

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University

2015 Program Review
for the
AGTS Global Missions Department and
Intercultural Doctoral Studies Programs

I. Program Mission

The Intercultural Doctoral Studies (IDS) programs offer personal and professional preparation for intercultural ministry. The goal of the curriculum is to equip the intercultural minister to meet the challenges of missions in the modern world. Studies within the department keep the student current with contemporary developments of the science of missiology and related disciplines. Individual courses are practical in orientation and emphasize the Pentecostal contribution to Christian missions. Interdisciplinary studies in the department include courses in each of the following fields: missions history and theology, leadership development, cultural studies and religion, intercultural communication, contextualization and missions strategy.

II. Program Learning Outcomes and Goals/Objectives

AGTS IDS oversees two degree programs in its curriculum offerings. The following tables provide the learning outcomes and goals/objectives for the DAIS program:

1. Doctor of Applied Intercultural Studies (DAIS)

Evangel University AGTS Assessment System Doctor of Applied Intercultural Studies					
<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Summative course projects	1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research	Reviewed annually by Intercultural Doctoral Studies Committee (IDS)	Use of summative project rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	At the end of each course which uses summative projects to evaluate student learning,
Course research papers	1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology	Reviewed annually by IDS	Use of research paper rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Throughout each course which uses research papers to evaluate student learning

	8) Missional Research				
Course exams	1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research	Reviewed annually by IDS	IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Throughout each course which uses exams to evaluate student learning
Qualifying exams	1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research	Reviewed annually by IDS	Use of qualifying exam rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency	Satisfactory or above.	Exams taken within first three years of the program upon satisfactorily completing Courses MSS 901 Leaders in a Global Context, MHT 902 Missio Dei and the Contemporary World, MCC 903 Intercultural Comm. and Missions Anthropology, and MCS 904 Theo. Issues, Contextualization and Area Studies. Reviewed upon completion.
Course discussions	1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research	Reviewed annually by IDS	Use of discussion rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Throughout each course which uses course discussions to evaluate student learning
Course reflection papers	1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research	Reviewed annually by IDS	Use of reflection paper rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Throughout each course which uses reflection papers to evaluate student learning
Original Research Project and Oral Defense	1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research	Reviewed annually by IDS	IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Project: Performance at the 89 percentile or higher Defense: Satisfactory or above.	Reviewed upon completion.

Upon completion of the DAIS program the student will be able to:

- 1) express a deepening biblical and theological understanding of *Missio Dei* and the kingdom of God. (Missions Theology) (DAIS-SLO # 1)
- 2) articulate a distinctively Pentecostal theology of intercultural ministry. (Pentecostal Intercultural Ministry) (DAIS-SLO # 2)
- 3) describe the historical development of the Christian movement and the participant's role in the contemporary world. (Missional History) (DAIS-SLO # 3)
- 4) discern the Holy Spirit's direction in the fulfillment of the mission of God in diverse cultural settings and to contextualize effective expressions of the Gospel. (Contextualization) (DAIS-SLO # 4)
- 5) establish priorities of evangelism, church planting, leadership formation, and compassion ministries. (Strategic AGWM Pillars) (DAIS-SLO # 5)
- 6) model a continuing commitment to personal spiritual formation and growth as a member of God's missionary people. (Spiritual Formation) (DAIS-SLO # 6)
- 7) illustrate the close relationship between the local church and missions. (Missional Ecclesiology) (DAIS-SLO # 7)
- 8) make a scholarly contribution to the understanding and practice of intercultural ministry. (Missional Research) (DAIS-SLO # 8)

III. Program Capacity and Description

a) Faculty

1. There were 14 regular faculty members and 5 adjunct faculty members who taught one or more courses in the GMD/IDS degree programs in the 2015 calendar year.

