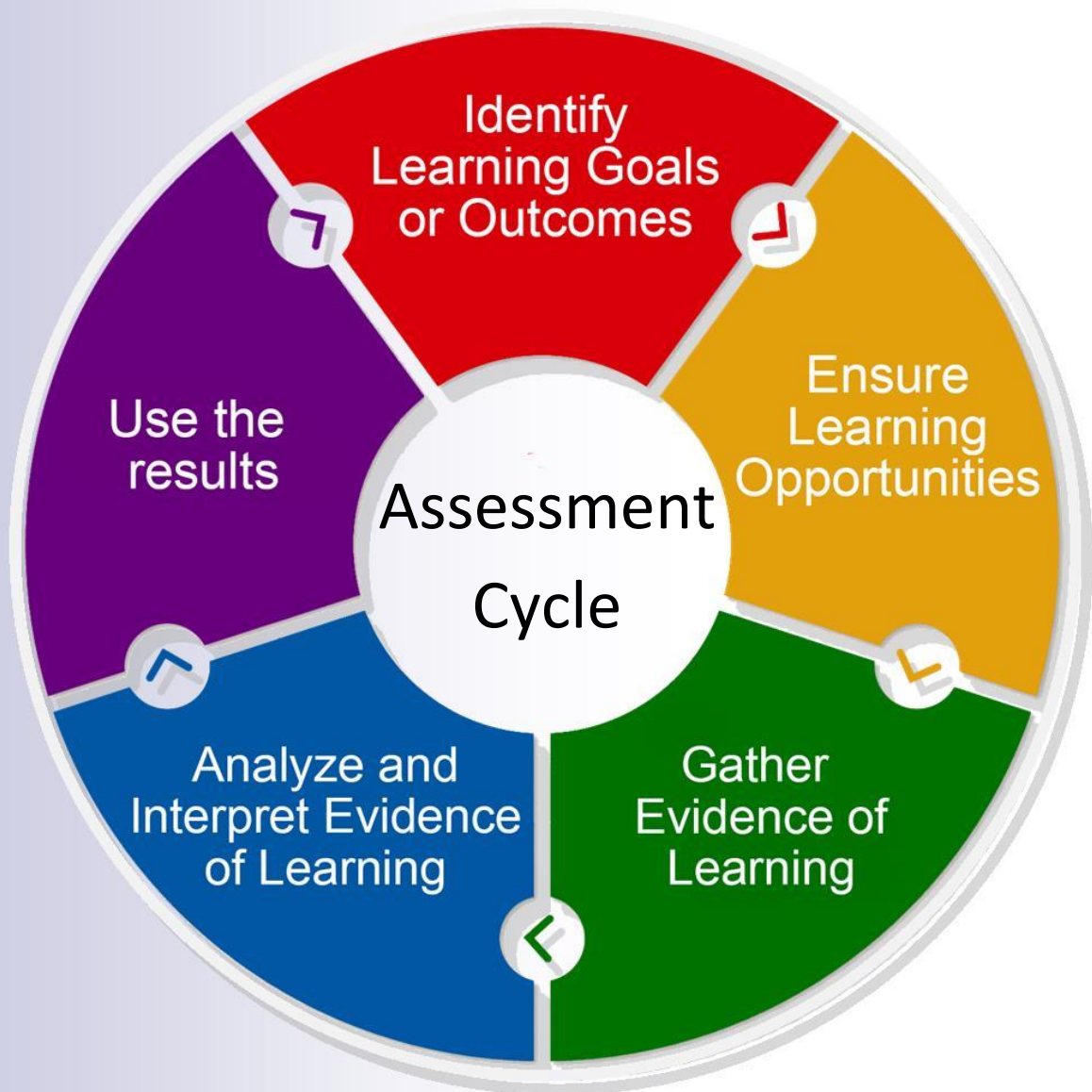


Whole Person Assessment



ORU Graduate School of Theology and Ministry

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ORU'S FOUNDING MISSION AND VISION STATEMENTS

FOUNDING VISION

Oral Roberts University is a charismatic university, founded in the fires of healing evangelism and upon the unchanging precepts of the Bible. The university was founded as a result of the evangelist Oral Roberts' obeying God's mandate to build a university on God's authority and the Holy Spirit.

God's commission to Oral Roberts was to "Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."

ORU MISSION STATEMENT

To build Holy Spirit-empowered leaders through whole person education to impact the world with God's healing.

GSTM MISSION STATEMENT

The Graduate School of Theology and Ministry, the Seminary of Oral Roberts University, educates and equips men and women biblically, theologically, and professionally to serve as Spirit-empowered leaders in the church, society, and the global community.

ACHIEVING THE MISSION

Assessment helps schools know how they can better achieve their mission:

1. What do we want our students to learn (know/be/do) in light of our mission?
2. How do we know whether or not they are learning it?
3. How can we use that information to improve their learning?

ORU GRADUATE SCHOOL OF THEOLOGY AND MINISTRY (GSTM) ASSESSMENT PROGRAM

The ORU Graduate School of Theology and Ministry (GSTM) Assessment Program is committed to continuous improvement in its educational practices through the systematic collection and evaluation of information about student learning. Professional and personal assessment is an integral part of the total educational program of the ORU Graduate School of Theology and Ministry in both the master's and doctoral levels. In addition to student development, assessment takes place in multiple "layers": institutional, program, and outside entities.

ASSESSMENT BY OUTSIDE ENTITIES

A strong assessment program is required for accreditation. The GSTM has two accreditors: the Higher Learning Commission (HLC) and the Association for Theological Schools (ATS). This accreditation is also the gateway to \$150 billion of financial aid in the U.S. from the federal government.

INSTITUTIONAL AND DEGREE PROGRAM ASSESSMENT

The Seminary undergoes ongoing self-assessment in multiple areas. Faculty meet on a regular basis to review degree programs, program goals, learning outcomes, courses, and curriculum. Results of university student opinion surveys, ATS entering and graduating student surveys, Entry Level and Candidacy Level Assessment surveys, and student feedback from deans' forums and graduation interviews are also considered, and act as catalysts for program changes.

FACULTY AND UNIVERSITY ROLE IN ASSESSMENT

Faculty play the primary role in assessment and in using assessment results to improve student learning. According to ATS Educational Standard 6.4.1,

Evaluation of student learning is the responsibility of the faculty. Effective assessment of student learning requires that the faculty review and analyze the results of the assessment activities, discern appropriate changes to curriculum and educational practices, and document the results of its interpretation of assessment data and decisions about educational changes.

In addition to institutional and degree program assessment and course grading, Seminary faculty play an active role in required PRFT Assessment courses:

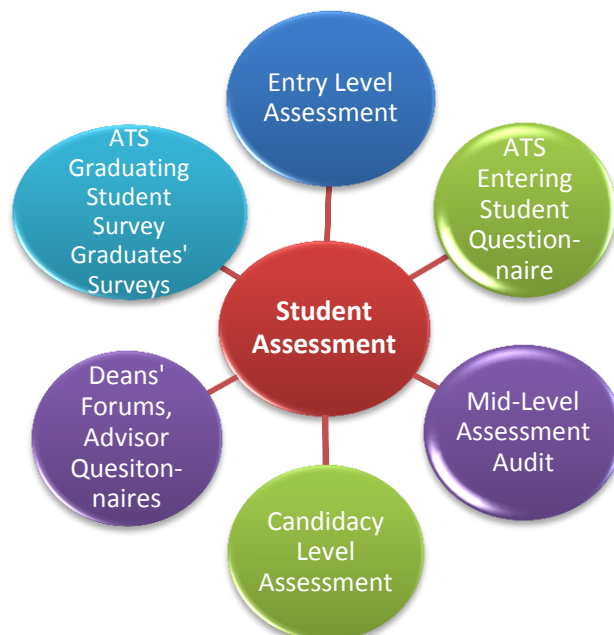
Course	Faculty Role in Assessment
PRFT 056 Entry Level Assessment (master's level)	Advisor Interview Self-Reflection Paper – review
PRFT 057 Mid-Level Assessment (master's level)	Advisor Interview
PRFT 058 Candidacy Level Assessment (master's level)	Comprehensive Exam Thesis Defense Counselor Preparation Comprehensive Exam (CPCE)
PRFT 710 Entry Level Assessment (DMIN)	DMIN Sub-Committee Student Evaluations
PRFT 720 Mid-Level Assessment (DMIN)	Student Survey DMIN Sub-committee Student Evaluations
PRFT 730 Candidacy Level Assessment (DMIN)	Comprehensive Exams DMIN Sub-committee Student Evaluations
PRFT 910 Entry Level Assessment (PhD)	PhD Sub-committee Student Evaluation
PRFT 920 Mid-Level Assessment (PhD)	PhD Sub-committee Student Evaluation Comprehensive Exam
PRFT 930 Candidacy Level Assessment (PhD)	PhD Sub-committee Student Evaluation Dissertation Defense

The Board of Advisors to the GSTM, which includes members from the University Board of Trustees, pastors from the community, and student representatives, is also involved in the Seminary assessment process.

STUDENT ASSESSMENT

Assessment draws together the varied influences, experiences, and learning of the students in situations that are intentionally evaluative and advisory. It also helps students to become familiar with degree program goals and outcomes and to understand how they contribute to the achievement of the mission statement for the Seminary. The basic components for assessment are professional skills, specialized knowledge, and personal/spiritual development. The purpose is to determine student competencies in relationship to degree program goals. Identified program goals contribute to the overall University mission to prepare professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept.

