

**AGTS GRADUATE DEGREES’  
PROGRAM LEARNING OUTCOMES AND  
RUBRIC STATEMENTS**

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Notes:

\*All AGTS PLOs are judged at 3 Points - equals Mastery

\*Our Calculation Method assesses the highest score.

## BIBLE AND THEOLOGY/ACADEMIC DEGREES

### MASTER'S DEGREES

#### MASTERS OF ARTS IN THEOLOGICAL STUDIES PROGRAM LEARNING OUTCOMES

##### MATS 1 - Assess Bible, Revelation & Mission of God

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

- 4 Points - The student not only traces development within the biblical canon, but grasps the common and contrasting elements within a particular theme (especially the mission of God) as one moves through the biblical canon. They articulate those elements and show understanding of the nuances of those connections and contrasts – i.e., continuity and discontinuity.
- 3 Points - The student presents evidence that they understand the movement and development of revelation by tracing themes through the biblical canon.
- 2 Points - The student sees some evidence of contrast and development but tends to minimize development, minimizing differences.
- 1 Point -The student overlooks development of themes traced throughout the biblical canon. There is a “flattening” of the diverse elements within the biblical canon so that there is no clear sense or articulation of doctrinal development or theological movement.
- 0 Points - The student did not attempt to assess the flow of biblical revelation and the mission of God.

##### MATS 2 - Bridge the Horizons

Construct an interpretive paradigm for bridging the horizons between the ancient biblical text and the contemporary world.

- 4 Points - The student not only constructs but also fully explains an interpretive paradigm for bridging the horizons between the ancient biblical text and the contemporary world.
- 3 Points - The student presents the prime elements of an interpretive paradigm and key principles for bridging horizons.
- 2 Points - The student identifies some, but not all, of the basic elements of an interpretive paradigm and key principles for bridging horizons.
- 1 Point - The student misses or misunderstands basic elements of an interpretive paradigm and key principles of bridging horizons.

- 0 Points - The student did not attempt to construct an interpretive paradigm for bridging the horizons.

### MATS 3 - Extract Bib Teaching

Demonstrate an ability to extract and construct the biblical teaching on a given topic or doctrine that respects the progress of revelation within the biblical canon and employs sound principles of biblical interpretation.

- 4 Points - The student personally, from the primary text, extracts and constructs biblical teaching that respects the progress of revelation and employs sound principles of interpretation.
- 3 Points - The student, with the help of secondary sources, extracts and constructs biblical teaching that respects the progress of revelation and employs sound principles of interpretation.
- 2 Points - The student extracts and constructs teaching from the biblical text that only partially respects the progress of revelation or only partially employs sound principles of interpretation.
- 1 Point - The student fails to extract and construct biblical teachings that respect revelation and employ sound interpretation.
- 0 Points - The student did not attempt to extract and construct biblical teaching that respect revelation and employ sound interpretation.

### MATS 4 - Construct Biblical & Relevant Responses

Analyze contemporary socio-cultural challenges from society and construct biblically informed, relevant responses to those challenges that are faithful to historic Christian faith.

- 4 Points - The student performs thorough exegetical work on the biblical text leading out its multiple primary principles.
- 3 Points - The student accomplishes careful exegetical work on the biblical text leading out a few valid principles.
- 2 Points - The student performs only partial exegetical work on the biblical text leading out a simplistic interpretation.
- 1 Point - The student attempts exegesis but fails to accurately interpret the text.
- 0 Points - The student did not attempt any interpretation of the text.

## MATS 5 - Discuss Issues & People in BTh

Identify and discuss the major issues and key figures in church history, biblical interpretation, and theology in light of the mission of God.

- 4 Points - The student explains fully many figures and issues in church history, biblical interpretation, and theology in light of the mission of God.
- 3 Points - The student identifies and briefly discusses the major figures and issues in church history, biblical interpretation, and theology in light of the mission of God.
- 2 Points - The student identifies, and that with minimal detail, only a few figures and issues in church history, biblical interpretation, and theology in light of the mission of God.
- 1 Point -The student cannot identify and discuss the major figures and issues in church history, biblical interpretation, and theology in light of the mission of God.
- 0 Points - The student did not attempt to identify and discuss the major figures and issues in church history, biblical interpretation, and theology in light of the mission of God.

## MATS 6 - Discuss Pentecostalism

Explain the historical trends and doctrines of Pentecostalism, and assess their contribution to theological developments both past and present.

- 4 Points - The student explains fully many historical trends and doctrines of Pentecostalism and assesses in depth their contribution to theological developments of both past and present.
- 3 Points - The student explains major historical trends and doctrines of Pentecostalism and assesses their contribution to theological developments of both past and present.
- 2 Points - The student explains with minimal detail only a few historical trends and doctrines of Pentecostalism and assesses only partially their contribution to theological developments of both past and present.
- 1 Point -The student cannot clearly explain major historical trends and doctrines of Pentecostalism nor adequately assess their contribution to theological developments of both past and present.
- 0 Points - The student did not attempt to explain major historical trends and doctrines of Pentecostalism or assess their contribution to theological developments of both past and present.

## MATS 7 - Critique Critical Methods

Critique the various methods and critical approaches to biblical interpretation of both the Old and New Testaments and assess their positive contributions and limitations for biblical exegesis.

- 4 Points - The student understands and can articulate how, when and who are responsible for various interpretive options for Old and New Testament study. They can identify the founding innovators and assess their importance to biblical studies at the time of their innovation. They also have the ability to

distinguish both the positive and negative effects of these various approaches as well as relate the presuppositions that guided or generated their development.

- 3 Points - The student demonstrates a knowledge of interpretive options and methods for the study of both the Old and New Testament. They show an awareness of what these approaches assume about the biblical text, the presuppositions that guide their approaches, and both the positive and negative results that have ensued.
- 2 Points - The student can identify or name some of the interpretive approaches to the study of the Old and New Testaments. They have limited awareness of the outcomes of these approaches.
- 1 Point -The student has limited knowledge that various interpretive methods are applied to OT and NT study but without a clear understanding of the methods or their outcomes
- 0 Points - The student did not attempt to demonstrate a knowledge of the various interpretive methods are applied to OT and NT study.

### MATS 8 - Apply BTh to Ministry

Seek to apply biblical/theological foundations and critique to current ministry practices within specific ministry contexts.