(1) Regular Faculty

- (a) DeLonn L. Rance, Ph.D.
- (b) Paul Lewis, Ph.D.
- (c) Anita L. Koeshall, Ph.D.
- (d) Alan Johnson, Ph.D.
- (e) Elizabeth Grant, Ph.D.
- (f) John Easter, Ph.D.
- (g) Mark A. Hausfeld, D.Min.
- (h) Johan H. Mostert, D.Phil.
- (i) James D. Hernando, Ph.D.
- (j) Douglas Oss, Ph.D.
- (k) James H. Railey, D.Th.
- (l) Charles E. Self, Ph.D.
- (m) Roger D. Cotton, Th.D.
- (n) Deborah M. Gill, Ph.D.

(2) Adjunct Faculty

- (a) Grant McClung, D.Miss.
- (b) Valerie Rance, Ph.D. (cand.)
- (c) Richard Brogden, Ph.D.
- (d) Donald McCurry, Ph.D.
- (e) Fred Farrokh, Ph.D.
- (f) Jim Bennett, D.Miss.

b) Students

1. There was a total of 25 students taking one or more courses in the DAIS degree program.

(a) 25 students, 21 males, 4 females.

c) Degrees conferred

1. One of the 25 students enrolled in the DAIS degree program graduated in the Spring 2015 graduating class.

(1) Doctor of Applied Intercultural Studies:

(a) 1 student: male.

d) Enrollment history (average class size)

1. Nine courses were offered in the DAIS degree program; NOTE: The 9 courses noted in the DAIS and PHD/ICS programs were delivered concurrently with discreet syllabi.

(1) DAIS, average enrollment per course – >6

Course #	Students	Course #	Students
MSS 901 (SU-15)	7(1)	MSS 930 (SU-15) Alter.	6 (1)
MHT 902 (SU-15)	9 (1)	MHT 939 (FA-15) McClu	6 (1)
MCC 903 (FA-15)	9 (1)	MSS 912 (FA-15) Haus	9 (3)
MCC 904 (SU-15)	4 (1)	MSS 922 (FA-15) Most	8(1)
MSS 905 (SU-15)	3 (1)		

e) Program maps (3-year course rotation).

1. DAIS (3-year degree program – 48 credit hours).

The ten four-credit seated courses can be completed in 2.5 years if the student begins in the Fall semester or in 3 years if in the Summer. The remaining 8 credits are comprised of a project research tutorial MSS 935 and the completion of the major applied project MCC 999.

Semester	Year One		Year Two		Year Three	
Summer	MSS 901	MHT 902	MCC 904	MSS 905	Elective MSS 935	MCC 999
Fall	MCC 903	MHT 910 or MCC 920	Elective	MCC 911 or MSS 921	Elective	MSS 912 or 922

f) Curriculum maps (courses where learning outcomes are met).

1. DAIS (see Section II.a.ii above for the learning objectives of the DAIS program).

Course	SLO	Course	SLO
MSS 901	1, 2, 3, 4, 5, 6, 7, 8	MHT 910 or MCC 920	N/A
MHT 902	1, 2, 3, 4, 5, 6, 7, 8	MCC 911 or MSS 921	N/A
MCC 903	2, 4, 8	MSS 912 or 922	N/A
MCC 904	1, 2, 3, 4, 7, 8	Elective Course	N/A
MSS 905	1, 2, 3, 4, 8	MSS 935	1, 2, 3, 4, 5, 6, 7, 8
Elective Course	N/A	MCC 999	1, 2, 3, 4, 5, 6, 7, 8

