

# PAN-AFRICA THEOLOGICAL SEMINARY

## CATALOG 2009-2014



*"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 in 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 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 dialog 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 dialog between interested African and missionary respondents which was facilitated by Africa Theological Training Service (ATTS) and conducted by Rev. Don Corbin.
    - c. Third, a regionally-representative doctoral committee meeting was held in Ouagadougou 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.

### **Relationship Between PAThS and WAAST**

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.

## **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. Portions of the campus have wi-fi capabilities.

### **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.

### **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.

### **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.

## 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 Strategic Ministries. 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 their 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.

The credit system was developed by accrediting associations in an attempt to ensure that minimum standards are been met in the teaching of any post-secondary

course or subject. When a student completes a course at one institution, it is important to know how this study relates to a course taught at other institutions. This information is especially useful if the student wishes to transfer credits earned at one university to another university. The credit system makes it possible to make such comparisons.

### **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), they 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.

### **Academic Honors**

Students who excel in their studies graduate with honors. The calculation of honors is based upon the accumulative grade point average for all academic work completed before graduation.

Honors are earned as indicated below:

#### **Accumulative Grade Point Average**

Cum Laude	3.70 – 3.79
Magna Cum Laude	3.80 – 3.89
Summa Cum Laude	3.90 – 4.00

### **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 PAtHS Ph.D. degree, the participant must:

1. Satisfactorily complete all Ph.D. program requirements. This includes completion of 39 credits of course work (18 from core courses, 9 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. Project/Dissertation.
7. Make an acceptable oral defense of the Ph.D. Project/Dissertation.
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 PAtHS 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 3.0 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, an 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 communicate at a doctoral level of studies 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. This term paper will be evaluated by the

Academic Affairs Committee of PAThS for form and content, and must also demonstrate the student's ability to do research at a graduate level.

### **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 seminary link at [www.PAThSeminary.org](http://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:*

The Registrar, Pan-Africa Theological Seminary  
c/o Africa's Hope  
P.O. Box 6200  
Springfield, MO 65801  
USA

#### *Courier Address:*

The Registrar, Pan-Africa Theological Seminary  
c/o Africa's Hope  
580 W. Central  
Springfield, MO 65802  
USA

Phone: (417) 862-7725

Fax: (417) 862-1867

Email: [info@PAThSeminary.org](mailto: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 not completed 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 courses for which the student is enrolled and possible refusal of 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: \$60 per credit hour

Room & Board: approximately \$390 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.

### **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 PThS, 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 PThS 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 examination 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 Hermeneutics*	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 Hermeneutics*	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 <b>Blue</b> . The Leadership & Missions Emphasis courses will be listed in <b>Green</b> .)		
▪ BTH 923/ EDU 923 <b>Exegesis to Exposition*</b>	Concentration Courses	3 credit hours
▪ LDR 922/ MIS 922 <b>Empowering Vision Through Mentoring &amp; Coaching*</b>	Concentration Courses	3 credit hours
▪ EDU 922/ BTH 922 <b>Curriculum Development for the 21<sup>st</sup> Century*</b>	Concentration Courses	3 credit hours
▪ MIS 921/ LDR 921 <b>New Paradigms in Missions Strategy*</b>	Concentration Courses	3 credit hours
▪ BTH 921/ EDU 921 <b>Transformational Preaching*</b>	Concentration Courses	3 credit hours
▪ LDR 924/ MIS 924 <b>Emerging Leadership Issues In Africa*</b>	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 <b>Training Assessment &amp; Educational Measurement*</b>	Concentration Courses	3 credit hours
▪ MIS 923/ LDR 923 <b>Strategies for Reaching Unreached People Groups*</b>	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>



## 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup>-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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup>-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 21<sup>st</sup> 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. James M. Thacker, Academic Dean  
Dr. Etienne Zongo, Registrar  
Dr. Carl Gibbs, Africa's Hope Liaison to PATHS  
Rev. Joy A. York, Program Coordinator