GSTM Student Assessment



OVERVIEW OF GSTM ASSESSMENT

The following chart from the ORU Assessment Catalog, gives an overview of the breadth and depth of the GSTM Assessment Program:

Name	Description	Data Source	Type of Instrument	Date/Frequency	Responsible Entity	University/GSTM Outcomes	Data Reviewed	Concerns Identified	Improvements Planned	Date Implemented
PRFT 056 Entry Level Assessment (Master's level)	Vocational, personal, and spiritual self-awareness.	Internal All students	Advisor Interview/ Questionnaire, Spiritual Life Inventory, Ministry/Vocational Calling/Self-Reflection Paper	Every fall/spring semester (first semester of enrollment)	Dr. Sandra Richardson, Director of Assessment; academic advisors	Enable students to articulate clearly their ministry/professional calling; assessment of spiritual, emotional & social aptitudes	The end of every fall/spring semester	n/a	Ongoing review of assessment process and implementation of change as needed	Ongoing, every semester
PRFT 057 Mid-Program Assessment/Audit (Master's level)	Determine student status in the assessment program and review academic progress	Internal All students	Questionnaire; degree program artifact submission status/degree program audit chart	Every fall/spring semester (mid-point of degree program)	Dr. Sandra Richardson, Director of Assessment; academic advisors	Determine student status of completion of degree program; goals, assessment of spiritual, emotional, & social aptitudes	The end of every fall/spring semester	n/a	Ongoing review of assessment process and implementation of change as needed	Ongoing, every semester
PRFT 058 Candidacy Level Assessment (Master's level)	Summative assessment of achievement of program goals, comprehensive knowledge, professional skills, vocational readiness, and personal formation.	Internal/ External Student, degree area faculty Community practitioner	Comprehensive exam; Whole Person Developmental paper; readiness interview with community practitioner; degree program artifact assessment; program questionnaire; thesis defense; counseling comprehensive exam	Every fall/spring semester (last semester of enrollment)	Dr. Sandra Richardson, deans, community practitioners, GSTM faculty (assessment of comprehensive exams)	Extent to which degree program goals have been accomplished, and integrated, thus closing the loop of the student assessment program	The end of every fall/spring semester	n/a	Ongoing review of assessment process and implementation of change as needed	Ongoing, every semester
Response to Total Seminary Experience Survey (PRFT 058 Candidacy Level Assessment, Master's level)	Electronic survey for students in last semester of enrollment on total seminary experience	Internal	Electronic Survey on D2L	Every fall/spring semester	Dr. Sandra Richardson, Director of Assessment Program	Measures GSTM student experience and expectations	Every semester	TBD	Ongoing review of assessment process and implementation of change as needed	Ongoing
Evaluation of Overall Degree Program (PRFT 058 Candidacy Level Assessment, Master's level)	Electronic survey for students in last semester of enrollment on degree program goals, courses, and artifacts	Internal	Electronic Survey on D2L	Every fall/spring semester	Dr. Sandra Richardson, Director of Assessment Program	Measures GSTM student experience and expectations	Every semester	TBD	Ongoing review of assessment process and implementation of change as needed	Ongoing

Name	Description	Data Source	Type of Instrument	Date/Frequency	Responsible Entity	University/GSTM Outcomes	Data Reviewed	Concerns Identified	Improvements Planned	Date Implemented
GSTM Program Review by Board of Advisors	Comprehensive review of the Seminary	External and Internal	Reports from GSTM program deans and directors; ATS Reports, Enrollment Statistics, University Reports, etc.	Every spring semester	GSTM Board of Advisors (includes representatives from ORU Trustees and local ministers); G TSA student representative	Measures GSTM degree programs goals and student learning outcomes.	Every spring semester	n/a	Ongoing review of Seminary	Ongoing, every semester
Assoc. of Theological Schools in US and Canada (ATS) (GSTM accreditors)	ATS Entering Student survey (ESQ)	External (ATS)	Electronic Entering Student Questionnaire (ESQ)	First semester of program (ESQ)	Dean's office; Assessment Program Coordinator	Entering student demographic information	Every fall/spring semester	n/a	n/a	Ongoing
Assoc. of Theological Schools in US and Canada (ATS) (GSTM accreditors)	ATS Graduating Student Survey (GSQ)	External (ATS)	Electronic Graduating Student Questionnaire (GSQ)	Last semester of program prior to graduation (GSQ)	Dean's office; Assessment Program Coordinator	Student satisfaction regarding program effectiveness, including academic, knowledge, spiritual formation and professional competence	The end of every spring semester, post-graduation	n/a	n/a	Ongoing
Counseling Internship/ Practicum	Practical application of the theories and methods of Professional Counseling for MCC and MCC/MFT students	Internal and External	Course artifacts; supervisory evaluations	During semester student enrolled	Coordinator of Practicum/Internship Program; Faculty Group Supervisor; Site Supervisor	Measures GSTM student learning outcomes	Every semester	TBD	Ongoing review of practicum/internship program	Ongoing
PFT 065 Counselor Preparation Comprehensive Exam (Faculty)	CACREP accreditation requirement; & component of PFT 058 for M.A. in Professional Counseling candidates	Internal/External	Counselor Preparation Comprehensive exam	Final semester of enrollment	Dr. Andrea Walker, counseling faculty	Measures GSTM student learning outcomes	Every semester	TBD	TBD	Fall 2015
Field Education/ Ministry Practicum	Observation in the practices of ministry for MDV and MPT students	Internal	Degree program artifacts, case study presentation, reflection groups, evaluation forms	During semester student enrolled	Dr. James Barber, Director of Field Education; site supervisors	Measures GSTM student learning outcomes	Every semester	Proper completion of required forms	Developing spreadsheet for closer monitoring of forms Review of Sites	Spring 2016 Ongoing

12/14/18

Name	Description	Data Source	Type of Instrument	Date/ Frequency	Responsible Entity	University/GSTM Outcomes	Data Reviewed	Concerns Identified	Improvements Planned	Date Implemented
GSTM Dean's Forum	Student question and answer dialogue with GSTM deans regarding seminary experience	Internal	Dean's responses to questions submitted by students	Per availability of deans	Dr. Wonsuk Ma, Dean; Dr. Bill Baker, Assoc. Dean	Addresses GSTM student concerns and comments	Every semester	The GSTM has not been able to	Continue to offer opportunities for open student/dean forum	Ongoing
PRFT 710 Entry Level Assessment (DMIN)	Evaluation of students' academic, professional, spiritual, emotional, and social aptitudes for continued enrollment in the DMIN program.	Internal All students	Degree program assessment of artifacts from current course offerings; rubric for formative evaluation of student's aptitude for continued enrollment in the DMIN program	Every fall/spring semester (first semester of enrollment)	DMIN Director, academic dean, DMIN sub-committee	Measures GSTM DMIN student learning outcomes and students' academic, professional, spiritual, emotional, and social aptitudes for continued enrollment in the DMIN program	Fall, spring	Assessment Orientation needed for students entering in spring	Video orientation added to D2L	Fall 2015
PRFT 720 Mid-Program Assessment Audit (DMIN)	Review of degree program artifacts; evaluation of students' academic, professional, spiritual, emotional, & social aptitudes for continued enrollment in the DMIN program	Internal All students	Degree program assessment of artifacts from current course offerings; rubric for formative evaluation of student's aptitude for continued enrollment in DMIN program	Every summer semester	DMIN Director, academic dean, DMIN sub-committee	Measures GSTM DMIN student learning outcomes, and student aptitude for continued enrollment in the DMIN program	Every summer semester	None presently identified		Summer 2016
PRFT 730 Candidacy Level Assessment (DMIN)	Review of degree program artifact submissions; summative report on student's ability to begin writing of Applied Research Project (ARP)	Internal All students	Comprehensive component, degree program assessment of artifacts from course offerings; rubric for formative evaluation of student's ability to complete ARP	Every summer semester*	DMIN Director, academic dean, DMIN sub-committee	Measures GSTM DMIN student learning outcomes, academic ability for research and writing ARP	Spring and as needed in fall	None presently identified		Summer 2017
Defense of Applied Research/Ministry Project (DMIN)	Defense of Applied Research/Ministry Project	Internal Student, DMIN Director, Supervisor	Oral Defense of project	Last semester of program upon completion of ARP	Student, DMIN Director, Ministry Project Supervisor	Measures GSTM student learning outcomes	Fall/spring semesters	Form and Style Review	TBD	Fall 2016

