ORU Graduate School of Theology and Ministry

Whole Person Assessment Handbook

March 2015

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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	Koinonia small group discussions Advisor Interview Self-Reflection Paper (ePortfolio)
PRFT 057 Mid-Program Assessment Audit	Advisor Interview
PRFT 058 Candidacy Level Assessment	Comprehensive Exam Thesis Defense Counseling Exam
PRFT 710 Entry Level Assessment (DMIN)	Self-Reflection Paper Sub-Committee Student Evaluation
PRFT 720 Mid-Program Assessment (DMIN)	Student Survey Sub-committee student evaluation
PRFT 730 Candidacy Level Assessment (DMIN)	Comprehensive Exams Sub-committee student evaluation
PRFT 059/759 ePortfolio: Whole Person Assessment	Electronic Assessment of ePortfolio course artifacts

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
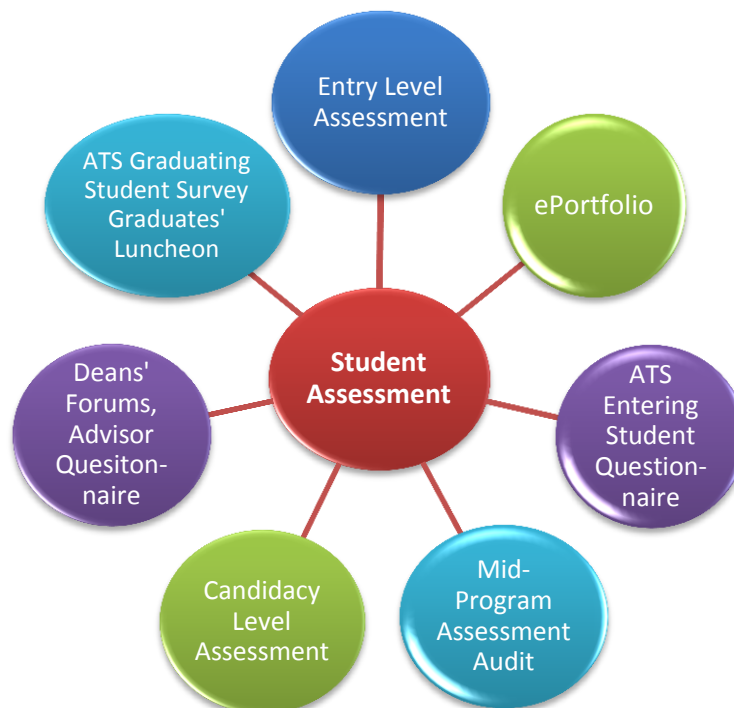
OVERVIEW OF GSTM ASSESSMENT

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
PRFT 059 Whole Person Assessment: ePortfolio (Master's level)	Professional measurement of degree program goals and outcomes based on specific rubrics	University ePortfolio system	GSTM student artifact and assessment system	Every semester	Office of Institutional Effectiveness, GSTM deans and faculty	Measures GSTM student learning outcomes	Every semester
PRFT 056 Entry Level Assessment (Master's level)	Vocational, personal, and spiritual self-awareness.	Internal All students	Advisor Interview/ Questionnaire, ePortfolio, Koinonia groups, Spiritual Life Inventory, Self-Reflection Paper	Every fall/spring semester (first semester of enrollment)	Director of Assessment Program; academic advisors	Enable students to articulate clearly their ministry/ professional calling	The end of every fall/spring semester
PRFT 056 Entry Level Assessment/ Koinonia Student Opinion Survey	Electronic survey for residential students on Koinonia small group experience	Internal	Electronic survey on D2L course shell	Every fall/spring semester	Director of Assessment Program	Measures GSTM student experience and expectations	Every semester
PRFT 057 Mid-Program Assessment Audit (Master's level)	Determine student status in the assessment program and review academic progress	Internal	Questionnaire; ePortfolio artifact status/ degree program audit chart	Every fall/spring semester (mid-point of degree program)	Director of Assessment Program; academic advisors	Determine student status of completion of degree program goals	The end of every fall/spring semester
PRFT 058 Candidacy Level Assessment (Master's level)	Summative assessment of achievement of program goals, comprehensive knowledge, professional skills, and personal formation.	Internal Degree program faculty	Comprehensive Exam, Whole Person Development paper, Professional readiness interview, ePortfolio artifact assessment, program questionnaires; thesis defense	Every fall/spring semester (last semester of enrollment)	Director of Assessment Program, 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
Response to Total Seminary Experience Study Survey (PRFT 058 Candidacy Level Assessment, Master's level)	Electronic survey for residential students in first semester of enrollment on Koinonia small group experience	Internal	Electronic Survey on D2L	Every fall/spring semester	Director of Assessment Program; Director of Assessment Program	Measures GSTM student experience and expectations	Every semester
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	Director of Assessment Program; Director of Assessment Program	Measures GSTM student experience and expectations	Every semester

