

PAN-AFRICA THEOLOGICAL SEMINARY

CATALOG 2009-2016



"PATHS to the Nations"

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General Information

Message from the President

African Assemblies of God leaders have long expressed the need and desire for doctoral training on the continent of Africa. Church leaders agree that such studies are best done within the African context rather than on other continents. PAThS studies are surrounded by the language, customs, climate and culture in which the student will work afterwards. Further, this program will be within the economic reach of many ministers, and minimize expenses and difficulties of traveling overseas for such studies.

Students enrolling at PAThS will have a number of benefits. Theologically, students will focus upon principles of biblical understanding, cross-cultural evangelism, and Pentecostal studies. Academically, PAThS is committed to being a leading center of Christian thought and action. Socially, the school provides an opportunity for students to understand and practice the interconnectedness of the Body of Christ. Spiritually, PAThS encourages the personal growth of students through personal spiritual formation, thus enabling them to facilitate the spiritual growth of others.

Our seasoned faculty and staff are prepared to serve. Our goal is to develop students to BE all that God designs for them to be, and to DO all that God calls them to do, and to KNOW all that God has given them to know. We are convinced that mere verbal assent of belief falls short of the New Testament standard.

It is said, “The only preparation for tomorrow is the right use of today.” It is my personal desire and prayer that all who come to PAThS will have their spiritual life transformed in order to proactively meet the challenges faced by the Church in our day. Together we can do well to the glory of God and for the blessing of mankind!

John O. Ikoni, D.Min.
President

PAThS Mission Statement

Pan-Africa Theological Seminary exists to prepare servant leaders to equip the Church of Africa to fulfill God’s mission in the power of the Holy Spirit. Because of this, the training priorities of this seminary are intentionally biblical in perspective, Pentecostal in orientation, missional in emphasis, and contextual in application. It is the conviction of the leadership of this seminary that God has a great plan for the Church in Africa to fulfill through fully participating in the *missio Dei* to take the gospel of Jesus Christ to the nations of the earth. PAThS exists to help train the trainers and leaders of the African Church who will in turn prepare the eleventh-hour laborers to fulfill their God-given destiny.

PATHS Distinct Purposes and Vision

PATHS is Focused on the Training Priorities of the African Church

Central to the educational philosophy of PATHS is the conviction that ministry training is a Church mandate and proves ultimately valid only insofar as the seminary produces the kinds of effective leaders needed for the African Church ministry context. Therefore, our training goals and objectives are focused and founded on the priorities established by African Church leadership.

PATHS is Focused on Pentecost and Empowerment for Mission

It is assumed that all involved with PATHS understand the linkage between Pentecostal empowerment and the completion of Christ's Great Commission. This assumption will be clearly in focus throughout the entire program.

PATHS is Preparing Leaders to Affect Destiny at a Strategic Time

With the unprecedented growth of the Church in Africa, we believe that God has raised up this seminary at a strategic time to intentionally prepare God's chosen servants to affect destiny by leading the Church effectively to address the true spiritual needs of Africa and the world.

PATHS has Great Respect for Church Leadership and Their Mission

It is assumed that all enrolled at PATHS have a foundational respect for the Church and its leadership. Specifically, all must understand that the AAGA/AGWM mandate implies that PATHS is accountable first and foremost to the African Church and its missionary partners. The success of PATHS will ultimately be judged by how effectively its graduates contribute to the Church's accomplishment of mission.

Historical Background and Rationale for the Development of PATHS

After several years of e-mail dialogue and discussion at church and academic conferences, the Africa Assemblies of God Alliance (AAGA) Executive Committee mandated that a doctoral program be started on the continent. They believed that this was indeed the time to move forward with the development of the new program. Key factors were:

1. The Church in Africa is growing at a phenomenal rate. Capable and qualified leaders are needed to address the growing challenges that are presented by this numerical increase. The training of ministers at all levels of education is essential for meeting demands for adequately prepared leadership in the African Church. There is a consensus among African Church leaders that doctoral-level training is needed to assist them in meeting increasing leadership requirements. However, few viable options for doctoral education exist in Africa.
2. Church leaders expressed concern over the number of A/G pastors pursuing doctoral studies in questionable venues and the potential for negative leadership impact upon the African Church.
3. The African A/G Masters programs (the first beginning in 1994) had matured to the point that there were a significant number of highly qualified key

- leaders within our churches holding theological Masters Degrees that needed further training to be adequately prepared for twenty-first century challenges.
4. The number of those holding doctoral degrees both from African churches and from AGWM/Africa with significant training experience had increased to the point that a doctoral program staffed primarily by African-related personnel was now possible.
 5. African Church Mandate: Several Key AAGA events led to the establishing of the doctoral program in Africa.
 - a. First, an African Doctoral Graduate Outcomes Profiling Survey assessment was conducted at the AAGA General Assembly in Cape Town in October 2002. This survey laid the foundations for the continent-wide Church leadership research needed for establishing the program.
 - b. Second, this event was followed by an e-mail dialogue between interested African and missionary respondents which was facilitated by Africa Theological Training Service (ATTS) and conducted by Rev. Don Corbin, Regional Director US Assemblies of God World Missions.
 - c. Third, a regionally-representative doctoral committee meeting was held in Ouagadougou, Burkina Faso in November 2003 which defined the parameters for the doctoral program further.
 - d. Fourth, a doctoral program design committee was appointed and a proposal for establishing the African doctoral program was presented at the AAGA General Assembly in Accra in October 2004. That body unanimously approved the doctoral program and mandated its starting date.
 - e. Africa Theological Training Service was tasked to develop the structure and to implement this new training initiative.
 - f. Finally, the constitution and appointment of PAThS administration were ratified at the AAGA Executive meeting in Lilongwe in February 2005.
 - g. In response to the AAGA mandate, Pan-Africa Theological Seminary began in November 2005 with a cohort of 16 doctoral students from 10 nations of Africa.

Doctrinal Position of PAThS

As an integral part of the Africa Assemblies of God Alliance (AAGA) and the Assemblies of God churches on the African continent and the Assemblies of God World Missions (AGWM), PAThS adheres completely to the statement of fundamental truths of the Assemblies of God.

In summary, WE BELIEVE:

1. The Bible is the inspired and only infallible and authoritative Word of God.

2. That there is one God, eternally existing in three persons: God the Father, God the Son, and God the Holy Spirit.
3. In the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal future return to this earth in power and glory to rule a thousand years.
4. In the Blessed Hope – the future of the Church at Christ’s second coming.
5. That the only means of being cleansed from sin is through repentance and faith in the precious blood of Christ.
6. That regeneration by the Holy Spirit is absolutely essential for personal salvation.
7. That the redemptive work of Christ on the cross provides healing of the human body in answer to prevailing prayer.
8. That the baptism in the Holy Spirit with the initial physical evidence of speaking in other tongues as the Spirit gives utterance, according to Acts 2:4, is given to believers who ask for it.
9. In the sanctifying power of the Holy Spirit by whose indwelling the Christian is enabled to live a holy life.
10. In the resurrection of both the saved and the lost, the one to everlasting life and the other to everlasting damnation.

Denominational Relationships

PAThS is directly related to Africa Assemblies of God Alliance (AAGA – Assemblies of God churches of Africa) in partnership with Assemblies of God World Missions (AGWM – American Assemblies of God churches), through the auspices of Africa Theological Training Service, a support ministry for African Assemblies of God training institutions on all levels.

Accreditation

PAThS is accredited with the Ministry of Higher Education and Research, Togo, West Africa, through la Faculté de Théologie des Assemblées de Dieu (FATAD) also know as West Africa Advanced School of Theology (WAAST).

Relationship between PAThS and WAAST Main Campus

The PAThS doctoral degree is offered in cooperation with WAAST/AGGST, which serves as the West Africa campus of PAThS. WAAST/AGGST has representation on the PAThS Board of Directors and Board of Administration, and shares its

facilities, faculty and resources with PAThS. PAThS and WAAST are institutions that are organically part of the Assemblies of God which founded both institutions and is the chief supporting constituency of each. Both PAThS and WAAST are directly related to AAGA in partnership with AGWM, USA.

Main Campus Facilities

PAThS and WAAST are located on fifteen acres of land. The buildings include a main administration complex, four eight-room dormitories, one six-room dormitory, a building of sixteen apartments, two spacious buildings with four and three classrooms respectively, a library, dining hall, eight faculty dwellings, a duplex and two apartments for visiting faculty and honored guests, with construction on new classrooms to be completed in 2011.

Library

The library contains over 35,000 media, including over 170 subscriptions to periodicals, and houses a student computer lab and technical services. A trained librarian and staff serve both faculty and student body.

Internet Access

The entire campus has wi-fi capabilities.

Worship

The International Chapel occupies a position of prominence on campus, and will accommodate over 2,000 people. Services are conducted by faculty and students during the week and on weekends.

Video/Audio Studio, Radio Station

In the center of the campus is a studio used for video and audio production with a special emphasis on the development of instructional material and radio programs. *Radio Evangile* daily broadcasts to well over one million people.

Administration Complex

The administration complex is comprised of administrative offices, faculty offices, faculty lounge, business offices and reception area, with two additional stories projected for this complex.

