

MATS PROGRAM MANUAL

**BIBLE AND THEOLOGY DEPARTMENT
ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
September 2009**

Table of Contents

Program Description	1
Degree Components and Requirements.....	1
M.A.T.S. Advanced Standing	2
Suggested Sequencing of Courses for the MATS Degree.....	4
MATS Goals and Assessment of Student Learning.....	5
MATS Portfolio Assessment Rubric	8
MATS Grading Rubric: Theological Studies Seminar Paper	10
Permission to Use Student Work.....	13

MASTER OF ARTS IN THEOLOGICAL STUDIES

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

DEGREE COMPONENTS AND REQUIREMENTS

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

Students may choose from six concentrations: Biblical and Theological Studies, Old Testament Studies, New Testament Studies, Biblical Languages, Intercultural Theology and Pentecostal and Charismatic Studies. The Intercultural Theology concentration is designed to provide advanced biblical and theological training for missionaries and ministers who want to enhance their ministry in an intercultural context in specialized areas such as leadership formation, theological education and church related writing. It is designed to serve as an intermediate degree for further graduate programs in biblical, theological and missiological studies.

In addition to the general requirements for graduation, (*Graduation Requirements*), graduation requirements for the M.A.T.S. program also include a supervised seminar-quality research paper (*in BNT/BOT/MHT/PCS 646*) and the submission of a portfolio containing copies of the student's work demonstrating attainment of the learning outcomes in the program. (*See the M.A.T.S. Program Manual.*) A limited number of courses may be taken through directed research or distance learning (*see Distance Learning Courses*).

MISSION OF GOD AND WORLD CHRISTIANITY (9 credits)¹

BTH/MHT	501	Mission of God in Biblical and Contemporary Contexts	3
HIS/MHT	556	World Christianity I	3
HIS/MHT	557	World Christianity II	3

BIBLE AND THEOLOGY (15 credits)¹

BIB	532	Hermeneutics	3
BNT	530	New Testament Introduction	3
BOT	530	Old Testament Introduction	3
THE	531	Systematic Theology I	3
THE	532	Systematic Theology II	3

THEOLOGICAL STUDIES SEMINAR (3 credits)

Choose one with emphasis on selected concentration:

BNT/BOT/MHT/PCS 646 Theological Studies Seminar 3

CONCENTRATIONS (15 credits)

Select one:

Biblical and Theological Studies

BAR, BGR, BHE, BIB, BNT, BOT, BTH or THE courses 15

Old Testament Studies

BAR, BHE, BIB*, BOT or BTH* courses 15

New Testament Studies

BGR, BIB*, BNT or BTH* courses 15

Biblical Languages

BAR, BGR or BHE courses 15

Pentecostal and Charismatic Studies

PCS, HIS*, BTH* or THE* 15

Intercultural Theology

MHT 555 Emotional and Spiritual Formation of the Leader 3

MHT 635 Pentecostal Theology of Leadership Development 3

MHT 642 Contextualized Theology 3

MHT 643 Anthropology and Communication Theological Perspective 3

MHT Elective 3

GENERAL ELECTIVES (6 credits)

Electives 6

*Specific courses in this category must be approved by the student's faculty adviser.

¹See M.A.T.S. Advanced Standing guidelines.

M.A.T.S. Advanced Standing

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

The following rules apply to M.A.T.S. Advanced Standing:

1. Advanced Standing cannot exceed 9 credits.
2. Advanced Standing is considered for undergraduate courses with satisfactory parallel content, provided the equivalent collegiate courses are double the credit value of the seminary's courses. A minimum grade of B is required and the student must be able to demonstrate competency in subject matter by presentation of an Advanced Standing Portfolio for each course for which advanced standing is desired.

A fee of \$50 per course will be charged for each portfolio that is evaluated, regardless of whether or not the advanced standing is granted.

3. Advanced Standing must be requested prior to enrollment but no later than the end of the student's first semester of study at AGTS. Requests should be submitted to the Registrar's Office.
4. Partial course advanced standing will not be granted.
5. If the student later takes a course where advanced standing has been granted, the advanced standing would be nullified.
6. Advanced Standing may be granted for courses listed in the categories "Mission of God and World Christianity" and "Bible and Theology."
7. In an area where a student demonstrates competency but the criteria preclude Advanced Standing, a substitute course may be allowed if approved by the faculty adviser and the Academic Dean.