Name	Description	Data Source	Type of Instrument	Date/Frequency	Responsible Entity	University/GSTM Outcomes	Data Reviewed	Concerns Identified	Improvements Planned	Date Implemented
ATS Entering Student Questionnaire (ESQ) (PhD students)	Questionnaire for entering students	External: Assoc. of Theological Schools in US and Canada (ATS); Internal: Entering students in PRFT 910 Entry Level Assessment, PhD level	Online survey	Every fall/spring semester	First weeks of first semester	All entering students	Dean's office & assessment coordinator (setup) Director of PhD Program (review)	Entering student quantitative demographic information	ATS sends ESQ Report near end of fall/spring semesters	Every fall/spring semester
Response to Total Seminary Experience Study Survey	Electronic survey for students in last semester of enrollment on seminary experience	Internal: Students in PRFT 930 Candidacy Level Assessment, PhD level	Electronic Survey on D2L	Every fall/spring semester	Last month of last semester	All graduating students	Director of PhD Program (setup), PhD sub-committee or assessment committee; Director of Assessment Program (review)	Measures CSTM student experience and expectations	D2L Survey Report	Every fall/spring semester
Evaluation of Overall Degree Program	Electronic survey for students in last semester on degree program goals, courses, and artifacts	Internal: Students in PRFT 930 Candidacy Level Assessment, PhD level	Electronic Survey on D2L	Every fall/spring semester	Last month of last semester	All graduating students	Director of PhD Program (setup), PhD sub-committee or assessment committee; Director of Assessment Program (review)	Measures CSTM student experience and expectations specifically related to degree program goals and outcomes	D2L Survey Report	Every fall/spring semester
GSTM Program Review by Board of Advisors	Comprehensive review of the Seminary	External and Internal	Reports from deans and directors, ATS Reports, Enrollment Statistics, University Reports, etc.	Every spring semester	April	Dean, directors, etc.	GSTM Board of Advisors (includes representatives from ORU Trustees and local ministers)	Measures CSTM degree programs goals and student learning outcomes.	Report for Board of Advisors	Every spring semester

12/14/18

Name	Description	Data Source	Type of Instrument	Frequency	Responsible Entity	University/GSTM Outcomes	Data Reviewed	Concerns Identified	Improvements Planned	Date Implemented
Assoc. of Theological Schools in US and Canada (ATS)	ATS Graduating Student Survey (GSQ)	External: ATS Internal: Students in PRFT 930 Candidacy Level Assess PHD level	Electronic Graduating Student Questionnaire (GSQ)	Last semester of program prior to graduation (GSQ)	First month of last semester	Graduating students	Dean's office & assessment coordinator (setup) Director of PhD Program (review)	Student satisfaction regarding program effectiveness, including academic knowledge, spiritual formation and professional competence	ATS sends GSQ Report after spring semester	The end of every spring semester, post-graduation
PhD Program Artifact Rubrics	Professional measurement of degree program goals and outcomes based on specific rubrics	University system D2L	GSTM student artifact and assessment system -	Every semester	As assignments are due	Students, Course Professors	Office of Institutional Effectiveness - PhD director and faculty	Measures GSTM student learning outcomes based on degree program goals	Review of data from grading of rubrics related to degree program goals and outcomes	Every semester
PRFT 910 PhD Entry Level Assessment (PhD Level)	Rubric for Student Evaluation	Internal All students	D2L assessment of artifacts for formative evaluation of student's aptitude for continued enrollment in the PhD program	Every fall/spring semester (second semester of enrollment)	At end of second semester	PhD director, PhD faculty, Director of Assessment, Program Assessment coordinator	Director of PhD Program, PhD sub-committee/assessment committee	Measures PhD student learning outcomes and students' academic, professional, and spiritual aptitudes for enrollment in the PhD program	Course grades, student surveys, faculty feedback, etc.	Every semester
PRFT 920 PhD Mid-Level Assessment (PhD Level)	Rubric for Student Evaluation	Internal All students	Assessment of program rubrics for formative evaluation of student's aptitude for continued enrollment in the PhD program	Every semester/year	At the beginning of the third year prior to comprehensive exams	PhD Director, PhD faculty, Director of Assessment, Program coordinator	PhD Director, Dean, PhD Committee	Measures PhD student learning outcomes and students' academic, professional, and spiritual aptitudes for continued enrollment in the PhD program	Course grades, student surveys, faculty feedback, etc.	Every semester/year
PRFT 930 Candidacy Level Assessment (PhD level)	Rubric for Student Evaluation	Internal All students	Assessment of program artifacts/rubric for formative evaluation of student's ability to write a dissertation	Every semester/year	During the third year along with comprehensive exams	PhD director, PhD faculty, Director of Assessment, Program coordinator	PhD Director, Dean, PhD Committee	Measures student learning outcomes and students' academic ability for research and writing of the dissertation	Course grades, student surveys, faculty feedback, etc.	Every summer semester

Name	Description	Data Source	Type of Instrument	Date/ Frequency	Responsible Entity	University/GSTM Outcomes	Data Reviewed	Concerns Identified	Improvements Planned	Date Implemented
PRFT 990 Comprehensive Exams	Rubric for Written Comprehensive Exams	Internal All students	Written Exam covering all course work	Every semester/year	Third year following completion of coursework	PhD director, PhD faculty, Director of Assessment, Assessment Program coordinator	PhD Director, Dean, Comprehensive Exam Committee	Measures student learning outcomes and students' breadth of knowledge and readiness for further research and writing	Evaluation of exams by Comprehensive Exam Committee	Fall/Spring Semesters
GTHE 990 Dissertation	Dissertation Rubric	Internal All students	Manuscript	Every semester/year	Fourth year	PhD director, PhD faculty, Director of Assessment, Assessment Program coordinator	PhD Director, Dean, Student's Dissertation Committee	Measures student learning outcomes and students' ability to produce original and publishable literature	Evaluation of dissertation manuscript by Students' Dissertation Committee	Fall/Spring Semesters

Improvement Summary

Assessment helps schools know how they can better achieve their mission. The Association of Theological Schools in the U.S. and Canada (ATS), the GSTM accreditors, teach their schools to consider three things as they review their assessment process: 1) Is it simple? 2) Is it sufficient? 3) Is it sustainable? The GSTM is in a continuous assessment cycle of reviewing feedback (both quantitative and qualitative), evaluating the data, and creating change based on the evaluation (closing the loop). Three questions we consider in our evaluations are:

1. What do we want our students to learn (know/be/do) in light of our mission?
2. How do we know whether or not they are learning it?
3. And how can we use that information to improve their learning?

In Fall 2018, the university transitioned from using ePortfolio to D2L to assess student artifacts pertaining to degree program goals. Rubrics were being built and coded according to university requirements and were inserted into the proper D2L shells for fall 2018. The university supplied training for faculty in the new procedure. Once the GSTM has gone through this process, we'll have a better idea of any changes that will need to be implemented as a result of the data received.

MASTER'S LEVEL ASSESSMENT PROGRAM

The assessment process includes a 0.5 credit hour course during both the first and final semesters of enrollment. An advisor-advisee degree program audit occurs when one-half of the degree program is completed. Artifacts are published, stored, and assessed online each semester of enrollment. Selected artifacts have been designated to demonstrate the extent to which program goals are being achieved. Information relative to required artifacts is included in course syllabi. An overview of the assessment program is given to all entering students at orientation, and specific requirements are explained in special

sessions each semester, and at group advisement meetings. Information on the assessment process is also available online.

PRFT 056 Entry-Level Assessment (0.5 credit hrs)

(Vocational, personal & spiritual self-reflection)

All entering students enroll in PRFT 056 Entry-Level Assessment. This level involves student reflection on their identity and vocational calling, and writing a self-reflection paper. A structured interview with academic advisors occurs as part of the entry-level assessment. Advisors are assigned the first semester of matriculation according to each student's degree program and remain the student's advisor through graduation.

PRFT 057 Mid-Level Assessment (0 credit hr)

(Progress in achieving degree program goals and artifact submissions)

PRFT 057 Mid-Level Assessment provides opportunities for students to discuss degree program progress with their advisors. Students enroll for PRFT 057 the semester following the completion of one-half of their course requirements or during the semester prior to enrollment in PRFT 058 Candidacy-Level Assessment—whichever occurs first. During the mid-program audit conference, students discuss with their advisors how their personal calling has become more defined and reflect on their achievement of degree program goals and the personal and professional goals identified in PRFT 056 Entry-Level Assessment. The student provides an unofficial record of credit hours completed and an inventory of the program artifacts submitted so that student and advisor may assess progress in the Seminary degree program. The student submits a file copy of the audit review form signed by the advisor.

PRFT 058 Candidacy-Level Assessment (0.5 credit hrs)

(Spiritual and academic development; vocational readiness; extent of achievement of degree program goals)

During the final semester of enrollment, students enroll in PRFT 058 Candidacy-Level Assessment. The purpose of this assessment is to provide opportunities for professors, students, and community/church leaders to analyze the degree to which the degree program goals were achieved by ORU Seminary students. Specified artifacts are required to demonstrate the overall attainment of outcomes for the degree program. The student is responsible for electronically submitting appropriate artifacts. Based on their degrees, candidates present a portfolio of required artifacts and related materials for faculty review. The summative assessment includes a candidacy interview with advisors, degree area faculty, and/or community practitioners, and a comprehensive examination that

integrates the overall expected outcomes of the degree program. A representative panel assesses the various forms of summative assessment according to respective rubrics. Sessions for intentional evaluation of degree programs and the overall institution are included during candidacy-level assessment. An exit dialogue between candidates for graduation and the deans of the Seminary is scheduled at the conclusion of the final semester.

The following pages show the Goals, Outcomes, Courses, and Artifact charts for every master's level degree program.

