



Course Syllabus: BIBL7370 First Century Prophetic Literature
AgathonU Professor(s): Dr. Bradley W. Maston, Ph.D, Dr. Daniel Starcevich, Ph.D, D.Min
For Program: DOCTOR OF PHILOSOPHY IN BIBLICAL EXEGESIS AND PRAXIS
Revision Date: 11/30/2024

Policies (Links) [Enrollment Agreement](#) [Writing Style Policy](#)
 [Standards of Intellectual Honesty](#) [Withdrawal and Refund Policy](#)

I. COURSE DESCRIPTION

BIBL7370 is designed to challenge graduate students to understand the nature of prophetic biblical literature. Students will grasp the place of the Book of Revelation in the biblical theology of prophecy, apply and defend a literal, grammatical, historical hermeneutic in the interpretation of the Book of Revelation, and relate Revelation's epistemology and eschatology to an informed ethical response to life in the shadow of eternity.

II. AGATHON PROFESSOR(S) BIO

Dr. Bradley W. Maston serves as Executive Vice-President as well as a professor at Agathon University of Applied Faith, bringing over 15 years of pastoral experience as the head pastor of Fort Collins Bible Church. With a deep love for God's Word and a passion for global ministry, Dr. Maston has also been actively involved in missions work across various countries, equipping leaders and encouraging believers worldwide. His teaching is grounded in a conservative, dispensational framework, combining rigorous biblical scholarship with a shepherd's heart. Dr. Maston's commitment to the authority and sufficiency of Scripture shapes his approach to training students for faithful and effective ministry, inspiring them to grow in both theological depth and practical service for Christ.

Dr. Dan Starcevich serves as an associate professor of transformative learning and leadership at Agathon University. Dan has served as a pastor and professor of Bible and theology at Tyndale Theological Seminary and Biblical Institute. He is the president of TheoFaith, a Bible teaching ministry. He received his BS in Business from Hawaii Pacific University, an MS in Management from the University of Southern California, a Th.M. from Dallas Theological Seminary, and a Ph.D. from Tyndale Theological Seminary. Dan is the author of *Lord and Land: The Sovereignty of God and the Land of Israel*, has contributed several articles to academic publications, and has taught at the graduate level. His website is www.theofaith.org, and TheoFaith can also be found on YouTube.

III. COURSE TEXTS AND RESOURCES

Required Texts:

1. [The Bible is the primary textbook. Translations used for coursework include any of the following: NASB, ESV, KJV, and NKJV. Other translations/versions may be used for complementary study and research.](#)

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2. [Constable, Tom. *Tom Constable's Expository Notes on the Bible*. Galaxie Software, 2003.](#)
 3. [Gregg, Steve. *Revelation, Four Views: A Parallel Commentary*. Nashville, TN: T. Nelson Publishers, 2013.](#)
 4. [Hitchcock, Mark. *The End: Everything You'll Want to Know about the Apocalypse*. Carol Stream, IL: Tyndale, 2012.](#)
 5. [Thomas, Robert L. *Revelation 1–7: An Exegetical Commentary*. Chicago: Moody Publishers, 1992.](#)
 6. [Thomas, Robert L. *Revelation 8–22: An Exegetical Commentary*. Chicago: Moody Publishers, 1995.](#)

IV. COURSE SCHEDULE AND OUTLINE

Module 1 Introduction & Interpretive Foundations

- Author, date, purpose, and audience
 - The importance of literal, grammatical-historical interpretation
 - Overview of dispensationalism and prophetic fulfillment
 - Key verse: Revelation 1:19 as the structural outline
1. *Reading Assignment*
 - Revelation, Chapters 1-22 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 2, 3, 4, 5)
 - Constable, p. 1-15 (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)
 - Gregg, 9-50 (CLO, 2, 3/PLO 1, 2, 3/ALO 1, 3, 4)
 - Hitchcock, 1-117, 463-467 (CLO1, 2, 4/PLO 3, 4/ALO 2, 5)
 - [Dr. Mark Hitchcock's Dissertation defending a late date for Revelation](#) p. 1-38 (CLO1, 2, 4/PLO 3, 4/ALO 2, 5)
 - Thomas, 1:2-46, 2:525-542 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 1, 2, 3, 4, 5)
 - *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
 - *Module Assessment*
 - Doctoral: Learners will create a 10-15 minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.
 - *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
 - *Interaction question(s)*
 - Assess the strengths and weaknesses of taking a literal approach to interpreting the Book of Revelation.
 - Assess the instructor's reasons for taking the chronological approach to the Book of Revelation.

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- Why is it important to understand the Book of Revelation within the context of a Biblical Theology of the end-times?