Residence Halls

The seven dormitories and sixteen apartments are equipped with wardrobe closets, study tables, flush toilets, running water, and screened verandas.

Dining Hall

African and Western cuisine is prepared and served in an informal atmosphere.

Athletic Facilities

The school has a concrete paved tennis court, a volleyball court, a soccer field, and indoor table-tennis tables.

Location and Transportation

The WAAST campus is located in the Republic of Togo, about three miles northwest of downtown Lomé. It is easily accessible to and from the international airport.

East Africa Branch Program

The PAtHs doctoral degree is also offered in Kenya and Malawi in order to make this level of training more accessible to students who reside in the east and southern regions of Africa.

ACADEMIC INFORMATION AND POLICIES

Grading System

The PThS system of grading is based upon a 4.0-point scale and will be calculated according to the following criteria:

Grade Percent	Grade Letter	Grade Value	Classification
100-98	A+	4.0	Superior
97-93	A	4.0	Excellent
92-90	A-	3.7	
89-87	B+	3.3	
86-83	B	3.0	Average
82-80	B-	2.7	
79-77	C+	2.3	
76-73	C	2.0	Below Average
72-70	C-	1.7	
69 and below	F	0.0*	Failure
	P	0.0	Pass
	NP	0.0*	No Pass
	IP	0.0	In Process
	INC	0.0	Incomplete
	AU	0.0	Audit
	WP	0.0	Withdrawal Passing
	WF	0.0*	Withdrawal Failing

*Affects grade point average

The instructor determines all grades. The basis for evaluation and grade calculation shall be published in the course syllabus and in accordance with the PThS grading scale.

Credit System

Credits for a course are a means of measuring a student's progress in an academic program. Credits represent the standards for the amount and quality of work required for students to complete a given course.

PThS requires a student to complete 60 credit hours to earn a Ph.D. in Theological Studies. PThS academic and doctoral credit requirements conform to the international standard with those of other Ph.D. programs in other countries and institutions. At PThS a three credit hour course represents a minimum of 30 class hours. One class hour is composed of 60 minutes of class time. Therefore, in a normal three credit hour course the students would meet with the professor a minimum of 30 times for a period of 60 minutes each to fulfill the credit requirements for the course. This does not include the many additional hours that are required for the student to study, do research and write the required papers and assignments for each course outside of the classroom setting.

Academic Load

Nine credit hours per session are considered a full academic load at Pan-Africa Theological Seminary.

Transfer of Credit

PAThS will consider, for transfer purposes, biblical language courses earned on the undergraduate and graduate levels, credits earned at the Master of Divinity level or the doctoral-level from other accredited colleges, seminaries and universities. A minimum grade of B or above must have been earned for transfer to be considered. However, such courses must be comparable to courses within the curriculum. When considering transcripts for transfer or credit evaluation, the following issues are to be considered:

- Length of time since graduation
- Quality of the program
- Equivalency of courses taken in transfer
- Evaluation of individual courses
- Required minimum 3.0 GPA of each course transferred

The eligibility of transfer of credit will be determined by the Academic Dean's office. These transfer credits will not affect the student's grade point average reported on the PAThS transcript.

Academic Assessment

Course Work or Assignments

When any course work or assignment submitted for evaluation receives an unacceptable grade (below 70 percent), a student is required to revise and resubmit it for evaluation before proceeding with the course. A maximum of two revisions may be required (or allowed) for any one assignment. A student should not be given a grade above 85 percent (equivalent to B or 3.0) for work that has been revised and resubmitted.

The goal of requiring a student to revise a paper is to help improve the student's awareness of issues, critical thinking skills, methodology, and writing skills. At the discretion of the Academic Affairs Committee, there may be a resubmission fee for each revised assignment that is presented for evaluation.

Final Course Grades

Students who study at the doctoral-level are required to maintain a cumulative grade point average of 3.0 or higher for all doctoral-level courses completed with PAThS in order to receive a Doctor of Philosophy degree. A minimum grade of 70 percent is required for an individual PAThS doctoral-level course to count toward fulfillment of degree requirements. In the event that a student receives a failing grade (below 70 percent), he/she will be required to repeat the course (See Reenrolling or Repeating a Course in the *PAThS Student Handbook*.) The retaking of a course may be done through the regular program or directed readings or guided research. A minimum grade of 80 percent is required for a written dissertation to count toward fulfillment of Ph.D. degree requirements.

Academic Status

Doctoral participants will remain in good academic standing in the Ph.D. program as long as they maintain at least a 3.0 grade point average, meet all financial obligations to the seminary, and conduct their personal lives with spiritual, moral and professional integrity, maintaining fitness for ministry. The administration reserves the right to dismiss any participant whose integrity in any of these areas is deemed unacceptable.

Academic Probation

If a student's grade point average is less than 3.0, the student will be placed on probation. Probation will continue for a minimum of nine credit hours or until the GPA rises to or above 3.0. A student whose cumulative grade point does not improve while on probation may be placed on Academic Restriction (See Academic Restriction in the *PATHS Student Handbook*.)

In-Process and Incomplete Grades

It is expected that PATHS students will turn in all papers at the anticipated scheduled dates. Recognizing that exceptional circumstances do exist in the lives of our students, late papers will only be allowed to be carried over past the starting date of one new session at which time the course will receive a grade of IP (In-Process) until the late papers are turned in. If those same late papers carry over past the ending date of a second new session from the original due dates, the late papers will receive an automatic grade of INC (Incomplete). To receive a grade for a course for which a student received an incomplete (INC), the student must re-enroll in the course.

Re-enrolling or Repeating a Course

Re-enrolling In a Course

A student may re-enroll in a course for which an Incomplete (INC) or Withdrawal Pass (WP) has been received by paying the full tuition amount for the course again and completing all unfinished course assignments.

Repeating a Course

Students who receive a grade below 70 percent (F), No Pass (NP), or Withdrawal Failing (WF) in a required course must repeat and pass that course in order to graduate. With the Academic Dean's approval, students may also elect to repeat a course in order to obtain a higher grade. To repeat a course, students will be required to pay the full tuition amount for the course again and be responsible to re-write all course assignments. When a course is repeated, the last grade points and credit hours earned replace the previous grade points and credit hours in computing the GPA. However, all grade entries on the transcript remain a part of the students' permanent academic record.

Honors Society

A limited number of graduating doctoral candidates are elected into the Kappa Delta Chi Honor Society by the PATHS Administration and Faculty. (See *PATHS Student Handbook* for details.)

Academic Advising

While PATHS administration and faculty will provide as much help as possible in planning a student's academic program, each student is responsible for the proper completion of the selected sequence of courses and the concentration of study. Therefore, students must be familiar with the requirements listed in this catalog. More information is available from the *PATHS Student Handbook*.

Academic Integrity

Registration at PATHS requires adherence to the seminary's standards of academic integrity. While many of these standards may be intuitively understood and cannot in any case be listed exhaustively, the following examples represent some basic types of behavior that are unacceptable:

1. Cheating: (a) using unauthorized notes, aids, or information when taking an examination; (b) submitting work done by someone else as your own; (c) copying or paraphrasing someone else's essays, projects, or other work and submitting it as your own.
2. Plagiarizing: submitting someone else's work and claiming it as your own or neglecting to give appropriate documentation when using any kind of reference materials. Plagiarism, whether done purposefully or unintentionally, includes copying or paraphrasing materials from the study guide, textbook, someone else's writing, or any other source (published or unpublished). Any words, thoughts, or ideas taken from any other source must be properly documented according to the *PATHS Form and Style Guide*. (For more information on correct and improper use of citations, see the *Pan-African Theological Seminary Form and Style Guide* section 3.1.)
3. Fabricating: falsifying or inventing any information, data, or citation.
4. Obtaining an unfair advantage: (a) stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor or examination supervisor; (b) unauthorized collaborating on an academic assignment; (c) retaining, possessing, using, or circulating previously given examination materials where those materials clearly indicate that they are to be returned to the professor, examination supervisor or to the PATHS offices at the conclusion of the examination.

Pan-Africa Theological Seminary expects complete honesty from students in all areas including their academic life. Any kind of academic dishonesty is a serious violation of Christian standards, which may result in disciplinary action in which the student may receive grade of F for the assignment, dismissal from the course, or possibly be dismissed from the seminary, depending on the severity of the offense.

Academic Appeal Procedure

In the event that a student is unable to arrive at a satisfactory agreement with a professor regarding an academic problem, an appeal can be directed to the Academic Dean for consideration (See the Student Grievances Procedures section in the *PAThS Student Handbook*).

New Student Orientation

New students are expected to attend the orientation session held at the beginning of the first session. The purpose of orientation is to assist new students in making the transition to seminary life and studies.

Guided Readings or Guided Research Policy

A maximum of three courses will be allowed to be taken by guided reading or guided research for students who for exceptional circumstances have missed courses during a session or who want to develop special research studies through a guided research approach. Each request will be handled on a case-by-case basis and must have the approval of the Academic Dean.

Daily Class Schedule

7:00-8:15	Class Session #1
8:15-8:45	BREAKFAST
8:45-10:00	Class Session #2
10:00-10:15	Break
10:15-11:30	Class Session #3
11:30-11:45	Break
11:45-12:30	Class Session #4
1:00	LUNCH
4:30 -5:45	Chapel on Tuesday and Thursday
6:00	DINNER

Class Requirements

Students are required to attend all class sessions, except in the case of illness or with special permission from the Academic Dean. Two unauthorized absences will result in disciplinary action. This action may involve possible expulsion from the class.

