

MASTER OF ARTS CATALOG



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History of the School

The West Africa Advanced School of Theology (WAAST) began in 1971 with a three-year, two-semester-per-year program leading to an Associate of Theology degree. In 1979, The Board of Governors upgraded the program to a Bachelor of Arts degree in Bible and theology for the English section. The first graduating class to receive the bachelor's degree was the class of 1980.

In 1986 the program was upgraded again to the Bachelor of Theology degree in both the English and French sections. With an increasing number of clergy holding bachelor's degrees and the difficulty in sending them overseas for further education, WAAST announced the launching of a graduate program to begin in May 1994. Thus the Assemblies of God Graduate School of Theology (AGGST) was founded.

Recognizing the centrality of *Missio Dei* (God's Mission) in the Scriptures and in the purpose of God, AGGST held the conviction that the first graduate major should be in the area of missiology. Eighteen students were admitted into the new graduate program in May 1994. They represented six nations of Africa and the United States of America. A degree in Christian education was added in 2000. These degree programs are now offered in French, beginning in 2002.

AGGST is endorsed by the Africa Theological Training Services (ATTS), which sets standards for Assemblies of God training institutions. ATTS recognizes AGGST as a school that meets high standards of scholarship and yet provides practical emphasis on ministerial skills and knowledge to enhance the ministerial performance of its students. AGGST now attracts students from more than a dozen nations as it combines academic excellence with Pentecostal commitment.

Purpose of the Master of Arts Program

The Master of Arts degrees are designed for men and women whose ministerial skills and demonstrated competence qualify them for continued education at the master's degree level. In offering these degrees, AGGST manifests its conviction that Christian ministry should be enhanced as it faces the contemporary world. Ministers should be encouraged to improve their skills and enlarge their vision in order to be the most effective ministers of Jesus Christ.

Excellence in Ministry

The program is committed to the achievement of excellence in ministry in Africa and any other place in the world where the Lord sends His servants. The purpose is that graduates might increase their knowledge and skills to enable them to carry out *Missio Dei* to the nations of the

world as pastors, evangelists, missionaries, Bible school teachers, and administrators.

The Church exists to glorify and worship God, edify its members, and make disciples in all nations of the world. Theological education has the primary task of equipping the servants whom the Lord has called to lead His Church in worship and to reach the world (Eph 4:16). The program intends to carry research and study through to action. Biblical theology and practice are applied to the needs of people. The theoretical part of the program is intellectually demanding, but the application of that body of knowledge is much more challenging.

Excellence in Applied Research

The Master of Arts degrees do not neglect research, because research is a necessary tool in any educational program. Research at AGGST is associated with practice rather than pure academics. This is demonstrated in the delivery system of the program. All courses are offered in block sessions, permitting the students to remain in their various positions of ministry.

The final phase involves the writing of a thesis related to the student's ministry. It requires a high level of competence and skill as the studies are applied to the context of practical ministry. AGGST conceptualizes the Master of Arts degree program as a part of a lifelong process of personal development and cultivation of experiences leading to excellence in the function of ministry. Excellence in ministry includes these components:

- An understanding of biblical materials at a significant level
- A growing knowledge of theology and its practical application
- A greater awareness of the social, political, and ethical dimensions of the Christian faith
- An increased sensitivity to the problems and potential of people
- A high level of competence in written and oral communication
- An acquaintance with a wide range of media
- An ability to transcend cultural differences and traditions with innovative outreach methods
- An ability to go beyond the tradition techniques of ministry, using more effective methods of ministry
- A steadily maturing relationship with God and an increasing understanding of servanthood
- An emphasis on the Pentecostal distinctive of our faith

Admission to the Master of Arts Program

An applicant is required to hold an acceptable bachelor's degree, with a 3.0 minimum grade point average, for admission into the Master of Arts degree program. Applicants must have a minimum of twenty-four semester credit hours in biblical and theological studies, with a balance in Old and New Testament studies. All necessary transcripts must be received by the registrar before attending the first session.

The Academic Affairs Committee of WAAST/AGGST, chaired by the director of graduate studies of AGGST, has jurisdiction over the Master of Arts degree program. All applications are referred to the Board of Administration for approval.

Financial Policies

Full payment of tuition and fees is due at registration on the first day of each session. Tuition for independent study is the same rate as tuition for regular sessions. Tuition is also required of all students enrolled for thesis credit.