Module 2 The Glorified Christ and the Churches (Revelation 1-3) (and professor name if multiple professors)

- Vision of the risen Christ
- Historical and prophetic interpretation of the seven churches
- The Church Age in dispensational thought
- Application to today's church conditions

1. Reading Assignment

- Revelation, Chapters 1-3 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 2, 3, 4, 5)
- Constable, p. 16-101 (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)
- Gregg, 51-81 (CLO, 2, 3/PLO 1, 2, 3/ALO 1, 3, 4)
- Hitchcock, 119-201 (CLO1, 2, 4/PLO 3, 4/ALO 2, 5)
- Thomas, p. 1:47-327 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 1, 2, 3, 4, 5)
- Starcevich, Daniel. "The Promise of Revelation 3:10." *Journal of Dispensational Theology (Spring/Autumn)* 23, no. 66 (2019): 53-64. (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)

2. Reading Content Assessment

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. Module Assessment

- Doctoral: Learners will create a 10-15 minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. Interaction Assessment

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. Interaction question(s)

- Discuss the views of the identity of the "angel" sent to the churches and defend your view.
- Why are these chapters of the Book of Revelation of continuing relevance to the church?
- How does the fact that the Book of Revelation is written to churches influence your interpretation of the book?

Module 3 The Heavenly Throne and the Worthy Lamb (Revelation 4-5)

- The rapture implied (4:1)
- Worship of the Creator and Redeemer
- The sealed scroll and its implications for divine judgment

1. Reading Assignment

- Revelation, Chapters 4-5 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 2, 3, 4, 5)
- Constable, p. 101-128 (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)
- Gregg, p.81-99 (CLO, 2, 3/PLO 1, 2, 3/ALO 1, 3, 4)
- Hitchcock, p. 203-241 (CLO1, 2, 4/PLO 3, 4/ALO 2, 5)
- Thomas, p. 1:331-409 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 1, 2, 3, 4, 5)

2. Reading Content Assessment

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. Module Assessment

- Doctoral: Learners will create a 10-15 minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. Interaction Assessment

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. Interaction question(s)

- How would you respond to a claim that the rapture is not a biblical concept?
- Why is it important for the revelation of the Creator and Redeemer to occur at this point in the book?
- Defend the most plausible explanation regarding the purpose of the scroll.

Module 4 The Seal Judgments and the Rise of Antichrist (Revelation 6–7)

- The four horsemen and early tribulation woes
- Introduction of the 144,000 sealed servants
- The great multitude—martyrs in heaven

1. Reading Assignment

- Revelation, Chapters 6-7 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 2, 3, 4, 5)
- Constable, p. 128-161 (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)
- Gregg, p. 102-137 (CLO, 2, 3/PLO 1, 2, 3/ALO 1, 3, 4)
- Hitchcock, p. 242-328 (CLO1, 2, 4/PLO 3, 4/ALO 2, 5)
- Thomas, p. 1:409-504 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 1, 2, 3, 4, 5)

2. Reading Content Assessment

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. Module Assessment

- Doctoral: Learners will create a 10-15 minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. Interaction Assessment

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. Interaction question(s)

- Why are the 144,000 frequently interpreted to be Jewish evangelists? How would you defend or refute this view?
- How do you reconcile the dramatic natural upheavals of these chapters with Romans 2:4?
- Why is John perplexed by those He sees in heaven in Rev. 7:9-14?

Module 5 Trumpet Judgments and Tribulation Events (Revelation 8–11)

- Escalation of divine wrath
- Environmental and cosmic disturbances

- The two witnesses and mid-tribulation events

1. *Reading Assignment*

- Revelation Chapters 8-11 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 2, 3, 4, 5)
- Constable, p. 162-206 (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)
- Gregg, p. 138-249 (CLO, 2, 3/PLO 1, 2, 3/ALO 1, 3, 4)
- Hitchcock, p. 379-396 (CLO1, 2, 4/PLO 3, 4/ALO 2, 5)
- Thomas, p. 2:1-114 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 1, 2, 3, 4, 5)
- Tan, Christine Joy. "A Critique of Preterist Views of the Two Witnesses in Revelation 11." *Bibliotheca Sacra* 171, no. 681-684 (2014). (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- Doctoral: Learners will create a 10-15 minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. *Interaction Assessment*

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction question(s)*

- How would you explain the outpouring of God's wrath with God's mercy and grace?
- Why does God reveal the coming wrath of the Tribulation to the churches of the first century?
- Assess one of the critiques of the preterist view of the two witnesses. What is the strongest critiques, and what is the weakest?