Punctuality is the mark of a truly disciplined person. Students are, therefore, strongly encouraged to be on time for all classes, chapel, and any other scheduled appointments or activities.

Ministry Requirement

Each participant must remain involved in full-time ministry throughout the duration of the doctoral program. Any participant who leaves the ministry for any reason while pursuing the Ph.D. degree must petition the PAtHS Board of Administration for permission to continue in the program.

Graduation Requirements

To satisfy the graduation requirements for the 60-credit hour PThS Ph.D. degree, the participant must:

1. Satisfactorily complete all Ph.D. program requirements. This includes completion of 39 credits of course work (15 from core courses, 12 from elective courses, 12 from concentration courses).
2. Satisfactorily complete 21 credits of research component work.
3. Maintain a minimum cumulative grade point average of at least 3.0, including no more than two C final grades.
4. Be in good standing at the seminary which includes satisfying all financial obligations to the seminary (see Academic Status).
5. Pass the Written Comprehensive Examinations.
6. Complete an acceptable and approved Ph.D. Dissertation/Project.
7. Make an acceptable oral defense of the Ph.D. Dissertation/Project.
8. Register for graduation no later than September 30 of the graduation year through the Registrar's Office.
9. Receive approval to graduate from the Dissertation Committee, Academic Affairs Committee and the PThS Board of Administration.
10. Attend the Commencement exercises. (Approval to be absent must be secured from the Academic Affairs Committee through the Registrar by October 01 of the graduating year.)

Final Graduation Approval

The Academic Affairs Committee will review the list of candidates for graduation provided by the Registrar's Office, and will determine the eligibility of each student for graduation. This eligibility will be communicated to the student by letter. The student will then be able to purchase invitations to the graduation ceremony. A final review will be completed approximately six weeks prior to the graduation ceremony

Nondiscrimination Policies

Pan-Africa Theological Seminary admits students of any race, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available at the seminary. It does not discriminate on the basis of race, gender, handicap, national or ethnic origins in administration of its educational policies, admissions policies scholarship funding, and other seminary administered programs.

Official Transcripts

Official transcripts are issued only upon written authorization by the student. There is a fee of \$15 for each transcript issued. A transcript will not be issued to, or on behalf of, any individual who has an outstanding financial obligation to the school.

ADMISSION TO PATHS

Admissions Requirements

As PATHS exists to equip the Church to fulfill God's mission, the applicant must be recommended to the seminary by the General Superintendent or equivalent leader of his/her national church in consultation with the A/G-USA Mission Fellowship of his/her country where relevant.

Spiritual Requirements

1. Applicant must be a born-again member of a church in full fellowship with the Assemblies of God or such other church group approved by the PATHS Board of Administration.
2. Applicant must be filled with the Holy Spirit according to Acts 2:4.
3. Applicant must give testimony of the call of God on his/her life and commitment to full-time ministry.
4. Applicant should have a minimum of 10 years' ministry experience dating from the first credential.
5. Applicant must currently be in a position of full-time ministry.

Academic Requirements

An applicant must possess an appropriately related M.A. or M.Div. from a recognized theological institution, showing a representation of Biblical and Theological studies. At the M.A. or M.Div. level, an applicant must have maintained a minimum grade point average of 3.2 on a 4-point scale to qualify for admission.

Two biblical language courses are required as a prerequisite to the program study at PATHS. If the applicant does not already have two courses of biblical language either on the undergraduate or graduate level, then the applicant will be required to complete them concurrently with the normal doctoral course work. Because this can cause an undue academic burden on the student, the applicant is strongly encouraged to complete the required biblical language courses before beginning studies at PATHS and have the language credits transferred to the seminary (See the Transfer of Credit listed in the *Academic Information and Policies* section.) PATHS may provide opportunities to study biblical languages during the PATHS sessions per the seminary's discretion.

English and Writing Proficiency Requirements

The applicant must demonstrate ability in the English language to (a) study and write at a doctoral level using good grammar, syntax, and style; (b) think and communicate logically; (c) do critical analysis; and (d) organize a research paper and dissertation in an orderly fashion. To demonstrate these abilities, each applicant will be required to submit an academic research paper in English which was written during Masters-level studies. The paper should be at least ten pages in length. If this is unavailable, the applicant must submit an electronic copy of a 6-8 page English paper which includes the following:

- Personal Testimony
- Personal philosophy of ministry
- Reason for applying to PATHS

Health Requirements

The applicant must be examined by a qualified medical authority and certified as capable of carrying a full academic load of study.

Application Process

All information and required forms for application to PATHS may be downloaded from the website at www.PATHSeminary.org. The applicant's file must be complete with all required forms, transcripts, passport photo, and application fee before being presented to the Board of Administration for consideration. The website will give updated information on deadline dates.

Contact/Website Information

Mailing Address:

Admissions Office
Pan-Africa Theological Seminary
P.O. Box 6200
Springfield, MO 65801
USA

Courier Address:

Admissions Office
Pan-Africa Theological Seminary
580 W. Central
Springfield, MO 65802
USA

Phone: (417) 862-7725

Fax: (417) 862-1867

Email: info@PATHSeminary.org

Letter of Acceptance

When PATHS has received the required forms and new student applications have been processed, applicants will be notified concerning acceptance or non-acceptance. This will be communicated by both an e-mail confirmation and a formal letter of acceptance. Following such notification of acceptance, all applicants are required to confirm their enrollment at PATHS by either e-mail communication or letter to the Program Coordinator or the Registrar.

No applicant should proceed to the campus to enroll without having received the letter of acceptance or e-mail communication. The letter of acceptance will provide details about when to arrive at PATHS for orientation, registration, what to bring, etc.

WITHDRAWAL FROM COURSES OR SEMINARY

Withdrawal from Courses

A student who finds it necessary to withdraw from an individual course or from multiple courses before the end of a session should consult with the Academic Dean in order to complete the *Withdrawal from a Course Form*. The official date of withdrawal will be the date on which the student completes the withdrawal process. Any refund credit of tuition will be calculated from that date (see Tuition Refund Schedule in the Financial Information section).

Prior to completing fifty percent of a course, grades of W/P or W/F will be listed on the transcript, dependent upon the student's performance in class at the point of withdrawal. The student will receive a grade of F on the transcript for every course if fifty percent or more of the course was already completed by the time of withdrawal, or the *Withdrawal from a Course Form* is not completed and processed through the Academic Dean's office. In exceptional circumstances, with the approval of the Academic Dean and at the instructor's discretion, the mark for the course may be postponed. This would mean that the end-of-term mark would be INC (Incomplete). However, the student must be able to complete all incomplete work prior to the beginning of the following session, or the incomplete will automatically become an F and the course will have to be retaken.

Withdrawal from the Seminary

A student who desires to withdraw from the seminary must secure a *Withdrawal from the Seminary Form* in the Academic Dean's Office and schedule an exit interview with the Academic Dean prior to the completion of the form. Instructions are printed on the form advising the student to file the form with that office after the necessary signatures are obtained. The student's I.D. card must be returned with the form. Refunds and adjustments to the student's account are governed by the *Tuition Refund Schedule* in the Financial Information section of the PAThS catalog. Failure to withdraw officially from the seminary will result in automatic failing grades in the current courses for which the student is enrolled. In addition, the student may possibly be refused reentry. Official withdrawals are graded the same as withdrawal from classes.

FINANCIAL INFORMATION

While it is a goal of Pan-Africa Theological Seminary to provide quality doctoral training at the lowest possible cost, it is expected that every church which recommends a student to PAThS will be willing to provide financial assistance for training. In addition, if necessary, individual students may apply for scholarship assistance at PAThS. A *Student Financial Need & Capacity Assessment Form* is required to be filled out as part of the application process which will assist the seminary in determining financial need. It is important that the student and sponsoring church recognize that scholarship assistance is not implied by the seminary when it admits a student. When scholarships are awarded they will be partial, the amount being determined by the scholarship committee based upon individual circumstances and the availability of funds.

Current Costs (US)*

Application Fee: \$50 non-refundable

Tuition: \$65 per credit hour

Room & Board: approximately \$465 per session for a non-air conditioned room

Textbooks: \$250 per session

Medical Fee: \$20 per session

Development Fee: \$50 per session

Lecture Series Fee: \$100 per occurrence

Travel: Students are responsible for their own visa and travel expenses

*Tuition and fee amounts are subject to change at any time. Branch program costs may vary.

Tuition Refund Schedule

PAThS Administration recognize that occasionally there are exceptional circumstances which require a student to withdraw from individual classes or from the seminary after completing the enrollment process. In such cases, financial compensation may be given to the student and/or to the sponsor. In these emergency situations, the following guidelines will be followed in calculating the exact amount to be credited (not refunded in cash) to the student's account for future enrollment.

1. The refund credit will be 100% prior to the first day of class. If there is an outstanding unpaid balance on the student's account, the unpaid portion will be deducted from the tuition refund credit and the balance refunded. This rule will apply to any percentage amount of the tuition refund credit policy.
2. The refund credit will be 60% on the first day of class.