### **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. Candidate

**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.

**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.

# ACADEMIC CALENDAR

## PATHS Course Schedule Arranged According to Cohort

<u>Cohort One</u>		<u>Cohort Two</u>	
<i>First Year: Session One</i>	<i>Nov/Dec 2005</i>	<i>First Year: Session One</i>	<i>Nov/Dec 2007</i>
BLA 791 Greek I (If needed)	Nov 07-18, 2005	MIS 901 Advanced Studies in the	Nov 22-Dec 6, 2007
PTH 901 Implications of Lucan	Nov 21-29, 2005	Biblical Theology of Missions	
Pneumatology		PTH 901 Implications of Lucan	Dec 7-14, 2007
BTH 901 Current Issues in New	Nov 30-Dec 07, 2005	Pneumatology	
Testament Interpretation			
MIS 911 Leadership and Training	Dec 08-16, 2005		
Issues in Global Missions			
<i>First Year: Session Two</i>	<i>July/Aug 2006</i>	<i>First Year: Session Two</i>	<i>July/Aug 2008</i>
BLA 792 Greek II (If needed)	July 3-14, 2006	LDR 901 Servant Leadership and	July 07-15, 2008
LDR 901 Servant Leadership &	July 17-25, 2006	Corporate Management	July 16-23, 2008
Corporate Management		PTH 902 Spiritual Formation for	
EDU 901 Issues in Learning Theory	July 26-Aug 02, 2006	the Christian Leader	
and Metacognition		BTH 901 Current Issues in New	July 24-Aug 01, 2008
PTH 902 Spiritual Formation for the	Aug 03-11, 2006	Testament Interpretation	
Christian Leader			
<i>Second Year: Session Three</i>	<i>Nov/Dec 2006</i>	<i>Second Year: Session Three</i>	<i>Nov/Dec 2008</i>
MIS 901 Advanced Studies in the	Nov 20-Dec 06, 2006	EDU 901 Issues in Learning	Nov 17-25, 2008
Biblical Theology of Missions		Theory & Metacognition	
BTH 911 Current Issues in Old	Dec 07-15, 2006	LDR 911 Organizational	Nov 26-Dec 03, 2008
Testament Interpretation		Leadership: Theory & Dynamics	
		MIS 911 Leadership & Training	Dec 04-12, 2008
		Issues in Global Missions	
<i>Second Year: Session Four</i>	<i>July/Aug 2007</i>	<i>Second Year: Session Four</i>	<i>July 2009</i>
LDR 911 Organizational	July 16-24, 2007	BTH 911 Current Issues in Old	July 06-14, 2009
Leadership: Theory and Dynamics		Testament Interpretation	
PTH 931 The Dr. John V. York —	July 25-Aug 01, 2007	EDU 911 Designing &	July 15-22, 2009
Missio Dei Lecture Series		Implementing Effective Training	
EDU 911 Designing &	Aug 02-10, 2007	Models	
Implementing Effective Training		BLA 793 Review & Intermediate	July 23-31, 2009
Models		level Greek	
<i>Third Year: Session Five</i>	<i>Nov/Dec 2007</i>	<i>Third Year: Session Five</i>	<i>Nov/Dec 2009</i>
(The Hermeneutics/Biblical		The Hermeneutics/Biblical	
Theology & the Education		Theology & the Education	
Emphasis		Emphasis	
courses will be listed in <a href="#">Blue</a> . The		courses will be listed in <a href="#">Blue</a> . The	

Leadership & Missions Emphasis courses will be listed in Green.)		Leadership & Missions Emphasis courses will be listed in Green.)	
BTH 921/ EDU 921 <a href="#">Exegesis to Exposition within the African Context</a>	Nov 21-28, 2007	BTH 921/ EDU 921 <a href="#">Exegesis to Exposition within the African Context</a>	Nov 16-24, 2009
LDR 921/ MIS 921 <a href="#">Empowering Missional Leadership Through Vision, Mentoring &amp; Coaching</a>	Nov 21-28, 2007	LDR 921/ MIS 921 <a href="#">Empowering Missional Leadership Through Vision, Mentoring &amp; Coaching</a>	Nov 16-24, 2009
EDU 922/ BTH 922 <a href="#">Curriculum Development for the 21<sup>st</sup> Century</a>	Nov 29-Dec 06, 2007	EDU 922/ BTH 922 <a href="#">Curriculum Development for the 21<sup>st</sup> Century</a>	Nov 25-Dec 02, 2009
MIS 922/ LDR 922 <a href="#">New Paradigms in Missions Strategy</a>	Nov 29-Dec 06, 2007	MIS 922/ LDR 922 <a href="#">New Paradigms in Missions Strategy</a>	Nov 25-Dec 02, 2009
BTH 923/ EDU 923 <a href="#">Transformational Preaching</a>	Dec 07-14, 2007	BTH 923/ EDU 923 <a href="#">Transformational Preaching</a>	Dec 03-11, 2009
LDR 923/ MIS 923 <a href="#">Leading Christian Organizations: A Learning Model</a>	Dec 07-14, 2007	LDR 923/ MIS 923 <a href="#">Emerging Leadership Issues in Africa</a>	Dec 03-11, 2009

