

Ministry and Theology Triennial
2018

MINISTRY & THEOLOGY

Triennial Report 2018

1A1 **The department’s programs are consistent with the stated mission of the College.**

The programs offered through the Ministry and Theology Department are consistent with the stated mission of the school, as evidenced by the mission statement of the department and the department’s programs. The mission of the department is:

The Ministry and Theology Department exists to prepare biblically grounded, theologically sound, spiritually formed, and professionally competent graduates for Kingdom service.

The mission of the school is *To provide a Christ-centered education for character.* This is fulfilled through the *Fit Four* matrix of *Fit Mind, Fit Heart, Fit Soul, and Fit Body.* The Ministry and Theology Department’s emphasis on Kingdom service is in reference to Christian ministry and service, which by definition is Christ-centered activity. The four foci of the Ministry and Theology Department correlate to the school’s *Fit Four* model as follows:

Fit Four Category	Department Mission Statement
Fit Mind	Biblically Grounded
Fit Heart	Theologically Sound
Fit Soul	Spiritually Formed
Fit Body	Professionally Competent

1A2 **The department’s planning and budgeting priorities align with and support the mission of the college.**

On an annual basis an *Annual Strategic Goals and Budget Requests* form is submitted to the Office of the Provost. This document affords the department the ability to outline departmental goals, activities for the academic year, capital improvements, and budgetary needs.

Each request or data point is then aligned with one or more elements of the *Fit Four*. This provides an evaluative process through which the department can ensure alignment with the mission of the institution. Since the mission and programs of the department are consistent with the stated mission of the College (1A1), the planning and budgeting processes further supports the mission of the department and the College.

1B1 **The department clearly articulates its mission through one or more public documents, such as statements of purpose, visions, values, goals, plans, or institutional priorities.**

The department mission statement is included in the current (2018-2019) Academic Catalogue (p. 134), on the school web page (<http://www.centralchristian.edu/ministry-theology>), and is posted outside the offices of the department faculty (see supporting doc).

2B1 **The department presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, and accreditation relationships.**

The Ministry and Theology Department presents itself clearly and completely to its students and to the public with regard to its programs, requirements, and faculty. Evidence of this is available through the Catalog (pp. 134-138), which maintains a Ministry and Theology section providing a Departmental Overview, Department Outcomes, Program Descriptions, and Data/Degree Audit Documents for each program.

Faculty are listed on the school web page (<http://www.centralchristian.edu/Default.aspx?CCID=22796&FID=285469&ExcludeBoolFalse=True&PageID=14131697>).

Cost to students is not administrated by the Ministry and Theology Department. However a review of the website (<http://www.centralchristian.edu/tuition-costs>), demonstrates that the information is up-to-date, clear, and complete.

2D1 **The department is committed to freedom of expression and the pursuit of truth in teaching and learning.**

The College, in the Catalog, has adopted the following statement to articulate its position concerning Freedom of Expression:

Members of the Central Christian College community, including students and invited guests, are granted the privilege to write about or discuss any subject of intellectual inquiry without fear of censorship, discipline, or intimidation. This freedom does not provide the right to individuals to say anything that one wants without regard. Civility and respect are foundational components of freedom of expression. A hostile environment limits the expression of ideas and therefore undermines the diverse expression of opinion. Faculty members of the College provide a safe environment where, as members of a learning community, the entire college community can engage ideas through scholarly investigation and inquiry. Student performance is assessed solely on the fulfillment of learning outcomes as prescribed in course syllabi. Opinions shared in class, classroom conduct, or matters not related to academic performance are not used as a basis for assessing student performance. (2016, Catalog)

In alignment with this statement, the Ministry and Theology Department is committed to freedom of expression and the pursuit of truth in teaching and learning. While the department does support Academic Freedom to individual faculty members, the department also provides guidelines to ensure that Freedom of Expression is protected. Each faculty member, in keeping with institutional policy, is to include a Freedom of Expression statement in syllabi and fosters a classroom experience to support this position. For the 2016-17 school year, Ministry and Theology faculty had an average score of 4.45 ($M = 4.08$) on T.I.G.E.R.S, in response to the question, “My instructor allowed for freedom of expression” (see supporting doc).

2E1

The department’s policies and procedures provide effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. Students are offered guidance in the ethical use of information resources.

