

BARRY UNIVERSITY
DEPARTMENT OF THEOLOGY AND PHILOSOPHY

Educational Effectiveness Report

DEGREE: MASTER OF ARTS IN PRACTICAL THEOLOGY AND MINISTRY

MISSION/PURPOSE

The MA in Practical Theology and Ministry is designed to equip students for competent leadership in communities of faith. The program is an advanced degree in Theology and integrates theological formation with a lived practice of ministry. The program consists of a core curriculum in Biblical, Systematic, Liturgical, Moral and Practical Theology. The Supervised Ministerial Formation component is designed to give students the theological and ministerial tools necessary for ecclesial ministry in a variety of ministerial settings. Participation in the Master of Arts in Practical Theology and Ministry degree program provides foundational theological education for ministerial competence in diverse communities of faith.

PROGRAM GOALS

The Program Goals and Objectives of the MA in Practical Theology and Ministry are designed to develop theological and ministerial competence through:

- Rigorous academic engagement in the areas of biblical, systematic, liturgical and moral praxis and theology
- Critical and constructive theological reflection and case study analysis
- Engagement with diverse cross cultural contexts and global worldview
- Promotion of personal and spiritual maturity
- Formation for professional ecclesial ministers.

These goals were developed by faculty in consonance with Mission and Core Commitments of Barry University and in compliance with the standards of the Association for Theological Schools and the Commission on Colleges of the Southern Association of Colleges and Schools.

STUDENT-CENTERED LEARNING OBJECTIVES/EXPECTED OUTCOMES

Objective 1: Students demonstrate mastery of core theological curriculum through reflective reading, critical thinking, and quality academic writing. (Scholarly and Intellectual Acuity)

Objective 2: Students demonstrate mastery of pastoral skill sets through effective communication, informed conscience, appropriate boundary formation, and respect for the equal dignity of all persons. (Ministerial Authenticity)

Objective 3: Students demonstrate the ability to balance responsibilities, articulate ministerial identity, and remain open to constructive critique and affirmation. (Personal Formation and Identity)

Objective 4: Students demonstrate spiritual depth, develop resources for ministry, and exhibit commitment to sustained encounters with Scripture, tradition, and ongoing revelation of God. (Spiritual Maturity)

Objective 5: Students demonstrate sound theological engagement with diverse cultural and religious traditions. (Global Consciousness)

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

ASSESSMENT METHODOLOGY				
Assessment Instrument	Data Collection/ Frequency (assessment cycle)	Objectives assessed	Direct or indirect measure	Expected results
Annotated Bibliography	<p>MA-PRTM students in THE 609 engage in depth one area of systematic theology through an annotated bibliography of no fewer than 8 scholarly sources based upon a Statement of Theological Interest with Preliminary Bibliography. This statement in which the student writes and presents a 1-page description of one area of theological interest shaping his/her proposed research, focuses the research for the annotated bibliography.</p> <ul style="list-style-type: none"> ○ The area of theological interest may address one specific contextual theology OR one specific theological discipline. The one-page statement must describe the reason for the student's interest in this one specific contextual theology or the student's interest in this one specific theological discipline. ○ If the student chooses one contextual theology, the bibliography must include references from a minimum of four different theological disciplines within that context. 	1, 3, 5	Direct	70% of students score 4 or more per Objective assessed on a 5-point rubric.

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	<ul style="list-style-type: none"> ○ If the student chooses the one specific theological discipline, the bibliography must include references from a minimum of four different contextual locations within that discipline. <p>In addition to the 1-page statement, the student submits a preliminary bibliography based on his/her issue of theological interest. The statement should conclude with one question that will frame the research contained in the bibliography. The annotation summarizes succinctly and insightfully the main ideas and supporting details of readings and demonstrates keen grasp of context, methods and sources utilized by author through depth of reflection and analysis. The evaluation demonstrates creative, insightful, and explicit assessment of how the readings apply to ministry, praxis, and/or research concerns, clearly connecting the theoretical and practical. As part of the Core Curriculum, all MA-PRTM students must take THE 609 which is offered every two years.</p>			
Annotated Bibliography	<p>MAPRTM students in THE 636 or 637 prepare and submit an annotated bibliography with evaluation of 10 contemporary theological sources representing at least three different cultural contexts. The annotation summarizes succinctly and insightfully the main ideas and supporting details of readings and demonstrates keen grasp of context, methods and sources utilized by author through depth of reflection and analysis. The evaluation demonstrates creative, insightful, and explicit assessment of how the readings apply to ministry, praxis, and/or research concerns, clearly connecting the theoretical and practical. As part of the Core Curriculum, all MAPRTM students must take either THE 636 or 637. These courses alternate on a yearly basis.</p>	1, 3, 5	Direct	70% of students score 4 or more per Objective assessed on a 5-point rubric.