Suggested Sequencing of Courses for the MATS Degree

- This sequencing is for those who enter the program without advanced standing.
- For those who receive advanced standing, the suggested sequence would be altered in consultation with the faculty advisor.
- BOT/BNT/MHT/PCS 646 Theological Studies Seminar is reserved for the last semester of a student's program and is offered in the spring semester.
- A summer session is included to demonstrate that the student can accumulate course credits during this time. If courses are not taken in the Summer Session the course load in each of the terms in the Second Year would increase to twelve credits to complete the program in two years.

First Year

Fall Semester

BIB 532 Hermeneutics

BOT 530 Old Testament Introduction

HIS/MHT 556 World Christianity I

BTH/MHT 501 Mission of God in Biblical and Contemporary Contexts

Total 12 credits

Spring Semester

BNT 530 New Testament Introduction

HIS/MHT 557 World Christianity II

General or Concentration Elective Course

General or Concentration Elective Course

Total 12 credits

Summer Session

General or Concentration Elective Course

General or Concentration Elective Course

Total 6 credits

Second Year

Fall Semester

THE 531 Systematic Theology I

General or Concentration Elective Course

General or Concentration Elective Course

Total 9 credits

Spring Semester

BOT/BNT/MHT/PCS 646 Theological Studies Seminar

THE 532 Systematic Theology II

General or Concentration Elective Course

Total 9 credits

Total for the program 48 credits

MATS Goals and Assessment of Student Learning

Learning Outcomes:

After completing the MATS program the student will be able to:

- 1. Assess the flow of biblical revelation through the Old and New Testaments, especially as it relates to the redemptive mission of God's people throughout the world.**
 - a. Construct a brief historical framework of the Ancient Near East including succession of empires in relation to the Old Testament.
 - b. Define the cultural background concepts and practices that are significant for understanding major Old Testament teachings.
 - c. Explain the major historical, critical, and interpretative issues involved with the books of the Old Testament.
 - d. Outline and describe key events in the political history of Judaism in the Hellenistic Period.
 - e. Describe and discuss the basic social structures that permeated the world of the New Testament.
 - f. List and discuss the major interpretive and introductory issues pertaining to the major portions of the New Testament.
 - g. Articulate God's plan for the universe from a biblical perspective.
 - h. Recognize the vital link between the kingdom of God, the church, and missions as expressed in both the Old and New Testaments.
 - i. Analyze the Christological paradigm for missions.
- 2. Formulate a paradigm for bridging the horizons between the ancient biblical text and the contemporary world.**
 - a. Discuss an understanding of the nature and work of hermeneutics as it relates to the task of exegesis and expository preaching.
 - b. List and define the principles that are appropriate for interpreting biblical texts in general and specific literary genres used in the Bible.
 - c. Apply the principles of interpretation to the exegesis of a biblical text.
 - d. Critique and evaluate the various methods of New Testament interpretation, assessing both their positive contributions and limitations for New Testament exegesis.
 - e. Summarize the message of each book of the Old Testament in relation to Israel's context.
 - f. Understand the need for doing theology in light of the unreached people groups in specific contexts.

- g. Apply biblical understandings and missiology to the contemporary world context.
- 3. Evaluate the major issues and key figures in church history and biblical and systematic theology in light of the mission of God.**
 - a. Discuss the history of Christianity in its diverse cultural settings to the present.
 - b. Analyze the contributions of key personalities and movements to the development of Christianity.
 - c. Explain how diverse cultural contexts both enriched and challenged the witness of the faith.
 - d. Analyze new understandings of the mission of the Church that arose and the patterns of evangelism that were subsequently adopted.
 - e. Discuss the important theological issues that contributed to the further articulation of Christian doctrine.
 - f. Explain and reflect on the major doctrinal areas of the Christian faith.
 - g. Compare the evangelical formulations of theological topics with the contemporary theological discussion and development.
 - h. Assess the unique contributions and challenges of the Pentecostal tradition to the formulation of theological topics.
 - i. Defend the biblical foundations for the expression of theological topics.