g) Advising

1. The IDS Program Director serves as the official adviser for all IDS students. However, the IDS Program Coordinator, the DAIS Project Coordinator, and the regular faculty assist the Director in the advising role. The team works diligently to customize course selection to best meet the diverse needs of each participant. While students are responsible to monitor their own degree programs in order to ensure that they select the appropriate courses for degree completion, all course registration requests must be approved by the IDS Director. The course registration process is done within an online registration portal that automates the communication between each student and the IDS Director.
- h) Facilities, labs, computers, library, other resources (inventory).
 1. Classrooms
 - (1) Traditional lecture-hall classrooms
 - (a) There are two lecture-hall rooms with a seating capacity of 65 students.
 - (2) Adult-learner conference classrooms
 - (a) There five classrooms with an adult-learner seating arrangement around a conference table each of which seats up to 18 students.
 - (3) DAIS classes are held primarily in one of the five classrooms with an adult-learner seating arrangement around a conference table. The three rooms most utilized include:
 - (4) Room 229 [in seminar style] with a seating capacity of 18 plus the professor.
 - (5) Room 228 [in seminar style] with a seating capacity of 15 plus the professor.
 - (6) Room 226 [in seminar style] with a seating capacity of 18 plus the professor.
 - (i) All classrooms are equipped with a classroom desktop computer, projection capabilities, white or chalk boards, and access to the university's IT department to assist with any information technology needs.
 - (ii) Cohorts enjoy brief refreshment breaks daily in an area adjacent to the classrooms and take part in community lunches in the balcony area of the seminary.
 - (iii) A full description of the AGTS campus is available here with interactive options: <http://www.agts.edu/building/index.html>.
 2. Computers
 1. The library facility includes a computer center that provides access to productivity software, library resources and the Internet. The computer center is equipped with 16 personal computers and a printer. AGTS students may use the library's copy machine to scan and save copies of documents, either using USB drives or their personal email accounts, and for color printing. A wireless network is accessible throughout the facilities and students can send their laptop or home computer print jobs to the library's printer or copy machine.
 3. Library
 - (1) The library has a 135,000-volume capacity and its holdings currently consist of 126,051 bound volumes, 80,201 microforms, 5,557 audiovisuals, approximately

250 current periodical subscriptions, and a significant number of online databases that are collectively licensed by the Evangel University libraries. These collections include extensive biblical, theological and missiological materials, augmented by the Flower Pentecostal Heritage Center located at The Assemblies of God General Council headquarters in Springfield, as well as a collection of counseling resources.

4. Student Lounge (approximately 30 x 48 feet).
 - (1) Furnishings:
 - (a) Two leather couches.
 - (b) Two leather love seats.
 - (c) Four leather chairs.
 - (d) Four dining/study tables w/ four chairs per table.
 - (e) High top counter w/ four bar stools.
 - (2) Kitchen:
 - (a) Two refrigerators.
 - (b) Two coffeemakers.
 - (c) One dishwasher.
 - (d) One micro-wave oven.
 - (e) One stove w/ oven.
 - (f) One double basin sink.
 - (g) Ten storage cabinets.
 - (3) Vending Machines:
 - (a) One for soft drinks.
 - (b) One for snack foods.
- i) Curriculum comparisons (benchmark institutions).
 1. AGTS DAIS – 48 credit-hours; 20 credits intercultural core courses, 12 credits track courses (either Missiological or Relief and Development Tracks), 12 credits elective courses, and 4 credits professional project.
 - (1) Asbury Theological Seminary – Doctor of Missiology. (Currently in a “teach out” program)
 - (2) Biola University’s Cook School of Intercultural Studies – Doctor of Missiology– 40 credit-hours.
 - (a) 6 credits in Bible/Theology.
 - (b) 6 credits in Foundational Missiology.
 - (c) 18 credits of Missiological Specialization.
 - (d) 6 credits of Research.
 - (e) 4 credits Capstone Project.
 - (3) Fuller Theological Seminary - Doctor of Missiology – 32 credit-hours. (48 quarter credit-hours)
 - (a) 8 credits Missiology and Program Design.
 - (b) 8 credits Ministry and Contextual Factors.
 - (c) 8 credits Leadership and Change Dynamics.
 - (d) 8 credits Integration and Project/Dissertation Writing.
- j) Locations, sites, and modes of program delivery.

1. DAIS

- (1) The Springfield resident campus offers in a modular delivery format all of the seated courses needed to complete the DAIS degree programs. Residential students may request a limited number of directed research courses to facilitate the preparation of the professional project.