3. The refund credit will be 30% on the second day of class.
4. There will be no refund credit after the second day of class.

A refund credit of the amount paid for room and board costs will be pro-rated based on the number of days the student actually stays on campus.

At the student's request the refund can be held on the student's account and credited for future course work. However, if the student withdraws from PAtHs, by completing the *Withdrawal from Seminary Form*, any tuition credit or unused tuition and room and board fees will be returned directly to the source of the initial tuition payment (e.g., the student, or sponsoring church or district church body.)

Readmission Financial Policy

If a student withdraws from the program and later desires to return, financial obligations will be as follows:

1. A re-enrollment fee of \$50 will be charged.
2. The program fees current at the time of readmission will apply to the student.
3. Any outstanding unpaid expenditure from the student's former course work at PAtHs will have to be remunerated before the student can be readmitted.

Dissertation Extension Fee

Students who exceed critical dissertation writing deadlines and receive approval for a Dissertation Extension Fee will be charged a \$400 fee per calendar year until the Dissertation is turned in and completely accepted by the Dissertation Committee.

Graduation Fees

Students who have met every requirement for graduation will be charged a \$500 graduation fee which includes the cost of binding three thesis copies, symposium expenses, diploma and cover, and a special celebratory meal for the graduate and one guest. The cost of graduation apparel and room and board during the event will be additional.

PROGRAM OF STUDY

Ph.D. in Strategic Ministries

PAThS offers a Ph.D. in Strategic Ministries. This program of study is intentionally broad-based in design to promote the development of ministry leadership in multiple areas of strategic concern. Doctoral students will select from one of four separate areas of ministry emphasis or concentration (Leadership, Hermeneutics/Biblical and Theological Studies, Missions, and Education), which provide twelve hours of additional courses specifically designed to be relevant and applicable to each student's particular ministry context.

Program Description and Design

The first eighteen hours of the program are a required component of core course that the entire cohort will pursue simultaneously.

The next phase of the program is the elective component in which the students will select nine additional hours of course work from the existing elective courses. During the elective component phase, the Dr. John V. York *Missio Dei* Lecture Series will also be presented at this time. This Series is designed to enrich and empower students' lives and ministries through exposing them to scholars and accomplished practitioners of note who will lecture on cutting-edge topics that are relevant to the students' successful participation in the Mission of God.

The elective phase of the program will be followed by the concentration component in which the students will be required to declare an area of concentration from among one of the four areas of ministry emphasis, i.e. Leadership, Hermeneutics/Biblical and Theological Studies, Missions, and Education. During the concentration phase, students will complete an additional twelve hours of course work to help facilitate concentrated studies in the chosen area of ministry emphasis.

To enhance the learning process during the concentration phase, areas of concentration are integrated together. The *Biblical Theology & Hermeneutics* emphasis is combined with the *Education* emphasis and the *Missions* and *Leadership* emphases are also combined. This intentional integration of concentration areas will help strengthen the students' program by combining two related and complementary fields of study together which provides a more in-depth, inclusive, and synergistic learning environment.

The final twenty-one hours of doctoral work is comprised of the research component of the doctoral program which includes a Written Comprehensive Exam, the Applied Research and Dissertation Design course, the Dissertation Research Seminar, and the formal written Dissertation and Oral Dissertation Defense.

The total number of credit hours for the PAtHS Ph.D. program is 60 credit hours.

Required Core Courses - 18 credit hours

Elective Courses - 9 credit hours

Concentration/Emphasis Courses - 12 credit hours
Research Component - 21 credit hours
 Written Comprehensive Exam
 Applied Research & Dissertation Design
 Doctoral Research Seminar
 Dissertation
 Final Oral Dissertation Defense
Total Program: 60 credit hours

Cohort Learning Environment

Each participant will join a cohort for the duration of the program. The cohort will study together through the core course phase and the Lecture Series of the program, allowing deep and meaningful relationships to be formed. As ‘iron sharpens iron,’ the cohort provides an invaluable peer learning environment—one that will challenge and motivate participants to take their spirituality and ministries to a higher level.

Lecture Series

The PAtHs Lecture Series is presented in honor of the late Dr. John V. York who served as the first Executive Vice President of PAtHs. Scholars and accomplished practitioners of note are invited to present lectures in their field of expertise which will inspire and empower the participants’ lives and ministries to greater participation in the Mission of God.

Written Comprehensive Exams

Upon completion of all coursework and language requirements, and after a thorough review of academic performance, students who qualify will be permitted to take the Written Comprehensive Exams before engaging in formal work on the Dissertation. Students must have a minimum 3.0 GPA in order to qualify for the exams. The Written Comprehensive Examination evaluates the students’ attainment of program study objectives and demonstrate the ability to apply the literature to a set of applicable research circumstances. A minimum passing grade on the Written Comprehensive Exam is required to qualify the student for admissions into Doctoral Candidacy and to enter into the dissertation writing phase of the program. In the event of an unsuccessful examination, the student may have one retake. The written examination will normally be taken on-site at PAtHs.

Approval of Dissertation Proposal

Each student will need to submit in writing a formal dissertation proposal to the PAtHs dissertation coordinator. Each individual dissertation proposal will need to be approved by the student’s dissertation committee. Once the dissertation proposal has received official approval, the student can apply for admissions into Doctoral Candidacy.

Admissions to Doctoral Candidacy

Achievement of candidacy for the doctorate follows successful completion of the Written Comprehensive Exams and the approval of the student's individual dissertation proposal. When students are first enrolled into the PThS Ph.D. program they are considered "doctoral students." After receiving admission to doctoral candidacy, the student officially becomes a "doctoral candidate" and begins formal preparation for the completion of the dissertation writing phase and the final Oral Dissertation Examination.

Dissertation Writing Phase and Timeframe

Once the student has been admitted into Doctoral Candidacy, the official dissertation writing phase may begin in consultation with the project advisor, the dissertation coordinator, and the dissertation committee. It is expected that the PThS student will complete the writing of the formal dissertation within one to two years from the official dissertation course registration date. The actual time required for a student to complete the dissertation phase will be contingent on the pace of the research and writing progress achieved by the individual student. A minimum grade of 80 percent is required for a written dissertation to count toward fulfillment of Ph.D. degree requirements. Residency on campus is not required during this time period, but the seminary facilities are available upon special request to aid the student's research.

Final Oral Dissertation Defense

The final examination is an oral defense of the dissertation before the doctoral committee. Other related professionals may be invited to participate in the oral defense at the discretion of the dissertation committee. Successful defense of the dissertation completes the candidate's responsibilities for the fulfillment of the doctoral degree which will be conferred during a scheduled graduation ceremony following the examination.

Residency Requirement

The PThS Ph.D. program of study requires one month of residence on campus twice each year for a total of six sessions of course work during a two and one-half year period.

Time Limit for Doctoral Degree Completion

The degree will normally require approximately four years to complete, including the dissertation writing phase and the Final Oral Dissertation Defense. This schedule is set to avoid unnecessary pressure on the students' to families and ministries. Students are required to fulfill all the course and academic requirements of the doctoral program within seven years, beginning from the date of the first doctoral course registration. Students may petition for an extension beyond the doctoral program's seven-year time limit by formally requesting the extension in writing to the Academic Dean's office. Any extensions will be granted by the Academic Dean in consultation with the Dissertation Committee. Extensions require a Dissertation Extension Fee. (See the Dissertation Extension Fee listed in the Financial Information section.)

Suggested Sequence of Courses by Year and Session

First Year: Session One: Nov/Dec 2009

▪ PTH 901 Implications of Lucan Pneumatology*	Core Course	3 credit hours
▪ LDR 901 Servant Leadership and Corporate Management*	Core Course	3 credit hours
▪ MIS 901 Advanced Studies in the Biblical Theology of Missions*	Core Course	<u>3 credit hours</u>
<i>Total Required Credit Hours per Student this Session</i>		<i>9 Core Credit Hours</i>

First Year: Session Two: July/Aug 2010

▪ BLA 791 Greek I (if needed)	Prerequisite	(3 credit hours)
▪ BTH 901 Current Issues in New Testament Interpretation*	Core Course	3 credit hours
▪ EDU 901 Issues in Learning Theory & Metacognition*	Core Course	3 credit hours
▪ LDR 911 Organizational Leadership: Theory and Dynamics*	Elective Course	3 credit hours
<i>Total Required Credit Hours per Student this Session</i>		<i>6 Core Credit Hours</i>
		<i>3 Elective Credit Hours =</i>
		<i>9 Total Session Hours</i>

Second Year: Session Three: Nov/Dec 2010

▪ PTH 902 Spiritual Formation for the Christian Leader*	Elective Course	3 credit hours
▪ BTH 911 Current Issues in Old Testament Interpretation*	Elective Course	3 credit hours
▪ EDU 911 Designing & Actualizing Effective Training Models*	Elective Course	3 credit hours
<i>Total Required Credit Hours per Student this Session</i>		<i>3 Core Credit Hours</i>
		<i>6 Elective Credit Hours</i>
		<i>9 Total Session Hours</i>