Name	Description	Data Source	Type of Instrument	Date/ Frequency	Responsible Entity	University/GSTM Outcomes	Data Reviewed
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); GTSA student representative	Measures GSTM degree programs goals and student learning outcomes.	Every spring semester
Assoc. of Theological Schools in US and Canada (ATS)	ATS Entering Student survey (ESQ)	External (ATS)	Electronic Entering Student Questionnaire (ESQ)	First semester of program (ESQ)	Dean's office	Entering student demographic information	Every fall/spring semester
Assoc. of Theological Schools in US and Canada (ATS)	ATS Graduating Student Survey (GSQ)	External (ATS)	Electronic Graduating Student Questionnaire (GSQ)	Last semester of program prior to graduation (GSQ)	Dean's office	Student satisfaction regarding program effectiveness, including academic knowledge, spiritual formation and pro-fessional competence	The end of every spring semester, post-graduation
PRFT 759 Whole Person Assessment: ePortfolio (Doctoral level)	Professional measurement of degree program goals and outcomes based on specific rubrics	University ePortfolio system	GSTM student artifact and assessment system	Every semester	Office of Institutional Effectiveness, GSTM deans and faculty	Measures GSTM student learning outcomes	Every semester
PRFT 710 Entry Level Assessment (Doctoral level)	Review of ePort. artifacts; evaluation of students' academic, professional, spiritual, emotional, and social aptitudes for continued enrollment in the DMIN program	Internal All students	ePortfolio assessment of artifacts from DMIN 711, DMIN 716; 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	Every semester
PRFT 720 Mid-Program Assessment Audit (Doctoral level)	Review of ePortfolio artifact submissions; evaluation of students' academic, professional, spiritual, emotional, and social aptitudes for continued enrollment in the DMIN program	Internal All students	ePortfolio assessment of artifacts from DMIN 712; Rubric for formative evaluation of student's aptitude for continued enrollment in the 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

Name	Description	Data Source	Type of Instrument	Date/ Frequency	Responsible Entity	University/GSTM Outcomes	Data Reviewed
PRFT 730 Candidacy Level Assessment (Doctoral level)	Review of ePortfolio artifact submissions; summative report on student's ability to begin writing of Applied Research Project Report (ARP)	Internal All students	ePortfolio assessment of artifacts from DMIN 768, 761, 732/738; Rubric for formative evaluation of student's ability to write ARP	Every summer semester	DMIN Director, academic dean, DMIN sub-committee	Measures GSTM DMIN student learning outcomes, and students' academic ability for research and writing ARP	Every summer semester
Defense of Applied Research Project (ARP) (DMin)	Oral examination and defense of Applied Research Project (ARP)	Internal Student, DMIN Director, Supervisor, Reader	Oral Comprehensive Exam (covering all course work) and Oral Defense of ARP	Last semester of program	Student, DMIN Director, ARP Supervisor, and Reader	Measures GSTM student learning outcomes	Fall/spring semesters
Internship/ Practicum	Practical application of the theories and methods of Christian Counseling for MCC and MCC/MFT students	Internal and External; Student, Site Supervisor, & Faculty Group Supervisor	ePortfolio artifacts; supervisory evaluations	During semester student enrolled	Dr. Sandra Richardson, Coordinator of Practicum/Internship Program; Faculty Group Supervisor; Site Supervisor	Measures GSTM student learning outcomes	Every semester
Field Education/ Ministry Practicum	Observation in the practices of ministry for MDV and MPT students	Internal and External; Student, Reflection Group Leader, Site Supervisor	ePortfolio artifacts, case study presentation, reflection groups, evaluation forms	During semester student enrolled	Dr. James Barber, site supervisor	Measures GSTM student learning outcomes	Every semester
PRFT 065 Counselor Preparation Comprehensive Exam	CACREP accreditation requirement; & component of PRFT 058 for M.A. in Christian Counseling candidates	Internal and External All M.A. Christian Counseling students	Counselor Preparation Comprehensive exam	Final semester of enrollment	Dr. Bill Buker, counseling faculty	Measures GSTM student learning outcomes	Every semester
GSTM Dean's Forum	Student question and answer dialogue with GSTM deans regarding Seminary experience	Internal	Dean's responses to questions submitted by students	Every fall/spring semester	Dr. Tom Mathew, Dean; Dr. Cheryl Iverson, Associate Dean	Addresses GSTM student concerns and comments	Every semester