- 4 Points - Given a contemporary area or context of ministry, the student is able to examine the canon of Scripture and identify relevant material from which to formulate biblical principles helpful in establishing a comprehensive biblical-theological foundation for what the contemporary church is doing. Moreover, they are able to creatively think through and make suggestions as to how the Church might make application of biblical truth, or take corrective action to implement change to current praxis.
- 3 Points - In appropriate research papers and essays, the student is able to identify the foundational theological insights that are relevant to a specific practice of contemporary ministry and make suggestions as how these insights might be implemented.
- 2 Points - The student finds biblical insight and justification for practices within the contemporary Church but such are neither comprehensive nor inclusive of all relevant biblical material.
- 1 Point -The student sees limited relevance of the need to evaluate current ecclesiastical praxis through the lens of Scripture.
- 0 Points -The student sees no relevance of the need to evaluate current ecclesiastical praxis through the lens of Scripture.

# Master of Theology

## Program Learning Outcomes

### ThM 1 - Scholarly Issues

A knowledge base of the scholarly issues inherent in biblical interpretation and theological studies

- 4 Points - Competent analysis of and interaction with the major contemporary scholarly issues presented in writings and conferences on biblical interpretation and theology.
- 3 Points - Awareness of the major contemporary scholarly issues presented in writings and conferences on biblical interpretation and theology.
- 2 Points - Limited knowledge of some scholarly issues presented in writings and conferences on biblical interpretation and theology.
- 1 Point - Unaware or misinformed of the scholarly issues presented in writings and conferences on biblical interpretation and theology.
- 0 Points - No attempt to interact with scholarship issues of biblical interpretation and theological studies.

### ThM 2 - Original Scholarly Research

Original scholarly research

- 4 Points - Superior analysis of scholarly resources, with prominent use of primary resources, presented in cogent, creative, and interactive ways.
- 3 Points - Competent analysis of scholarly resources, presented in cogent, creative, and interactive ways.
- 2 Points - Use of scholarly resources, presented in cogent, creative, and interactive ways.
- 1 Point - Use of scholarly resources, presented without full integration into the argumentation of the writing/presentation.
- 0 Points - No attempt to conduct original, scholarly research.

### ThM 3 - Original Languages

Exegesis in the original languages

- 4 Points - Complete facility in the use of two biblical languages for exegetical/theological presentations.
- 3 Points - Facility in the use of one of the biblical languages for exegetical/theological presentations.

- 2 Points - Facility in the use of the biblical languages for exegetical/theological presentations, mediated through biblical language aids.
- 1 Point -Inaccurate use of the biblical languages for exegetical/theological presentations.
- 0 Points - No attempt to conduct exegesis in the original languages.

#### ThM 4 - Modern Language

##### Research in the literature of a modern language

- 4 Points - Significant usage of a modern research language in the research/writing of papers and dissertation.
- 3 Points - Demonstrated usage of a modern research language in the research/writing of papers and dissertation.
- 2 Points - Minimal usage of a modern research language in the research/writing of papers and dissertation.
- 1 Point -Inaccurate usage of a modern research language in the research/writing of papers and dissertation.
- 0 Points - No attempt to use a modern language in research.



## DOCTORAL DEGREE

### Doctor of Philosophy in Biblical Interpretation Program Learning Outcomes

#### PhD BTh 1 - Scholarly Issues

A knowledge base of the scholarly issues inherent in biblical interpretation and theological studies

- 4 Points - Competent analysis of and interaction with the major contemporary scholarly issues presented in writings and conferences on biblical interpretation and theology.
- 3 Points - Awareness of the major contemporary scholarly issues presented in writings and conferences on biblical interpretation and theology.
- 2 Points - Limited knowledge of some scholarly issues presented in writings and conferences on biblical interpretation and theology.
- 1 Point - Unaware or misinformed of the scholarly issues presented in writings and conferences on biblical interpretation and theology.
- 0 Points - No attempt to interact with scholarship issues of biblical interpretation and theological studies.

#### PhD BTh 2 - Original Research

Original scholarly research

- 4 Points - Superior analysis of scholarly resources, with prominent use of primary resources, presented in cogent, creative, and interactive ways.
- 3 Points - Competent analysis of scholarly resources, presented in cogent, creative, and interactive ways.
- 2 Points - Use of scholarly resources, presented in cogent, creative, and interactive ways
- 1 Point - Use of scholarly resources, presented without full integration into the argumentation of the writing/presentation.
- 0 Points - No attempt to conduct original, scholarly research.

#### PhD BTh 3 - Original Languages

Exegesis in the original languages

- 4 Points - Complete facility in the use of two biblical languages for exegetical/theological presentations.
- 3 Points - Facility in the use of one of the biblical languages for exegetical/theological presentations.

- 2 Points - Facility in the use of the biblical languages for exegetical/theological presentations, mediated through biblical language aids.
- 1 Point - Inaccurate use of the biblical languages for exegetical/theological presentations.
- 0 Points - No attempt to conduct exegesis in the original languages.

#### PhD BTh 4 - Modern Language

##### Research in the literature of a modern language

- 4 Points - Significant usage of a modern research language in the research/writing of papers and dissertation.
- 3 Points - Demonstrated usage of a modern research language in the research/writing of papers and dissertation.
- 2 Points - Minimal usage of a modern research language in the research/writing of papers and dissertation.
- 1 Point - Inaccurate usage of a modern research language in the research/writing of papers and dissertation.
- 0 Points - No attempt to use a modern language in research.

## BOTH APPLIED AND ACADEMIC DEGREE

### MASTER'S DEGREE

#### Master of Divinity Program Learning Outcomes

##### MDiv 1 - Discuss Bible, Revelation and Mission of God

Discuss the flow of biblical revelation through the Old and New Testaments, with an emphasis on the redemptive mission of God's people throughout the world.

- 4 Points - The student not only traces development within the biblical canon, but grasps the common and contrasting elements within a particular theme (especially the mission of God) as one moves through the biblical canon. They articulate those elements and show understanding of the nuances of those connections and contrasts – i.e., continuity and discontinuity.
- 3 Points - The student presents evidence they understand the movement and development of revelation by tracing themes through the biblical canon.
- 2 Points - The student sees some evidence of contrast and development but tends to minimize development, minimizing differences.
- 1 Points - The student overlooks development of themes traced throughout the biblical canon. There is a “flattening” of the diverse elements within the biblical canon so that there is no clear sense or articulation of doctrinal development or theological movement.
- 0 Points - The student did not attempt to assess the flow of biblical revelation and the mission of God

This outcome has been used to assess a student and cannot be edited or deleted.