Second Year: Session Four: July/Aug 2011

▪ BLA 792 Greek II (if needed)	Prerequisite	(3 credit hours)
(The Hermeneutics/Biblical Theology & the Education Emphasis Courses will be listed in Blue . The Leadership & Missions Emphasis courses will be listed in Green .)		
▪ BTH 923/ EDU 923 Exegesis to Exposition*	Concentration Courses	3 credit hours
▪ LDR 922/ MIS 922 Empowering Vision Through Mentoring & Coaching*	Concentration Courses	3 credit hours
▪ EDU 922/ BTH 922 Curriculum Development for the 21st Century*	Concentration Courses	3 credit hours
▪ MIS 921/ LDR 921 New Paradigms in Missions Strategy*	Concentration Courses	3 credit hours
▪ BTH 921/ EDU 921 Transformational Preaching*	Concentration Courses	3 credit hours
▪ LDR 924/ MIS 924 Emerging Leadership Issues In Africa*	Concentration Courses	<u>3 credit hours</u>
<i>Total Required Credit Hours per Student this Session</i>		<i>9 Concentration Credit Hours</i>

Third Year: Session Five: Nov/Dec 2011

▪ EDU 924/ BTH 924 Training Assessment & Educational Measurement*	Concentration Courses	3 credit hours
▪ MIS 923/ LDR 923 Strategies for Reaching Unreached People Groups*	Concentration Courses	3 credit hours
▪ RES 991 Applied Research and Dissertation Design* (Once a Dissertation Proposal has been approved, the student may begin the dissertation writing phase in consultation with the Dissertation advisor.)	Research Component	<u>6 credit hours</u>
<i>Total Required Credit Hours per Student this Session</i>		<i>3 Concentration Credit Hours</i>
		<i>6 Research Component Credit Hours =</i>
		<i>9 Total Session Credit Hours</i>

Third Year: Session Six: July/Aug 2012

▪ RES 997 Comprehensive Exam Preparation* (A minimum passing grade on the Comprehensive Exams is required to qualify the student to enter the dissertation research phase of the program)	Research Component	3 credit hours
▪ PTH 931 The Dr. John V. York – Missio Dei Lecture Series* (This PATHS Lecture Series is presented in honor of the late Dr. John V. York who served as the first EVP of PATHS. Scholars and accomplished practitioners of note are invited to enrich & empower PATHS students' lives & ministries by lecturing on topics relevant to their successful participation in the Mission of God.)	Lecture Series	
▪ RES 992 Doctoral Research Seminar*	Research Component	<u>3 credit hours</u>
<i>Total Required Credit Hours per Student this Session</i>		<i>6 Total Session Hours</i>

Fourth Year: Session Seven: Nov/July 2012

▪ RES 999 Doctoral Dissertation*

Research Component

9 credit hours

(The actual time required for a student to complete the dissertation phase will be contingent on the pace of the research and writing progress achieved by the individual student. Residency at the WAAST campus is not required during this time period, but the facilities of WAAST are available upon special request to aid the student's research)

Total Required Credit Hours per Student during the Dissertation Writing Phase

*9 Research Component
Credit Hours*

Fourth Year: Doctoral Symposium & Graduation:

Dissertation Presentations - Graduation

Total Number of Credit Hours needed to Satisfy all Requirements for Graduation

***60 Total Program
Credit Hours***

The PAtHs Ph.D. in Strategic Ministries consist of:

39 Credit Hours of Course Work

21 Credit Hours of Research Component =

60 Total Program Credit Hours

** Indicates a required course*

COURSE DESCRIPTIONS

Course Numbering System

All courses at PAtHs are classified into a system of three letters and three numbers. The three letters indicate the specific area of concentration or division of study. The following is a list of the specific three-letter course designators to be utilized at PAtHs.

BTH = Biblical Theology & Hermeneutics

LDR = Leadership

EDU = Education

MIS = Missions

RES = Research Component

PTH = Practical Theology

BLA = Biblical Language

The first number of the three number designations indicates the course's level of study. The number nine represents a Ph.D. doctoral-level course. A first number of 7 represents any leveling or prerequisite courses which are actually taught by PAtHs. The second number of the three identifies whether the course is a core course, elective course, concentration course, or research component course. Core courses are designated by 90; elective courses are designated by 91; concentration courses are designated by 92; Lecture Series by 93; and research component courses by 99.

The last number of the three numbers indicates the order of sequence for each course within its area of concentration or division of study.

Example:

BTH 901 New Testament Biblical Interpretation

BTH Area of concentration: Biblical Theology & Hermeneutics

9 First number: Doctoral-level course

0 Second number: Core course

1 Third number: First course in sequence

Individual Course Descriptions

Biblical Languages Courses

BLA 791 Greek I (Prerequisite & Review) 3 Credits

Course Description

This is a course in the basic elements of grammar for the Greek New Testament. Certain verb, noun, pronoun, and adjective forms will be presented. Sentence structures will be discussed. Other elements of Greek Grammar will be reserved for Greek II (Prerequisite & Review).

BLA 792 Greek II (Prerequisite & Review) 3 Credits

Course Description

This is a course in the intermediate elements of grammar for the Greek New Testament. More advanced verb, noun, pronoun, and adjective forms will be presented which were not covered in Greek I. Advanced sentence structures and translation principles will also be discussed.

Biblical Theology and Hermeneutics Courses

BTH 901 Current Issues in New Testament Interpretation 3 Credits

Course Description

The Bible is the written word of God yet it is both a divine and human book. God inspired men to describe His saving and liberating acts in human history and express His will for all humanity. What the biblical authors intended to communicate is the inspired message from God to mankind of all the New Testament principles that can be used to determine the inspired meaning of the New Testament books. Attention is given to the unique forms of communication found in the genres of the New Testament including the synoptic gospels, historical narratives, epistles and apocalyptic literature. The student will learn how to make application of the meaning of the text for his/her contemporary African cultural context.

BTH 911 Current Issues in Old Testament Interpretation 3 Credits

Course Description

This course is a sequel to the first course in the hermeneutics track: *Current Issues in New Testament Interpretation*. It is an examination and application of the principles used to properly interpret the Old Testament and to make the meaning relevant to today's audience. The student will seek to discover the biblical author's intention as he was guided by the Holy Spirit to write his message. Special attention will be given to interpreting the following genres of the Old Testament: the creation accounts, law, historical narrative, poetry, wisdom literature and prophecy. Contemporary issues affecting the interpretation of Old Testament texts in the African context will be examined.

BTH 921 Exegesis to Exposition with the African Context 3 Credits

Course Description

This course is designed to help African students and others interested in Africa to develop a sound exegetical/expositional Bible study methodology and to focus that methodology on issues that are relevant and urgent within the African context. Emphasis is placed on the cultural, historical, and literary analyses of challenging Bible passages. The student will practice uncovering the original intent of the biblical author and translating that interpretation into expositions that are both biblically based and contextually appropriate. The student will study the unique factors associated with six major Bible genres and use various methods of analysis to interpret a major passage in 1 Corinthians.

BTH 922 Curriculum Development for the 21st Century 3 Credits

Course Description

This is a practical course examining the basics of curriculum development with the intention of guiding the students to develop skills for curriculum construction. After briefly investigating the basic foundations of curriculum development, the major emphasis in the course will be allowing students the opportunity to engage in the process of curriculum construction with class time being spent working through a curriculum model and template to performing the task involved in the construction.

BTH 923 Transformational Preaching 3 Credits

Course Description

Biblical messages that transform lives must flow out of the biblical text through a messenger who is entirely dependent on the guidance of the Holy Spirit. The authority, inspiration and power of the message is directly related to the preacher's ability to present the sermon in such a way that it is consistent with the original author's intention and contextualized for the contemporary audience. Listeners will be transformed through expository proclamation where the preacher moves from the exegesis of the text to the formation and delivery of a relevant, biblical message authentically proclaimed in the power of the Holy Spirit. This course will analyze how to integrate exegetical study, hermeneutics, theology, and homiletics to craft a Pentecostal message that will change people's lives.

BTH 924 Training Assessment & Educational Measurements 3 Credits

Course Description

As an introduction to assessment of learning, this course covers the relationship of learning and assessment, the design and development of tests and other assessment instruments and procedures. The course also includes test evaluation and grade assignments. A final chapter deals with interpreting standardized test scores. Specific topics included in the course are: test specifications, item-writing strategies, test construction, test administration, performance and portfolio assessment, item analysis, test evaluation, and grade reporting.

Missions Component Courses

MIS 901 Advanced Studies in the Biblical Theology of Missions 3 Credits

Course Description

This course follows the format of a diachronic study of the Bible. It gives great cosmic vision of the unity of all history as it describes God as a missionary God and His people as a missionary people. By following the story of God's self-disclosure (revelation) and His dealings with human beings, individuals and groups are accorded purpose and meaning as well as a place in God's cosmic history. This course is an in-depth study of God's revelation in Scripture, with a view toward ascertaining our own responses to that

revelation, thereby ascertaining our own identity and place within God's plan in these last days. Particular emphasis is put on our response and commitment in the application section in order that the student might be fully involved as well as become a catalyst for others' involvement in the greatest cause ever – the *Missio Dei*.