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 participation in a peer group experience called Koinonia, where they reflect on their identity and calling, and at the culmination of the Koinonia group experience, write a self-reflection paper. A structured interview with academic advisors occurs as part of the entry-level assessment. The topics considered in Koinonia and a student questionnaire are discussed in relationship to vocational plans. Advisors are assigned the first semester of matriculation according to each student's degree program and remain the student's advisor through graduation. Students also enroll in PRFT 059 Whole Person Assessment, a corequisite of PRFT 056 Entry-Level Assessment, for the purpose of uploading relevant documents ("artifacts") to ePortfolio. (A fee is attached to establish an ePortfolio account.) Training on how to use the electronic system occurs during the first semester

PRFT 057 Mid-Program Assessment Audit (0 credit hr)
(Progress in achieving degree program goals and ePortfolio submissions)

PRFT 057 Mid-Program Assessment Audit 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 ePortfolio Artifacts charts for every master's level degree program.

GSTM Degree Program Goals, Outcomes, Courses, & ePortfolio Artifacts
MASTER OF DIVINITY
[Click here to see ePortfolio 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	*One of the following:* 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	*One of the following:* 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	*One of the following:* 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	*One of the following:* 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	*One of the following:* 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	*One of the following:* Missions Paper Ministry Paper	*One of the following:* 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	*One of the following:* PRM 549 Foundations of Teaching Ministries PRM 669 Practice Preaching

GSTM Degree Program Goals, Outcomes, Courses, & ePortfolio Artifacts
MASTER OF DIVINITY/PASTORAL CARE AND CHAPLAINCY CONCENTRATION
Click here to see ePortfolio 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 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	One of the following: 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	One of the following: 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	One of the following: 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	One of the following: 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	One of the following: 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	One of the following: 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	One of the following: Missions Paper Ministry Paper	One of the following: 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	One of the following: PRM 549 Foundations of Teaching Ministry PRM 661 Introduction to Preaching

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

M.A. BIBLICAL LITERATURE

[Click here to see ePortfolio 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	*One of the following:* 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	*One of the following:* 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 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	*One of the following:* 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 ePortfolio Artifacts
M.A. BIBLICAL LITERATURE/ADVANCED LANGUAGES CONCENTRATION
Click here to see ePortfolio 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	*Four of the following Hebrew/ Greek Translation Courses:* 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	*Four of the following :* 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

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

Click here to see ePortfolio 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	*One of the following:* PRFT 052 Heb.Prof. PRFT 053 Greek Prof.	*One of the following (second language):* 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	*One of the following*: 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	*One of the following:* GBIB 618 Matthew (Greek) GBIB 715 The Bible & Midrash (Hebrew) *Or approved substitute language translation course*
	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 ePortfolio Artifacts

M.A. THEOLOGICAL/HISTORICAL STUDIES

Click here to see ePortfolio 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	*Two* 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	*One* 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	*One* 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 ePortfolio Artifacts