The Ministry and Theology Department ensures the integrity of research and scholarly practice among its faculty formally by requiring all faculty to fill out an AD01 form annually, which requires a report on professional development. The Department also encourages faculty in these areas informally by expecting attendance at professional development seminars offered within the institution as well as research/scholarship-specific seminars. Attendance has included the annual Evangelical Theological Society meetings as well as the annual Wesleyan Theological Society meetings. Faculty have presented papers at these meetings for opportunities of peer-review and feedback on their research and scholarship.

The Ministry and Theology Department ensures the integrity of research and scholarly practice among its students, as well as offering students guidance in the ethical use of information resources primarily through three seminars.

- MT-SM 291 Sophomore Seminar: This seminar course introduces students to practices and procedures specific to the Ministry and Theology Department. It culminates in an Application for formal admission to the Department as a major in any of the various degrees offered (BA in Applied Ministry, BA in Pastoral Ministry, BA in Student Ministry, BA in Worship Arts).
- MT-SM 391 Junior Seminar: This seminar course continues the discussion from MT-SM 291 and reinforces the integration of course knowledge with applicable practice.
- MT-SM 491 Senior Seminar: This seminar course finalizes the conversation and integration of course knowledge and praxis, and serves as an exit interview to complete the scope of oversight and training begun in MT-SM 291.

Oversight and guidance for students of the Ministry and Theology Department is also given through MT-TH 361 Critical Issues in Contemporary Theology, the writing capstone course for the Department. Through this course students meet benchmarks in research during the semester and demonstrate an understanding of the ethical use of information as well as the ethical presentation of information born out of their research. These benchmarks are reviewed by faculty within the classroom setting and in a one-on-one format, thereby ensuring all students have adequate supervision and training. (see supporting doc).

2E2 **The department has and enforces policies on academic honesty and integrity.**

The College has clear expectations related to academic honesty and stated policies related to the violation of said policies. The Ministry and Theology Department supports these expectations and policies.

All syllabi in the Ministry and Theology Department include the following policy regarding academic honesty and integrity:

As a reflection of the Lifestyle Covenant signed by all students at Central Christian College, it is expected that all work submitted for this course is your own. The submission of any work, without proper citing or referencing, which is not original to you, will be considered plagiarism. Plagiarism is dishonest and illegal. It includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the use of materials prepared by another person or agency on your behalf. Plagiarized assignments may result in one of the following punitive measures:

- 1. An unsatisfactory grade applied to the plagiarized assignment*
- 2. Dismissal from the course*
- 3. Academic probation or dismissal*

Each student is expected to be honest in his or her work. Cheating is dishonest. The term “cheating” includes but is not limited to:

- 1. use of any unauthorized assistance in taking quizzes, tests, or examinations;*
- 2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or*
- 3. the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.*

Any interaction between students in a testing situation may be interpreted as cheating. Academic honesty is twofold on the part of the student: first, not to cheat, and second, not to enable others to cheat. Students found cheating will immediately forfeit a passing grade on the assignment and may face other punitive measures.

When a student is found in violation of the policy, the department follows the arbitration procedures as outlined in the **Faculty Handbook**.
(see supporting doc).

3A1

Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

The Department recently refined its Student Learning Outcomes and is in the process of realigning its courses to those outcomes. Example syllabi for each level (100, 200, 300, 400) are included as artifacts to demonstrate this activity. (see supporting doc).

3A2 **The department articulates and differentiates learning goals for its undergraduate programs.**

The Department’s Learning Goals for all majors align with the Institution’s Fit Four Model, as well as reflect the theological tradition out of which the institution was founded:

- 1. Biblically Grounded:** The student has knowledge of the main scope and sequence of the Bible, as well as understands the historical meaning and contemporary relevance of key events in the Bible. The student can interpret the Bible using appropriate hermeneutical tools and can apply biblical content appropriately and contextually to contemporary issues.
- 2. Theologically Sound:** The student can analyze contemporary issues in light of theological tradition and apply solid Christian answers to those issues using recognized orthodox theology. The student recognizes that theological formation underwent significant development in history, through various times, cultures, and languages and that the student is now a part of that developmental process in the present, analyzing, testing, and constructing theology in a sound manner. This means that the student is now a part of the ongoing process of taking orthodox theological truths that do not change and creating new vehicles of communication for those truths in culturally relevant ways.
- 3. Spiritually Formed:** The student knows various spiritual disciplines and how they can be used for growth. The student also understands the meaning and purpose of worship as a spiritual practice and can communicate that meaning to others. The student can evaluate personal spiritual maturity, apply appropriate strategies for continued personal development, and integrate spiritual practices into a life of ministry.
- 4. Professionally Competent:** The student can critique and integrate appropriate theories of communication, administration and leadership in order to effectively lead a ministry.

