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**DEPARTMENT OF THEOLOGY AND PHILOSOPHY**

<b><i>COURSE/OBJECTIVE ASSESSMENT MAP</i></b>					
<b>EXPECTED OUTCOMES</b>	<b>552</b>	<b>609</b>	<b>620</b>	<b>621</b>	<b>636 or 637</b>
Objective 1: Scholarly and Intellectual Acuity	<b>X</b>	<b>X</b>			<b>X</b>
Objective 2: Ministerial Authenticity	<b>X</b>		<b>X</b>	<b>X</b>	
Objective 3: Personal Formation and Identity		<b>X</b>		<b>X</b>	<b>X</b>
Objective 4: Spiritual Maturity			<b>X</b>	<b>X</b>	
Objective 5: Global Consciousness	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>

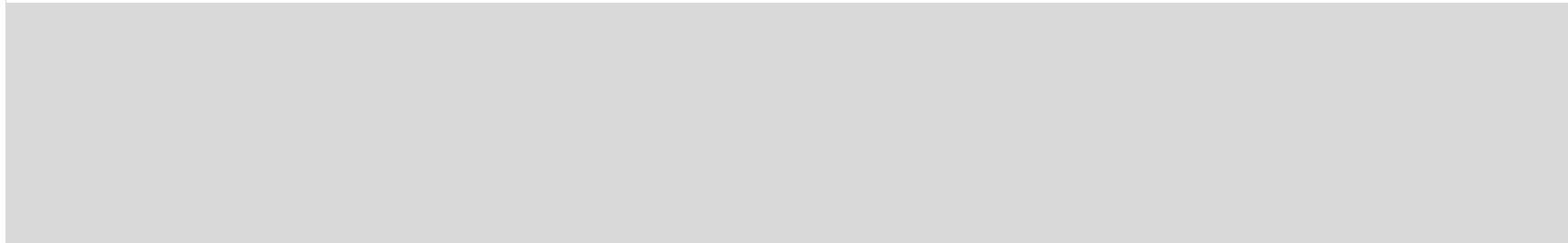
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	<p>If the student chooses the one specific theological discipline, the bibliography must include references from a minimum of four different contextual locations within that discipline.</p> <p>In addition to the 1-page statement, the student submits a preliminary bibliography based on his/her issue of theological interest. The statement should conclude with one question that will frame the research contained in the bibliography.</p> <p>The annotation summarizes succinctly and insightfully the main ideas and supporting details of readings and demonstrates keen grasp of context, methods and sources utilized by author through depth of reflection and analysis. The evaluation demonstrates creative, insightful, and explicit assessment of how the readings apply to ministry, praxis, and/or research concerns, clearly connecting the theoretical and practical. As part of the Core Curriculum, all MA-PRTM students must take THE 609 which is offered every two years.</p>			
<p>Annotated Bibliography</p>	<p>MAPRTM students in THE 636 or 637 prepare and submit an annotated bibliography with evaluation of 10 contemporary theological sources representing at least three different cultural contexts. The annotation summarizes succinctly and insightfully the main ideas and supporting details of readings and demonstrates keen grasp of context, methods and sources utilized by author through depth of reflection and analysis</p>			



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	This is a part of the Core Curriculum taken by all MAPRTM students and alternates on a yearly basis with THE 621.			
Position Paper	Because all students in the MA-PRTM program are now in fulltime ministry, in 2022 the assessment for THE 620 has shifted from the immersion experience to engaging students in questions/issues directly related to their fulltime ministries. The following describes the revised assignment: Each student writes a 10-15 page term paper which represents the answer to a question of the student's own choosing in relation to the foundations of Christian ministry. The question should be framed around some aspect of ministry which intrigues, disturbs, or confuses the student.	2, 4, 5		80% of students score 4 or more per Objective assessed on a 5-point rubric.
Integrative Assignment	MAPRTM students in THE 621 submit a 15-page Integrative Assignment in which: € Students consider their sense of call or vocation and the distinction between the lay and ordained "vocation." To do so, students identify sources from course content that make reference to this and evaluate the significance of the			



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satisfactory completion of an integrative paper of 25-30 pages.

The seminar is conducted by an assigned faculty member for not longer than 2 consecutive semesters.