MIS 911 Leadership & Training Issues in the Context of Global Missions

Course Description 3 Credits

Missions issues are different depending upon who is defining the issues. In this course, missions issues are viewed from the perspective of national Church leadership at its various levels. The course moves from considering the remarkable growth of Christianity in Africa to analyzing the spheres of partnership and networking relationships that are now a part of missions. Paradigm issues are then considered with a view toward establishing an African Pentecostal missions paradigm. Finally, training and administration are considered as crucial areas of application.

MIS 921 Empowering Missional Leadership through Vision, Mentoring & Coaching

3 Credits

Course Description

If the Church of Jesus Christ is going to continue to impact a world that is becoming increasingly wicked in these last days, it will only do so through being led by servant leaders who have first mastered themselves. This process is most effectively accomplished through the assistance of key mentors and coaches who can speak into others' lives to stretch them to new heights of ability and depths of spirituality. As this process becomes effectual in the leader's life, their God given vision for ministry will become exponentially more effective and their own life will be of greater intrinsic value through the reproduction of themselves in the lives of others.

MIS 922 New Paradigms in Missions Strategy

3 Credits

Course Description

Realizing that this is the eleventh (last) hour and that missions is increasingly from all nations to all nations, this course seeks to address new paradigms in missions strategy. It looks at historic development of strategy from the New Testament through the church's history, zeroing in on the indigenous church and why and how to get beyond this concept to ensure meaningful participation and partnership for the 21st century. With the local church as God's missionary people and missions as the mandate of the entire people of God, what are the implications for 21st-century missionary strategy? What 'new wineskins' are needed to complete the last hour harvest?

MIS 923 Leading Christian Organizations: A Learning Model

3 Credits

Course Description

Christian organizations are meant to represent God in the earth. This entails that those who lead and manage such organizations ought to know God and his mission to the earth. Leadership, therefore, is a stewardship from God and a trust to all

humanity. A learning organization constantly investigates, evaluates and assesses its purpose in relation to prevailing circumstances, while always influencing humanity toward God's higher intentions. Christian organizations, by implication, must constantly evaluate their purposes in light of God's mission, which is the salvation of all humanity. Leaders become the custodians of this stewardship embodied in the organization.

MIS 924 Strategies for Reaching Unreached People Groups 3 Credits

Course Description

The focus of this course is to address the challenge of reaching ethno linguistic groups that do not have church planting movements or significant numbers of Christians among them. The material follows a logical progression around four major questions:

- What is the nature of the task given us in Scripture?
- How do we put the gospel into local context?
- What models for church planting are best suited for the task?
- What kinds of sending structures are most appropriate for our setting?

Leadership Component Courses

LDR 901 Servant Leadership & Corporate Management 3 Credits

Course Description

Leading and managing are the two fundamental necessities of every healthy organization. Both must function well and be in constant development for ultimate success in any organization. Servant leadership, a lifestyle informed by values of integrity, sacrifice, and selfless service to humanity which was exemplified by Jesus, is an ideal model for leadership for the 21st century. This course attempts to develop the servant leadership model as the basis for effective contemporary corporate management regardless of the particular management style being used at any given time. It also endeavors to relate the servant leadership model to God's mission as it relates to the church and Christian Para church organizations.

LDR 911 Organizational Leadership: Theory & Dynamics 3 Credits

Course Description

This study guide arranges the course content based on the *Organization Dynamic Model (ODM)*. Essentially, this model reveals a perception of organizational life as seen through three main core drivers of organization: *Strategy, Design* and *Culture*. The three core drivers represent the three most important components of building an organization. As in a building project, Organization Strategy is similar to the blueprints of the building; Organizational Design is akin to infrastructure such as the wiring of the house, the type of plumbing, cables, et., it uses. Organization Culture, on the other hand, describes the norms, lifestyle patterns, and morals that determine the way organizational life is carried out. Thus, following the analogy of the house, organizational culture is the mood that determines how it feels to live in the house. It reveals the personality of the organization. The units in this

guide explore various subjects under the overarching themes of the Organization Dynamic Model. The first unit, which is introductory, however, lays the foundation of the history and philosophy of organizations.

**LDR 921 Empowering Missional Leadership
Through Vision, Mentoring & Coaching**

3 Credits

Course Description

If the Church of Jesus Christ is going to continue to impact a world that is becoming increasingly wicked in these last days, it will only do so through being led by servant leaders who have first mastered themselves. This process is most effectively accomplished through the assistance of key mentors and coaches who can speak into others' lives to stretch them to new heights of ability and depths of spirituality. As this process becomes effectual in the leader's life, their God given vision for ministry will become exponentially more effective and their own life will be of greater intrinsic value through the reproduction of themselves in the lives of others.

LDR 922 New Paradigms in Missions Strategy

3 Credits

Course Description

Realizing that this is the eleventh (last) hour and that missions is increasingly from all nations to all nations, this course seeks to address new paradigms in missions strategy. It looks at historic development of strategy from the New Testament through the church's history, zeroing in on the indigenous church and why and how to get beyond this concept to ensure meaningful participation and partnership for the 21st century. With the local church as God's missionary people and missions as the mandate of the entire people of God, what are the implications for 21st-century missionary strategy? What 'new wineskins' are needed to complete the last hour harvest?

LDR 923 Leading Christian Organizations: A Learning Model

3 Credits

Course Description

Christian organizations are meant to represent God in the earth. This entails that those who lead and manage such organizations ought to know God and his mission to the earth. Leadership, therefore, is a stewardship from God and a trust to all humanity. A learning organization constantly investigates, evaluates and assesses its purpose in relation to prevailing circumstances, while always influencing humanity toward God's higher intentions. Christian organizations, by implication, must constantly evaluate their purposes in light of God's mission, which is the salvation of all humanity. Leaders become the custodians of this stewardship embodied in the organization

LDR 924 Strategies for Reaching Unreached People Groups

3 Credits

Course Description

The focus of this course is to address the challenge of reaching ethno linguistic groups that do not have church planting movements or significant numbers of Christians among them. The material follows a logical progression around four major questions:

What is the nature of the task given us in Scripture?
How do we put the gospel into local context?
What models for church planting are best suited for the task?
What kinds of sending structures are most appropriate for our setting?

Education Component Courses

EDU 901 Issues in Learning Theory & Metacognition 3 Credits

Course Description

This course looks at learning and how one learns from a theoretical and neurological point of view as well as from a learning style point of view. It is not designed to make expert educational psychologists of the student, but rather it is designed to give an overview of learning that will enable the leaders of both Bible schools and churches to become more effective in creating learning opportunities in the church.

EDU 911 Designing & Implementing Effective Theological Training Models 3 Credits

Course Description

This course will examine instructional systems for theological training which occur in a variety of educational settings. This will include residential, church-based, extension, and independent study. The course will attempt to match instructional strategies, program development aspects, and student characteristics with the various educational settings where theological training is taking place in Africa. By the end of the course, the student will design a model for a specific theological training program that includes strategies that are biblical and culturally relevant for the African learner and the Church for fulfilling the Mission of God in Africa.

EDU 921 Exegesis to Exposition within the African Context 3 Credits

Course Description

This course is designed to help African students and others interested in Africa to develop a sound exegetical/expositional Bible study methodology and to focus that methodology on issues that are relevant and urgent within the African context. Emphasis is placed on the cultural, historical, and literary analyses of challenging Bible passages. The student will practice uncovering the original intent of the biblical author and translating that interpretation into expositions that are both biblically based and contextually appropriate. The student will study the unique factors associated with six major Bible genres and use various methods of analysis to interpret a major passage in 1 Corinthians.

EDU 922 Curriculum Development for the 21st Century 3 Credits

Course Description

This is a practical course examining the basics of curriculum development with the intention of guiding the students to develop skills for curriculum construction. After briefly investigating the basic foundations of curriculum

development, the major emphasis in the course will be allowing students the opportunity to engage in the process of curriculum construction with class time being spent working through a curriculum model and template to performing the task involved in the construction

EDU 923 Transformational Preaching

3 Credits

Course Description

Biblical messages that transform lives must flow out of the biblical text through a messenger who is entirely dependent on the guidance of the Holy Spirit. The authority, inspiration and power of the message is directly related to the preacher's ability to present the sermon in such a way that it is consistent with the original author's intention and contextualized for the contemporary audience. Listeners will be transformed through expository proclamation where the preacher moves from the exegesis of the text to the formation and delivery of a relevant, biblical message authentically proclaimed in the power of the Holy Spirit. This course will analyze how to integrate exegetical study, hermeneutics, theology, and homiletics to craft a Pentecostal message that will change people's lives.

EDU 924 Training Assessment & Educational Measurement

3 Credits

Course Description

As an introduction to assessment of learning, this course covers the relationship of learning and assessment, the design and development of tests and other assessment instruments and procedures. The course also includes test evaluation and grade assignments. A final chapter deals with interpreting standardized test scores. Specific topics included in the course are: test specifications, item-writing strategies, test construction, test administration, performance and portfolio assessment, item analysis, test evaluation, and grade reporting.

Practical Theology Courses

PTH 901 Implications of Lucan Pneumatology

3 Credits

Course Description

This course investigates the hermeneutical and missiological implications arising from the study of Lucan Pneumatology. It explores the challenges to Pentecostal hermeneutics as well as the contemporary Pentecostal responses to those challenges. It further discusses the pneumatological and missiological emphasis of Luke-Acts.