Fit-Four Category	Department Mission Statement	Wesleyan Quadrilateral Component
Fit Mind	Biblically Grounded	Scripture
Fit Heart	Theologically Sound	Tradition
Fit Soul	Spiritually Formed	Experience
Fit Body	Professionally Competent	Reason

3A3 **The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, or any other modality).**

Ministry and Theology Triennial
2018

The Ministry and Theology Department has courses offered through on campus, online, and dual credit modalities. Conforming the learning goals across modalities is in progress, as online syllabi are updated and course content aligned. The Department is currently working with the Director of Dual Credit to ensure conformity within that modality by auditing the Dual Credit faculty credentials annually and to begin auditing samples of Dual Credit work for comparison with on campus work in congruent courses.

3B1

The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

The General Education requirements are appropriate and adequate for the undergraduate degrees offered by the institution. The General Education requirements as delineated for the Ministry and Theology Department consist of the following:

GS-SM 104 First Year Seminar 1
EN-CP 121 College Writing and Reading (WV-ACT \geq 22)* 3
EN-CP 122 College Writing and Research 3
CO-CO 211 Principles of Speech 3

Science Course 3
Math Course 3

MT-HI 200 Survey of Church History 3
SS-PY 110 General Psychology 3

HU-AR 100 Perceiving the Arts 3
HU-FL 201 Biblical Greek I 3
Wellness Course 3

MT-PH 262 Foundations of Philosophical Thought 3
MT-WV 101 Introduction to Christian Thought 3

Biblical Literature Course (MT-CH) 3
GS-SM 399 Professional Portfolio 0-1
GS-SM 499 Senior Portfolio 0

Each of the courses from various departments and/or disciplines within the institution enhance the well-rounded nature of education for majors within the Department.

3B2

Each program offered by the department engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Department SLO's	Assessment Measures & Schedule			
	Assessment: Remember Level	Assessment: Application Level	Assessment: Synthesis Level	Assessment: Comprehensive/Capstone
[MinT 1] The student has knowledge of the main scope and sequence of the Bible, as well as understands the historical meaning and contemporary relevance of key events in the Bible. The student can interpret the Bible using appropriate hermeneutical tools and can apply biblical content appropriately and contextually to contemporary issues.	<p><i>Multiple Choice Tests (Introduction to Christian Thought)</i></p> <p><i>Short Reflection Writing (100-200 level Bible courses)</i></p>	<p><i>Case Studies: Action/Reflection Seminar</i></p> <p><i>Essay Responses (300 level Bible Courses)</i></p> <p><i>Language Competency: Biblical Greek 1 & 2</i></p>	<p><i>Final Paper: Hermeneutics</i></p> <p><i>Sermon Delivery: Homiletics</i></p>	<p><i>Capstone Research Paper: Critical Issues in Contemporary Theology</i></p> <p><i>Final Paper: Biblical Interpretation for Ministry</i></p> <p><i>Final Projects: Covenantal Literature, Synoptic Literature, Apocalyptic Literature</i></p>
[MinT 2] The student can analyze contemporary issues in light of theological tradition and apply solid Christian answers to those issues using recognized orthodox theology. The student recognizes that theological formation underwent significant development in history, through various times, cultures, and languages and that the student is now a part of that developmental process in the present, analyzing, testing, and constructing theology in a sound manner. This means that the student is now a part of the ongoing process of taking orthodox theological truths that do not change and creating new vehicles of communication for those truths in culturally relevant ways.	<p><i>Multiple Choice Tests (Introduction to Christian Thought, Foundations of Philosophical Thought, Introduction to Theology, Survey of Church History)</i></p>	<p><i>Calling Reflection Paper: Sophomore Seminar</i></p> <p><i>Paper Responses: Introduction to Wesleyan Thought</i></p>	<p><i>Final Projects: Early Church History, Medieval Church History, Modern Church History</i></p>	<p><i>Capstone Research Paper: Critical Issues in Contemporary Theology</i></p> <p><i>Final Paper: Biblical Interpretation for Ministry, Theology of Worship, Perspectives on the World Christian Movement</i></p> <p><i>Final Projects: Covenantal Literature, Synoptic Literature, Apocalyptic Literature</i></p>
[MinT 3] The student knows various spiritual disciplines and how they can be used for growth. The student also understands the meaning and purpose	<p><i>Completion Test (Introduction to Spiritual Formation)</i></p>	<p><i>Spiritual Journal (Introduction to Spiritual Formation)</i></p>	<p><i>Class Projects: Small Group Ministry, Pastoral Care</i></p>	<p><i>Final Paper: Theology of Worship</i></p>