M.A. IN CHRISTIAN COUNSELING/LPC AND MFT

Click here to see ePortfolio rubrics

CACREP The purpose of the MACC Degree Program is to prepare the students to do the following:	OBJECTIVES ORU Counseling Program Objectives	OUTCOMES As a result of completing the MACC Degree Program the Student will:	ARTIFACTS Types of artifacts:	COURSES
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 Assignment; Case Presentation	GCSL 580 GCSL 650
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.	Case Vignettes; Autobiography	GCSL 570 GCSL 624
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.	Case Study	GCSL 635
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 assisting clients in making career decisions.	Career Style Interview	GCSL 679
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
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
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; Assessment Report	GCSL 670 GCSL 641 GCSL 724
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
Clinical Mental Health Counseling	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
Marriage, Couple, and Family Counseling	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; Case Study	GCSL 643 GCSL 642
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 GCSL 786
Professional Growth and Spiritual Formation	Engage students to integrate their spiritual/religious beliefs into an overall philosophy of counseling through theological reflection and examination of underlying assumptions.	Integrate beliefs, examine assumptions, and reflect theologically in developing a personal philosophy of counseling.	Philosophy of Counseling Paper	GCSL 785 GCSL 786
	Integrate a biblical / theological understanding of people, the nature of change, and the activity of the Holy Spirit in counseling.	Articulate a theology of counseling emphasizing a biblical understanding of persons, the nature of change, and the activity of the Holy Spirit	Theology of Counseling Paper	GCSL 528

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

M.A. IN MISSIONS

[Click here to see ePortfolio 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
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	*One of the following*: 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 ePortfolio Artifacts

M.A. IN PRACTICAL THEOLOGY

Click here to see ePortfolio 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	*One of the following*: 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.	*One of the following:* 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/Present ation	*One of the following:* 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 ePortfolio Artifacts

M.A. IN PRACTICAL THEOLOGY/TEACHING MINISTRIES CONCENTRATION

Click here to see ePortfolio 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	*One of the following*: 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	*One of the following:* 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 ePortfolio Artifacts
M.A. IN PRACTICAL THEOLOGY/URBAN MINISTRY CONCENTRATION

Click here to see ePortfolio 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	*One of the following*: 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

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 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 Sub-committee 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.
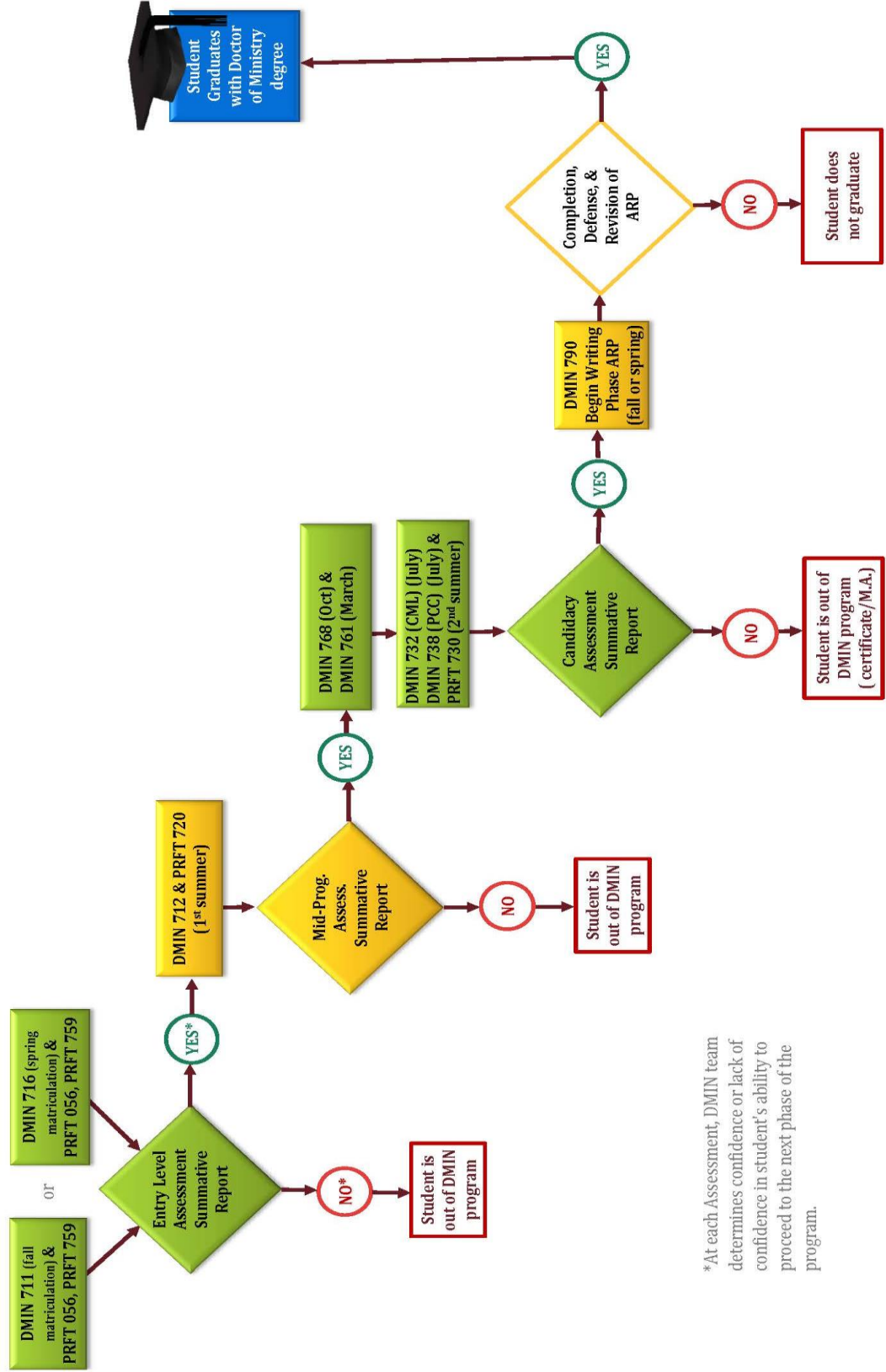
Academic and Professional Aptitude:
1. Displays aptitude for research & critical thinking
2. Academic writing ability
3. Displays ability for biblical & theological reflection
4. Displays ability to integrate academics & praxis
5. Shows ability to synthesize ministry, identity, personal assessment, & professional development
6. Course grades
7. Timely submission of all assignments
8. ePortfolio 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