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<p>Research/Integration Paper using Case Study Analysis</p>	<p>MAPRTM students in THE 552 write a 10 page paper grounded in their own ministerial context, using case study analysis. Students apply a method and a model of practical theology to the ministerial situation and explain the hermeneutical lenses, doctrine and other theological constructs that support or challenge the pastoral / ministerial decisions to be made. Students select a peer that would critique this assignment, incorporate his/her critique, and submit the completed work, highlighting any critical insights that gained throughout the course. This course is a part of the Core Curriculum taken by all MAPRTM students and is offered on a two-year cycle.</p>	<p>1, 2, 5</p>	<p>Direct</p>	<p>70% of students score 4 or more per Objective assessed on a 5-point rubric.</p>
<p>Immersion Experience and Report</p>	<p>MAPRTM students in THE 620 engage a distinctly different community for the purposes of applying Practical Theological Method. Through the generation of an intentional community (as a class) and engagement with a distinct community (Notre Dame D' Haiti) students work together to assess the real and felt needs of a community through an establishment of some type of relationship with key figures in the community, participation in the worship experience of the community, and general presence with members of the community. (ATTEND) Through observation, interviews, reflective listening, questioning and some understanding of the history of this community, this intentional community works together to strategize on how best to articulate the real and felt needs of the community, including the systems of power that function within this community. (ASSERT) Using the framework of Practical Theological Methodology, students use a collaborative system to discern, as an intentional community, what resources might address the real/felt needs of the community. Students produce a class presentation which narrates the initial biases held by the students, depicts the process, outlines their findings, and makes their proposals. (ACT) Students then submit a 20 to 25 page paper outlining the process, findings and proposals and participate in a one-on-one interview with the professor to assess personal formative process.</p>	<p>2, 4, 5</p>	<p>Direct</p>	<p>80% of students score 4 or more per Objective assessed on a 5-point rubric.</p>

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	This is a part of the Core Curriculum taken by all MAPRTM students and alternates on a yearly basis with THE 621.			
Position Paper	Because all students in the MA-PRTM program are now in fulltime ministry, in 2022 the assessment for THE 620 has shifted from the immersion experience to engaging students in questions/issues directly related to their fulltime ministries. The following describes the revised assignment: Each student writes a 10-15 page term paper which represents the answer to a question of the student's own choosing in relation to the foundations of Christian ministry. The question should be framed around some aspect of ministry which intrigues, disturbs, or confuses the student.	2, 4, 5		80% of students score 4 or more per Objective assessed on a 5-point rubric.
Integrative Assignment	MAPRTM students in THE 621 submit a 15-page Integrative Assignment in which: <ul style="list-style-type: none"> • Students consider their sense of call or vocation and the distinction between the lay and ordained "vocation." To do so, students identify sources from course content that make reference to this and evaluate the significance of the distinction, particularly for informing Lay Ministry. • Students analyze the significance of culture and context as starting points for Practical Theology by provide 2 examples of the significance of context to ministry. • Students assess how scripture and tradition support Practical Theological methods. This is a part of the Core Curriculum taken by all MAPRTM students and alternates on a yearly basis with THE 620.	2, 3, 4	Direct	80% of students score 4 or more per Objective assessed on a 5-point rubric.
Comprehensive Examinations	The Capstone Process for the Master of Arts in Practical Theology and Ministry consists of three components: (1) Synthesis Project, (2) Written Comprehensive Examinations, and (3) Oral Examination on the contents of the synthesis and the comprehensives. 1. Synthesis Project: <ul style="list-style-type: none"> • Development of the <i>Synthesis Project</i> includes a 1-credit Synthesis Project Seminar [THE 687] culminating in 	1, 5	Direct	80% of students pass all five sections of the Comprehensive Examinations on the first attempt.