Ministry and Theology Triennial
2018

<p>of worship as a spiritual practice and can communicate that meaning to others. The student can evaluate personal spiritual maturity, apply appropriate strategies for continued personal development, and integrate spiritual practices into a life of ministry.</p>				
<p>[MinT 4] The student can critique and integrate appropriate theories of communication, administration and leadership in order to effectively lead a ministry.</p>	<p><i>Reflection Essays (Organization in the Church)</i></p>		<p><i>Case Studies: Action/Reflection Seminar</i> <i>Seminar Discussion: Junior Seminar</i></p>	<p><i>Case Studies: Action/Reflection Seminar</i> <i>Seminar Discussion: Senior Seminar</i></p>

3B3

The education offered by the department recognizes the human and cultural diversity of the world in which students live and work.

The Department specifically encounters these issues with its history courses, covering the worldwide scope of the Church for the last 2000 years. Its theology courses also cover differing cultures and theologies. (see supporting doc).

3B4

The faculty and students of the department contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

The faculty of the Ministry and Theology Department contribute to scholarship, creative work, and the discovery of knowledge through research and writing. Recent topics include:

Insights of Early American Methodist Ecclesiology from the 1798 Discipline—paper presented at the 2017 Wesleyan Theological Society meeting

The Third Race and Closed Worship: How Destroying One Border Created Another—paper presented at the 2018 Wesleyan Liturgical Society meeting

Full Tables, Closed Doors, Open Fields: The Changing Shape of Grace in Early Methodism—Pickwick Press

Wesleyan Synthesis of Worship—paper presented at the 2018 Inaugural Florovsky Lectures

Students of the Ministry and Theology Department contribute to scholarship, creative work, and the discovery of knowledge through their capstone writing project. Recent titles include:

An Argument for the Full Participation of Women in Ministry

Sacramental Baptism and the Evangelical Church

The Natural State of Man

Problems with Predestination and its Incompatibility in Christian Theology

3C1

The department has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of

academic credentials for instructional staff; involvement in assessment of student learning.

There are sufficient numbers of faculty, and continuity within the Department, to ensure appropriate classroom and non-classroom roles are discharged adequately. See Form AD03a Annual Report for ratios.

Anderson, Larry

Professor - Ministry & Theology

A.A., Central College, McPherson, Kansas, 1974

B.A., Seattle Pacific University, Seattle, Washington, 1976

M.A., Fuller Seminary, Pasadena, California, 1984

Th.M., Fuller Seminary, Pasadena, California, 1997

D.Th., University of Zululand, South Africa 2011

Central Christian College, 1996-

Bruns, Steven

Chair, Ministry and Theology Department

B.A. University of Florida, 1997

M.Div. Asbury Theological Seminary, 2001

M.A. St. Vladimir's Orthodox Theological Seminary, 2013

Ph.D. Middlesex University/London School of Theology, 2011

Central Christian College 2016 –

(see supporting doc).

3C2

All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

See 3C1 for on campus qualifications. Dual credit and contractual qualifications are audited annually and kept on file in the Provost's office. Consortial programs are audited annually as well and kept on file in the Registrar's Office.

3C3

Instructors are evaluated regularly in accordance with established institutional policies and procedures.

All on campus instructors submit Form AD01 Annual Instructor Report at the end of each academic year. This process may be instituted across modalities in the future. (see supporting doc).

3C4 The department has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

In addition to encouraging use of Professional Development grant monies for attendance at annual theological society meetings, the Department will be instituting a regular schedule of peer-to-peer classroom observation assessment. This schedule will commence in the 2018-19 school year on a bi-annual basis. (see supporting doc).

3D1 The institution provides student support services suited to the needs of its student populations associated with this department.