##### MDiv 2 - Bridging the Horizons

Construct an interpretive paradigm for bridging the horizons between the ancient biblical text and the contemporary world.

- 4 Points - The student not only constructs but also fully explains an interpretive paradigm for bridging the horizons between the ancient biblical text and the contemporary world.
- 3 Points - The student presents the prime elements of an interpretive paradigm and key principles for bridging horizons.
- 2 Points - The student identifies some, but not all, of the basic elements of an interpretive paradigm and key principles for bridging horizons.
- 1 Point - The student misses or misunderstands basic elements of an interpretive paradigm and key principles of bridging horizons.

- 0 Points - The student did not attempt to construct an interpretive paradigm for bridging the horizons.

This outcome has been used to assess a student and cannot be edited or deleted.

### MDiv 3 - Discuss Pentecostalism

Explain the historical trends and doctrines of Pentecostalism, and assess their contribution to theological developments both past and present.

- 4 Points - The student explains fully many historical trends and doctrines of Pentecostalism and assesses in depth their contribution to theological developments of both past and present.
- 3 Points - The student explains major historical trends and doctrines of Pentecostalism and assesses their contribution to theological developments of both past and present.
- 2 Points - The student explains with minimal detail only a few historical trends and doctrines of Pentecostalism and assesses only partially their contribution to theological developments of both past and present.
- 1 Point - The student cannot clearly explain major historical trends and doctrines of Pentecostalism nor adequately assess their contribution to theological developments of both past and present.
- 0 Points - The student did not attempt to explain major historical trends and doctrines of Pentecostalism or assess their contribution to theological developments of both past and present.

### MDiv 4 - Discuss Issues and People in BTh

Identify and discuss the major issues and key figures in church history, biblical interpretation, and systematic theology in light of the mission of God.

- 4 Points - The student explains fully many figures and issues in church history, biblical interpretation, and theology in light of the mission of God.
- 3 Points - The student identifies and briefly discusses the major figures and issues in church history, biblical interpretation, and theology in light of the mission of God.
- 2 Points - The student identifies, and that with minimal detail, only a few figures and issues in church history, biblical interpretation, and theology in light of the mission of God.
- 1 Point -The student cannot identify and discuss the major figures and issues in church history, biblical interpretation, and theology in light of the mission of God.
- 0 Points - The student did not attempt to identify and discuss the major figures and issues in church history, biblical interpretation, and theology in light of the mission of God.

### MDiv 5 - Minister in Multi-Cult Society

Construct approaches to the challenges in ministry presented by the multiple social-cultural issues in contemporary society.

- 4 Points - The student personally constructs multiple approaches to challenges in ministry, while being sensitive to the social-cultural issues in contemporary society.
- 3 Points - The student constructs one approach to challenges in ministry, while being sensitive to the social-cultural issues in contemporary society.
- 2 Points - The student identifies, and that with minimal detail, elements of an approach to challenges in ministry, though now always sensitive to social-cultural issues in contemporary society.
- 1 Point - The student cannot construct approaches to challenges in ministry that are sensitive to social-cultural issues in contemporary society.
- 0 Points - The student did not attempt to construct approaches to challenges in ministry that are sensitive to social-cultural issues in contemporary society.

### MDiv 6 - Compare Cultural Distinctives

Compare their own cultural distinctives in relation to the multi-cultural contexts in which ministry occurs.

- 4 Points - The student thoroughly understands their own cultural distinctives and can compare and contrast them to several other cultural contexts in which ministry occurs.
- 3 Points - The student demonstrates a knowledge of their own cultural distinctives and can compare and contrast them to one other cultural context.
- 2 Points - The student identifies, and that with minimal detail, their own cultural distinctives, but does not clearly compare and contrasts theme to other cultural contexts.
- 1 Point - The student has a limited awareness of their own cultural distinctives, or cannot compare and contrasts them to other cultural contexts.
- 0 Point - The student did not attempt to describe their own cultural distinctives, or compare and contrast them to other cultural contexts.

### MDiv 7 - Construct Methods for Growth

Construct individual and corporate methods for spiritual and emotional growth.

- 4 Points - The student has an advanced understanding and excellent descriptions of methods of spiritual and emotional growth.
- 3 Points - The student understands and describes methods of spiritual and emotional growth.
- 2 Points - The student has some understanding and demonstrates limited descriptions of methods of spiritual and emotional growth.
- 1 Point -The student has limited or no understanding nor the ability to describe methods of spiritual and emotional growth.
- 0 Points - The student did not attempt to demonstrate an understanding nor description of methods of spiritual and emotional growth.

### MDiv 8 - Develop Sound Sermons

Demonstrate biblically sound and culturally relevant sermons.

- 4 Points - The student demonstrates advanced biblical knowledge and cultural relevance in preparing sermons.
- 3 Points - The student prepares biblically sound and culturally relevant sermons.
- 2 Points - The student demonstrates some biblically sound understanding and some cultural relevance in sermon preparation.
- 1 Point -The student demonstrates limited or no biblically sound understanding nor cultural relevance in sermon preparation.
- 0 Points - The student did not attempt to prepare biblically sound and culturally relevant sermons.

This outcome has been used to assess a student and cannot be edited or deleted.

### MDiv 9 - Apply BTh to Ministry

Apply biblical/theological foundations and current ministry practices to specific ministry contexts.

- 4 Points - The student demonstrates advanced knowledge of biblical/theological foundations and current ministry practices in their application of this knowledge to specific ministry contexts.
- 3 Points - The student applies biblical/theological foundations and current ministry practices to specific ministry contexts.
- 2 Points - The student applies some of the biblical/theological foundations and current ministry practices to specific ministry contexts.

- 1 Point -The student demonstrates limited or no biblical/theological foundations and current ministry practices to specific ministry contexts.
- 0 Points - The student did not attempt to demonstrate the application of biblical/theological foundations and current ministry practices to specific ministry contexts.

