

Assemblies of God Theological Seminary

CE 626 / MSS 629 ADMINISTRATION IN THEOLOGICAL EDUCATION

COURSE SYLLABUS

Warren B. Newberry, D.Th.
Visiting Professor of Missions
wnewberry@agts.edu

Fall 2007

Time: 10:30 am. - 1:15 pm. Tuesday

COURSE DESCRIPTION

An overview of Bible school administration in a cross-cultural context. Using a basis of organization/management theory, traditional and nontraditional forms of administration are made relevant to domestic and foreign settings. Governance, personnel relationships, fiscal matters, curriculum development, and assessment issues will be studied.

COURSE OBJECTIVES

At the end of the course, the student should be able to:

1. Summarize the functions of institutional governance and its Board of Governors
2. Compare the job descriptions of the following administrators:
 - a. Director/President
 - b. Academic Dean
 - c. Business Administrator
 - d. Librarian
 - e. Department chairs
3. Evaluate the pros and cons of utilizing paid and volunteer faculty
4. Design a contextualized Bible school curriculum plan for a cross-cultural context based on *Learning Outcomes* theory
5. Demonstrate the ability to schedule classes
6. Manage a simplified student record computer system
7. Explain the use of faculty evaluations and other assessment instruments
8. Critique the value and use of accreditation, both domestic and foreign
9. Assess the utilization of shared governance in theological institutions
10. Explain the importance of a theological institution's relationship with its parent organization

TEXTBOOKS

Required:

Birnbaum, Robert. *How Colleges Work: The Cybernetics of Academic Organization and Leadership*. San Francisco: Jossey-Bass Publishers, 1995.

Director's Manual CD. Hong Kong: Asia Pacific Education Office, AGWM, 2003. (supplied by the professor)

Ford, Leroy. *A Curriculum Design Manual for Theological Education*. Nashville, TN: Broadman Press, 1991.

Recommended:

Hughes, Richard & William Adrian (ed). *Models for Christian Higher Education : Strategies for Success in the Twenty-First Century*. Grand Rapids : Eerdmans Publishing Company, 1997.

Seymour, Daniel T. *On Q: Causing Quality in Higher Education*. Phoenix, Arizona: The Oryx Press, 1993.

METHODOLOGY

Lecture
Guest lecturers
Student groups with hands-on participation

COURSE REQUIREMENTS

Readings

1. Additional reading is assigned for each class. Graduate study assumes readings are complete previous to class and the student is conversant in the content. Please use the provided form to make a brief report of each article read. (Not for the textbooks)
Note: All readings are on reserve at the AGTS library and available for the student to photocopy. See the circulation staff.
2. Read the two required textbooks

APEO Resource CD:

Pick up a free copy of the CD from the faculty secretary, Mrs. Norma Simmons. The material can also be accessed at this website: www.apeo.org

Research Project

Develop a *contextualized* baccalaureate curriculum for a cross-cultural context utilizing *Learning Outcomes* theory. Details will be provided by the professor.

Reflection Paper

Write a 5 page reflection paper on Birnbaum's book, *How Colleges Work*. Guidelines will be provided by the Professor.

Final Exam

There will be a comprehensive final exam.

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension. (AGTS Student Handbook, p.4)

GRADING PROCEDURE

Exam	20%
Required Reading	20%
Research Project	45%
Reflection Paper	15%

Late work is subject to penalty!

AGTS Approved Grading Scale

Publishable = A+	79% - 77% = C+
100% - 94% = A	76% - 74% = C
93% - 90% = A-	73% - 70% = C-
89% - 87% = B+	69% - 67% = D+
86% - 84% = B	66% - 64% = D
83% - 80% = B-	63% - 60% = D-

CHAPEL

Spiritual formation and chapel attendance are integral parts of the seminary's curriculum in general and of this course in particular. While not compulsory, all students are encouraged to take advantage of this spiritual emphasis. The following dates will affect this class:

1. October 2 – 10:30-11:45 a.m.
2. November 27 – 10:30-11:45 a.m.

SELECTED BIBLIOGRAPHY

Anderson, Lorin W. & David R. Krathwohl (eds). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York, NY: Longman, 2001.

Anglin, Dan L. *Directors' Manual: Asia Pacific Assemblies of God Bible Schools*. Laguna Hills, California: Asia Pacific Education Office, 1990.

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Angelo, Thomas and K. Patricia Cross. *Classroom Assessment Techniques* 2nd edition. San Francisco: Jossey-Bass Publishers, 1993.

Blackwell, Thomas Edward. *College and University Administration*. New York: The Center for Applied Research in Education Inc., 1966.

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Bowden, Henry. *Boards of Trustees: Their Organization and Operation at Private Colleges and Universities*. Macon, GA: Mercer University Press, 1982.

Carpenter, Joel A. and Kenneth W. Shipps (eds.). *Making Higher Education Christian: The history and mission of Evangelical colleges in America*. Grand Rapids, MI: Christian University Press, 1987.

Cully, Iris V. *Planning and Selecting Curriculum for Christian Education*. Valley Forge, PA: Judson Press, 1983.

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DeJong, Arthur. *Reclaiming a mission: New direction for the Church related college, 1990*.

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Falendar, Andrew J. and John C. Merson, (eds). *Management Techniques for Small and*

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- Gallagher, Jo D. *Classroom Assessment for Teachers*. Upper Saddle River, NJ: Prentice Hall, 1998.
- Glasser, William. *The Quality School*. New York: Harper Collins Publishers, 1990.
- Henricks, Howard G. *Teaching to Change Lives*. Portland, Oregon: Multnomah Press, 1987.
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- Imundo, Louis V. *The Effective Supervisor's Handbook*. New York: AMACOM, 1991.
- Martz, David. *Practical Learning Theories and Practices*. Springfield. MO: LIFE Publishers, Inc., 2004.
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- McVey, Frank L. and Raymond M. Hughes. *Problems of College and University Administration*. Ames, Iowa: The Iowa State College Press, 1952.
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- Morrison, Gary R., Steven M. Ross, & Jerrold E. Kemp. *Designing Effective Instruction* fourth edition. Hoboken, NJ: John Wiley & Sons, 2004.
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SPECIFIC DATA

Prepared by Dr. Warren Newberry, June 2007