The cost of books and other materials is in addition to tuition charges. All tuition and fees are subject to periodic review by AGGST and may be changed. Current fee schedules may be obtained from the business office.

Courses of Study in the Master of Arts Program

First Phase: Eight Core Courses (24 semester credit hours)

GEN501	Methods of Research	3 hours
LDS501	Foundations of Christian Leadership	3 hours
THM501	Biblical Theology of Missions	3 hours
BIB501	Old Testament Genres and Issues	3 hours
BIB502	New Testament Genres and Issues	3 hours
HIS601	The Worldwide Expansion of Christianity	3 hours
BIB602	Lucan Pneumatology	3 hours
REL602	Contemporary African Theology	3 hours

Second Phase: Comprehensive Examination

Third Phase: Six Required Courses in the Chosen Concentration (18 semester credit hours + thesis)

Christian Education:

Thesis		6 hours
GEN601	Writing for the 21 st Century	3 hours
CED601	Foundations of Christian Education	3 hours
CED602	Christian Education for Youth and Children	3 hours
CED 604	Educational Measurement	3 hours
CED605	Educational Psychology	3 hours

Missiology/ Evangelism:

Thesis		6 hours
GEN601	Writing for the 21 st Century	3 hours
GEN602	Cultural Patterns of Communication	3 hours
THM601	Beyond the Indigenous Church	3 hours
MIS601	Socio-political Context of the Church	3 hours
MIS602	Specialized Studies in Islam	3 hours
MIS603	Evangelism and the Church	3 hours

Fourth Phase: Writing of Thesis

N.B. A third concentration, Pastoral Theology, is being developed.

Course Descriptions

Core Courses

GEN501 Methods of Research

This course is designed to acquaint the graduate student with research methodology and key bibliographies in the areas of theological, biblical, and historical methodology and key bibliographies in the areas of theological, biblical, and historical studies. The *Professors Packet* includes sample readings of informative literature that will aid the student in preparing a scholarly research paper. It will guide the student in preparing a meaningful bibliography on a selected subject. Suggestions are included on how and where to collect and use non-book materials that have theological and historical importance.

LD501 Foundations of Christian Leadership

This study focuses on fundamental principles and practices for effective spiritual leadership. The course examines theological foundations that impinge upon pastoral management, emphasizes primary traits required for effective pastoral service, explains foundational skills specific to pastoral ministry, and enhances the student's ability to work with people in fulfilling the mission of the church.

THM501 Biblical Theology of Missions

This course surveys the biblical themes of *Missio Dei* and the kingdom of God, which are seen as the unifying concepts of the Bible and the primary vehicles for the biblical theology of missions. In addition to a consideration of the evangelistic mandate of the Church, attention is given to the biblical foundation for socio-humanitarian ministry. Students are challenged to respond personally to the biblical theology of missions and to evaluate the church's contemporary involvement in *Missio Dei*.

BIB501 Old Testament Genres and Issues

This is a study of the *Missio Dei* motif of the Old Testament. The course highlights the diachronic treatment of key Old Testament theological issues, and discusses practical applications of such concepts within today's church.

BIB502 New Testament Genres and Issues

This course explores the literary and rhetorical aspects of the New Testament and historical-critical issues related to understanding the theology of the New Testament. The various theological themes and motifs of the New Testament are investigated. Students will attempt to develop a synthesis of the overall message of various New Testament authors. The course will address the continuing relevance and significance of New Testament issues in the church today.

HIS601 The Worldwide Expansion of Christianity

This course surveys the expansion of Christianity from the first century to the present. Special attention is paid to the role of secular and church forces that have contributed to the different stages of missionary effort of the church. Students also study the history of missions within their own country, place that history within the context of global missions history, and discuss the role of secular world trends which affect the church's work of evangelization in their country.

BIB602 Lucan Pneumatology

This course presents an exposition of the pneumatology of the Lucan literature. The student will evaluate the biblical data historically, grammatically, and contextually; analyze the structure of Luke and Acts; and determine the relevance of understanding Luke's strategy when reporting about the activity of the Holy Spirit. The student will trace the development of the prophethood of all believers through its origin on the Day of Pentecost, its community expressions, and the six examples of prophets about whom Luke reports. Finally, the student will do a critical evaluation of some contemporary approaches to the hermeneutics of Luke and Acts as historical narrative.