This outcome has been used to assess a student and cannot be edited or deleted.

# PRACTICAL/APPLIED THEOLOGICAL DEGREES

## MASTER'S DEGREES

### Master of Leadership and Ministry Program Learning Outcomes

#### MLM 1 - Construct Methods for Growth

Construct individual and corporate methods for spiritual and emotional growth.

- 4 Points - The student has an advanced understanding and excellent descriptions of methods of spiritual and emotional growth.
- 3 Points - The student understands and describes methods of spiritual and emotional growth.
- 2 Points - The student has some understanding and demonstrates limited descriptions of methods of spiritual and emotional growth.
- 1 Point - The student has limited or no understanding nor the ability to describe methods of spiritual and emotional growth.
- 0 Points - The student did not attempt to demonstrate an understanding nor description of methods of spiritual and emotional growth.

#### MLM 2 - Develop Sound Sermons

Demonstrate biblically sound and culturally relevant sermons.

- 4 Points - The student demonstrates advanced biblical knowledge and cultural relevance in preparing sermons.
- 3 Points - The student prepares biblically sound and culturally relevant sermons.
- 2 Points - The student demonstrates some biblically sound understanding and some cultural relevance in sermon preparation.
- 1 Point - The student demonstrates limited or no biblically sound understanding nor cultural relevance in sermon preparation.
- 0 Points - The student did not attempt to prepare biblically sound and culturally relevant sermons.



### MLM 3 - Apply BTh to Ministry

Apply biblical/theological foundations and current ministry practices to specific ministry contexts.

- 4 Points - The student demonstrates advanced knowledge of biblical/theological foundations and current ministry practices in their application of this knowledge to specific ministry contexts.
- 3 Points - The student applies biblical/theological foundations and current ministry practices to specific ministry contexts.
- 2 Points - The student applies some of the biblical/theological foundations and current ministry practices to specific ministry contexts.
- 1 Point - The student demonstrates limited or no biblical/theological foundations and current ministry practices to specific ministry contexts.
- 0 Points - The student did not attempt to demonstrate the application of biblical/theological foundations and current ministry practices to specific ministry contexts.

This outcome has been used to assess a student and cannot be edited or deleted.

### MLM 4 - Discuss Bible, Revelation & Mission of God

Discuss the flow of biblical revelation through the Old and New Testaments, especially as it relates to the redemptive mission of God's people throughout the world.

- 4 Points - The student not only traces development within the biblical canon, but grasps the common and contrasting elements within a particular theme (especially the mission of God) as one moves through the biblical canon. They articulate those elements and show understanding of the nuances of those connections and contrasts – i.e., continuity and discontinuity.
- 3 Points - The student presents evidence that they understand the movement and development of revelation by tracing themes through the biblical canon.
- 2 Points - The student sees some evidence of contrast and development but tends to minimize development, minimizing differences.
- 1 Point - The student overlooks development of themes traced throughout the biblical canon. There is a “flattening” of the diverse elements within the biblical canon so that there is no clear sense or articulation of doctrinal development or theological movement.
- 0 Points - The student did not attempt to assess the flow of biblical revelation and the mission of God.

This outcome has been used to assess a student and cannot be edited or deleted.

## Master of Pastoral Leadership Program Learning Outcomes

### MPL 1 - Demonstrate effective leadership for the churches and ministries they serve

#### MPL 1A - Construct Methods for Growth

Demonstrate effective leadership for the churches and ministries they serve through constructing individual and corporate methods for emotional and spiritual growth.

- 4 Points - The student has an advanced understanding and excellent descriptions of methods of spiritual and emotional growth.
- 3 Points - The student understands and describes methods of spiritual and emotional growth.
- 2 Points - The student has some understanding and demonstrates limited descriptions of methods of spiritual and emotional growth.
- 1 Point -The student has limited or no understanding nor the ability to describe methods of spiritual and emotional growth.
- 0 Points - The student did not attempt to demonstrate an understanding nor description of methods of spiritual and emotional growth.

#### MPL 1B - Construct a Pastoral Care Program

Demonstrate effective leadership for the churches and ministries they serve through constructing a pastoral care program for those whom they serve in ministry.

- 4 Points - The student demonstrates advanced understanding of the components of pastoral care and showed an exceptional capacity to construct an effective pastoral care program for those whom they serve in ministry.
- 3 Points - The student understands the components of pastoral care and is able to construct an effective pastoral care program for those whom they serve in ministry.
- 2 Points -The student has some understanding of the components of pastoral care and but showed limited capacity to construct an effective pastoral care program for those whom they serve in ministry.
- 1 Point -The student has limited or no understanding of the components of pastoral care and were not able to construct an effective pastoral care program for those whom they serve in ministry.
- 0 Points - The student did not attempt to demonstrate an understanding of the components of pastoral care and nor did they construct an effective pastoral care program for those whom they serve in ministry.

## MPL 1C - Describe Health & Development

Demonstrate effective leadership for the churches and ministries they serve through articulating the essential elements of congregational health and development.

- 4 Points - The student demonstrates advanced understanding of and showed an exceptional capacity to articulate the essential elements of congregational health and development.
- 3 Points - The student understands and is able to articulate the essential elements of congregational health and development.
- 2 Points - The student has some understanding of and a limited ability to articulate the essential elements of congregational health and development.
- 1 Point -The student has limited or no understanding of or ability to articulate the essential elements of congregational health and development.
- 0 Points - The student did not attempt to understand or articulate the essential elements of congregational health and development.

## MPL 2 - -Demonstrate Enhanced Communication

### MPL 2A - Create Sermons

Demonstrate enhanced communication through creating biblically sound and culturally relevant sermons from the various Old Testament and New Testament genres.

- 4 Points - The student demonstrates advanced biblical knowledge and cultural relevance in preparing sermons
- 3 Points - The student prepares biblically sound and culturally relevant sermons
- 2 Points - The student demonstrates some biblically sound understanding and some cultural relevance in sermon preparation
- 1 Point - The student demonstrates limited or no biblically sound understanding nor cultural relevance in sermon preparation
- 0 Points - The student did not attempt to prepare biblically sound and culturally relevant sermons

### MPL 2B - Produce Communications

Demonstrate enhanced communication through producing multi-media communications that are biblically sound and theologically grounded

- 4 Points - The student demonstrates advanced knowledge and skills in producing multi-media communications that are biblically sound and theologically grounded.
- 3 Points - The student produces multi-media communications that are biblically sound and theologically grounded.
- 2 Points - The student demonstrates limited knowledge and skills in producing multi-media communications that are biblically sound and theologically grounded.
- 1 Point - The student demonstrates no advanced knowledge and skills in producing multi-media communications that are biblically sound and theologically grounded.
- 0 Points - The student did not attempt to produce multi-media communications that are biblically sound and theologically grounded.