GSTM Degree Program Goals, Outcomes, Courses, & Program Artifacts

MASTER OF DIVINITY

[Click here to see rubrics](#)

ATS Content Areas	GOALS: The Purpose of the Master of Divinity degree is to do the following:	OUTCOMES: As a result of successfully completing this degree program, the student will be able to:	ARTIFACTS: Type of artifact:	COURSES
Biblical/Theological Foundations	1.Prepare candidates with a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations.	Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to contemporary situations.	Research Paper	<i>One of the following:</i> GBIB 551 OT Synthesis GBIB 571 NT Synthesis
	2.Prepare students to interpret the biblical writings in the Greek and/or Hebrew languages, using critical exegetical tools, and writing a hermeneutical and exegetical paper.	Interpret the biblical writings in the Greek and/or Hebrew languages, using critical exegetical tools, and write a hermeneutical and exegetical paper.	Exegetical Research Paper	<i>One of the following:</i> GBIB 561 Herm. & Exeg. (Hebrew) GBIB 581 Herm. & Exeg. (Greek)
	3.Provide a basic knowledge of the key movements and figures together with their significance in the history of Christianity.	Present a basic knowledge of the key movements and figures together with their significance in the history of Christianity.	Term Paper	<i>One of the following:</i> GTHE 571 Church History I GTHE 581 Church History II
	4.Provide a basic knowledge of the contents and methods of Christian theology.	Exhibit a basic knowledge of the contents and methods of Christian theology.	Synthesis Paper	<i>One of the following:</i> GTHE 551 Sys Theology I GTHE 561 Sys Theology II
Cultural Context	5.Equip candidates with the biblical, theological, and ethical understanding necessary to analyze and discuss contemporary social issues affecting the Church and society	Analyze and discuss contemporary social issues affecting the Church and society based upon biblical, theological, and ethical principles	Ethical Position Paper	GTHE 661 Intro to Christian Ethics
	6.Provide opportunities to develop necessary skills for ministry within a variety of traditions, ministry settings, and cross-cultural contexts	Demonstrate skills for contemporary ministry within a variety of traditions, churches, and cross-cultural contexts	Supervisory Evaluation of Competencies	<i>One of the following:</i> FED 672 Field Education (Church) FED 673 Field Education (Comm.) FED 750 Ministry Practicum
Personal & Spiritual Formation	7.Enable students to develop and articulate a theology and theory of ministry that is relevant to their backgrounds and callings	Develop and articulate a theology and theory of ministry that is relevant to their backgrounds and callings	<i>One of the following:</i> Missions Paper Ministry Paper	<i>One of the following:</i> PRM 511 Intro to Christian Missions PRM 673 Intro to Pastoral Care
	8.Promote a biblical/theological understanding of the person, work, and ministry of the Holy Spirit	Articulate a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit	Position Paper	GTHE 510 Holy Spirit Empowerment in Life and Ministry
	9.Enable students to articulate clearly their ministry/professional calling	Articulate clearly their ministry/professional calling.	Self-Reflection Paper	PRFT 056 Entry Level Assessment
Practice of Ministry & Leadership in Ecclesial & Public Contexts	10.Enable students to develop skills and practical ministry strategies	Present practical ministry skills and strategies	Preaching/Teaching Manuscript/Presentation	<i>One of the following:</i> PRM 549 Foundations of Teaching Ministries PRM 669 Practice Preaching

GSTM Degree Program Goals, Outcomes, Courses, & Program Artifacts
MASTER OF DIVINITY/PASTORAL CARE AND CHAPLAINCY CONCENTRATION

ATS Content Areas	GOALS: The Purpose of the Master of Divinity degree is to do the following:	OUTCOMES: As a result of successfully completing this degree program, the student will be able to do the following:	ARTIFACTS: Type of artifact:	COURSES
Biblical/Theological Foundations	1.Prepare candidates with a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations.	Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to contemporary situations.	Research Paper	<i>One of the following:</i> GBIB 551 OT Synthesis GBIB 571 NT Synthesis
	2.Prepare students to interpret the biblical writings in the Greek and/or Hebrew languages, using critical exegetical tools.	Interpret the biblical writings in the Greek and/or Hebrew languages, using critical exegetical tools, and write a hermeneutical and exegetical paper.	Exegetical Research Paper	<i>One of the following:</i> GBIB 561 Herm. & Exeg. (Hebrew) GBIB 581 Herm. & Exeg. (Greek)
	3.Provide a basic knowledge of the key movements and figures together with their significance in the history of Christianity.	Present a basic knowledge of the key movements and figures together with their significance in the history of Christianity.	Term Paper	<i>One of the following:</i> GTHE 571 Church History I GTHE 581 Church History II
	4.Provide a basic knowledge of the contents and methods of Christian theology.	Exhibit a basic knowledge of the contents and methods of Christian theology.	Synthesis Paper	<i>One of the following:</i> GTHE 551 Sys Theology I GTHE 561 Sys Theology II
Cultural Context	5.Equip candidates with the biblical, theological, and ethical understanding necessary to analyze and discuss contemporary social issues affecting the Church and society	Analyze and discuss contemporary social issues affecting the Church and society based upon biblical, theological, and ethical principles	Class Presentation Ethical Position Paper	<i>One of the following:</i> GCSL 650 Professional Ethics in Counseling GTHE 661 Intro to Christian Ethics
	6.Provide opportunities to develop necessary skills for ministry and cross-cultural contexts	Demonstrate skills for contemporary ministry within a variety of traditions, churches, and cross-cultural contexts	Supervisory Evaluation	<i>One of the following:</i> PRM 780 Clinical Pastoral Education or FED 780 Pastoral Care & Chaplaincy Practicum
Personal & Spiritual Formation	7.Enable students to develop and articulate a theology and theory of ministry that is relevant to their backgrounds and callings	Develop and articulate a theology and theory of ministry that is relevant to their backgrounds and callings	<i>One of the following:</i> Missions Paper Ministry Paper	<i>One of the following:</i> PRM 511 Intro to Christian Missions PRM 673 Intro to Pastoral Care
	8.Promote a biblical/theological understanding of the person, work, and ministry of the Holy Spirit	Articulate a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit	Position Paper	GTHE 510 Holy Spirit Empowerment in Life and Ministry
	9.Enable students to articulate clearly their ministry/professional calling	Articulate clearly their ministry/professional calling.	Self-Reflection Paper	PRFT 056 Entry Level Assessment
Practice of Ministry & Leadership in Ecclesial & Public Contexts	10.Enable students to develop skills and practical ministry strategies for pastoral care and chaplaincy	Present practical ministry skills and strategies	Sermon or Teaching Manuscript	<i>One of the following:</i> PRM 549 Foundations of Teaching Ministry PRM 661 Introduction to Preaching

[Click here to see rubrics](#)

GSTM Degree Program Goals, Outcomes, Courses, and Program Artifacts

M.A. BIBLICAL LITERATURE

[Click here to see rubrics](#)

ATS Content Areas	GOALS The purpose of the Master of Arts Biblical Literature is to do the following:	OUTCOMES As a result of successfully completing this degree program, the student will be able to do the following:	ARTIFACTS	COURSES
Biblical/Theological Foundations	1. Provide students with a basic knowledge of biblical languages (Hebrew/Greek) for accurate translation of Scripture	Demonstrate proficiency in translating the Hebrew OT and Greek NT	PRFT 052 Hebrew Proficiency PRFT 053 Greek Proficiency	<i>One of the following:</i> GBIB 511 Hebrew Synthesis II GBIB 501 Greek Synthesis II
	2. Prepare students to identify and examine the major OT themes and formulate a coherent OT theology	Correlate the major OT themes and formulate a coherent OT theology	Research and Personal Position Paper	GBIB 611 Theology of OT
	3. Prepare students to identify and examine the major NT themes and formulate a coherent NT theology	Correlate the major NT themes and formulate a coherent NT theology	Research and Personal Position Paper	GBIB 621 Theology of NT
Cultural Content	4. Enable students to relate the critical study of Scripture in its cultural context to selected contemporary contexts	Apply the results of the critical study of Scripture in its cultural context to selected contemporary contexts	Research and Application Paper	<i>One of the following:</i> GBIB 517 Paul: Mission & Message GBIB 583 Parab/Jesus/Jewish Cont. GBIB 608 Eighth Century Proph. GBIB 626 The Book of Acts GBIB 630 Pastoral Epistles
Personal & Spiritual Formation	5. Promote a biblical-theological understanding of the person, work, and ministry of the Holy Spirit.	Articulate a biblical- theological understanding of the person, work, and //and ministry of the Holy Spirit.	Position Paper	GTHE 510 Holy Spirit Empowerment in Life & Ministry
	6. Enable students to articulate clearly their ministry/professional calling.	Articulate clearly their ministry/professional calling.	Self-Reflection Paper	PRFT 056 Entry Level Assessment
Specialized Areas of Study	7. Instruct students to employ critical methods of exegesis from an informed theological-hermeneutical perspective for sound interpretation of the text.	Display ability to employ critical methods of exegesis from an informed theological-hermeneutical perspective	Research Paper	<i>One of the following:</i> GBIB 561 OT Herm & Exeg (Hebrew) GBIB 581 NT Herm & Exeg (Greek)
Advanced Area of Research	8. Prepare students to use biblical critical tools and methods and to integrate coursework in the writing of an advanced research MA thesis in OT/NT	Write an advanced research MA thesis in OT/NT using biblical critical tools and methods.	Thesis	GBIB 757 Thesis Writing