Assessments:

- Direct assessment
 - Seminar-quality Research Paper produced in the course, Theological Studies Seminar
 - Department rubric for grading (see below)
 - Portfolio
 - Selected graded papers, tests, etc., from the student’s coursework, including the “seminar quality research paper”
 - Students select work for inclusion and identify which specific criteria that illustrates their attainment of the specific learning objectives
 - Students include a narrative (10 pages in length) in which they report their assessment of their attainment of the specific learning outcomes
 - The portfolio is to be submitted along with the Seminar-quality Research Paper in the course, Theological Studies Seminar
 - The student will submit with the portfolio the “Permission to Use Student Work” form (attached to this Manual) that will permit the usage of the contents of the portfolio for assessment and accreditation purposes only.
 - Open-dialogue sessions
- Indirect assessment
 - Course evaluations

- The MATS program survey
- ATS entering and graduating student surveys
- Open-dialogue session

Timelines and person responsible:

- Professor of the Theological Studies Seminar
- Department professors will evaluate portfolios to ascertain the extent to which learning outcomes are being attained
- The meetings of the Department in each Fall term will be devoted to assessing student learning in light of the information gleaned from the various assessment instruments and methods
 - Seminar-quality Research paper
 - Portfolio
 - Survey instruments

Results: The Department will be asking as it reviews the assessment data:

- What evidence does the data give in assessing your program?
- After reviewing the data what are the implications for the program?

Action Plan: As a result of the data analysis the Department will determine:

- What are the strengths of the program?
- What are the weaknesses of the program?
- What is the plan for quality improvement?
- What are the priorities?

Closing the loop: The Department will move to:

- Revise goals and/or activities
- Plan for quality improvement

MATS Portfolio Assessment Rubric

Name of Student _____

Name of Professor _____

Date Submitted _____

Please indicate the assessment of student's attainment of the specific learning outcomes and objectives using the scale listed below.

Scale:

- 5 = *Excellent* = superior qualities
- 4 = *Very good* = above average qualities
- 3 = *Good* = average qualities
- 2 = *Limited* = below average, inconsistent quality
- 1 = *Poor* = inadequate, unacceptable

5 – Excellent (Superior quality)

The student demonstrates complete and detailed attainment of the learning outcomes. Student gives an excellent rationale and analysis of his/her work. Specific information is given to support the conclusions that are drawn and described. There is strong evidence of preparation and organization.

4 – Very Good (Above average quality)

The student demonstrates attainment of the learning outcomes but not in as great detail as #5. Student gives a good rationale and analysis of his/her work. There is evidence of preparation and organization.

3 – Good (Average quality)

The student demonstrates attainment of the learning outcome but his/her rationale is not as strongly supported as in a 4 or a 5. There is some indication of preparation and organization.

2 – Limited (Below average quality)

The student demonstrates limited attainment of the learning outcome. His/her rationale for selected work does not address the objectives fully. There is evidence of limited preparation or organization.

1 – Poor (Inadequate, unacceptable)

The student's understanding of the learning outcome is so inadequate that the student cannot be said to have attained the learning outcome. His/her rationale is unclear and no adequate conclusions are stated. There is no indication of preparation or organization.

The student has been able to:

Learning Outcome #1

Assess the flow of biblical revelation through the Old and New Testaments, especially as it relates to the redemptive mission of God's people throughout the world. 5 4 3 2 1

Learning Outcome #2

Formulate a paradigm for bridging the horizons between the ancient biblical text and the contemporary world. 5 4 3 2 1

Learning Outcome #3

Evaluate the major issues and key figures in church history and biblical and systematic theology in light of the mission of God. 5 4 3 2 1

Demonstrate an overall clear attainment of the MATS learning outcomes. 5 4 3 2 1

Comments:

MATS Grading Rubric *Theological Studies Seminar Paper*

Name of Student _____

Name of Professor _____

Please indicate the assessment of the student's demonstration of skills and qualities in each area by:

1. circling the numeral corresponding to the rating you believe most appropriately reflects his or her performance;
2. adding a brief comment, whenever possible, to clarify your rating and to provide further detail about your observation.