- IV. Strengths, Weaknesses, Opportunities, Threats analysis

- a) Strengths

1. DAIS

- (1) Curriculum: 48 credit hour curriculum that enables full time students (at least 16 credits per year) to complete the program in three years. A curriculum heavily focused on missiological and applied intercultural studies courses to help equip students with better intercultural competencies, passions, and skills.
- (2) Pentecostal perspective: Distinctive emphasis on Spirit-empowered mission in a global context. only ATS accredited Pentecostal institution offering DAIS or similar professional degree.
- (3) Lifestyle fit: Relocating to Springfield is not necessary; the DAIS requires only five visits to AGTS over the course of the program.
- (4) Cohort experience: Learning and growth occur through the bonds formed with other career missionaries and intercultural workers from around the world in a diverse small group setting.
- (5) Modular convenience: Courses are taught in two, one-week blocks scheduled back-to-back allowing two classes on one airfare.
- (6) Contextualized study: Area studies, special study with an approved educational provider and/or tutelage offer field-based training.
- (7) Integrative Multidisciplinary Personal Learning: The educational program and environment are structured in order to create space for individualized learning and research that facilitates the use, and requires the integration, of spiritual and academic disciplines that empower obedience to, and the fulfillment of, the student's individual and corporate divine callings.
- (8) A Cutting-edge, Globally-based Faculty of Pentecostal Scholar-practitioners: GMD/IDS faculty serve or have served in Africa, Asia Pacific, Central Asia, Eurasia, Europe, Latin America, Northern Asia, Southern Asia, Southeast Asia, and the United States and model the integration of theory and practice, intercultural scholarship and ministry.
- (9) Global Networking: Access to fellow students and faculty serving in all the continents of the world, and to members and decision-makers in Assemblies of God World Missions (the denominational missions sending agency), and on the missions commissions of the World Assemblies of God Fellowship and the Pentecostal World Fellowship and the global networks they represent.

- b) Weaknesses

1. DAIS

- (1) The DAIS program provides a good learning experience in missiological coursework. However, DAIS students who are returning to an academic

environment from years of field experience have typically demonstrated less competency academic research and writing.

- (2) As the majority of students are in full-time ministry, family and employment responsibilities negatively impact the student's ability to complete coursework and the degree in a timely fashion.
- (3) The intense modular delivery builds strong relationships between student peers and faculty. However, these relationships must be maintained electronically as students can be isolated in their fields of service.

c) Opportunities

1. DAIS

- (1) As a three-year professional degree program, the DAIS aligns itself with the current trends in educational preferences for missionaries and intercultural workers seeking doctoral level seminary studies.
- (2) The flexibility of the modular delivery format and unique Pentecostal perspective is attractive to the growing global community of Pentecostal leaders and intercultural workers.

d) Threats

1. DAIS

- (1) Low enrollments in DAIS or related professional degrees have led other programs to close (E.g. Asbury Theological Seminary, Trinity Evangelical Divinity School).
- (2) Current immigration requirements were not written for modular delivery doctoral programs making it difficult for international students to obtain and retain the necessary F1 visa.

V. Peer Institutions/Benchmarking

a. Peer Institutions (Benchmark Institutional Examples)

As noted above in the curriculum comparison Section III.i.i., the following institutions were selected by the GMD/IDS Department as good peer institution/benchmark education examples for the AGTS DAIS degree program. The primary reason for choosing these four schools has to do with their reputation in the fields of missiology and intercultural studies:

- Asbury Theological Seminary (Christ United Methodist Church); Memphis, TN.
- Biola University's Cook School of Intercultural Studies (Interdenominational); La Mirada, CA
- Fuller Theological Seminary (Interdenominational); Pasadena, CA
- Trinity Evangelical Divinity School (TEDS) (Evangelical Free Church of America); Deerfield, IL

b. Comparative Evaluation

The following narrative will provide a more detailed perspective on the MAIS and MA professional degrees of these peer institutions in order to compare and contrast the content and quality of the AGTS GMD/IDS degree programs.