GSTM Degree Program Goals, Outcomes, Courses, and Program Artifacts

M.A. BIBLICAL LITERATURE/ADVANCED LANGUAGES CONCENTRATION

[Click here to see rubrics](#)

ATS Content Areas	GOALS The purpose of the Master of Arts Biblical Literature/Advanced Languages is to do the following:	OUTCOMES As a result of successfully completing this degree program, the student will be able to do the following:	ARTIFACTS	COURSES
Biblical/Theological Foundations	1. Prepare students to identify and examine the major OT themes and formulate a coherent OT theology	Correlate the major OT themes and formulate a coherent OT theology	Research and Personal Position Paper	GBIB 611 Theology of OT
	2. Prepare students to identify and examine the major NT themes and formulate a coherent NT theology	Correlate the major NT themes and formulate a coherent NT theology	Research and Personal Position Paper	GBIB 621 Theology of NT
	3. Enable students to acquire proficiency in the use of Hebrew and Greek for the accurate translation and exegesis of the OT/NT.	Demonstrate proficiency in the use of Hebrew and Greek for accurate translation of the OT/NT.	Research papers	<i>Four of the following Hebrew/ Greek Translation Courses:</i> 618, 682, 683, 729, 744, 777, 787, 632, 633, 635, 636, 637, 704, 715
Personal & Spiritual Formation	4. Enable students to articulate clearly their ministry/professional calling.	Articulate clearly their ministry/professional calling.	Self-Reflection Paper	PRFT 056 Entry Level Assessment
Specialized Areas of Study	5. Enable students to acquire proficiency in additional language(s) of the biblical era	Demonstrate proficiency in translation of sources in additional languages (s) of the biblical era	Advanced Translation Exercises	<i>Four of the following :</i> 663 Syriac 712 Akkadian 714 Ugaritic 754 Coptic 755 Egyptian 761 Advanced Syriac 764 Aramaic
	6. Promote a biblical-theological understanding of the person, work, and ministry of the Holy Spirit.	Articulate a biblical-theological understanding of the person, work, and ministry of the Holy Spirit.	Position Paper	GTHE 510 Holy Spirit Empowerment in Life & Ministry
Specialized Area of Research	7. Prepare students to integrate coursework and knowledge of languages and critical exegetical methods for writing a thesis in the concentration of Advanced Languages	Write a thesis in the concentration of Advanced Languages utilizing knowledge of languages and critical exegetical methods	Thesis	GBIB 757 Thesis Writing

GSTM Degree Program Goals, Outcomes, Courses, and Program Artifacts

M.A. BIBLICAL LITERATURE/JUDAIC-CHRISTIAN STUDIES CONCENTRATION

[Click here to see rubrics](#)

ATS Content Areas	GOALS The purpose of the Master of Arts Biblical Literature/Judaic Christian Studies is to do the following:	OUTCOMES As a result of successfully completing this degree program, the student will be able to do the following:	ARTIFACTS	COURSES
Biblical/Theological Foundations	1. Provide students with a basic knowledge of biblical languages (Heb/Greek) for accurate translation of Scripture	Demonstrate proficiency in translating the Hebrew OT and Greek NT	<i>One of the following:</i> PRFT 052 Heb.Prof. PRFT 053 Greek Prof.	<i>One of the following (second language):</i> GBIB 511 Heb. Syn. II GBIB 501 Greek Syn. II
	2. Prepare students to identify and examine the major OT themes and formulate a coherent OT theology	Correlate the major OT themes and formulate a coherent OT theology	Research and Personal Position Paper	GBIB 611 Theology OT
	3. Prepare students to identify and examine the major NT themes and formulate a coherent NT theology	Correlate the major NT themes and formulate a coherent NT theology.	Research and Personal Position Paper	GBIB 621 Theology NT
Cultural Context	4. Enable students to research rabbinic literature for comprehension of Jewish culture and its influence upon Christian faith and literature	Demonstrate ability to perform research in rabbinic literature and reflect knowledge of the influence of Jewish culture and theology upon Christian faith and literature	Research Paper	GBIB 766 Intro to Rabbinic Thought & Lit
Personal & Spiritual Formation	5. Enable students to articulate clearly their ministry/professional calling.	Articulate clearly their ministry/professional calling.	Self-Reflection Paper	PRFT 056 Entry Level Assessment
Specialized Areas of Study	6. Familiarize students with the concepts and practices of Judaism in the period of the second temple as related to the ministry and teachings of Jesus and Paul.	Relate the concepts and practices of Judaism in the period of the second temple to the ministry and teachings of Jesus and Paul for sound theological understanding	Research Paper	<i>One of the following:</i> GBIB 688 Jewish Background/Gospels GBIB 676 Pauline Theology & Early Jewish Thought
	7. Instruct students in critical methods of exegesis and tools for interpreting and appreciating the central themes of Scripture and related Judeo-Christian literature within the matrix of early Jewish and Christian communities.	Utilize critical methods of exegesis and tools for interpreting and appreciating the central themes of Scripture and related Judeo-Christian literature within the matrix of early Jewish and Christian communities.	Paper	<i>One of the following:</i> GBIB 618 Matthew (Greek) GBIB 715 The Bible & Midrash (Hebrew) <i>Or approved substitute language translation course</i>
	8. Promote a biblical-theological understanding of the person, work, and ministry of the Holy Spirit.	Articulate a biblical-theological understanding of the person, work, and ministry of the Holy Spirit.	Position Paper	GTHE 510 Holy Spirit Empowerment in Life & Ministry
Specialized Area of Research	9. Prepare students to use biblical critical tools and methods to write an advanced research MA thesis in OT/NT integrating Jewish literature and theology in the discipline of Judaic-Christian studies.	Use biblical critical tools and methods to write an advanced research M.A. thesis in OT/NT and employ Jewish literature and theology in the discipline of Judaic/Christian studies.	Thesis	GBIB 757 Thesis Writing

GSTM Degree Program Goals, Outcomes, Courses, and Program Artifacts

M.A. THEOLOGICAL/HISTORICAL STUDIES

[Click here to see rubrics](#)

ATS Content Areas	GOALS The purpose of the Master of Arts in Theological/Historical Studies is to do the following:	OUTCOMES As a result of successfully completing this degree program, the student will be able to do the following:	ARTIFACTS Type of artifact:	COURSES
Biblical/Theological Foundations	1. Provide an account of the history and development of Christian tradition during specific time periods.	Demonstrate knowledge of the history and development of Christian tradition during specific time periods.	Research paper	<i>Two</i> of the following GTHE 657 Theol/Luther GTHE 670 Contemp. Theol. GTHE 675 Early Church Fathers GTHE 684 Ref. Theology GTHE 686 Theol/ Wesley
	2. Provide a systematized overview of the history and theology of the Christian Tradition.	Demonstrate basic knowledge of key theologians and the development of doctrine within the history of Christianity.	Research paper	GTHE 681 Historical Theology
Cultural Context	3. Engage culture with the claims of historical Christian faith	Articulate the specifics of the Christian belief system within contemporary society	Position paper	GTHE 624 Christian Apologetics
Personal & Spiritual Formation	4. Promote a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit.	Articulate a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit.	Position Paper	GTHE 510 Holy Spirit Empowerment in Life & Ministry
	5. Enable students to articulate clearly their ministry/ professional calling.	Articulate clearly their ministry/professional calling.	Self-Reflection Paper	PRFT 056 Entry Level Assessment
Specialized Areas of Study	6. Encourage research of specialized topics in the history and theology of the Christian Church	Research specialized topics in history and theology of the Christian Church in a manner that demonstrates historical integration & theological reflection	Research paper	<i>One</i> of the following: GTHE 622 Doctrine of God GTHE 658 Biblical Authority GTHE 760 Christology
	7. Provide foundational linguistic preparation that enables translation of Scripture and historical documents in German or French for theological research.	Translate Scripture and historical documents in either French or German on an entry level.	PRFT 053 German Prof.	GTHE 631 Theological German
	8. Encourage awareness of the historical development of the Pentecostal/charismatic movement within church history.	Demonstrate awareness of Pentecostal/Charismatic distinctives and historical development.	Position paper	<i>One</i> of the following: GTHE 663 Char. Theol. GTHE 678 Theol/Rev&Renew GTHE 692 Pneumatology GTHE 694 Pent/Charis Mvmnt GTHE 696 Divine Healing
Specialized Area of Research	9. Promote research and critical thinking skills needed to produce an academic thesis.	Critically utilize historical/ theological study to produce an acceptable academic thesis	MA Thesis	GTHE 757 Thesis Writing

GSTM Degree Program Goals, Outcomes, Courses, and Program Artifacts

M.A. IN PROFESSIONAL COUNSELING/LPC, LMFT, AND LADC

[Click here to see rubrics](#)

January 2019

ORU Graduate School of Theology & Ministry

Mission: The Master of Arts in Professional Counseling program (MAPC) is designed to prepare students for professional licensure by qualifying them for the specialized ministry of counseling in the contexts of clinical settings, the local church, and community or faith-based agencies. The program enables students to thoughtfully integrate and ethically implement the most effective models and theories of counseling, informed by a theologically reflective process and sensitivity to the Holy Spirit's activity. Since helping hurting people is an essential element of the Gospel, this program seeks to recruit a diverse student body and equip them to respond therapeutically to the challenges and opportunities of facilitating healing and wholeness within a global community.