Scale:

- | | |
|----------------------|---------------------------------------|
| <i>5 = Excellent</i> | = superior qualities |
| <i>4 = Very good</i> | = above average qualities |
| <i>3 = Good</i> | = average qualities |
| <i>2 = Limited</i> | = below average, inconsistent quality |
| <i>1 = Poor</i> | = inadequate, unacceptable |

TOPIC SELECTION/RATIONALE FOR STUDY

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <ul style="list-style-type: none"> • The student has carefully chosen a topic and given a clear and cogent rationale: <ul style="list-style-type: none"> ○ The chosen topic is important, needed and worthy of study. ○ The chosen topic is relevant to a larger field of study and serves to contribute to that field. ○ Investigation of the chosen topic houses potential, practical value in the service of humanity, the kingdom of God, or the work of the Church. | 5 | 4 | 3 | 2 | 1 |
| <ul style="list-style-type: none"> • The student gives ample evidence that he/she has read widely enough to be aware of the major issues/questions or problems related to his/her chosen topic. | 5 | 4 | 3 | 2 | 1 |
| <ul style="list-style-type: none"> • The articulation of the above issues demonstrates a clear understanding and critical reflection as to his/her relevancy to the chosen topic. | 5 | 4 | 3 | 2 | 1 |
| <ul style="list-style-type: none"> • The student has clearly stated his/her research goal(s). | 5 | 4 | 3 | 2 | 1 |
| <ul style="list-style-type: none"> • The student has clearly described how he/she wants to use the acquired information and what he/she hopes | | | | | |

- to discover. 5 4 3 2 1
 - **Comments:**
-

RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC:

- The student has chosen a research methodology that is adequate to access the needed data to accomplish the stated goals of his/her study. 5 4 3 2 1
 - The outline of the paper reveals a scope of investigation that is comprehensive of the chosen topic. 5 4 3 2 1
 - The outline is coherent; it provides a logical development that brings clarity as to how the researcher has chosen to investigate the chosen topic. 5 4 3 2 1
 - **Comments:**
-

CRITICAL THINKING SKILLS

- The student has engaged a broad spectrum of views related to his/her chosen topic. 5 4 3 2 1
 - The student has demonstrated an ability to critically assess the strengths and weaknesses of differing views/positions before judiciously declaring his/her own view or preference. 5 4 3 2 1
 - The student has not only shown evidence of critical assessment, but independent thinking which evaluates the merits and deficiencies of opposing viewpoints. 5 4 3 2 1
 - **Comments:**
-

BASIC WRITING SKILLS/VERBAL EXPRESSION

- The writing of the paper is mechanically sound with regards to word use/selection, spelling, punctuation, capitalization, syntax and grammar. 5 4 3 2 1
- The student has constructed a paper that

conforms to the Turabian format.	5	4	3	2	1
• The student writes in a clear, straightforward style and syntax so that sentence meaning is easily understood.	5	4	3	2	1
• There is coherence and logical development of thought:					
○ Aided by well-constructed paragraphs that both announce his/her subjects or topics					
○ Movement of thought is facilitated by transitional sentences at the end of paragraphs and between sections or chapters	5	4	3	2	1
• Comments: _____					

BIBLICAL KNOWLEDGE/INTERPRETIVE SKILLS

• The student has conducted his investigation so as to provide interaction with the relevant biblical material, which supports, guides and corroborates his/her conclusion.	5	4	3	2	1
• The student has interpreted the supporting biblical material in a responsible way, using sound hermeneutics.	5	4	3	2	1
• Where applicable, the student gives evidence of an awareness and understanding of the scope of historical interpretation related to the chosen topic.	5	4	3	2	1
• Comments: _____					

Permission to Use Student Work

MATS Program

I give my permission for my portfolio to be used in the assessment process of the MATS Program by the Bible and Theology Department of the Assemblies of God Theological Seminary. I give my permission for my work to be presented as an example of the required portfolio for accreditation purposes only at the Assemblies of God Theological Seminary. This does not give permission for my work to be included in any published journal, book, web page, or other document meant for general and/or academic dissemination.

(Name, printed) _____

(Signature) _____

(Date) _____

Email _____