### **MPL 3 - Demonstrate an increasing missional awareness**

#### **MPL 3A - Practice of Ministry with Missional Awareness**

Demonstrate an increasing missional awareness through developing their practices of ministry guided by the mission of God.

- 4 Points - The student demonstrates advanced capacity to develop practices of ministry guided by the mission of God.
- 3 Points - The student develops practices of ministry guided by the mission of God.
- 2 Points - The student demonstrates limited capacity to develop practices of ministry guided by the mission of God.
- 1 Point - The student demonstrates no capacity to develop practices of ministry guided by the mission of God.
- 0 Points - The student did not attempt to develop practices of ministry guided by the mission of God.

#### **MPL 3B - Align Evangelism and Discipleship with Missional Awareness**

Demonstrate an increasing missional awareness through aligning the evangelism and discipleship ministries of their church with God's mission.

- 4 Points - The student demonstrates advanced capacity to align the evangelism and discipleship ministries of their churches with God's mission.
- 3 Points - The student aligns the evangelism and discipleship ministries of their churches with God's mission.

- 2 Points - The student demonstrates limited capacity to align the evangelism and discipleship ministries of their churches with God's mission.
- 1 Point -The student demonstrates no capacity to align the evangelism and discipleship ministries of their churches with God's mission
- 0 Points -The student did not attempt to align the evangelism and discipleship ministries of their churches with God's mission.

### MPL 3C - Evaluate Ministry Concerns with Missional Awareness

Demonstrate an increasing missional awareness through evaluating the ethical and social concerns of their ministry contexts in light of God's mission.

- 4 Points - The student demonstrates advanced capacity to evaluate the ethical and social concerns of their ministry contexts in light of God's mission.
- 3 Points - The student evaluates the ethical and social concerns of their ministry contexts in light of God's mission.
- 2 Points - The student demonstrates limited capacity to evaluate the ethical and social concerns of their ministry contexts in light of God's mission.
- 1 Point -The student demonstrates no capacity to evaluate the ethical and social concerns of their ministry contexts in light of God's mission.
- 0 Points - The student did not attempt to evaluate the ethical and social concerns of their ministry contexts in light of God's mission.

## DOCTORAL DEGREE

### Doctor of Ministry Program Learning Outcomes

#### DMin 1 Personal Spiritual Maturity

##### DMin1A – Personal Spirituality

Appreciate the historical and theological contributions of the Pentecostal-Charismatic tradition, leading to a growing personal spirituality.

- 4 Points - Student excelled in the attempt to grow in personal spiritual maturity.
- 3 Points – Student demonstrated mastery in the attempt to grow in personal spiritual maturity.
- 2 Points - Student demonstrated some attempt to grow in personal spiritual maturity.
- 1 Point - Student demonstrated little to no attempt to grow in personal spiritual maturity.
- 0 Points – Student did not attempt to demonstrate growth in personal spiritual maturity.

##### DMin 1B – Self- Leadership

Cultivate disciplines of self-leadership, which produce holistic health and integrity as a leader

- 4 Points - Student excelled in the attempt to grow in self-leadership.
- 3 Points – Student demonstrated mastery in the attempt to grow in self-leadership.
- 2 Points - Student demonstrated some attempt to grow in self-leadership.
- 1 Point - Student demonstrated little to no attempt to grow in self-leadership.
- 0 Points – Student did not attempt to demonstrate growth in self-leadership.

##### DMin 1C – Effective Leadership

Communicate the role of Spirit-empowered ministry for effective leadership.

- 4 Points - Student excelled in the attempt to grow in effective leadership.
- 3 Points – Student demonstrated mastery in the attempt to grow in effective leadership.
- 2 Points - Student demonstrated some attempt to grow in effective leadership.
- 1 Point - Student demonstrated little to no attempt to grow in effective leadership.

- 0 Points – Student did not attempt to demonstrate growth in effective leadership.

### DMin 1D –Pentecostal Spirituality

Integrate Pentecostal spirituality into the practice of the leadership arts

- 4 Points - Student excelled in the attempt to grow in Pentecostal spirituality.
- 3 Points – Student demonstrated mastery in the attempt to grow in Pentecostal spirituality.
- 2 Points - Student demonstrated some attempt to grow in Pentecostal spirituality.
- 1 Point - Student demonstrated little to no attempt to grow in Pentecostal spirituality.
- 0 Points – Student did not attempt to demonstrate growth in Pentecostal spirituality.

## DMin 2 Leadership Competence

### DMin 2A – Integrated Missional Leadership

Integrate missional leadership into their ministries through strategically implementing purpose, vision, and values.

- 4 Points - Student showed excellence in the attempt to demonstrate missional leadership.
- 3 Points - Student showed mastery in the attempt to demonstrate missional leadership.
- 2 Points - Student showed some attempt to demonstrate missional leadership.
- 1 Point - Student showed little to no attempt to demonstrate missional leadership.
- 0 Points - Student did not attempt to demonstrate leadership missional leadership.

### DMin 2B – Practice of Ministry

Acquire and effectively apply new knowledge and skills to the practice of ministry.

- 4 Points - Student showed excellence in the attempt to demonstrate practice of ministry.
- 3 Points - Student showed mastery in the attempt to demonstrate the practice of ministry.
- 2 Points - Student showed some attempt to demonstrate the practice of ministry.
- 1 Point - Student showed little to no attempt to demonstrate the practice of ministry.

- 0 Points - Student did not attempt to demonstrate the practice of ministry.

### DMin 2C – Catalysts for Transformation

Develop leaders worth following – catalysts for transformation in individuals, organizations, and communities.