*Third Year: Session Six*

*July/Aug 2008*

*Third Year: Session Six*

*June/July 2010*

RES 991 Comprehensive Exam Preparation	July 07-11, 2008	EDU 924/BTH 924 <a href="#">Training Assessment and Educational Measurement</a>	June 28-July 05, 2010
RES 992 Applied Research and Dissertation Design	July 14-24, 2008	MIS 924/LDR 924 <a href="#">Strategies for Reaching Unreached People Groups</a>	June 28-July 05, 2010
EDU 924/BTH 924 <a href="#">Training Assessment &amp; Educational Measurement</a>	July 25-Aug 01, 2008	RES 991 Comprehensive Exam Preparation	July 06-10, 2010
MIS 924/ LDR 924 <a href="#">Strategies for Reaching Unreached People Groups</a>	July 25-Aug 01, 2008	PTH 931 The Dr. John V. York — Missio Dei Lecture Series	July 12-14 2010
		RES 992 Applied Research and Dissertation Design	July 15-30, 2010

*Fourth Year: Session Seven*

*Aug2008/Nov2009*

*Fourth Year: Session Seven*

*Aug2010/Nov2011*

RES 999 Doctoral Dissertation	Aug 2008–Nov 2009	RES 999 Doctoral Dissertation	Aug 2010-Nov, 2011
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*Fourth Year: Doctoral Symposium & Graduation*

Dissertation Presentations and Commencement Ceremonies

December 05, 2009

*Fourth Year: Doctoral Symposium & Graduation*

Dissertation Presentations and Commencement Ceremonies

(To Be Announced)

Cohort Three

Cohort Four

*First Year: Session One*

*Nov/Dec 2009*

*First Year: Session One*

*Nov/Dec 2011*

PTH 901 Implications of Lucan Pneumatology	Nov 16-24, 2009	PTH 901 Implications of Lucan Pneumatology	Nov 14-22, 2011
LDR 901 Servant Leadership and Corporate Management	Nov 25-Dec 03, 2009	LDR 901 Servant Leadership and Corporate Management	Nov 23-30, 2011
MIS 901 Advanced Studies in the Biblical Theology of Missions	Dec 03-11, 2009	MIS 901 Advanced Studies in the Biblical Theology of Missions	Dec 01-09, 2011