Assessment Audit Form: M.A. Professional Counseling (Inventory of submitted program/course artifacts. Artifacts with an asterisk [*] indicate an additional submission is required to the course professor on d2l, per Whole Person Assessment [WPA] requirements)

NAME: _____ Date: _____

Check one: _____ PRFT 057 Mid-Level Assessment Audit _____ PRFT 058 Candidacy Level Assessment

CACREP The purpose of the MAPC is to prepare students to develop competencies in the following areas:	OBJECTIVES ORU Counseling Program Objectives	OUTCOMES As a result of completing the MAAC Degree Program the student will:	ARTIFACTS Types of artifacts: *WPA artifact	COURSES	Submit to:		Score/Grade	Date Sub.
					WPA	D2L		
1. Professional Counseling Orientation and Ethical Practice	Present an overview of the philosophy, history, and trends of the counseling profession, emphasizing its legal and ethical dimensions.	Comprehend the philosophy, history, and trends of the counseling profession, especially its legal and ethical dimensions.	Professional Organization	GCSL 580 Professional Issues in Counseling				
2. Social and Cultural Diversity	Expose students to social, cultural, and religious diversity with an emphasis on the competencies conducive for effective counseling with diverse populations.	Develop the competencies necessary for effective counseling with diverse populations.	Assignment: Case Presentation Case Vignettes	GCSL 650 Professional Ethics in Counseling GCSL 528 Christian Approaches to Counseling				
3. Human Growth and Development	Enable students to understand the various dimensions of human development and the impact of crisis events and addictive behaviors on that process.	Understand the dimensions of human development and the impact of crises and addictive behaviors.	Autobiography	GCSL 624 Counseling Diverse Populations				
4. Career Development	Assist students in developing their vocation and in acquiring the necessary skills to assist clients in making career decisions.	Achieve vocational clarity and the skills necessary to assist clients in making career decisions.	Case Study Career Style Interview	GCSL 635 Human Growth & Development GCSL 679 Vocational & Occupational Guidance				

CACREP <i>The purpose of the MAPC is to prepare students to develop competencies in the following areas:</i>	OBJECTIVES <i>ORU Counseling Program Objectives</i>	OUTCOMES <i>As a result of completing the MACC Degree Program the student will:</i>	ARTIFACTS <i>Types of artifacts:</i> *WPA artifact	COURSES	Submit to:		Score/Grade	Date Sub.
					WPA	D2L		
5. Counseling and Helping Relationships	Help students gain the necessary competencies for developing therapeutic relationships and facilitating the counseling process.	Exhibit the competencies for developing therapeutic relationships and facilitating the counseling process.	Role-Play Recording	GCSL 630 Counseling Methods				
6. Group Counseling and Group Work	Equip students with the knowledge and skills of group dynamics in order to facilitate group counseling.	Demonstrate the knowledge and skills necessary to facilitate group counseling.	Group Proposal Assignment	GCSL 681 Group Dynamics				
7. Assessment and Testing	Train students in the art and science of assessment and diagnosis, including both theoretical and clinical (DSM-5) aspects.	Conduct a thorough assessment process and produce accurate diagnoses.	Case Study	GCSL 670 Intro to Psychopathology				
			Assessment Reports	GCSL 641 Assessment in Marital & Family Therapy GCSL 724 Testing & Assessment I				
8. Research and Program Evaluation	Instruct students in basic research skills and methodologies that enable them to conduct program evaluations, critique counseling research findings, and to appraise Empirically Supported Treatments (EST).	Apply basic research skills and methodologies to critically evaluate programs, research findings, and Empirically Supported Treatments (EST).	Report on Empirically Supported Treatments; Research Proposal or Case Study	GCSL 784 Counseling Research				
9. Professional Counseling Concentration	Introduce students to various theories and models appropriate for clinical mental health counseling.	Develop a theoretical framework and familiarity with various counseling models.	Emerging Theory Paper	GCSL 625 Counseling Theories				
10. Marriage & Family Therapy Concentration	Immerse students in systems theory and introduce them to various models of marriage, couple, and family counseling.	Develop a systemic perspective and familiarity with various models of marriage, couple, and family counseling.	Systemic Diagram of a Patterned Interaction	GCSL 643 Marital & Family Systems Theory				
			Couple Assessment Report	GCSL 675 Marriage & Family Therapy				

CACREP <i>The purpose of the MAPC is to prepare students to develop competencies in the following areas:</i>	OBJECTIVES <i>ORU Counseling Program Objectives</i>	OUTCOMES <i>As a result of completing the MAAC Degree Program the student will:</i>	ARTIFACTS <i>Types of artifacts:</i> *WPA artifact	COURSES		Submit to:	Score/Grade	Date Sub.
				WPA	D2L			
11. Addiction Counseling Concentration	Present various models of addiction, treatment approaches, and the basic pharmacological principles regarding the interaction of exogenous chemicals on brain activity and the development of addictive disorders Provide guided internship opportunities for the application of theory and practice in a professional setting.	Develop familiarity with theoretical frameworks and scientific perspectives regarding various addiction counseling models.	Writing Assignment on Model of Addiction Research Paper on Pharmacological Issue	GCSL 740 Drug & Alcohol Counseling Theory GCSL 750 Pharmacology of Drugs & Abuse				
12. Professional Practice	Provide guided internship opportunities for the application of theory and practice in a professional setting.	Cultivate theoretical understandings and practical skills in a professional setting.	Supervisor's Evaluation	GCSL 785 Counseling Internship II				
13. Professional Identity Development	Engage students in discussing, integrating, and synthesizing their theological, theoretical, and clinical orientations in light of current research, into an overall philosophy of counseling	Demonstrate in writing the ability to synthesize the essential elements of clinical experience, emphasizing a self-reflective, integrative approach to counseling involving theological, theoretical, and research perspectives.	Philosophy of Counseling Paper* (WPA artifact)	GCSL 785 Counseling Internship II				
14. Personal and Spiritual Formation	Create guided opportunities for students to engage in theological reflection on both their personal and professional experiences Promote a biblical/theological understanding of the person, work, and ministry of the Holy Spirit	Demonstrate the capacity to theologically reflect on personal and professional experiences Articulate a biblical/theological understanding of the person, work, and ministry of the Holy Spirit	Theological reflection paper Position Paper* (WPA artifact)	GCSL 528 Christian Approaches to Counseling GTHE 510 Holy Spirit Empowerment in Life and Ministry				
	Enable students to articulate clearly their ministry/professional calling	Articulate clearly their ministry/professional calling	Self-Reflection paper* (WPA artifact)	PRFT 056 Entry Level Assessment				

GSTM Degree Program Goals, Outcomes, Courses, and Program Artifacts

M.A. IN MISSIONS (SPRING 19: INTERCULTURAL STUDIES)

[Click here to see rubrics](#)

ATS Content Areas	GOALS The Purpose of the Master of Arts in Missions degree program is to do the following:	OUTCOMES As a result of successfully completing this degree program, the student will be able to do the following:	ARTIFACTS	COURSES	IF SUB EPORT		IF SUB D2L	
					DATE	SCORE	DATE	SCORE
Biblical/theological Foundations	1. Prepare candidates with a foundational knowledge of the content of Scripture with application to selected contemporary situations.	Articulate a foundational knowledge of the content of Scripture with application to selected contemporary situations.	Research Paper	<i>One of the following:</i> GBIB 505 Intro to OT Lit. ; GBIB 506 Intro to NT Lit. GBIB 551 OT Synthesis GBIB 571 NT Synthesis				
Cultural Context	2. Acquaint students with the history and development of the worldwide Christian missionary enterprise	Articulate the historic, biblical, theological, and missiological perspectives that inform the church's missionary task	Historical Reflection and Theological Position Paper	PRM 516 Theology & History of Missions				
	3. Analyze historic and current trends in the globalization of cross-cultural evangelism and church planting	Articulate a globalized strategy for cross-cultural evangelism and church planting	Church Planting Project Paper	PRM 544 Principles of Church Growth				
	4. Equip students for ministry in cross-cultural contexts in order to provide leadership for motivating, mobilizing, and training Great Commission Christians	Articulate the fundamental issues of the dynamic relationship of gospel to culture in establishing a strategy for effective intercultural ministry	Position Paper	PRM 575 Missionary Anthropology				
Personal & Spiritual Formation	5. Promote a biblical/theological understanding of the person, work, and ministry of the Holy Spirit.	Articulate a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit.	Position Paper	GTHE 510 Holy Spirit Empowerment in Life & Ministry				
	6. Enable students to articulate clearly their ministry/ professional calling.	Articulate clearly their ministry/professional calling.	Self-Reflection Paper	PRFT 056 Entry Level Assessment				
Practice of Ministry & Leadership in both Ecclesial & Public Contexts	7. Foster an awareness of the basics of Christian missionary life and practice	Articulate an awareness and understanding of the basics of Christian missionary life and practice	Self-reflection Paper	PRM 519 Missionary Basics				
	8. Acquaint students with innovative language learning methods and techniques	Demonstrate language learning competency utilizing the ear and mouth more than the eye and writing skills	LAMP Project	PRM 773 Language Acquisition				
	9. Provide guided internship opportunities for the integration and application of missiological theory and practice in intercultural evangelism and church planting	Demonstrate preparedness for intercultural ministry by supervised application of missiological insights through immersion in cross-cultural ministry experiences	Internship Field Work, Reflection Paper, Supervisory Evaluation	PRM 775 Missionary Internship				