- 4 Points - Student showed excellence in the attempt to demonstrate catalytic leadership.
- 3 Points - Student showed mastery in the attempt to demonstrate catalytic leadership.
- 2 Points - Student showed some attempt to demonstrate catalytic leadership.
- 1 Point - Student showed little to no attempt to demonstrate catalytic leadership.
- 0 Points - Student did not attempt to demonstrate catalytic leadership.

### DMin 2D – Awareness of Globalization

Create an expanded awareness of the implications of globalization within the overall ministry of the Church.

- 4 Points - Student showed excellence in the attempt to demonstrate an awareness of globalization.
- 3 Points - Student showed mastery in the attempt to demonstrate an awareness of globalization.
- 2 Points - Student showed some attempt to demonstrate an awareness of globalization.
- 1 Point - Student showed little to no attempt to demonstrate an awareness of globalization.
- 0 Points - Student did not attempt to demonstrate an awareness of globalization.

## DMin 3 Scholarly Integration

### DMin 3A – Synthesize practical theology, social and behavioral sciences

Synthesize and integrate the insights of both biblical and practical theology, as well as the social and behavioral sciences within their ministry context.

- 4 Points - Student showed excellence in the attempt to demonstrate scholarly integration.
- 3 Points - Student showed mastery in the attempt to demonstrate scholarly integration.
- 2 Points - Student showed some attempt to demonstrate scholarly integration.
- 1 Point - Student showed little to no attempt to demonstrate scholarly integration.
- 0 Points - Student did not attempt to demonstrate scholarly integration.



### DMin 3B – Writing

Write quality academic papers that demonstrate the ability to integrate scholarship with the practice of ministry.

- 4 Points - Student showed excellence in the attempt to demonstrate scholarly writing.
- 3 Points - Student showed mastery in the attempt to demonstrate scholarly writing.
- 2 Points - Student showed some attempt to demonstrate scholarly writing.
- 1 Point - Student showed little to no attempt to demonstrate scholarly writing.
- 0 Points - Student did not attempt to demonstrate scholarly writing.

### DMin 3C – Professional Research and Writing

Develop professional research and writing skills in order to provide an enduring service to the larger Church through the publication of a Professional Project, and further written contributions to the scholarly world.

- 4 Points - Student showed excellence in the attempt to demonstrate scholarly contribution.
- 3 Points - Student showed mastery in the attempt to demonstrate scholarly contribution.
- 2 Points - Student showed some attempt to demonstrate scholarly contribution.
- 1 Point - Student showed little to no attempt to demonstrate scholarly contribution.
- 0 Points - Student did not attempt to demonstrate scholarly contribution.

## DMin 4 Ministry Network

### DMin 4A – Network Relational Development

Develop relational health through mutually beneficial long-term personal connections with other ministry professionals, creating support systems for sustained impact.

- 4 Points - Student showed excellence in the attempt to demonstrate utilizing ministry networks.
- 3 Points - Student showed mastery in the attempt to demonstrate utilizing ministry networks.
- 2 Points - Student showed some attempt to demonstrate utilizing ministry networks.
- 1 Point - Student showed little to no attempt to demonstrate utilizing ministry networks.
- 0 Points - Student did not attempt to demonstrate utilizing ministry networks.

### DMin 4B – Resourcing

Connect with resources for ongoing ministry enhancement.

- 4 Points - Student showed excellence in the attempt to demonstrate utilizing ministry resources.
- 3 Points - Student showed mastery in the attempt to demonstrate utilizing ministry resources.
- 2 Points - Student showed some attempt to demonstrate utilizing ministry resources.
- 1 Point - Student showed little to no attempt to demonstrate utilizing ministry resources.
- 0 Points - Student did not attempt to demonstrate utilizing ministry resources.

# INTERCULTURAL STUDIES/MISSIONS DEGREES

## MASTER'S DEGREES

### Master of Arts in Intercultural Studies Program Learning Outcomes

#### MAIS 1 - Obedience

Make decisions, live and serve according to revealed truth and the will of God.

- 4 Points - The student has an advanced understanding and ability to make decisions, live and serve according to revealed truth and the will of God.
- 3 Points - The student has an understanding and ability to make decisions, live and serve according to revealed truth and the will of God.
- 2 Points - The student has some understanding and ability to make decisions, live, and serve according to revealed truth and the will of God.
- 1 Point - The student has a limited or no understanding and ability to make decisions, live, and serve according to revealed truth and the will of God.
- 0 Points - The student did not attempt to demonstrate an understanding and ability to make decisions, live, and serve according to revealed truth and the will of God.

#### MAIS 2 - Missions Theology

Develop biblical theology of missions which addresses the contemporary missional context.

The student develops and applies with excellence a biblical theology of missions which addresses a contemporary missional context.

- 4 Points - The student develops and applies with excellence a biblical theology of missions which addresses a contemporary missional context.
- 3 Points - The student competently develops and applies a biblical theology of missions which addresses the contemporary missional context.
- 2 Points - The student partially develops a biblical theology of missions which addresses the contemporary missional context.
- 1 Point - The student is unable to develop a biblical theology of missions which addresses the contemporary missional context.
- 0 Points - The student did not attempt to develop a biblical theology of missions which addresses the contemporary missional context.

### MAIS 3 - Intercultural Communication

Utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture.

- 4 Points - The student demonstrates superior ability in the utilization of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture.
- 3 Points - The student utilizes the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture.
- 2 Points - The student utilizes some aspects of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture.
- 1 Point -The student is unable to utilize the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture.
- 0 Points - The student did not attempt to utilize the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture.

### MAIS 4 - Contextualization

Facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings.

- 4 Points - In diverse and specific intercultural settings, the student facilitates in profound and creative ways the ongoing process of contextualization through the development of biblically sound, contextually sensitive, and relevant missional leaders and communities of faith.
- 3 Points - In diverse and specific intercultural settings, the student facilitates the ongoing process of contextualization through the development of biblically sound, contextually sensitive, and relevant missional leaders and communities of faith.
- 2 Points - In diverse and specific intercultural settings, the student partially facilitates the ongoing process of contextualization through the development of biblically sound, contextually sensitive, and relevant missional leaders and communities of faith.
- 1 Point -In diverse and specific intercultural settings, the student does not facilitate the ongoing process of contextualization through the development of biblically sound, contextually sensitive, and relevant missional leaders and communities of faith.
- 0 Points - In diverse and specific intercultural settings, the student did not attempt to facilitate the ongoing process of contextualization through the development of biblically sound, contextually sensitive, and relevant missional leaders and communities of faith.