The synthesis paper (1) reflects a comprehensive and

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**PROVIDE AN EXPLANATION OF THE MATCH BETWEEN ASSESSMENT INSTRUMENTS AND LEARNING OBJECTIVES:**

**Course Embedded Assessment (CEA):** The rationale for the use of course embedded assessment to evaluate competency in each of the Student Objectives is threefold. First, CEA makes explicit and practical connections among the MAPRTM Program Goals, the MAPRTM Core Curriculum, and the specific Student Learning Outcomes that the effective ministry demands. Second, CEA requires that course content and assignments explicitly address and reinforce the Objectives designed to advance students' theological and ministerial competency. Third, CEA ensures that these Objectives are assessed at different intervals during the student's course of study to monitor progress in each of the Objectives and remediate as needed. The following describes the explicit connection between the assignments and the objectives assessed.

€ THE 552: 10-page paper grounded in their own mitly ad7 ( m)1420 1 Tf9Tw i own mfl audrynd rwentxeryndner t s 3 . 8

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- € THE 636 or 637: annotated bibliography with evaluation of 10 contemporary theological sources from at least three distinct cultural contexts (Objective 5), demonstrating depth of reflection and analysis (



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<b>ASSESSMENT RESULTS (2012-2022)</b>				
<b>COURSE EMBEDDED ASSESSMENTS</b>	<b>RESULTS BY OBJECTIVE (PERCENTAGE SCORING 4 OR HIGHER)</b>			
THE 609	Year	Objective 1	Objective 3	Objective 5
	2014	100%	100%	100%
	2017	86%	72%	100%
	2023			
THE 636	Year	Objective 1	Objective 3	Objective 5
	2015	100%	100%	100%
	2021	100%	100%	100%
THE 637	Year	Objective 1	Objective 3	Objective 5
	2013	75%	25%	75%
	2018	100%	82%	100%
	2022	100%	100%	100%
THE 552	Year	Objective 1	Objective 2	Objective 5
	2013	0%	80%	40%
	2014	37%	40%	63%
	2015	83%	100%	100%
	2017	71%	29%	71%
	2018	100%	100%	100%
THE 620	Year	Objective 2	Objective 4	Objective 5
	2013	86%	86%	



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**USE OF RESULTS FOR IMPROVEMENTS**

**COURSE EMBEDDED ASSESSMENTS (2012-2022):  
USE OF RESULTS**

Course embedded assessment conducted in 2012 – 2015 indicated that the attainment of criterion scores varied when assessed in different courses. As noted above, this has raised concerns about the fundamental preparedness of students to pursue graduate studies in theology and ministry without sufficient background in theological studies. In addition, it also raised questions about the practical methodology taught and utilized by students at the MA level. As a result, two actions were taken:

1. A theological pre-test has been added to the requirements for entrance into the program to assess such readiness. Discussion continues about creating a course in the fundamentals of theology as a bridge to the graduate division for those students having insufficient background in the study of theology. In addition, a provision that students must attain a B or better in their first two courses has been initiated.
2. It was decided to revise the course content and pedagogy to focus on the skills and knowledge necessary for ministry.

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In Fall 2017, the Director of the MAPRTM engaged the graduate faculty in a discussion of the revision of the Comprehensive Questions which had been utilized for over 15 years. The faculty agreed that it was necessary to focus more on the practical application of the academic material and began the process of revising the Comprehensive Questions. These newly revised questions were included in the 2018-2019 MAPRTM Handbook.

Spring of 2018 was the first implementation of the revised Capstone with the Synthesis Paper. In 2018, 2019, and 2020 all students succeeded a pass on the Synthesis Paper as well as on the Oral Examination on the first attempt.

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**Critical  
Thinking**

Research applied clearly and insightfully  
to the issue/praxis in question.

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<b>Articulate ministerial identity</b>	Discerns and identifies a vocation to ministerial life as integral to one's personal and professional identity	Articulates the general contours of a ministerial identity in connection with vocation and with integrity of one's person	Expresses a diffuse ministerial identity; envisions his/her work as a job rather than as a ministry or vocation
<b>Open to constructive critique and affirmation</b>	Exhibits a willingness to both give and receive coherent and valuable critiques in all situations	Exhibits an inclination toward giving and receiving most constructive critiques	Exhibits significant resistance to receiving or

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**MASTER OF ARTS IN PRACTICAL THEOLOGY AND MINISTRY ASSESSMENT TEMPLATE**