The flow chart on the following page shows the Doctor of Ministry Program Assessment Process.

PROCESS FLOWCHART - Doctor of Ministry Assessment Process

DMIN 711 (fall matriculation) & PRFT 056, PRFT 759

DMIN 716 (spring matriculation) & PRFT 056, PRFT 759

or

→ **Entry Level Assessment Summative Report**

→ NO* → **Student is out of DMIN program**

→ YES* → **DMIN 712 & PRFT 720 (1st summer)**

→ **Mid-Prog. Assess. Summative Report**

→ NO → **Student is out of DMIN program**

→ YES → **DMIN 768 (Oct) & DMIN 761 (March)**

DMIN 732 (CML) (July) DMIN 738 (PCC) (July) & PRFT 730 (2nd summer)

→ **Candidacy Assessment Summative Report**

→ NO → **Student is out of DMIN program (certificate/M.A.)**

→ YES → **DMIN 790 Begin Writing Phase ARP (fall or spring)**

→ **Completion, Defense, & Revision of ARP**

→ NO → **Student does not graduate**

→ YES → **Student Graduates with Doctor of Ministry degree**

*At each Assessment, DMIN team determines confidence or lack of confidence in student's ability to proceed to the next phase of the program.

PRFT 710 Entry-Level Assessment (0.5 credit hrs)
Vocational, personal, and spiritual self-reflection
All Doctor of Ministry students entering the Seminary in the fall are required to enroll in PRFT 710 concurrently with DMIN 711 Ministerial Identity and Personal Assessment. Students entering Seminary in the spring will enroll in PRFT 710 concurrently with DMIN 716 Ministry and Dynamics of the Holy Spirit.

PRFT 720 Mid-Level Assessment Audit (0 credit hr)
Progress in achieving degree program goals
At the end of the first year, students enroll in PRFT 720 Mid-Level Assessment Audit concurrently with DMIN 712 Biblical Issues and Themes for Ministry. This midlevel assessment is designed to determine if the competencies required to move to the candidacy level status have been demonstrated by the student

PRFT 730 Candidacy-Level Assessment (0.5 credit hrs)
Spiritual and academic development
- **Vocational readiness**
- **Extent of achievement of degree program goals**
- **Personal and spiritual formation**

During the final semester of enrollment, students enroll in PRFT 730 Candidacy-Level Assessment concurrently with DMIN 732 Leading for Ministry Effectiveness for students in the church ministry leadership concentration (CMLC) or concurrently with DMIN 738 Principles of Supervision in Pastoral Care and Counseling for students in the pastoral care and counseling concentration (PCCC). The purpose of this assessment is to determine the degree to which the doctoral program goals were achieved and whether or not the student has the ability to successfully complete an applied research project.

