 - Complete the discussion forum postings.
 - Reading the assigned texts in order to complete the reflection essay on them.
 - Complete the writing assignments when directed by the course instructor.
 - Students will prepare a fresh strategy (12-15 pages, double spaced, Turabian formatting) for discipleship relevant to their life/ministry contexts.
 - PTH Review
 - The course objectives and learning assignments of PHT 650 align with the MDiv degree program's learning outcome #7.
8. Demonstrate biblically sound and culturally relevant sermons.
- HOM 529
 - Course Objectives
 - Explain the central themes of biblical theology and how they affect sermon preparation.
 - Evaluate the components of preaching and their contributions to effective gospel communication.
 - Discern and experience the role of the Holy Spirit in sermon preparation and delivery.
 - Be formed as a preacher within a Spirit-filled context.
 - Develop clearly organized, relevant messages that reflect biblical accuracy.
 - Critique and analyze the expository preaching of others.
 - Critique and analyze one's own expository preaching.
 - Course Assignments
 - Students will read all assigned materials.
 - Students will prepare and deliver a 12-minute message expounding an entire one verse (two line) passage from the book of Proverbs.
 - Students will prepare and deliver a 15-minute message expounding an entire psalm from the book of Psalms.

- Students will prepare and submit a 500-word self-critique of their sermon delivery.
 - PTH Review
 - The course objectives and learning assignments of HOM 529 align with the MDiv degree program's learning outcome #8.
 - HOM 633
 - Course Objectives
 - Course not offered in the Fall semester
 - Course Assignments
 - Course not offered in the Fall semester
 - PTH Review
 - Course not offered in the Fall semester
 - BTH/MHT 501
 - Course Objectives
 - See Section 6.g.i.MDiv.1.BTH/MHT 501 above
 - Course Assignments
 - See Section 6.g.i.MDiv.1.BTH/MHT 501 above
 - PTH Review
 - The course objectives and learning assignments of BTH/MHT 501 align with the MDiv degree program's learning outcome #8.
9. Apply biblical/theological foundations and current ministry practices to specific ministry contexts.
- PTH 556
 - Course Objectives
 - See Section 6.g.i.MDiv.7. PTH 556 above
 - Course Assignments
 - See Section 6.g.i.MDiv.7. PTH 556 above
 - PTH Review
 - The course objectives and learning assignments of PTH 556 align with the MDiv degree program's learning outcome #9.
 - PTH 650
 - Course Objectives
 - See Section 6.g.i.MDiv.7. PTH 650 above
 - Course Assignments
 - See Section 6.g.i.MDiv.7. PTH 650 above
 - PTH Review
 - The course objectives and learning assignments of PTH 650 align with the MDiv degree program's learning outcome #9.

VII. Findings (organize by learning outcomes)

- Discuss the flow of biblical revelation through the Old and New Testaments, with an emphasis on the redemptive mission of God's people throughout the world
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in theological research and writing
- Construct a paradigm for bridging the horizons between the ancient biblical text and the contemporary world
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in theological research and writing
- Explain the historical trends and doctrines of Pentecostalism
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in theological research and writing
- Discuss the major issues and key figures in church history and biblical and systematic theology in light of the mission of God
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in theological research and writing
- Construct approaches to the challenges in ministry presented by the multiple social cultural issues in contemporary society
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in research and writing
- Compare their own cultural distinctives in relation to the multi-cultural contexts in which ministry occurs
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in research and writing
- Construct individual and corporate methods for spiritual and emotional growth.
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in research and writing
- Demonstrate biblically sound and culturally relevant sermons.
 - a. Assessment data confirms that most students achieve this learning outcome

- b. Faculty identify declining competence in theological research and writing
- Apply biblical/ theological foundations and current ministry practices to specific ministry contexts.
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in theological research and writing

VIII. Recommendations based on findings (include resource needs and improvement efforts independent of resource needs)

- Consider adding a theological research and writing course to the curriculum of MDiv degree program.
 - Reduce the electives credits in the MDiv degree program from 12 to 9 credits to provide room for a research and writing course.
- Retain the learning outcomes at both the program (PLO) and course (CLO) levels.
 - Reinforce the connection between CLOs and PLOs within course syllabi by listing the PLOs of the PTH degree program that most closely align with each CLO.
 - Use the degree program curriculum maps to identify which PLOs align with an individual course.

IX. Action items with timelines

- Recommend curriculum program revisions to the MDiv degree to include a theological research and writing course to the AGTS Academic Affairs Committee (AAC) in its April 2016 meeting.
- Provide a curriculum map for each instructor who teaches a course in the MDiv degree program to assist them in aligning their CLOs with each PLO. These maps will be submitted to the newly constituted AGTS Seminary Advisory Council (SAC) in its October 2016 meeting, along with a proposal to revise accordingly each course syllabus in the MDiv degree program scheduled for the Spring 2018 semester.