Module 6 The Spiritual War Behind History (Revelation 12-13)

- - Satan cast down and enraged
- - The woman (Israel), the dragon (Satan), and the male child (Christ)
- - Rise of the Beast and the False Prophet
- - The mark of the beast

1. *Reading Assignment*

- Revelation, Chapters 12-13 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 2, 3, 4, 5)
- Constable, p. 206-235 (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)
- Gregg, p.252-303 (CLO, 2, 3/PLO 1, 2, 3/ALO 1, 3, 4)
- Hitchcock, p.396-428 (CLO1, 2, 4/PLO 3, 4/ALO 2, 5)
- Thomas, p. 2:117-187 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 1, 2, 3, 4, 5)
- *Bibliotheca Sacra* 124 (1967).
- Walvoord, John F. "The Prophecy of the Ten-Nation Confederacy." *Bibliotheca Sacra* 124, no. 98-104 (1967). (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- Doctoral: Learners will create a 10-15 minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. Interaction Assessment

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. Interaction question(s)

- What is the evidence that the woman of chapter 12 represents Israel and not the church?
- How does Chapter 12 relate to Jesus' instruction in Mt. 24:15-16?
- Do the conflicts occurring on Earth today reflect concurrent conflicts in Heaven?

Module 7 God's Sovereign Declarations (Revelation 14–16)

- - Angelic announcements of judgment
- - The seven bowl judgments
- - Preview of the final wrath of God

1. Reading Assignment

- Revelation, Chapters 14-17 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 2, 3, 4, 5)
- Constable, p. 236-277 (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)
- Gregg, p. 310-397 (CLO, 2, 3/PLO 1, 2, 3/ALO 1, 3, 4)
- Hitchcock, p. 429-434 (CLO1, 2, 4/PLO 3, 4/ALO 2, 5)
- Thomas, p. 2:187-277 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 1, 2, 3, 4, 5)

2. Reading Content Assessment

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. Module Assessment

- Doctoral: Learners will create a 10-15 minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. Interaction Assessment

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. Interaction question(s)

- Revelation 14:14-20 describes two harvests. Some understand this to be harvests of the righteous and wicked. Others believe they are both judgments on the unrighteous. What is your view? What evidence can you provide to support your view?
- Revelation 14:20 describes blood as high as a horse's bridle flowing for about 184 miles. How many dead does this represent? Do you understand this to be literal or figurative language?
- "Voice" is repeated 9 times in these chapters. How does this serve to link together these chapters?

Module 8 Fall of Babylon (Revelation 17–18)

- - Religious Babylon (chapter 17) and political/economic Babylon (chapter 18)
- - God's judgment on global systems opposed to Him
- - Call for separation and endurance

1. Reading Assignment

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- Revelation, Chapters 17-18 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 2, 3, 4, 5)
 - Constable, p. 277-308 (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)
 - Gregg, p. 399-437 (CLO, 2, 3/PLO 1, 2, 3/ALO 1, 3, 4)
 - Hitchcock, p. 435-444 (CLO1, 2, 4/PLO 3, 4/ALO 2, 5)
 - Thomas, p. 2:280-350 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 1, 2, 3, 4, 5)
2. *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
 3. *Module Assessment*
 - Doctoral: Learners will create a 10-15 minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.
 4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
 5. *Interaction question(s)*
 - John refers to "those who dwell on the earth" 10 times in Revelation. Who are they? How would you characterize them? Why do you think John uses this phrase?
 - Debates rage over whether Babylon refers to a literal city or is symbolic. What are the reasons for viewing it as a symbol? How would you defend a literal interpretation of Babylon against those who perceive it as a symbol of a world system opposed to God? What in these chapters poses the greatest challenge to your exegesis? Why? If you had the opportunity to ask John what he meant by his writings, what would you ask?
 - Do you think the 7 hills in chapter 17 are specific references to Roman emperors? Defend your view.

Module 9 The Second Coming and Millennial Kingdom (Revelation 19–20)

- - Christ's glorious return
 - - The battle of Armageddon
 - - Satan bound and Christ's 1,000-year reign
 - - The Great White Throne Judgment
1. *Reading Assignment*
 - Revelation, Chapters 19-20 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 2, 3, 4, 5)
 - Constable, p. 308-354 (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)
 - Gregg, p. 440-483 (CLO, 2, 3/PLO 1, 2, 3/ALO 1, 3, 4)
 - Hitchcock, p. 445-458 (CLO1, 2, 4/PLO 3, 4/ALO 2, 5)
 - Thomas, p. 2:350-434 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 1, 2, 3, 4, 5)
 - Townsend, Jeffrey L. "Is the Present Age the Millennium?" *Bibliotheca Sacra* 140 (1983).
 2. *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
 3. *Module Assessment*
 - Doctoral: Learners will create a 10-15 minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.
 4. *Interaction Assessment*
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- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction question(s)*

- In chapter 19 we see various groups praising God. Who are these groups and what do they suggest about the nature of the Kingdom?
- Jesus is described by several names and titles in Chapter 19. How do these names reflect different aspects of Christ's character. Which name is most meaningful to you?
- In chapter 20 Satan is bound for 1000 years. Some amillennial and postmillennial commentators say that this is describing the age between Jesus' first and second coming. How would you respond?