PRFT 759 ePortfolio: Whole Person Assessment
Students will enroll in PRFT 759 ePortfolio: Whole Person Assessment the first semester for the purpose of uploading relevant documents ("artifacts") to ePortfolio (a fee is attached to establish an ePortfolio account.) Training on how to use an electronic portfolio occurs during the first semester.

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

Doctor of Ministry

DEGREE PROGRAM GOALS, OUTCOMES, COURSES, AND EPORTFOLIO ARTIFACTS

DMIN/Church Ministries and Leadership
DMIN/Pastoral Care and Chaplaincy

[Click here to see ePortfolio rubrics](#)

GOALS The purpose of the Doctor of Ministry program is to:	OUTCOMES As a result of successfully completing the DMIN degree, the student will:	ePORTFOLIO ARTIFACTS	SEMINARS/ WORKSHOPS	Assessment Enrollment	Who/When
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 759 ePortfolio PRFT 710 Entry Level Assessment	Students who matriculate in fall semester
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 716 Ministry & Dynamics of the Holy Spirit (spring)	PRFT 759 ePortfolio PRFT 710 Entry Level Assessment	Students who matriculate in spring semester
Entry Level Assessment Formative Report: DMIN Director, Associate Dean, and faculty member(s) express confidence or lack of confidence in student's aptitude to pursue next stage of DMIN degree.					
(same goal as above)	*(same outcome as above)*	Exegetical Paper	DMIN 712 Biblical Issues & Themes for Ministry (June)	PRFT 720 Mid-Program Assessment	All students, summer semester of first year, (5th session)
Mid-Program Assessment Formative Report: DMIN Director, Associate Dean, and faculty member(s) express confidence or lack of confidence in student's aptitude to complete coursework and pursue next stage of DMIN degree.					
Prepare students to enhance competencies in pastoral analysis, pastoral practices, and ministerial skills	Enhance competencies in pastoral analysis, pastoral practices, and ministerial skills	Theological Reflection of Pastoral Care Paper	DMIN 768 Pastoral Care and Chaplaincy in the 21st Century (Oct)	n/a	All students
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 (March)	n/a	All students
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	Synthesis Paper *or* Theological Reflection on Pastoral Care and Supervision	DMIN 732 Leading for Ministry Effectiveness (CML) (July) *or* DMIN 738 Principles of Supervision in Pastoral Care & Chaplaincy (PCC) (July)	PRFT 730 Candidacy Level Assessment	All students, summer semester of second year (5th summer session)
Candidacy Level Assessment Summative Report: DMIN Director, Associate Dean, and faculty member(s) express confidence or lack of confidence in student's ability to successfully complete Applied Research Project.					
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

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 includes:

- 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:
  o Student academic performance and professional competency, through course grades, ePortfolio assessment scores, and practicum/internship evaluations
  o 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.
  o 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.
  o 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, 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

EPORTFOLIO: FREQUENTLY ASKED QUESTIONS

Click here for some frequently asked questions about ePortfolio and related services (ORU General Education).

WHAT IS EPORTFOLIO? WHEN DO I ENROLL IN IT? IS IT AN ACTUAL COURSE?

● PRFT 059 ePortfolio is a 0 credit proficiency that provides an electronic system for storing and assessing course artifacts. It is required for all degree plans.

● All students should enroll in PRFT 059 the first semester of enrollment.

● Students create an ePortfolio account by using a link given in the D2L course shell to submit a sample document.

● Students will receive a "pass" for PRFT 059 when there is evidence that the ePortfolio has been activated and artifacts have been successfully submitted.

● A fee accompanies enrollment in PRFT 059 to activate the ePortfolio account. Students who already have an ORU ePortfolio account should consult the Seminary registrar for enrollment without duplication of fees.

● Once the ePortfolio is successfully created, there are no other requirements for enrollment in PRFT 059 and students will receive a Pass for the proficiency.

● Note, however, that each semester, selected course assignments will be designated as ePortfolio artifacts.

● Always check course syllabi to see whether or not a course has an ePortfolio artifact.

● Failure to submit an ePortfolio artifact will result in an Incomplete grade for the course.

● See course syllabi for details.

HOW DO I CREATE MY GRAD THEOLOGY EPORTFOLIO?

Follow the instructions on the D2L course shell for PRFT 059 ePortfolio or PRFT 056 Entry Level Assessment.