<i>First Year: Session Two</i>	<i>June/July 2010</i>	<i>First Year: Session Two</i>	<i>June/July 2012</i>
BLA 791 Greek I (if needed)	June 21-July 02, 2010	BLA 791 Greek I (if needed)	June 18-29, 2012
BTH 901 Current Issues in New Testament Interpretation	July 05-10, 2010	BTH 901 Current Issues in New Testament Interpretation	July 02-07, 2012
PTH 930 The Dr. John V. York Missio Dei Lecture Series	July 12-14, 2010	PTH 930 The Dr. John V. York Missio Dei Lecture Series	July 09-11, 2012
EDU 901 Issues in Learning Theory & Metacognition	July 15-22, 2010	EDU 901 Issues in Learning Theory & Metacognition	July 12-19, 2012
LDR 911 Organizational Leadership: Theory and Dynamics	July 23-30, 2010	LDR 911 Organizational Leadership: Theory and Dynamics	July 20-27, 2012
<i>Second Year: Session Three</i>	<i>Nov/Dec 2010</i>	<i>Second Year: Session Three</i>	<i>Nov Dec 2012</i>
PTH 902 Spiritual Formation for the Christian Leader	Nov 15-23 2010	PTH 902 Spiritual Formation for the Christian Leader	Nov 12-20, 2012
BTH 911 Current Issues in Old Testament Interpretation	Nov 24-Dec 01, 2010	BTH 911 Current Issues in Old Testament Interpretation	Nov 21-28, 2012
EDU 911 Designing & Actualizing Effective Training Models	Dec 02-10, 2010	EDU 911 Designing & Actualizing Effective Training Models	Nov 29-Dec 07, 2012
<i>Second Year: Session Four</i>	<i>June/July 2011</i>	<i>Second Year: Session Four</i>	<i>June/July 2013</i>
The Hermeneutics/Biblical Theology & the Education Emphasis courses will be listed in <a href="#">Blue</a> . The Leadership & Missions Emphasis courses will be listed in <a href="#">Green</a> .)		The Hermeneutics/Biblical Theology & the Education Emphasis courses will be listed in <a href="#">Blue</a> . The Leadership & Missions Emphasis courses will be listed in <a href="#">Green</a> .)	
BLA 792 Greek II (if needed)	June 20-July 01, 2011	BLA 792 Greek II (if needed)	June 17-28, 2013
BTH 921/ EDU 921 <a href="#">Exegesis to Exposition within the African Context</a>	July 04-12, 2011	BTH 921/ EDU 921 <a href="#">Exegesis to Exposition within the African Context</a>	July 01-09, 2013
LDR 921/ MIS 921 <a href="#">Empowering Missional Leadership Through Vision, Mentoring &amp; Coaching</a>	July 04-12, 2011	LDR 921/ MIS 921 <a href="#">Empowering Missional Leadership Through Vision, Mentoring &amp; Coaching</a>	July 01-09, 2013
EDU 922/ BTH 922 <a href="#">Curriculum Development for the 21<sup>st</sup> Century</a>	July 13-20, 2011	EDU 922/ BTH 922 <a href="#">Curriculum Development for the 21<sup>st</sup> Century</a>	July 10-17, 2013
MIS 922/ LDR 922 <a href="#">New Paradigms in Missions Strategy</a>	July 13-20, 2011	MIS 922/ LDR 922 <a href="#">New Paradigms in Missions Strategy</a>	July 10-17, 2013
BTH 923/ EDU 923 <a href="#">Transformational Preaching</a>	July 21-29, 2011	BTH 923/ EDU 923 <a href="#">Transformational Preaching</a>	July 18-26, 2013
LDR 923/ MIS 923 <a href="#">Emerging Leadership Issues in Africa</a>	July 21-29, 2011	LDR 923/ MIS 923 <a href="#">Emerging Leadership Issues in Africa</a>	July 18-26, 2013
<i>Third Year: Session Five</i>	<i>Nov/Dec 2011</i>	<i>Third Year: Session Five</i>	<i>Nov/Dec 2013</i>
EDU 924/ BTH 924 <a href="#">Training Assessment and Educational Measurement</a>	Nov 14-22, 2011	EDU 924/ BTH 924 <a href="#">Training Assessment and Educational Measurement</a>	Nov 11-19, 2013
MIS 924/ LDR 924 <a href="#">Strategies for Reaching Un-reached People</a>	Nov 14-22, 2011	MIS 924/ LDR 924 <a href="#">Strategies for Reaching Un-reached People</a>	Nov 11-19, 2013

<b>Groups</b> RES 992 Applied Research and Dissertation Design*	Nov 23-Dec 09, 2011	<b>Groups</b> RES 992 Applied Research and Dissertation Design*	Nov 20-Dec 06, 2013
<i>Third Year: Session Six</i>	<i>July 2012</i>	<i>Third Year: Session Six</i>	<i>June/July 2014</i>
RES 991 Review & Completion of Written Comprehensive Exams	July 02-07, 2012	RES 991 Review & Completion of Written Comprehensive Exams	June 30-July 05, 2014
PTH 931 The Dr. John V. York — Missio Dei Lecture Series*	July 09-11, 2012	PTH 931 The Dr. John V. York — Missio Dei Lecture Series*	July 07-09, 2014
RES 993 Doctoral Research Seminar	July 12-27, 2012	RES 993 Doctoral Research Seminar	July 10-25, 2014
<i>Fourth Year: Session Seven</i>	<i>Aug2012-Nov2013</i>	<i>Fourth Year: Session Seven</i>	<i>Aug2014-Nov2015</i>
RES 999 Doctoral Dissertation	Aug 2012-Nov 2013	RES 999 Doctoral Dissertation	Aug 2014-Nov 2015
<i>Fourth Year: Doctoral Symposium &amp; Graduation</i>	(To Be Announced)	<i>Fourth Year: Doctoral Symposium &amp; Graduation</i>	(To Be Announced)
Dissertation Presentations and Commencement Ceremonies		Dissertation Presentations and Commencement Ceremonies	