REL602 Contemporary African Theology

In this course, the student surveys the nature of the kingdom of God in Africa over the centuries, with emphasis on how the African church has interpreted the kingdom of God. A study is made of selected theological themes of several major independent church movements in Africa. Special attention is given to apparent methods of biblical contextualization in attempts to achieve relevancy to the culture. The danger of syncretism is examined.

Christian Education

GEN601 Writing for the 21st Century

This course describes the characteristics of a successful Christian writer, surveys the types of literature that should be published today, provides opportunity and guidance for performing several writing projects, and outline possibilities and procedures for launching into publishing in Africa today.

CED601 Foundations of Christian Education

This course defines a biblical philosophy of Christian education, surveying historical patterns of education and biblical methods of education. The focus is made to determine distinctly Christian ways for educating so as to enable persons to know God. The lessons aim to answer such basic questions as, "What ought to be done in the classroom?" and "How do I motivate people to do God's will?" Successful teaching methods used by Christian educators are surveyed with the goal to improve teaching within the home, church, and school. The class aims to challenge leaders to organize, administer, and evaluate a superior Christian education program in a growing church.

CED602 Christian Education for Youth and Children

This course is a study of biblical foundations for ministry to youth and children. It covers age-level characteristics and the methods and materials needed to develop an effective program of Christian education at the local-church level in light of *Missio Dei*. It deals with social and cultural issues from a cross-cultural perspective.

CED603 Curriculum Development and Selection

This course presents a study of curriculum theory and criteria to evaluate and select appropriate curricula for varied learning groups. It includes a practicum for planning, developing, and implementing Christian curriculum.

CED604 Educational Measurement

An introduction to the measurement and evaluation of learning, this course covers the design, development, and use of achievement tests and the communication of student progress. Specifically included are: test specifications, item-writing strategies, item analysis, test construction, and grade reporting. (1)

CED605 Educational Psychology

This course is based on a study of psychological theory relating to human development and learning, with a view toward applying psychology to the educational tasks of guiding, encouraging, and evaluating learning.

Missiology/Evangelism**GEN601 Writing for the 21st Century**

This course describes the characteristics of a successful Christian writer, surveys the types of literature that should be published today, provides opportunity and guidance for performing several writing projects, and outlines possibilities and procedures for launching into publishing in Africa today.

GEN602 Cultural Patterns of Communication

This is an advanced course on the communication of the Christian faith to people of diverse national, cultural, and ethnic backgrounds. The aim is to prepare students to understand current communication theories, both verbal and non-verbal, and how they must be internalized into each communicator's own worldview with the goal of effective cross-cultural witness. Variations in basic values are seen as factors in interpersonal relations and effective gospel outreach. Cultural encapsulation, ethnocentrism and non-verbal assumptions are other elements to be considered.

THM601 Beyond the Indigenous Church

This course highlights the missions of the church as seen from a biblical perspective. A theology of mission is developed with a scope far beyond that often envisioned in the historic quest for an indigenous church. Questions addressed include: What is the relationship of the church to the world (kosmos)? Why is it said that the concept of

“indigenous church” has sometimes been understood to have restricted the missionary vision of the church? What are the implications for missionary strategy resulting from seeing mission as the mandate of the entire “people of God”?

MIS601 Socio-political Context of the Church

The goal of this course is to equip students to be more effective ministers and missionaries of the gospel within a variety of social, political, and economic environments. Students consider the history of the church’s involvement in social transformation from apostolic times until the present, the biblical basis of evangelism and social responsibility, and modern evangelical efforts to redefine the relationship between evangelism and social responsibility. Students also address the issue of liberation theology and study the biblical perspective on mission-state and church-state relationships and civil disobedience.

(1) The course descriptions for CED604 Educational Measurement and CED605 Educational Psychology are taken from the *Graduate Studies Catalog* (Springfield, O: Global University, 2000), 40.

MIS602 Specialized Studies in Islam

This course gives an overview of the historical beginnings and development of Islam and of its system, creed and practice. More time and special attention is given to Christian witness to Muslims and the planting of the Church among them.

MIS603 Evangelism and the Church

This course focuses on the evangelistic ministry of both the local and the national church and their role in accomplishing the Great Commission in their communities and beyond. Emphasis is on strategies and the role of the Holy Spirit in dynamic witness.