DO I HAVE TO PAY AN EPORTFOLIO FEE EVERY YEAR?

No. Students pay a one-time fee when enrolling in ePortfolio. ORU Students who had ePortfolio as an undergraduate student should contact the registrar when enrolling in PRFT 056 ePortfolio (graduate level) to avoid duplicating fees.

HOW DO I KNOW IF A COURSE HAS A REQUIRED EPORTFOLIO ARTIFACT AND WHAT THE ARTIFACT IS?

All course syllabi indicate whether or not an ePortfolio artifact is required:

2. Whole Person Assessment Requirements
    a. All students entering the Seminary are required to enroll in PRFT 059 ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
    b. **WPA requirements for this course:**
        i. **All students, regardless of degree program, must submit the (*name of artifact*) for (*name of course*) to the course professor on ePortfolio, on the same date the assignment is also due in class.**

If no artifact is required for the course, under "WPA requirements for this course," the syllabus will indicate "None."

WHAT WILL HAPPEN IF I DON'T SUBMIT A REQUIRED EPORTFOLIO ARTIFACT FOR A COURSE?

As indicated in all course syllabi, students who do not submit a required ePortfolio artifact will receive an Incomplete grade for the course:

2. Whole Person Assessment Requirements
    a. All students entering the Seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
    b. WPA requirements for this course:
        ii. All students, regardless of degree program, must submit the preaching manuscript for PRM 669 to the course professor on ePortfolio, on the same date the assignment is also due in class.
        iii. **Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an Incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change.**

WHAT EPORTFOLIO REQUIREMENTS DO I NEED TO COMPLETE IF I AM A TRANSFER STUDENT?

Transfer or advanced standing credit can be indicated on the degree program chart used in Mid-Program and Candidacy Level Assessments.

WHAT ARE THE STEPS FOR UPLOADING AN ARTIFACT AND SENDING IT FOR ASSESSMENT?

Complete directions are included in the D2L course shell for PRFT 059 ePortfolio, and in all D2L shells for courses with an ePortfolio artifact.

HOW DO I KNOW WHERE IN MY EPORTFOLIO TO PLACE MY ARTIFACT?

Students should use the direct link in the Content area of the D2L course shell to submit a required ePortfolio artifact.

HOW CAN I FIND THE RESULTS OF MY PROFESSOR'S ASSESSMENT OF MY SUBMITTED ARTIFACT?

Once you have submitted your artifact for assessment, you can click on the "Menu" button on the main ePortfolio page and choose "Work" and "My Results" to view your assessment scores. There you will see a listing of all artifacts that you have submitted for assessment. You can click on the artifact and choose "View Details" in the drop-down menu to see how you scored on each criterion of the rubric.

CAN I REMOVE AN ARTIFACT FROM MY EPORTFOLIO ONCE I HAVE SUCCESSFULLY SUBMITTED IT FOR ASSESSMENT?

You should not remove an artifact from your ePortfolio unless (a) you are replacing it with a corrected version of the same document, (b) you have uploaded it in the wrong place and are correcting the error, or (c) you are deleting multiple versions of the same artifact. Your artifacts should remain in your ePortfolio for the duration of your time at ORU. If you remove them, then faculty will not be able to view them, and this may cause problems when your ePortfolio is audited at the end of a semester and prior to graduation.

WHERE CAN I GO TO GET EPORTFOLIO HELP?

- ePortfolio Help Line at x7356 (918-495-7356) or ePortfolio@oru.edu

- IT Helpdesk, 3rd floor LRC, Front Doors

- Website: www.ePortfolio.oru.edu (many helpful resources)

- Grad Theology Assessment Coordinator: mmankins@oru.edu

LINKS

All GSTM ePortfolio rubrics are available on the Graduate Theology Class pages at
http://web.oru.edu/current_students/class_pages/grtheo/mmankins/DegreePrograms/Rubrics-ALL.html

A list of courses with ePortfolio artifacts is available at
http://web.oru.edu/current_students/class_pages/grtheo/mmankins/DegreePrograms/Courses%20with%20artifacts%20-%20all,%20ABC%20REV_1-3-14.pdf

Charts with GSTM degree program goals, outcomes, courses and artifacts are available at
http://web.oru.edu/current_students/class_pages/grtheo/mmankins/DegreePrograms/DegreeProgramHP2-10.html