1. Peer Comparison: Accreditation

- All of the schools listed have full accreditation:

- AGTS – The Higher Learning Commission and the Association of Theological Schools.
 - Asbury Theological Seminary – Southern Association of Colleges and Schools and the Association of Theological Schools.
 - Biola Cook School of Intercultural Studies – Western Association of Schools and Colleges.
 - Fuller Theological Seminary – Western Association of Schools and Colleges and the Association of Theological Schools.
 - Trinity Evangelical Divinity School – The Higher Learning Commission and the Association of Theological Schools.
2. Peer Comparison: Program Length
 - Historically the industry standard has been:
 - 48 credit hours for the DAIS/DMiss program
 - There has been a current trend towards reducing the number of credit-hours in the degree program.
 - AGTS’s DAIS program’s required credits are the same as the two schools who have an active DMiss program.
 3. Peer Comparison: Program Tracks
 - AGTS’s DAIS program covers very similar course work as the other two schools but offers two distinct tracks: Relief and Development and Missiology. However, students are allowed to mix track courses if it serves their research topic.
 4. Peer Comparison: Program Delivery Modes
 - AGTS DAIS: Student must complete five core, three track, and two elective courses, given in two week modules twice a year on campus. After completing the first four cores, he/she takes four qualifying exams over the subject matter of the four cores. After finishing core five the student presents his/her prospectus during the following Value Added Week (VAW). Students can complete their project and one Area Studies Elective off campus under the supervision of their project committee. After the committee approves the student’s project, he/she defends in order to graduate.
 - Biola: Classes are delivered in a traditional semester format and can be taken at either the main campus or their extension sites. After the first semester, each student must start a portfolio which includes a scholarly class paper, an introduction to the dissertation topic, an evaluated individual in-class presentation, methods and procedures chapter, reflection research project, philosophy of ministry/education, and an approved dissertation proposal. Before graduation, an approved capstone project and oral exam must be done. The degree must be completed within seven years of starting.
 - Fuller: Students join a 4-year cohort primarily online with 7 one-week on-campus intensives.
 5. Peer Comparison: Graduates
 - AGTS DAIS: Student Enrollment 25 students, graduates 1

- Biola: Graduates n/a
- Fuller: Graduates 63 combined DMiss/Ph.D.
- Considering the relative recent inauguration of the DAIS program the number of current student and graduates is healthy for the size of the seminary compared with the benchmark peer institutions.

6. Peer Comparison: Historical Record

- The DAIS (formally Doctor of Missiology degree nomenclature changed in 2015) inaugurated in 2007. By 2015 five students graduated with their DMiss/DAIS degrees. The PhD/ICS started in 2009 and ten students have graduated with their PhD/ICS.
 - Asbury: Founded in 1923.
 - Biola: Established in 1908 and the Cook School of Intercultural studies started in 1983.
 - Fuller: Fuller began in 1947 and its Master’s degree in Missiology started in 1997. The Doctor of Missiology degree was launched in 1976 and the PhD program in Missiology began in 1975.
 - TEDS: Formally started in 1969 though its roots go back to 1897.

VI. Assessment Procedures

The following section highlights the various means used to assess program effectiveness in meeting student learning outcomes. Means include: (1) student course evaluations, (2) alumni surveys, (3) exit interviews, (4) graduate follow-up statistics, (5) Practicum Review, (6) syllabi review, (7) Qualifying and Comprehensive Exams, and (8) Capstone Assignments: Portfolios, Professional Project and Oral Defense, Dissertation and Oral Defense.

a) Student Course Evaluations

1. Students enrolled in the DAIS program were provided an evaluation form at the end of each course to assess their perspectives on the value of their learning experiences. Evaluations were tabulated from the following courses offered in these three degree programs in the 2015 calendar year:

DAIS Core Course Evaluations 2015	
DAIS-SLO # 6 Spiritual Formation	
How did you experience the work of the Spirit in this course?	<p>MS/MSS 901: Complete dependency on the Spirit and I love how that is emphasized from the onset.</p> <p>I was encouraged by the professor and each student to press on.</p> <p>A constant confirmation of calling throughout...</p> <p>All throughout. Powerful</p> <p>Reflection moments/devotionals.</p> <p>Yes. I am touched and moved by the morning devotion.</p> <p>MH/MHT 902: Amazing. I love the spontaneous break out in prayer throughout the course as the Spirit led.</p>