Grades, Transfer Credits, Attendance, and Independent Study

The Master of Arts program uses the following grade scale:

96-100	A	4.0	Excellent
94-95	A-	3.7	
91-93	B+	3.3	
89-90	B	3.0	Good
86-88	B-	2.7	
83-85	C+	2.3	
79-82	C	2.0	Satisfactory
77-78	C-	1.7	
75-76	D+	1.3	
73-74	D	1.0	Pass
70-72	D-	.7	
69 and below	F	.0	Fail

In the event a student receives a grade that is lower than “B” (3.0) in any course during the first year (initial four core courses), he will not be admitted to the next course. If a student receives a failing grade during the second year (after completion of the eight core courses), he will be required to follow instructions by the professor for revision work to achieve a pass. A second failure will result in automatic dismissal from the program.

Transfer of credit from other approved seminaries is limited to twelve semester credit hours. No credit is given for undergraduate work, including hours taken in a bachelor of theology degree program.

Normally students do not audit classes in the Master of Arts degree program. Exceptions may be approved by the director of graduate studies and a professor. In considering such a request, the reasons for auditing and qualifications of the applicant are considered.

Minimum enrollment for a class is five students. A course with pre-registration of less than five students may be cancelled.

Occasionally a course may be taken by independent study under the close supervision and direction of an AGGST professor. Normally an additional amount of reading is required for independent study. A student must demonstrate unusual academic strength in graduate work to qualify for permission to enroll in an independent study course. The professor in charge will set requirements consistent with the standards for graduate work. At appointed times the student will interact with the professor concerning his reading and writing. Only one independent study by any student is allowed in the Master of Arts program.

Course Syllabus and Term Papers

Professors prepare a course syllabus for each student, with a copy submitted in advance to the academic dean. The syllabus includes the course description, objectives, textbooks, requirements, evaluation, and outline. The minimum reading for each course should be one thousand pages or more. The graduate school expects every course to have a report on collateral reading, a final exam, and a term paper of at least fourteen pages in length.

Term papers assigned in classes held in February must be presented before or at the beginning of the May-June session. Papers assigned in the May-June session are due no later than September 15. Students should submit papers to the academic dean's office, where the date of receipt will be stamped. Professors are asked to return all graded papers to the school, together with the final course grades, by December 31 of that year.

The Comprehensive Examination

The comprehensive examination is taken after the completion of the core courses (twenty-four credit hours), before the student is allowed to continue in the final six courses and the writing of the thesis. The examination is based on seven of the eight core courses:

LDS501	Foundations of Christian Leadership
THM501	Biblical Theology of Missions
BIB501	Old Testament Genres and Issues
BIB502	New Testament Genres and Issues
HIS601	The Worldwide Expansion of Christianity
BIB602	Lucan Pneumatology
REL602	Contemporary African Theology

A grade of 3.0 (4.0 maximum) is required to pass the examination. If a student fails to achieve the minimum passing grade in the comprehensive examination, he is required to review the area(s) found insufficient. The student may then take another examination specific to the area of weakness. However, the student cannot take the second remedial examination until he has completed at least six months in reading and reviewing in the area of weakness. If the student fails to achieve a minimum grade in the second examination, he is dismissed from the program.

When a student successfully completes the comprehensive examination, the director of graduate study sends him an official letter. The student is then advanced to candidacy status.

Graduation Policy

It is the policy of AGGST that all graduating students attend the graduation ceremony. If there are extenuating circumstances that make travel to Lomé difficult, a petition may be sent to the director of graduate studies to allow graduation in absentia.

All thesis work must be completed and signed by November 15 of the graduating year. All financial obligations must be met before graduation. AGGST loans the academic regalia for the ceremony. However, a student may purchase his own regalia if he pays for it in advance. All inquiries should be made with the registrar's office.

The Student Mentoring Program

The mentor is a member of the AGGST faculty and is assigned by the director of graduate studies. Appointment is made during the second year of studies. The director also selects a second reader for each student. The mentor then assumes responsibility for the student in the research and writing of the thesis. The mentor certifies to the Academic Affairs Committee when the student has successfully completed the program and recommends that the student be approved for graduation.

The mentor assists students in the following ways:

- Being available for consultation with the student for the selection and development of a particular thesis topic.
- Reading and evaluating all written materials submitted by the student during the writing of the proposal and thesis.
- Reading, correcting, and promptly returning each chapter of the thesis as a student submits it, evaluating content, grammar, style, punctuation, footnotes, and bibliography.
- Giving tentative approval to each chapter when the recommended revisions and corrections have been made
- Reviewing the completed whole first draft before it is submitted to a second reader for evaluation.
- Reading and approving the final revision that the student submits after making suggested corrections.