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	<p>satisfactory completion of an integrative paper of 25-30 pages.</p> <ul style="list-style-type: none"> ○ The seminar is conducted by an assigned faculty member for not longer than 2 consecutive semesters. ○ The synthesis paper (1) reflects a comprehensive and sustained engagement with one other of the theological disciplines included in the Comprehensive examination (Biblical, Systematic, Moral, Sacramental/Liturgical), (2) demonstrates the use of pertinent scholarly resources, (3) incorporates Richard Osmer’s methodology as presented in his text <i>Practical Theology</i> and (4) represents a developed theological reflection upon a ministerial situation. ● At the conclusion of the Synthesis Project Seminar and prior to the written comprehensive examination, the synthesis paper is presented to examiners in the areas of theological methodology and the theological discipline used in the project. <p>2. Written Comprehensive Examinations: Students complete Written Comprehensive Examinations in the four theological disciplines not utilized in the Synthesis Project. Using historical critical method, as well as contemporary, contextual / practical theological perspectives, students are expected to integrate course content as well as other bibliographic resources into each theological area. The Department provides students with questions and a recommended bibliography for examinations in Old Testament, New Testament, Systematic Theology, Liturgical/ Sacramental Theology and Moral Theology.</p> <p>3. Oral Examination: The Oral Examination on the contents of the Synthesis Project and the Written Comprehensives is conducted by at least three members of the Graduate Theology Committee and may take up to one hour. Examiners question students on the theological content and methodology.</p>			

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

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

- THE 552: 10-page paper grounded in their own ministerial context, using case study analysis. Students apply a method and a model of practical theology to the ministerial situation and explain the hermeneutical contexts (Objective 5), doctrine, and other theological constructs (Objective 1) that support/challenge the pastoral/ministerial decisions to be made (Objective 2).
- THE 609: 15-20 page research/integration paper on one theologian representing one of the four major theological flows of liberation, feminism, ecology, human rights that represents and/or responds to his/her particular social location or ministerial situation (Objective 5). The student analyzes how he/she has arrived at his/her theological position in light of theological method, the dynamic of faith/revelation, use of Scripture, and religious symbol and evaluates the position in terms of fidelity to scripture and tradition, contemporary culture, and Christian life (Objective 1). The student concludes with a discussion of how this theological position enlightens and liberates or diminishes his/her own faith and the faith of those in her/his community (Objective 3).
- THE 620: immersion experience which generates an intentional community (as a class) and engages with a distinct community to assess the real and felt needs of a community through an establishment of some type of relationship with key figures in the community, participation in the worship experience of the community, and general presence with members of the community. Through observation, interviews, reflective listening, questioning and some understanding of the history of this community, this intentional community works together to strategize on how best to articulate the real and felt needs of the community, including the systems of power that function within this community and use a collaborative system to discern what resources might address the real/felt needs of the community (Objective 2). Students produce a class presentation which narrates the initial biases held by the students, depicts the process, outlines their findings, and makes their proposals (Objective 3). Students then submit a 20 to 25 page paper outlining the process, findings and proposals and participate in a one-on-one interview with the professor to assess personal formative process (Objective 4).
Because all students in the MA-PRTM program are now in fulltime ministry, in 2022 the assessment for THE 620 has shifted from the immersion experience to engaging students in questions/issues directly related to their fulltime ministries. The following describes the revised assignment: Each student writes a 10-15 page term paper which represents the answer to a question of the student's own choosing in relation to the foundations of Christian ministry. The question should be framed around some aspect of ministry which intrigues, disturbs, or confuses the student.
- THE 621: 15-page Integrative Assignment in which students consider their sense of call or vocation as lay or ordained and evaluate the significance of the distinction for informing their ministry (Objective 3), analyze the significance of culture and context as starting points for ministry (Objective 2), and assess how scripture and tradition support methods of ministry and practical theology (Objective 4).

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- THE 636 or 637: annotated bibliography with evaluation of 10 contemporary theological sources from at least three distinct cultural contexts (Objective 5), demonstrating depth of reflection and analysis (Objective 1) and explicit assessment of how the readings apply to ministry, praxis, and/or research concerns, connecting the theoretical and practical (Objective 3).