PTH 902 Spiritual Formation for the Christian Leader

3 Credits

Course Description

This course will approach the study of spiritual formation from a biblical and Pentecostal perspective, with the intent to deliberately encourage through the practice of spiritual disciplines a cutting-edge, vibrant spiritual life throughout the Christian leader's academic and ministerial journey. It has been

suggested that one of the easiest places to die spiritually is a theological seminary—a place where seminarians educate themselves away from God-consciousness. There are many things in an academic environment that may mitigate against a vibrant spiritual life. However, this need not be the case. Special attention will be placed on strategies for deeper personal spiritual growth and will encourage the creation of a self-development plan.

PTH 931 The Dr. John V. York *Misso Dei* Lecture Series 0 Credits
 The PThS Lecture Series is presented in honor of the late Dr. John V. York who served as the first Executive Vice President of PThS. Scholars and accomplished practitioners will present lectures in their field of expertise which will inspire and empower students and special invited guests to meaningful participation in the Mission of God.

Research Component Courses

RES 991 Written Comprehensive Exams 3 Credits

RES 992 Applied Research & Dissertation Design 6 Credits

Course Description

This course is an introduction to research tools and methodology utilized in ministry. Specific attention is given to developing a project/dissertation proposal. Each participant is to bring to the class a preliminary project/dissertation proposal developed according to the guidelines stated in the pre-course assignments. Both normal class sessions and extra night class sessions will be spent on the process of modification, expansion, and perfection of this proposal. Also, additional work will be completed to help develop a strategy for proposal implementation, the completion of the research and writing phase of the project/dissertation, and the fulfillment of the requirements for the project/dissertation approval process.

RES 993 Doctoral Research Seminar 3 Credits

RES 999 Doctoral Dissertation 9 Credits

ADMINISTRATION AND FACULTY

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Dr. Mary Ballenger, Main Campus Liaison
Dr. Carl Gibbs, Africa's Hope Liaison to PAThS

List of PAThS Professors

Mary Ballenger (Togo)
Northwest University, B.A.
University of Montana, M.Ed.
Gordon-Conwell Theological Seminary, D.Min.

Chip Block (USA)
Oral Roberts University, B.A.
Trinity Evangelical Divinity School, M.Div.
Assemblies of God Theological Seminary, D.Min.

Lazarus M. Chakwera (Malawi)
University of Malawi, B.A.
University of the North (South Africa), B.Th.
University of South Africa, M.Th.
Trinity Evangelical Divinity School, DMin.

John Easter (Malawi)
Central Bible College, B.A.
Reformed Theological Seminary, M.Div.
Assemblies of God Theological Seminary, Ph.D.

Carl Gibbs (USA/Africa)
Northwest College, B.A.
Western Conservative Baptist Seminary, M.Div., Th.M., D.Min.

John O. Ikoni (Nigeria)
West Africa Advanced School of Theology, A.A.

Central Bible College, B.A.
Assemblies of God Theological Seminary, M.A., D.Min.

Alan R. Johnson (Thailand)
Northwest University, B.A.
Assemblies of God Theological Seminary, M.A.
Azusa Pacific University, M.A.
Oxford Centre for Missions Studies/University of Wales, Ph.D.

Bill Kirsch (USA/Africa)
Central Bible College, B.A.
Bethany University, B.A.
Assemblies of God Theological Seminary, M.A., D.Min.

James Orville Lowell (USA/Latin America)
Northwest Bible College, B.A.
Assemblies of God Theological Seminary, M.A.
Biola University, Ph.D.

Jeanne Marie Lowell (USA/Latin America)
Northwest College, B.A.
Assemblies of God Theological Seminary, M.A.
Biola University, Ph.D.

Doug Lowenberg (Kenya)
Evangel University, B.S.
Texas Christian University, M.A.T.
Bethel Theological Seminary, M.A.T.S., D.Min.
Trinity International University, D.Min.
Regent University, Ph.D.

Enson M. Lwesya (Malawi)
Global University, B.A.
East Africa Graduate Studies Center, M.A.
Assemblies of God Theological Seminary, D.Min.

Murriell McCulley (Sudan)
Alexandria Hospital School of Nursing, R.N.
Global University, B.A.
Union Theological Seminary of Virginia, M.A.
Regent University, Ed.D.

Denzil Miller (USA/Africa)
Southwestern University, B.S.
Stephen F. Austin State University, M.A.
Assemblies of God Theological Seminary, D.Min.

James M. Thacker (Burundi)
Central Bible College, B.A.
Oral Roberts University, M.A.
Assemblies of God Theological Seminary, D.Min.

Charles Wilson (Botswana)
Vanguard University, B.A.
Oregon State University, M.A.
Nova Southeastern University, Ed.D.

PATHS Main Campus Course Schedule Arranged According to Cohort

Cohort Two

<i>First Year: Session One</i>	<i>Nov/Dec 2007</i>	<i>First Year: Session One</i>
<p>MIS 901 Advanced Studies in the Biblical Theology of Missions PTH 901 Implications of Lucan Pneumatology</p>	<p>Nov 22-Dec 6, 2007 Dec 7-14, 2007</p>	<p>PTH 901 Implications of Lucan Pneumatology LDR 901 Servant Leadership and Corporate Management MIS 901 Advanced Studies in the Biblical Theology of Missions</p>
<i>First Year: Session Two</i>	<i>July/Aug 2008</i>	<i>First Year: Session Two</i>
<p>LDR 901 Servant Leadership and Corporate Management PTH 902 Spiritual Formation for the Christian Leader BTH 901 Current Issues in New Testament Interpretation</p>	<p>July 07-15, 2008 July 16-23, 2008 July 24-Aug 01, 2008</p>	<p>BLA 791 Greek I (if needed) BTH 901 Current Issues in New Testament Interpretation PTH 930 The Dr. John V. York Missio Dei Lecture Series <i>(This PATHS Lecture Series is presented in honor of Dr. John V. York who served as the first EVOC pastor. Many accomplished practitioners of note are invited to share their wisdom with PATHS students' lives & ministries by lecturing on topics relevant to their successful participation in the Christian ministry.)</i> EDU 901 Issues in Learning Theory & Metacognition LDR 911 Organizational Leadership: Theory & Dynamics</p>
<i>Second Year: Session Three</i>	<i>Nov/Dec 2008</i>	<i>Second Year: Session Three</i>
<p>EDU 901 Issues in Learning Theory & Metacognition LDR 911 Organizational Leadership: Theory & Dynamics MIS 911 Leadership & Training Issues in Global Missions</p>	<p>Nov 17-25, 2008 Nov 26-Dec 03, 2008 Dec 04-12, 2008</p>	<p>PTH 902 Spiritual Formation for the Christian Leader BTH 911 Current Issues in Old Testament Interpretation EDU 911 Designing & Implementing Effective Instruction</p>
<i>Second Year: Session Four</i>	<i>July 2009</i>	<i>Second Year: Session Four</i>
<p>BTH 911 Current Issues in Old Testament Interpretation MIS 922 New Paradigms in Missions Strategy BLA 793 Review & Intermediate level Greek</p>	<p>July 06-14, 2009 July 15-22, 2009 July 23-31, 2009</p>	<p>The Hermeneutics/Biblical Theology & the Education Emphasis courses will be listed in Blue. The Leadership & Missions Emphasis courses will be listed in Green.) BLA 792 Greek II (if needed) BTH 921/ EDU 921 Exegesis to Exposition within the African Context LDR 921/ MIS 921 Empowering Missional Leadership Through Vision, Mentoring & Coaching EDU 922/ BTH 922 Curriculum Development for the 21st Century BTH 923/ EDU 923 Transformational Preaching LDR 923/ MIS 923 Emerging Leadership Issues in Africa</p>
<i>Third Year: Session Five</i>	<i>Nov/Dec 2009</i>	<i>Third Year: Session Five</i>
<p>The Hermeneutics/Biblical Theology & the Education Emphasis courses will be listed in Blue. The Leadership & Missions Emphasis courses will be listed in Green.) BTH 921/ EDU 921 Exegesis to Exposition within the African Context LDR 921/ MIS 921 Empowering Missional Leadership Through Vision, Mentoring & Coaching EDU 922/ BTH 922 Curriculum Development for the 21st Century BTH 923/ EDU 923 Transformational Preaching LDR 923/ MIS 923 Emerging Leadership Issues in Africa</p>	<p>Nov 16-24, 2009 Nov 16-24, 2009 Nov 25-Dec 02, 2009 Dec 03-11, 2009 Dec 03-11, 2009</p>	<p>BTH 923/ EDU 923 Transformational Preaching LDR 923/ MIS 923 Emerging Leadership Issues in Africa EDU 924/ BTH 924 Training Assessment and Development MIS 924/ LDR 924 Strategies for Reaching the Unreached RES 993 Applied Research and Dissertation Writing</p>