GSTM Degree Program Goals, Outcomes, Courses, and Program Artifacts

M.A. IN PRACTICAL THEOLOGY

[Click here to see rubrics](#)

ATS Content Areas	GOALS The Purpose of the MPT Degree aims to do the following:	OUTCOMES As a result of completing the MPT Degree the student will:	ARTIFACTS: Type of artifact:	COURSES
Biblical/Theological Foundations	1. Prepare candidates with a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations	Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations.	Research Paper	<i>One of the following:</i> GBIB 505 Intro to OT Lit. GBIB 506 Intro to NT Lit. GBIB 551 OT Synthesis GBIB 571 NT Synthesis
	2. Prepare students to increase competence and understanding in the Word of God by utilizing basic methods of biblical interpretation.	Exhibit competence and understanding in the Word of God by utilizing basic methods of biblical interpretation	Research Paper	GBIB 507 Biblical Hermeneutics
	3. Provide a basic knowledge of the contents and methods of Christian theology.	Exhibit a basic knowledge of the contents and methods of Christian theology.	<i>One of the following:</i> Theological Application Paper Research Paper	One of the following: GTHE 518 Intro. to Theology GTHE 551 Syst. Theology I GTHE 561 Syst. Theology II
	4. Provide a basic knowledge of the key movements and figures together with their significance in the history of Christianity.	Research and synthesize key movements and figures together with their significance in the history of Christianity.	Research Paper	One of the following: GTHE 571 Church History I GTHE 581 Church History II GTHE 681 Historical Theology
Cultural Context	5. Prepare students to effectively communicate the message of Christianity in various cultural contexts	Effectively communicate the message of Christianity through the medium of preaching or teaching	Preaching or Teaching Manuscript/Presentation	<i>One of the following:</i> PRM 560 Teaching the Bible PRM 663 Text to Sermon PRM 669 Practice Preaching
Personal & Spiritual Formation	6. Promote a biblical/theological understanding of the person, work, and ministry of the Holy Spirit.	Articulate a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit.	Position Paper	GTHE 510 Holy Spirit Empowerment in Life and Ministry
	7. Enable students to articulate clearly their ministry/ professional calling.	Articulate clearly their ministry/professional calling.	Self-Reflection Paper	PRFT 056 Entry Level Assessment
Practice of Ministry & Leadership in Ecclesial & Public Contexts	8. Integrate theological reflection and practice through internship opportunities	Demonstrate understanding and skills for contemporary ministry contexts.	Synthesis Paper	FED 750 Ministry Practicum

GSTM Degree Program Goals, Outcomes, Courses, and Program Artifacts

M.A. IN PRACTICAL THEOLOGY/TEACHING MINISTRIES CONCENTRATION

[Click here to see rubrics](#)

ATS Content Areas	GOALS The Purpose of the MPT Degree with a Teaching Ministries Concentration aims to do the following:	OUTCOMES As a result of completing the MPT Degree with a Teaching Ministries Concentration the student will:	ARTIFACTS Type of artifact:	COURSES
Biblical/Theological Foundations	1. Prepare candidates with a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations	Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations.	Research Paper	<i>One of the following:</i> GBIB 505 Intro to OT Lit. GBIB 506 Intro to NT Lit. GBIB 551 OT Synthesis GBIB 571 NT Synthesis
	2. Prepare students to increase competence and understanding in the Word of God by utilizing basic methods of biblical interpretation.	Exhibit competence and understanding in the Word of God by utilizing basic methods of biblical interpretation	Research Paper	GBIB 507 Biblical Hermeneutics
	3. Provide a basic knowledge of the contents and methods of Christian theology.	Exhibit a basic knowledge of the contents and methods of Christian theology.	Theological Application Paper	GTHE 518 Introduction to Theology
	4. Provide a basic knowledge of the key movements and figures together with their significance in the history of Christianity.	Research and synthesize key movements and figures together with their significance in the history of Christianity.	Research Paper	One of the following: GTHE 571 Church History I GTHE 581 Church History II GTHE 681 Historical Theology
Cultural Context	5. Prepare students to effectively communicate the message of Christianity in various cultural contexts	Effectively communicate the message of Christianity through the medium of teaching	Manuscript/Presentation for teaching context	PRM 560 Teaching the Bible
Personal & Spiritual Formation	6. Promote a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit.	Articulate a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit.	Position Paper	GTHE 510 Holy Spirit Empowerment in Life and Ministry
	7. Enable students to articulate clearly their understanding of a ministry/ professional calling.	Articulate clearly their understanding of a ministry/professional calling.	Self-Reflection Paper	PRFT 056 Entry Level Assessment
Practice of Ministry & Leadership in Ecclesial & Public Contexts	8. Enable students to develop skills and practical ministry strategies	Demonstrate practical ministry skills and strategies	Teaching Manuscript/Presentation	<i>One of the following:</i> PRM 549 Foundations of Teaching Ministries
	9. Integrate theological reflection and practice through internship opportunities	Demonstrate understanding and skills for teaching ministries in contemporary contexts.	Synthesis Paper	PRM 750 Teaching Ministries Practicum

GSTM Degree Program Goals, Outcomes, Courses, and Program Artifacts

M.A. IN PRACTICAL THEOLOGY/URBAN MINISTRY CONCENTRATION

[Click here to see rubrics](#)

ATS Content Areas	GOALS The Purpose of the MPT Degree with an Urban Ministry Concentration aims to do the following:	OUTCOMES As a result of completing the MPT Degree with an Urban Ministry Concentration the student will:	ARTIFACTS Type of artifact:	COURSES
Biblical/Theological Foundations	1. Prepare candidates with a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations	Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations.	Research Paper	<i>One of the following:</i> GBIB 505 Intro to OT Lit. GBIB 506 Intro to NT Lit. GBIB 551 OT Synthesis GBIB 571 NT Synthesis
	2. Prepare students to increase competence and understanding in the Word of God by utilizing basic methods of biblical interpretation.	Exhibit competence and understanding in the Word of God by utilizing basic methods of biblical interpretation	Research Paper	GBIB 507 Biblical Hermeneutics
	3. Provide a basic knowledge of the contents and methods of Christian theology.	Exhibit a basic knowledge of the contents and methods of Christian theology.	Theological Application Paper	GTHE 518 Introduction to Theology
	4. Provide a basic knowledge of the key movements and figures together with their significance in the history of Christianity.	Research and synthesize key movements and figures together with their significance in the history of Christianity.	Research Paper	One of the following: GTHE 519 Church History: An Introduction GTHE 571 Church History I GTHE 581 Church History II
Cultural Context	5. Prepare students to understand and communicate effectively the Gospel in all urban contexts.	Effectively understand and communicate the Gospel in all urban contexts.	Research Paper	PRM 664 Communicating Christ in Urban & Global Contexts
Personal & Spiritual Formation	6. Promote a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit.	Articulate a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit.	Position Paper	GTHE 510 Holy Spirit Empowerment in Life and Ministry
	7. Enable students to articulate clearly their ministry/professional calling.	Articulate clearly their understanding of a ministry/professional calling.	Self-Reflection Paper	PRFT 056 Entry Level Assessment
Practice of Ministry & Leadership in Ecclesial & Public Contexts	8. Enable students to develop essential practical ministry skills and effective leadership strategies applicable to multi-ethnic and multi-cultural settings.	Demonstrate essential practical ministry skills and effective leadership strategies applicable to multi-ethnic and multi-cultural settings.	Research Paper	PRM 553 Ministry in the Urban Setting
	10. Integrate theological reflection and practice through internship opportunities	Demonstrate understanding and skills for urban ministry in contemporary contexts.	Synthesis Paper	FED 760 Urban Ministry Practicum

DOCTOR OF MINISTRY ASSESSMENT PROGRAM

Professional and personal assessment is an integral part of the total educational program of the ORU Graduate School of Theology and Ministry. The Doctor of Ministry (DMIN) assessment program draws together the varied influences, experiences, and learning of the students in situations that are intentionally evaluative and advisory. It also helps students to become familiar with degree program goals and outcomes and to understand how they contribute to the achievement of the purpose statement for the Seminary. The basic components for assessment are professional skills, specialized knowledge, and personal/spiritual development. The purpose is to determine student competencies in relationship to degree program goals. Identified program goals contribute to the overall University mission to prepare professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept. Various artifacts have been designated to demonstrate the extent to which program goals are being achieved, including writing competencies. Information relative to required artifacts is included in course syllabi. An overview of the assessment program is given to all entering students and specific requirements are explained.

At three designated Assessment levels during the student's program, a DMIN Subcommittee audits the student's progress. At each level, the Committee will evaluate students according to the rubric criteria below to determine whether or not they may continue in the program.