Capstone Process

Revised in 2015 by the Graduate Theology Committee, the Capstone Process for the Master of Arts in Practical Theology and Ministry consists of three components: (1) Synthesis Project, (2) Written Comprehensive Examinations, and (3) Oral Examination on the contents of the synthesis and the comprehensives.

1. Synthesis Project:

- The *Synthesis Project* is conducted by an assigned faculty member and includes a 1-credit Synthesis Project Seminar [THE 687] culminating in satisfactory completion of an integrative paper of 25-30 pages.
- The synthesis paper (1) reflects a comprehensive and sustained engagement with one other of the theological disciplines included in the Comprehensive examination (Biblical, Systematic, Moral, Sacramental/Liturgical), (2) demonstrates the use of pertinent scholarly resources, (3) incorporates Richard Osmer's methodology as presented in his text *Practical Theology*, and (4) represents a developed theological reflection upon a ministerial situation.
- At the conclusion of the Synthesis Project Seminar and prior to the written comprehensive examination, the synthesis paper is presented to examiners in the areas of theological methodology and the theological discipline used in the project.

2. Written Comprehensive Examinations: Students complete Written Comprehensive Examinations in the four theological disciplines not utilized in the Synthesis Project. Using historical critical method, as well as contemporary, contextual / practical theological perspectives, students are expected to integrate course content as well as other bibliographic resources into each theological area.

3. The Oral Examination on the contents of the Synthesis Project and the Written Comprehensives is conducted by at least three members of the Graduate Theology Committee and may take up to one hour. Examiners question students on the theological content and methodology.

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ASSESSMENT RESULTS (2012-2022)				
COURSE EMBEDDED ASSESSMENTS	RESULTS BY OBJECTIVE (PERCENTAGE SCORING 4 OR HIGHER)			
THE 609	Year	Objective 1	Objective 3	Objective 5
	2014	100%	100%	100%
	2017	86%	72%	100%
	2023			
THE 636	Year	Objective 1	Objective 3	Objective 5
	2015	100%	100%	100%
	2021	100%	100%	100%
THE 637	Year	Objective 1	Objective 3	Objective 5
	2013	75%	25%	75%
	2018	100%	82%	100%
	2022	100%	100%	100%
THE 552	Year	Objective 1	Objective 2	Objective 5
	2013	0%	80%	40%
	2014	37%	40%	63%
	2015	83%	100%	100%
	2017	71%	29%	71%
	2018	100%	100%	100%
THE 620	Year	Objective 2	Objective 4	Objective 5
	2013	86%	86%	86%
	2015	62%	100%	88%
	2022	100%	100%	100%

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THE 621

Year	Objective 2	Objective 4	Objective 5
2014	79%	50%	86%
2016	75%	75%	75%

COMPREHENSIVES EXAMINATION RESULTS (2007-2020)
INTERPRETATION OF RESULTS

MAPRTM CAPSTONE						OUTCOME
Criterion: 80% of students pass all five sections of the Comprehensive Examinations on the first attempt.						
Year	Passed/First Attempt	Retake 1 Question	Retake 2 Questions	Retake 3 Questions	Fail to Complete	
2007-2012	57%	31%	12%			Did not meet criterion
2013	50%			50%		Did not meet criterion
2014	0	100%				Met criterion
2015	0		50%	50%		Did not meet criterion
2016	100%					Met criterion
2017	100%					Met criterion
2018	50%	0	50%			Did not meet criterion
2019	100%					Met criterion
2020	100%					Met criterion
2021						
2022						

Since 2016, there has been a significant improvement in the percentage of students passing the Comprehensives on the first attempt. This may be attributed to two actions initiated by the Graduate Theology Committee. The first is the revision of the capstone process to include a synthesis paper integrating practical method with a specific theological discipline of the student's choice. The second is the updating of the Comprehensives questions in 2017 to align with the greater emphasis on application of theological discourse to ministerial experience.

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USE OF RESULTS FOR IMPROVEMENTS

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

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

1. A theological pre-test has been added to the requirements for entrance into the program to assess such readiness. Discussion continues about creating a course in the fundamentals of theology as a bridge to the graduate division for those students having insufficient background in the study of theology. In addition, a provision that students must attain a B or better in their first two courses has been initiated.
2. It was decided to revise the course content and pedagogy to more specifically focus on the skills delineated in the learning objectives. This included the incorporation of Richard Osmer’s practical methodology as that which would be employed at the MA-PRTM level.