<i>Third Year: Session Six</i>	<i>June/July 2010</i>	<i>Third Year: Sess</i>
<p>EDU 924/BTH 924 Training Assessment and Educational Measurement MIS 924/LDR 924 Strategies for Reaching Unreached People Groups RES 991 Comprehensive Exam Preparation (A minimum passing grade on the Comprehensive Exams is required to qualify the student to enter the dissertation writing phase of the program) PTH 931 The Dr. John V. York — Missio Dei Lecture Series (This PThS Lecture Series is presented in honor of the late Dr. John V. York who served as the first EVP of PThS. Scholars and accomplished practitioners of note are invited to enrich & empower the PThS students' lives & ministries by lecturing on topics that are relevant to their successful participation in the Mission of God.) RES 992 Applied Research and Dissertation Design (Once a Dissertation Thesis/Project Proposal has been approved, the student may begin the dissertation writing phase in consultation with the project advisor.)</p>	<p>June 28-July 05, 2010 June 28-July 05, 2010 July 06-10, 2010 July 12-14 2010 July 15-30, 2010</p>	<p>RES 991 Review & Completion of Written C (A minimum passing grade on the Compre qualify the student to enter into Doctoral Ca RES 994 Doctoral Proposal Research and (Once a Dissertation Proposal has been ap student may begin the dissertation writing p Dissertation advisor.)</p>

<i>Fourth Year: Session Seven</i>	<i>Aug2010/Jul 2012</i>	<i>Fourth Year: Sessio</i>
<p>RES 999 Doctoral Dissertation (The actual time required for a student to complete the dissertation phase will be contingent on the pace of the research and writing progress achieved by the individual student. Residency at the WAAST campus is not required during this time period, but the facilities of WAAST are available upon special request to aid the student's research.)</p>	<p>Aug 2010-July 2012</p>	<p>RES 999 Doctoral Dissertation Research & (The actual time required for a student to co phase will be contingent on the pace of the progress achieved by the individual student campus is not required during this time peri</p>

<i>Fourth Year: Doctoral Symposium & Graduation</i> Dissertation Presentations and Commencement Ceremonies	(To Be Announced)	<i>Fourth Year: Doctoral Sympo</i> Dissertation Presentations and Commence
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<u><i>Cohort Four</i></u>		<u><i>Cohort Five</i></u>
<i>First Year: Session One</i>	<i>Nov/Dec 2011</i>	(To Be Announ
<p>New Student Orientation PTH 901 Implications of Lucan Pneumatology MIS 901 Advanced Studies in the Biblical Theology of Missions LDR 901 Servant Leadership and Corporate Management</p>	<p>Nov 18-20, 2011 Nov 21-28, 2011 Nov 29-Dec 06, 2011 Dec 07-14, 2011</p>	

<i>First Year: Session Two</i>	<i>June/July 2012</i>
<p>BLA 791 Greek I (if needed) BTH 901 Current Issues in New Testament Interpretation RES 993 Doctoral Research Seminar</p>	<p>June 25-July 6, 2012 July 9-17, 2012 July 18-27, 2012</p>

<i>Second Year: Session Three</i>	<i>Nov Dec 2012</i>
<p>EDU 901 Issues in Learning Theory & Metacognition BTH 911 Current Issues in Old Testament Interpretation LDR 911 Organizational Leadership: Theory and Dynamics</p>	<p>Nov 12-20, 2012 Nov 21-28, 2012 Nov 29-Dec 07, 2012</p>

Second Year: Session Four

July 2013

MIS 912 Missions Elective	July 01-08, 2013
EDU 911 Designing & Implementing Effective Training Models	July 09-16, 2013
RES 993 Applied Research and Dissertation Design*	July 17-26, 2013

Third Year: Session Five

Nov/Dec 2013

The Hermeneutics/Biblical Theology & the Education Emphasis courses will be listed in [Blue](#). The Leadership & Missions Emphasis courses will be listed in [Green](#).)

BTH 921/ EDU 921 Exegesis to Exposition within the African Context	
LDR 921/ MIS 921 Empowering Missional Leadership Through Vision, Mentoring & Coaching	Nov 11-18, 2013
PTH 930 The Dr. John V. York Missio Dei Lecture Series (This PThS Lecture Series is presented in honor of the late Dr. John V. York who served as the first EVP of PThS. Scholars and accomplished practitioners of note are invited to enrich & empower the PThS students' lives & ministries by lecturing on topics that are relevant to their successful participation in the Mission of God.)	Nov 11-18, 2013
	Nov 19-21, 2013
BTH 923/ EDU 923 Transformational Preaching	Nov 22-28, 2013
MIS 922/ LDR 922 New Paradigms in Missions Strategy	Nov 22-28, 2013
EDU 922/ BTH 922 Curriculum Development for the 21st Century	Nov 29-Dec 06, 2013
LDR 923/ MIS 923 Emerging Leadership Issues in Africa	Nov 29-Dec 06, 2013

Third Year: Session Six

July 2014

EDU 924/ BTH 924 Training Assessment and Educational Measurement	July 07-14, 2014
MIS 9240 LDR 924 Strategies for Reaching Unreached People Groups	July 07-14, 2014
RES 991 Review & Completion of Written Comprehensive Exams (A minimum passing grade on the Comprehensive Exams is required to qualify the student to enter into Doctoral Candidacy.)	July 15-19, 2014
RES 994 Doctoral Proposal Research & Preparation* (Once a Dissertation Proposal has been approved, the student may begin the dissertation writing phase in consultation with the Dissertation advisor.)	July 21-Aug 1, 2014

Fourth Year: Session Seven

Aug2014-Jul 2016

RES 999 Doctoral Dissertation Research & Writing (The actual time required for a student to complete the dissertation phase will be contingent on the pace of the research and writing progress achieved by the individual student. Residency at the WAAST campus is not required during this time period.)	Aug 2014-July 2016
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Fourth Year: Doctoral Symposium & Graduation
Dissertation Presentations and Commencement Ceremonies

(To Be Announced)

PATHS East Africa Branch Program
Course Schedule

Cohort Four

First Year: Session One (Nairobi Campus) Sept 2011

New Student Orientation	Sept 1-3, 2011
PTH 901 Implications of Lucan Pneumatology	Sept 5-13, 2011
MIS 901 Advanced Studies in the Biblical Theology of Missions	Sept 14-21, 2011
LDR 901 Servant Leadership and Corporate Management	Sept 22-30, 2011

First Year: Session Two (Malawi Campus) March 2012

BLA 791 Greek I (if needed)	Feb 27-Mar 9, 2012
BTH 901 Current Issues in Old Testament Interpretation	March 12-20, 2012
RES 993 Doctoral Research Seminar	March 21-30, 2012

Second Year: Session Three (Nairobi Campus) Sept 2012

EDU 901 Issues in Learning Theory & Metacognition	Sept 3-11, 2012
LDR 911 Organizational Leadership: Theory and Dynamics	Sept 12-19, 2012
BTH 911 Current Issues in New Testament Interpretation	Sept 20-28, 2012

Second Year: Session Four (Malawi Campus) March 2013

MIS 912 Missions Elective	March 4-11, 2013
EDU 911 Designing & Implementing Effective Training Models	March 12-19, 2013
RES 993 Applied Research and Dissertation Design*	March 20-29, 2013

Third Year: Session Five (Main Campus Lomé) Nov/Dec 2013

The Hermeneutics/Biblical Theology & the Education Emphasis courses will be listed in [Blue](#). The Leadership & Missions Emphasis courses will be listed in [Green](#).)

BLA 792 Greek II (if needed)	
BTH 921/ EDU 921 Exegesis to Exposition within the African Context	Nov 11-18, 2013
LDR 921/ MIS 921 Empowering Missional Leadership Through Vision, Mentoring & Coaching	Nov 11-18, 2013
PTH 930 The Dr. John V. York Missio Dei Lecture Series (This PATHS Lecture Series is presented in honor of the late Dr. John V. York who served as the first EVP of PATHS. Scholars and accomplished practitioners of note are invited to enrich & empower the PATHS students' lives & ministries by lecturing on topics that are relevant to their successful participation in the Mission of God.)	Nov 19-21, 2013
EDU 922/ BTH 922 Curriculum Development for the 21st Century	Nov 22-28, 2013
MIS 922/ LDR 922 New Paradigms in Missions Strategy	Nov 22-28, 2013
BTH 923/ EDU 923 Transformational Preaching	Nov 29-Dec 06, 2013
LDR 923/ MIS 923 Emerging Leadership Issues in Africa	Nov 29-Dec 06, 2013

Third Year: Session Six (Main Campus Lomé)

July 2014

EDU 924/ BTH 924 [Training Assessment and Educational Measurement](#)

July 07-14, 2014

MIS 9240 LDR 924 [Strategies for Reaching Un-reached People Groups](#)

July 07-14, 2014

RES 991 Review & Completion of Written Comprehensive Exams

July 15-19, 2014

(A minimum passing grade on the Comprehensive Exams is required to qualify the student to enter into Doctoral Candidacy.

RES 994 Doctoral Proposal Research & Preparation*

July 21-Aug 01, 2014

(Once a Dissertation Proposal has been approved, the student may begin the dissertation writing phase in consultation with the Dissertation advisor.)

Fourth Year: Session Seven

Aug2014-Nov2015

RES 999 Doctoral Dissertation Research & Writing

Aug 2014-July 2016

(The actual time required for a student to complete the dissertation phase will be contingent on the pace of the research and writing progress achieved by the individual student. Residency at the WAAST campus is not required during this time period,

Fourth Year: Doctoral Symposium & Graduation (Main Campus Lomé)

(To Be Announced)

Dissertation Presentations and Commencement Ceremonies