## MAIS 5 - Missiology

Articulate a Spirit driven missiology and praxis.

- 4 Point -The student clearly articulates a Spirit driven missiology and praxis.
- 3 Points - The student articulates a Spirit driven missiology and praxis.
- 2 Points - The student identifies elements of a Spirit driven missiology and praxis.
- 1 Point - The student is unable to articulate a Spirit driven missiology and praxis.
- 0 Points - The student did not attempt to articulate a Spirit driven missiology and praxis.

## MAIS 6 - Leadership

Identify, exemplify and foment biblical leadership.

- 4 Points - The student articulately identifies and clearly exemplifies the competencies of biblical leadership and facilitates the development of these competencies in others.
- 3 Points - The student identifies and exemplifies the competencies of biblical leadership and facilitates the development of these competencies in others.
- 2 Points - The student partially identifies and exemplifies the competencies of biblical leadership and facilitates to some degree the development of these competencies in others.
- 1 Point -The student is unable to identify and exemplify the competencies of biblical leadership and facilitate the development of these competencies in others.
- 0 Points - The student did not attempt to identify and exemplify the competencies of biblical leadership and facilitate the development of these competencies in others.

## DOCTORAL DEGREES

### Doctor of Applied Intercultural Studies Program Learning Outcomes

#### DAIS PLO 1 - Missions Theology

Express a deepening biblical and theological understanding of *missio Dei* and the kingdom of God

- 4 Points - The student fully expresses in life and ministry a deepening biblical and theological understanding of *missio Dei* and the kingdom of God.
- 3 Points - The student expresses in life and ministry a deepening biblical and theological understanding of *missio Dei* and the kingdom of God.
- 2 Points - The student minimally expresses in life and ministry a biblical and theological understanding of *missio Dei* and the kingdom of God.
- 1 Point -The student does not adequately express in life and ministry a biblical and theological understanding of *missio Dei* and the kingdom of God.
- 0 Points - The student did not attempt to express in life and ministry a biblical and theological understanding of *missio Dei* and the kingdom of God.

#### DAIS 2 - Pentecostal Intercultural Ministry

Articulate a distinctively Pentecostal theology of intercultural ministry.

- 4 Points - The student clearly articulates a comprehensive and distinctively Pentecostal theology of intercultural ministry.
- 3 Points - The student articulates a distinctively Pentecostal theology of intercultural ministry.
- 2 Points - The student identifies elements of a distinctively Pentecostal theology of intercultural ministry.
- 1 Point -The student is unable to articulate a distinctively Pentecostal theology of intercultural ministry.
- 0 Points - The student did not attempt to articulate a distinctively Pentecostal theology of intercultural ministry.

### DAIS 3 - Missional History

Describe the historical development of the Christian movement and the participant's role in the contemporary world.

- 4 Points - The student describes in detail the historical development of the Christian movement and the participant's role in the contemporary world.
- 3 Points - The student describes the historical development of the Christian movement and the participant's role in the contemporary world.
- 2 Points - The student describes elements of the historical development of the Christian movement and the participant's role in the contemporary world.
- 1 Point - The student does not adequately describe the historical development of the Christian movement and the participant's role in the contemporary world.
- 0 Points - The student did not attempt to describe the historical development of the Christian movement and the participant's role in the contemporary world.

### DAIS 4 - Contextualization

Discern the Holy Spirit's direction in the fulfillment of the mission of God in diverse cultural settings and to contextualize effective expressions of the gospel.

- 4 Points - In diverse cultural settings, the student clearly discerns and communicates the Holy Spirit's direction in the fulfillment of the mission of God and in effective contextual expressions of the gospel.
- 3 Points - In diverse cultural settings, the student discerns the Holy Spirit's direction in the fulfillment of the mission of God and in effective contextual expressions of the gospel.
- 2 Points - In diverse cultural settings, the student partially discerns the Holy Spirit's direction in the fulfillment of the mission of God and in effective contextual expressions of the gospel.
- 1 Point - In diverse cultural settings, the student is unable to discern the Holy Spirit's direction in the fulfillment of the mission of God and in effective contextual expressions of the gospel.
- 0 Points - In diverse cultural settings, the student did not attempt to discern the Holy Spirit's direction in the fulfillment of the mission of God and in effective contextual expressions of the gospel.

## DAIS 5 - Strategic AGWM Pillars

Establish priorities of evangelism, church planting, leadership formation, and compassion ministries.

The student demonstrates a comprehensive understanding and deep commitment to the priorities of evangelism, church planting, leadership formation, and compassion ministries.

- 4 Points - The student demonstrates a comprehensive understanding and deep commitment to the priorities of evangelism, church planting, leadership formation, and compassion ministries.
- 3 Points - The student demonstrates an understanding and commitment to the priorities of evangelism, church planting, leadership formation, and compassion ministries.
- 2 Points - The student demonstrates some understanding and commitment to the priorities of evangelism, church planting, leadership formation, and compassion ministries.
- 1 Point -The student does not demonstrate some understanding and commitment to the priorities of evangelism, church planting, leadership formation, and compassion ministries.
- 0 Points - The student did not attempt some understanding and commitment to the priorities of evangelism, church planting, leadership formation, and compassion ministries.

## DAIS 6 - Spiritual Formation

Model a continuing commitment to personal spiritual formation and growth as a member of God's missionary people

- 4 Points - The student has an advanced understanding and deep commitment to spiritual and emotional growth as a member of God's missionary people.
- 3 Points - The student understands and commits to spiritual and emotional growth as a member of God's missionary people.
- 2 Points - The student has some understanding and a limited commitment to spiritual and emotional growth as a member of God's missionary people.
- 1 Point -The student has limited or no understanding or commitment to spiritual and emotional growth as a member of God's missionary people.
- 0 Points - The student did not attempt to understand or commit to spiritual and emotional growth as a member of God's missionary people.



## DAIS 7 - Missional Ecclesiology

Illustrate the close relationship between the local church and missions.