In addition, failure to meet the criterion scores in the ministerial courses (THE 620, 621) reflect the need for more focused ministerial formation for students at the MA level. As a result – and consistent with the standards of the Association of Theological Schools – the focus of ministerial formation has shifted from the DMin level to the MA level. The scores above can now assist the Director of Ministerial Formation in meeting the needs of each student and tailoring formation to his/her particular ministerial needs.

**COMPREHENSIVES EXAMINATION RESULTS (2007-2022)
USE OF RESULTS**

Ongoing evaluation of the Capstone process has revealed that the Comprehensive Examination process leaned more heavily toward emphasis on the theoretical dimensions of theological education than toward the practical ministerial dimensions. As a result, the GTC has revised the Capstone / Integrative Process in order to assess ministerial competency with the same vigor with which we have attended to theological competence. The revised capstone process incorporates an integrative paper focused on a ministerial question which is investigated using the methods of practical theology in dialogue with one discipline area covered in the Comprehensive Examination. The students then sit for Comprehensive examination in those areas not integrated into the paper. An Oral Examination of the student based on the integrative paper and written comprehensives is included. This capstone process was approved in December 2014 by Graduate Council and is now in the Graduate Catalog 2015.

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

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

RUBRIC FOR ASSESSMENT OF MAPRTM STUDENT OBJECTIVES (COMPETENCIES)			
	5	3	1
OBJECTIVE 1: SCHOLARLY AND INTELLECTUAL ACUITY			
Reflective Reading	Clearly describes issue/praxis that stimulated interest in the research topic. Explicitly defines the parameters of the project and the research goals. Demonstrates keen awareness of underlying theological issues.	Presents general information concerning the issue/praxis to be addressed in the paper. Sets basic pattern for the unfolding of the project. Expresses the fundamental theological issues explored in the research.	Minimal exposition of the issue/praxis guiding the paper. Boundaries of project ill-defined. Uncertain of theological issues involved.
Quality writing	Research selection represents breadth of recent theological scholarship on topic. Research selections clearly address issue at hand. Research clearly incorporates diverse theological viewpoints/approaches. Referenced consistently formatted in Turabian style. Minimal unsubstantiated rhetoric.	Research selection shows an awareness of recent theological scholarship on the topic. Research choices are generally on point. Research includes some evidence of diverse theological views/approaches. References inconsistently and/or incorrectly formatted. Noticeable unsubstantiated rhetoric.	Research selection shows lack of engagement with recent theological scholarship. Choices minimally address topic of paper. Research gives one-sided perspective. No recognizable format for research reference. Principally unsubstantiated rhetoric.

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Critical Thinking	Research applied clearly and insightfully to the issue/praxis in question. Implications of the research explored in relation to project. Conclusions demonstrate depth of reflection on the interplay between theory and praxis in this project. Shows creative thought and expression.	Research accurately applied to issue/praxis in question. Implications of research noted in relation to project. Conclusions give some evidence of reflection on the relation between theory and praxis for this project.	Research minimally or inaccurately applied to the issue/praxis in question. Minimal evidence of how the research relates to the issue/ praxis in question. Little evidence of reflection on relation between theory and praxis.
OBJECTIVE 2: MINISTERIAL AUTHENTICITY			
Effective communication	Demonstrates reflective and attentive communication with others in a consistent manner	Maintains attention to the communication of others and generally responds in a reflective manner	Formulates his/her opinion or argument rather than hearing or responding to that of others
Informed conscience	Exhibits a moral conscience and social responsibility based on the teachings of the Gospel and tradition	Brings moral and Gospel considerations to bear on most issues and practices	Lacks moral sensibilities that cohere with scripture or tradition
Appropriate boundary formation	Sets appropriate boundaries for ministerial and personal interactions and demonstrates respect for those of others	Exhibits some interactions which transgress one's own personal or ministerial boundaries of or those of another	Exhibits considerable confusion about personal and ministerial boundaries and fails to recognize or respect those of others
Respect for the equal dignity	Listens reflectively, suspends judgment, and speaks intentionally with respect for the equality and dignity of all persons	Exhibits some tendency to judge or misconstrue the contributions of others; displays an inclination to value particular perspectives over others	Responds inappropriately and/or judgmentally to the insights of others; display clear biases against particular perspectives
OBJECTIVE 3: PERSONAL FORMATION AND IDENTITY			
Balances responsibilities	Recognizes areas of physical, emotional, and psychological strengths and limitations; class interactions demonstrates engagement with readings; submits course assignments when due	Identifies particular strengths and limitations; class interactions demonstrate awareness of topics under consideration; submits course assignments late or incomplete	Resists assessment and recognition of personal strengths and limitations; demonstrates minimal engagement with course content; fails to submit course assignments

