

# 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](mailto:wnewberry@agts.edu)

Spring 2007

**Time: 10:30 a.m. - 1:15 p.m. Wednesday**

### 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 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](http://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. Study questions will be provided.

### **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%
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. February 7 – 10:30-11:45 a.m.
2. April 4 – 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.

\_\_\_\_\_. *Guide for Strategic Planning for Assemblies of God Educational Institutions and Ministries in Asia Pacific*. Laguna Hills, California: Asia Pacific Education Office, 1996.

Angelo, Thomas and K. Patricia Cross. *Classroom Assessment Techniques* 2<sup>nd</sup> 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.

Bower, Robert K. *Administering Christian Principles. Principles of Administration for Ministers and Christian Leaders*. Grand Rapids, Michigan: Eerdmans Publishing Co., 1964.

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.

Cunninggim, Merrimon. *Uneasy Partners: The College and the Church*. Nashville: Abingdon, 1994.

- DeJong, Arthur. *Reclaiming a mission: New direction for the Church related college*, 1990.
- Durasoff, Steve. *Introduction to Christian Education*. Irving, Texas: ICI University Press, 1987.
- Ebel, Kenneth E. *The Art of Administration: A Guide for Academic Administration*. San Francisco, California: Jossey-Bass, Inc., 1978.
- Falendar, Andrew J. and John C. Merson, (eds). *Management Techniques for Small and Specialized Institutions*. San Francisco: Jossey-Bass, Inc., 1983.
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- Fuller, Jon W. (ed). *Issues in Faculty Personnel Policies*. San Francisco, California: Jossey Bass, Inc., 1983.
- Fisher, Ben C. *The idea of a Christian University in Today's World*. Macon, GA: Mercer University Press, 1989.
- 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.
- Holmes, Arthur F. *The Idea of a Christian College*. 2<sup>nd</sup> ed. Grand Rapids, MI: William B. Eerdmans, 1987.
- \_\_\_\_\_ (ed). *The Making of a Christian Mind. A Christian world view and the academic enterprise*. Downers Grove, IL: InterVarsity Press, 1985.
- Hughes, Richard T. and William B. Adrian. *Models for Christian Higher Education. Strategies for success in the Twenty-first century*. Grand Rapids: William B. Eerdmans, 1997.
- 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.

McCorkle, Chester O. and Sandra Orr Archibald. *Management and Leadership in Higher Education*. San Francisco, California: Jossey-Bass Publishers, 1982.

McVey, Frank L. and Raymond M. Hughes. *Problems of College and University Administration*. Ames, Iowa: The Iowa State College Press, 1952.

Miller, Bob W., Robert W. Hotes, and Jack D. Terry, Jr., (eds). *Leadership in Higher Education*. Westport, Connecticut: Greenwood Press, 1983.

Morrison, Gary R., Steven M. Ross, & Jerrold E. Kemp. *Designing Effective Instruction* fourth edition. Hoboken, NJ: John Wiley & Sons, 2004.

Newman, William H. *Administrative Action: The Techniques of Organization and Management*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.

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Spinder, George. *Education and Cultural Process: Anthropological Approaches* 3<sup>rd</sup> edition.  
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Tamasy, Robert J.(ed). *The Complete Christian Businessman*. Brentwood, Tennessee:  
Wolgemith & Hyatt Publishers, Inc., 1991.

Tucker, Allan and Robert Bryan. *The Academic Dean: Dove, Dragon, and Diplomat* 2<sup>nd</sup> edition.  
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VA.: Association for Supervision and Curriculum Development, 2005.

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Education*. Lanham, MD: University Press of America, 1993.

Wolotkiewicz, Rita J. *College Administrator's Handbook*. Boston: Allyn and Bacon, Inc., 1980.

### **SPECIFIC DATA**

Prepared by Dr. Warren Newberry, November 2006