- 4 Points - The student creates and provides comprehensive illustrations of both biblical and contextual examples of the close relationship between the local church and missions.
- 3 Points - The student illustrates both biblical and contextual examples of the close relationship between the local church and missions.
- 2 Points - The student provides some biblical and contextual examples illustrating the close relationship between the local church and missions.
- 1 Point -The student is unable to illustrate with both biblical and contextual examples the close relationship between the local church and missions.
- 0 Points - The student did not attempt to illustrate with both biblical and contextual examples the close relationship between the local church and missions.

## DAIS 8 - Missional Research

Make a scholarly contribution to the understanding and practice of intercultural ministry.

- 4 Points - The student makes a superior scholarly contribution through their research, writing, and the development of a professional project to the understanding and practice of intercultural ministry.
- 3 Points - The student makes a scholarly contribution through their research, writing, and the development of a professional project to the understanding and practice of intercultural ministry.
- 2 Points - The student makes some contribution through their research, writing, and the development of a professional project to the understanding and practice of intercultural ministry.
- 1 Point -The student is unable to make a scholarly contribution through their research, writing, and the development of a professional project to the understanding and practice of intercultural ministry.
- 0 Points - The student did not attempt to make scholarly contribution through their research, writing, and the development of a professional project to the understanding and practice of intercultural ministry.

## Doctor of Philosophy in Intercultural Studies Program Learning Outcomes

### PHD ICS 1 - Missiological/ Intercultural Disciplines

Demonstrate a breadth of knowledge in theological and religious studies and other academic disciplines, and a comprehensive knowledge of the disciplines that comprise missiology and intercultural studies.

- 4 Points - The student demonstrates an extraordinary breadth of knowledge in theological and religious studies and other academic disciplines, and a deep comprehensive knowledge of the disciplines that comprise missiology and intercultural studies in their writing, research, and missional practice.
- 3 Points - The student demonstrates a breadth of knowledge in theological and religious studies and other academic disciplines, and a comprehensive knowledge of the disciplines that comprise missiology and intercultural studies in their writing, research, and missional practice.
- 2 Points - The student demonstrates a limited knowledge of theological and religious studies and other academic disciplines, and a partial knowledge of the disciplines that comprise missiology and intercultural studies in their writing, research, and missional practice.
- 1 Point -The student does not demonstrate a breadth of knowledge in theological and religious studies and other academic disciplines, or a comprehensive knowledge of the disciplines that comprise missiology and intercultural studies in their writing, research, and missional practice.
- 0 Points - The student did not attempt to demonstrate a breadth of knowledge in theological and religious studies and other academic disciplines, or a comprehensive knowledge of the disciplines that comprise missiology and intercultural studies in their writing, research, and missional practice.

### PHD ICS 2 - Missional Scholarship

Competently innovate, defend and critique scholarly work and missional practice for the benefit of the academy and the broader community of faith.

- 4 Points - Superior analysis of, interaction with, and innovation in the major contemporary scholarly missional issues and practices presented in writings and conferences on missiology and intercultural studies.
- 3 Points - Competent analysis of, interaction with, and innovation in the major contemporary scholarly missional issues and practices presented in writings and conferences on missiology and intercultural studies.
- 2 Points - Limited knowledge of some contemporary scholarly missional issues and practices presented in writings and conferences on missiology and intercultural studies.
- 1 Point -Unaware or misinformed of the scholarly missional issues and practices presented in writings and conferences on missiology and intercultural studies.

- 0 Points -No attempt to interact with scholarship issues of missiology and intercultural studies.

### PHD ICS 3 - Intercultural Missional Research

Demonstrate ability to engage in original missiological intercultural research and writing that contribute to the discipline and to their research context for the sake of their tradition, the Church, and the academy.

- 4 Points - Superior analysis of scholarly resources and prominent use of original missiological intercultural research, presented in cogent, creative, and interactive ways for the sake of their tradition, the Church, and the academy.
- 3 Points - Competent analysis of scholarly resources and use of original missiological intercultural research, presented in cogent, creative, and interactive ways for the sake of their context, their tradition, the Church, and the academy.
- 2 Points - Use of scholarly resources and original missiological intercultural research, presented without full integration for the sake of their context, their tradition, the Church, and the academy.
- 1 Point -Use of scholarly resources and missiological intercultural research, presented without integration for the sake of their context, their tradition, the Church, and the academy.
- 0 Points - No attempt to engage in original missiological intercultural research and writing for the sake of their context, their tradition, the Church, and the academy.

### PHD ICS 4 - Spiritual Formation

Make decisions, live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth.

- 4 Points - The student has an advanced understanding and ability to make decisions, live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth.
- 3 Points - The student has an understanding and ability to make decisions, live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth.
- 2 Points - The student has some understanding and ability to make decisions, live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth.
- 1 Point -The student has a limited or no understanding and ability to make decisions, live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth.

- 0 Points - The student did not attempt to demonstrate an understanding and ability to make decisions live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth.

### PHD ICS 5 - Contextualization

Demonstrate the ability to utilize research and theological/missiological reflection in specific contexts.

- 4 Points - The student demonstrates superior ability in the utilization of research and theological/missiological reflection in specific contexts.
- 3 Points - The student utilizes research and theological/missiological reflection in specific contexts.
- 2 Points - The student utilizes some aspects of research and theological/missiological reflection in specific contexts.
- 1 Point - The student is unable to utilize research and theological/missiological reflection in specific contexts.
- 0 Points - The student did not attempt to research and theological/missiological reflection in specific contexts.

### PHD ICS 6 - Personal Scholarship

Commit to the vocation of theological, missiological, and intercultural scholarship in its dimensions of teaching, learning, and research.

- 4 Points - The student demonstrates a superior commitment to the vocation of theological, missiological, and intercultural scholarship in their continued learning, research, writing, and teaching.
- 3 Points - The student demonstrates a commitment to the vocation of theological, missiological, and intercultural scholarship in their continued learning, research, writing, and teaching.
- 2 Points - The student demonstrates a partial commitment to the vocation of theological, missiological, and intercultural scholarship in their continued learning, research, writing, and teaching.
- 1 Point -The student does not demonstrate a commitment to the vocation of theological, missiological, and intercultural scholarship in their continued learning, research, writing, and teaching.
- 0 Points - The student did not attempt to demonstrate a commitment to the vocation of theological, missiological, and intercultural scholarship in their continued learning, research, writing, and teaching.