Academic and Professional Aptitude:

1. Displays aptitude for research & critical thinking
2. Academic writing ability
3. Displays ability for biblical & theological reflection
4. Displays ability to integrate academics & praxis
5. Shows ability to synthesize ministry, identity, personal assessment, & professional development
6. Course grades
7. Timely submission of all assignments
8. WPA artifact submission(s)

Spiritual, Emotional, and Social Aptitude:

1. Displays spiritual maturity
2. Displays emotional intelligence (EQ)
3. Displays social adeptness in interaction with peers
4. Communicates in a professional and courteous manner with faculty, staff, and administration

DOCTOR OF MINISTRY ASSESSMENT COURSES

PRFT 710 Entry-Level Assessment (0.5 credit hrs)

All Doctor of Ministry students entering the Seminary in the fall are required to enroll in PRFT 710. A DMIN sub-committee meets to evaluate each student's progress.

PRFT 720 Mid-Level Assessment (0 credit hr.)

Progress in achieving degree program goals

PRFT 720 Mid-Level Assessment is the second assessment proficiency. It is designed to determine if the competencies required to move to the candidacy level status have been demonstrated by the student. A DMIN sub-committee meets to evaluate each student's progress.

PRFT 730 Candidacy-Level Assessment (0.5 credit hrs)

During the final semester of enrollment, students enroll in PRFT 730 Candidacy-Level Assessment. Students complete a written Comprehensive Examination. A DMIN sub-committee meets to evaluate the degree to which the doctoral program goals were achieved and whether or not each student has the ability to successfully complete an applied research project.

The following page shows the Goals, Outcomes, Courses, and Artifacts chart for the doctoral level degree program.

Doctor of Ministry

DEGREE PROGRAM GOALS, OUTCOMES, COURSES, AND PROGRAM ARTIFACTS

DMIN/Church Ministries and Leadership (OR) DMIN/Pastoral Care and Chaplaincy

[Click here to see rubrics USE LATEST RUBRICS](#)

GOALS	OUTCOMES	DEGREE PROGRAM ARTIFACTS	SEMINARS/ WORKSHOPS	Assessment Enrollment	Who/When
The purpose of the Doctor of Ministry program is to:	As a result of successfully completing the DMIN degree, the student will:				
1. Prepare students to articulate continued growth in professional development, spiritual maturity, and ministerial identity	Articulate continued growth in professional development, spiritual maturity, and ministerial identity	Personal Ministerial Identity Paper	DMIN 711 Ministerial Identity and Personal Assessment (fall)	PRFT 710 Entry Level Assessment	Students who matriculate in fall semester
2. Train students to reflect comprehensive and critical understanding of ministry in which theory and practice interactively informs and enhances each other	Reflect comprehensive and critical understanding of ministry in which theory and practice interactively informs and enhances each other	Spiritual Formation Approach Paper	DMIN 761 Pastoral Care for Spiritual Formation and Healing (spring)	PRFT 710 Entry Level Assessment	Students who matriculate in spring semester
3. Enable students to demonstrate advanced understanding and integration of ministry in relation to biblical and theological disciplines	Demonstrate advanced understanding and integration of ministry in relation to biblical and theological disciplines	Personal Theology of Charismatic Ministry	DMIN 719 Holy Spirit and Healing (summer)	PRFT 720 Mid-Level Assessment	All students, summer semester of first year, (5 th session)
4. Enable students to develop skills and competencies required for mature and effective pastoral leadership and supervision	Develop skills and competencies required for mature and effective pastoral leadership and supervision	Design a Theology of Supervision	DMIN 732 Leading for Ministry Effectiveness (CML) (spring) <i>or</i>	PRFT 730 Candidacy Level Assessment	All students, spring semester of second year
			DMIN 738 Principles of Supervision in Pastoral Care & Chaplaincy (PCC) (spring)		
5. Prepare students to design, implement, and complete a written doctoral-level Applied Research Project (ARP) that reflects in-depth theological insight relative to ministry	Design, implement, and complete a written doctoral-level Applied Research Project (ARP) that reflects in-depth theological insight relative to ministry	Defense of Applied Research Project (ARP)	n/a	n/a	All students

In the overall scheme of the PhD in Contextual Theology, there will be three levels of assessment—entry level, mid-level, and candidacy level. At each level of assessment, an Assessment Committee consisting of the PhD director, Director of Assessment, and faculty members will evaluate the student’s aptitude and ability to proceed to the next phase of the program (ATS ES.6.4.1). A standard rubric for student evaluation will be developed for each level of assessment. The Associate Ph.D. Director or Director of Assessment will conduct an orientation session in which he/she introduces students to the assessment program of the PhD program.

PRFT 910 ENTRY LEVEL ASSESSMENT

The first assessment will be conducted by the PhD Assessment Committee at the end of the first academic year. The committee audits the student’s progress according to a specified rubric to determine whether sufficient progress has been made to warrant the student’s continuation in the PhD program. Criteria include the achievement of at least a ‘B’ in all courses, review of the designated artifacts below, and approval of a research proposal for the PhD dissertation. Students at this level will be required to complete the ATS Entering Student Questionnaire (ESQ).

Artifacts

1. Research Proposal PRFT 949
2. Research Paper(s) GTHE 962 & GTHE 965

PRFT 920 MID LEVEL ASSESSMENT

The second assessment is the comprehensive examination, administered by the PhD Assessment Committee. A comprehensive exam rubric has been developed to evaluate the degree to which students demonstrate a broad knowledge of their subject area and preparation to begin research and writing of the dissertation. Students will be provided with guidelines for the comprehensive examination, including sample questions.

Artifact

1. Comprehensive examinations

PRFT 930 CANDIDACY ASSESSMENT

The third level of assessment is the oral defense of the dissertation, administered by the PhD Assessment Committee. A Dissertation Defense Rubric will be developed to determine the extent to which the student has demonstrated a mastery of the field of his/her thesis research, made an original contribution to knowledge, and exhibited the requisite research and writing skills by the completion of a thesis draft and successfully

defended his/her dissertation through an oral exam. Students will be provided with a Dissertation Manual with guidelines for dissertation research, steps in the writing process, and the oral defense. Students at this level will be required to complete the ATS Graduating Student Questionnaire (GSQ).

Artifacts

1. Dissertation Proposal
2. Dissertation Manual

PHD PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

The PhD in Contextual Theology is primarily aimed at theological research and writing.

Goals	Outcomes
G1. To enable students to acquire comprehensive knowledge of the disciplines of theological study with specialization in a particular area of study	O.1.1. Demonstrate comprehensive knowledge in and a general mastery of their major area of specialization.
	O.1.2. Demonstrate expertise in the specific area of theology by means of dissertation research.
G2. To provide students with the skills needed to engage in original research at the university and seminary level in their area of theological expertise and to contribute to the body of knowledge in the field through actionable research and publications.	O.2.1. Demonstrate a capacity to produce publication-worthy research and writing that contributes to the knowledge and advancement of the field
	O.2.2. Disseminate the findings of research through traditional and digital means.
G3. To engage students in a sustained exploration of the connections and interactions between the academic disciplines of theological studies and the practices of Christian ministry, mission, spirituality, and social engagement.	O.3.1. Articulate knowledge of the interrelationships between the subject matter of Christian theology and the practices Christian ministry and mission.
	O.3.2. Engage critically in theological reflection on Christian spirituality and social engagement.
G4. To equip students with pedagogical competencies that prepare them to teach and lead in their area of theological expertise in diverse academic and vocational contexts in local and global constituencies.	O.4.1. Demonstrate knowledge of learning theories and methods of assessment in order to help learners to think critically with global awareness and engagement.
	O.4.2. Demonstrate ability to teach and lead effectively in their area of concentration and in their chosen vocational context.
G5. To equip students to interpret and communicate knowledge with sensitivity to the Holy Spirit.	O.5.1. Demonstrate an ability to interpret and to communicate knowledge from a charismatic perspective.
	O.5.2. Demonstrate an awareness of the distinctive characteristics of ORU's constituency, the Spirit-empowered movement.

The program goals and student learning outcomes of the PhD in Contextual Theology are as follows:

CLOSING THE ASSESSMENT LOOP

Professional and personal assessment is an integral part of the total educational program of the GSTM. Through the assessment process, the Seminary continually improves its educational practices and fulfills its institutional mission by asking the following questions:

1. What do we want our students to learn (know/be/do) in light of our mission?
2. How do we know whether or not they are learning it?
3. How can we use that information to improve their learning?

To answer these questions, Seminary faculty and administration engage in an ongoing assessment process, which may include:

- Identification of degree program goals and student learning outcomes.
- Provision of learning opportunities for students.
- Assessment and evaluation of student learning according to established rubrics.
- Review and evaluation of the following:
 - Student academic performance and professional competency, through course grades, assessment scores, and practicum/internship evaluations.
 - Spiritual formation, through assessment reflection papers and surveys, Koinonia groups, ATS entering and graduating student questionnaires, and Graduate Theology Student Assembly (GTSA) activities, including worship and prayer meetings, spiritual retreats, and cultural events, and ministry and leadership opportunities.
 - Student feedback on degree programs, classes, faculty, and overall seminary experience through university student opinion surveys, deans' question and answer forums, graduation luncheon interviews, candidacy level assessment surveys, and ATS graduating student questionnaires.
 - Student feedback regarding University and Seminary support services, including admissions, academic advisement, library, financial aid, student accounts, registrar, and IT support.

Based upon this review and evaluation at every level, changes are made to improve teaching and learning, thus closing the assessment loop, and beginning a new cycle of the assessment process.

CLOSING THE ASSESSMENT LOOP