The Student Success Center is available for all students within the department for any academic needs that may arise. There are also three designated counselors on campus for any personal needs that may arise. These resources are regularly advertised on campus.

3D2 The department provides academic advising suited to its programs and the needs of its students.

All students within the Department have scheduled advising times during registration periods. As well, all professors have posted office hours in which they are available for students' advising questions. (see supporting doc).

3D3 The institution provides to students and instructors in this department the infrastructure and resources necessary to support effective teaching and learning.

No. The department has to supplement resources every year for faculty professional development and for supplies for student retention. As well, the annual department spiritual retreat has been discontinued due to insufficient funding for the last several years.

3D4 The department provides to students guidance in the effective use of research and information resources.

Through upper-level research assignments the department instructs and guides students in effective and successful ways to research topics pertinent to the department's foci of biblical competency, theology, and spiritual formation.

4A1 The department maintains and exercises authority over course management and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit & online courses are equivalent in learning outcomes and levels of achievement.

The Department is currently rewriting the online modality of the program to respond to real-world demands for the degrees it provides. In so doing, the Department is renewing its ownership of the course management for that modality. Dual Credit ownership is coordinated with the Dual Credit supervisor in the SPE office and is reinforced through Department Chair approval for adjuncts in that modality and periodic reviews of Dual Credit Artifact Approval.

4A2 The department maintains specialized accreditation (partnerships) for its programs as appropriate to its educational purposes.

Not Applicable.

4A3 The department evaluates the success of its graduates. The department assures that the degree programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the department looks to indicators it deems appropriate to its mission.

The Department regularly takes an Alumni Survey to help augment its perception of directions in the field of ministry. (see supporting doc).

4B1 The department has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

The Department has clearly articulated goals and methods of assessment for those goals. See documentation for this point. (see supporting doc).

4B2 The department uses information gained from assessment to improve student learning.

The department regularly reviews alumni survey data, TIGERS scores, and informal feedback within course settings to adjust or modify course content and delivery to maximize the student learning experience.

4B3 The department processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Student learning assessment is done in department meetings as well as conversations with the full-time faculty of the department on a regular basis. As necessary, adjunct professors are included in the conversations. Adjustments are made as deemed necessary to the scope and/or delivery of material content as a result of these consultations.

Form A01 Reviews

A01-SP13-009 MT-MN 221 Leading Lay Ministry

Student feedback on this course specifically in regards to the differences between it and business courses has not been collected. While there have been no complaints in a lack of leadership preparation, there has not been any substantive data to point to the effectiveness or lack thereof for this course.

A01-SP14-022 Biblical Greek I & Biblical Greek II & Biblical Greek III (Drop “Elementary/Advanced” from each course title)

There is consistent clarity and understanding on the part of the students at registration for which course to take.

A01-SP17-045 Reclassify MT-TH 462 Wesleyan Theology: Holiness and Formation to MT-TH 255 Introduction to Wesleyan Thought

The assessment for this change in course classification was to be the enrollment numbers for the course. As the course has not yet had enrollment such that it can be taught, this may have been a change that was not necessary. However, General Education requirements also changed contemporaneous to this change in that an elective was no longer required from the MinT department by students. This may be a contributing factor in the lack of enrollment as well. It is recommended that this course be offered each year during the next Triennial period to have a larger sample size with which to make a decision.

A01-SP17-046 Change of Credit Hours for MT-BI 203 (Genesis) from 2 to 3 hours, MT-BI 204 (Biblical Covenant Lit.) from 4 to 3 hours, and MT-BI 205 (Gospel of Mark) from 2 to 3 hours

There have been no issues with registration of students having unusual numbers of credits from the MinT department courses. The fact that the MinT courses now fit easily into a 15 credit hour semester has enhanced student scheduling possibilities with the new 120 credit hour bachelor requirements.

Form A04 Reviews

A04-SP13-003 Worship Arts Major

A04-SP13-002 Applied Ministry

A04-SP13-004 Student Ministries

A04-SP13-005 Pastoral Ministry Major

A04-FA15-017 Prerequisites for MinT Courses

All of the above A04 forms dealt with changes to course requirements in majors or adding prerequisites to department offerings. As the majors and prerequisites were reconfigured last year in the change from 128 hours to 120 hours for the bachelor's degree, all of these forms are now immaterial.