Module 10 The Eternal State (Revelation 21–22)

- - The New Heaven, New Earth, and New Jerusalem
- - Restoration and fellowship with God
- - Final warnings and promises
- - Closing exhortations

1. *Reading Assignment*

- Revelation, Chapters 21-22 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 2, 3, 4, 5)
- Revelation, Chapters 1-22 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 2, 3, 4, 5)
- Constable, p. 354-397 (CLO 1, 2, 3, 4/PLO 1, 2, 3/ALO 2, 3)
- Gregg, p. 485-505 (CLO, 2, 3/PLO 1, 2, 3/ALO 1, 3, 4)
- Hitchcock, p. 435-459 (CLO1, 2, 4/PLO 3, 4/ALO 2, 5)
- Thomas, p. 2:437-523 (CLO 1, 2, 3, 4/PLO 1, 2, 3, 4/ALO 1, 2, 3, 4, 5)

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- Doctoral: Learners will create a 10-15 minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. *Interaction Assessment*

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction question(s)*

- Do you think the new heaven and new earth are a complete recreation or a renovation of the existing cosmos? Give your reasons supporting your view
- What is the significance of the lack of a in the new creation?
- How does the vision of a new heaven and new earth inspire faithful living in light of His coming?

Course Content Assessment

Doctoral: Learners will write a 2000-3000 word paper or create a 10-15 minute video highlighting key issues in the course, and discussing the significance and implications.

Competency Assessment

Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the Mentoring Professor:

1. Practical Engagement Component – a practical social engagement of 3-5 hours applying principles covered in the course, and a 3000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
2. Writing Component – a publishable quality paper of 7000-10,000 words on an approved topic related to the course material.
3. Teaching Encounter Component – preparing, delivering, recording, and submitting a 60-90 minute teaching to a live audience on an approved topic related to the course material.

V. LEARNING OUTCOMES

Course Learning Outcomes (CLOs)

1. Learners will UNDERSTAND a comprehensive, chronological framework for eschatological events.
2. Learners will EVALUATE (identify, compare, contrast) several approaches to prophetic literature and UNDERSTAND their key presuppositions
3. Learners will be UNDERSTAND and APPLY a consistent literal, grammatical, historical hermeneutic to the Book of Revelation and EVALUATE how this approach contributes to a coherent biblical and systematic theology
4. Learners will UNDERSTAND and REMEMBER key epistemological claims made in the Book of Revelation, ANALYZE these claims, and APPLY them to a comprehensive eschatological, and ethical framework

Program Learning Outcomes (PLOs)

1. To equip Learners for advanced Biblical research in the original languages for the furtherance of the field of Biblical studies.
2. To enhance application of Biblical worldview-based hermeneutic and exegetical principles for personal transformative learning growth.
3. To produce advanced capabilities for interdisciplinary understanding of Biblical worldview impact.
4. To develop excellent skills for transforming education and leadership through Biblical praxis

Agathon UAF Learning Outcomes (ALOs)

1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically from a Biblical worldview platform, solve problems, and conduct interdisciplinary research at a level appropriate to their program, and in a way that is gracious and beneficial to those operating within other worldviews.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.
4. *Social Responsibility* – Learners will appreciate the diversity in and value of others as designed by our Creator, and will grow in willingness and capability to serve others.

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5. *Worldview Applications* – Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

VI. ASSIGNMENTS AND GRADING RUBRIC (1000 POINTS)

Module Assessments	(20 points each x 10)	200 Points	CLO 1 / PLO 3,4 / ALO 1,2
Reading Content Assessments	(20 points each x 10)	200 Points	CLO 1 / PLO 3,4 / ALO 1,2
Interaction Assessments	(10 points each x 10)	100 Points	CLO 2 / PLO 3,4 / ALO 3,5
Course Content Assessment		250 Points	CLO 3 / PLO 1,2 / ALO 3,5
Competency Assessment		250 Points	CLO 3 / PLO 1,2 / ALO 3,5
Total Available Points		1000 Points	

[View the Agathon UAF Grading Policy and Assessment Rubrics Here](#)

VII. GRADING SCALE

91-100%	A
81-90%	B
71-80%	C
61-70%	D
0-60%	F

VIII. CARNEGIE UNIT CREDIT HOUR EQUIVALENT

Total Hours of Module Content:	20 hours
Total Hours of Reading Content:	70 hours
Total Hours of Minor Assessments:	60 hours
Total Hours of Major Assessment:	60 hours

Equivalent of 3 Credit Hours (70) hours of total course time per credit hour)