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Articulate ministerial identity	Discerns and identifies a vocation to ministerial life as integral to one's personal and professional identity	Articulates the general contours of a ministerial identity in connection with vocation and with integrity of one's person	Expresses a diffuse ministerial identity; envisions his/her work as a job rather than as a ministry or vocation
Open to constructive critique and affirmation	Exhibits a willingness to both give and receive coherent and valuable critiques in all situations	Exhibits an inclination toward giving and receiving most constructive critiques	Exhibits significant resistance to receiving or giving constructive critiques
OBJECTIVE 4: SPIRITUAL MATURITY			
Demonstrates spiritual depth	Engages the woundedness of the world, the needs of the community, and the vulnerabilities of others in the context of faith	Demonstrates a recognition of the vulnerabilities of others and responds to them in the context of faith	Resists engagement with vulnerabilities and needs of others and accepts little or no responsibility to respond from a faith orientation
Develops resources for ministry	Identifies, assesses, and applies theory and methods of theological education and formation as resources in ministry	Identifies connections between theological theory and methods and ministerial life and praxis	Deems theological theory and method as of little or no value in his/her ministerial life and praxis
Committed to encounters with Scripture, tradition, and ongoing revelation of God	Identifies personal and transformative encounters with God in Scripture and tradition; actively seeks to discern revelations of the Divine in unfamiliar or novel ways	Exhibits awareness of the action of God in his/her personal and ministerial life; remains open to revelations of the Divine in unfamiliar or novel ways	Demonstrates an inability to discern personal encounters with God in scripture or tradition; resists revelations of the Divine in unfamiliar ways
OBJECTIVE 5: GLOBAL CONSCIOUSNESS			
Theological engagement with diverse cultural and religious traditions	Demonstrates capacity for sound theological engagement with diverse cultural and religious traditions through the effective and insightful application of critical and constructive theological and ministerial knowledge in discussion, research, and reflection.	Engages diverse cultural and religious traditions with theological interest; satisfactorily applies insights to theological and ministerial issues.	Exhibits reluctance to engage diverse cultural and religious traditions; fails to discern connection between such diversity and theological or ministerial issues.

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MASTER OF ARTS IN PRACTICAL THEOLOGY AND MINISTRY ASSESSMENT TEMPLATE

MASTER OF ARTS IN PRACTICAL THEOLOGY AND MINISTRY STUDENT OBJECTIVES	<p style="text-align: center;">All Core Courses and Preferred Electives must integrate and assess at least three of the five Student Objectives as indicated in the Course/Objectives Assessment Map:</p> <p>Objective 1: Students demonstrate mastery of core theological curriculum through reflective reading, critical thinking, and quality academic writing. (Scholarly and Intellectual Acuity)</p> <p>Objective 2: Students demonstrate mastery of pastoral skill sets through effective communication, informed conscience, appropriate boundary formation, and respect for the equal dignity of all persons. (Ministerial Authenticity)</p> <p>Objective 3: Students demonstrate the ability to balance responsibilities, articulate ministerial identity, and remain open to constructive critique and affirmation. (Personal Formation and Identity)</p> <p>Objective 4: Students demonstrate spiritual depth, develop resources for ministry, and exhibit commitment to sustained encounters with Scripture, tradition, and ongoing revelation of God. (Spiritual Maturity)</p> <p>Objective 5: Students demonstrate sound theological engagement with diverse cultural and religious traditions. (Global Consciousness)</p>
ASSESSMENT TOOL AND CRITERIA	<p>Describe the assignment to be used to assess the three objectives, making specific connection to the skills described in the objectives and indicate a criterion score that indicated mastery of the objectives. For example: Satisfactory demonstration of competency will be indicated by a score of 4 or higher on the assignment rubrics.</p>
RUBRIC	<p>Indicate where the rubric for scoring the assessment assignment is located.</p>