DAIS Core Course Evaluations 2015

	<p>Times of corporate prayer.</p> <p>Clarification of my vision.</p> <p>Each day, multiple times, there were opportunities to pray, to listen to the Holy Spirit. Through the Word presentations, great dynamics. Clarification for my project continued to grow.</p> <p>Wonderful times of prayer. I was inspired and encouraged.</p> <p>Fantastic move of the Spirit. Very thankful for the sensitivity to the speaking of the Spirit!</p> <p>MC/MCC 903: Very powerful anointing with the professor and members of the cohort.</p> <p>Completely needed and was dependent upon the Spirit. Exhausting and stretched like I've never been stretched and yet He gives peace and strength.</p> <p>Awesome! I can sense the presence of the Holy Spirit in the class.</p> <p>Daily.</p> <p>Excellent material.</p> <p>MC/MCS 904: Didn't seem to be an emphasis. However, prayer and devotionals were wonderful.</p> <p>Times of class prayer allowed the Spirit to move in our study times.</p> <p>The time of prayer was especially visited by the Spirit. Dr. Johnson's passion for the Spirit and His work was challenging.</p> <p>The Lord downloaded some stuff during our morning devotional times.</p> <p>While we were focusing on the need for methodology and theology, we were constantly aware of our own limitations and our need to be guided by the Spirit. Our times of prayer and reflection brought the materials into our lives and ministries.</p> <p>Confirmation.</p> <p>MS/MSS 905: The Spirit is using IDS to mature me as a minister and teacher. I am learning the importance of discipline in study. But also the professors have modeled grace and kindness over and over again. The Holy Spirit has used these wonderful people to show me how to be an effective teacher.</p> <p>Helpful so much.</p>
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DAIS-SLO # 4 Contextualization	
<p>What, if any, cultural disconnects did you experience in this class? (i.e. ethnicity, gender, age, ministry context, etc.)</p>	<p>MS/MSS 901: No disconnects in class - amazing group of colleagues. Disappointed to not see as many women in program.</p> <p>It would be nice to have more women, but I am sure it worked out this way for many reasons. Nice to see the racial mix improved.</p> <p>MH/MHT 902: I thought there was a good diversity of cultures in the way of ethnicity and the variety of ministry context. Thought there would be more foreign missionaries and may have helped greater if there were in discussions (for me anyway). I appreciated the feedback of my colleagues and their ministry experience greatly and have the greatest respect for them.</p> <p>No disconnects. I was inspired listening to the many testimonies from those working/ ministering in different fields</p> <p>MC/MCC 903: None, just culture shock.</p> <p>Didn't experience any cultural disconnects. I appreciated the variety of ministries represented both US and international from variety of regions of the world.</p> <p>MC/MCS 904: None</p> <p>MS/MSS 905: None</p>
DAIS-SLO # 2 Pentecostal Intercultural Ministry	
<p>How will this class affect your ministry and help you become a leader worth following?</p>	<p>MS/MSS 901: Prayerfully this will help me to fill a need within my context of ministry that can serve in a dynamic way of ministering in a way that hasn't been.</p> <p>It was relevant to all I do and was particularly helpful with the project.</p> <p>By prepare to engage the dissertation meaningful to completion.</p> <p>I feel for the first time that I am forming ideas about how to show measures of performance and measures effectiveness.</p> <p>I am looking forward to the readings as I expect them to begin shaping my thinking as I work through the process.</p> <p>Spirit filled/ Pentecostal leadership.</p> <p>MH/MHT 902: The understanding of Missio Dei is absolutely essential in ministry. This will help me greatly to be a better leader and understanding my role as a leader in an intercultural context.</p> <p>Not sure.</p>

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Will assist me in having a biblical foundation for my topic and ministry.

It has reaffirmed and developed a greater understanding of missiology for myself and ministry which will strengthen everything that i am personally and how I serve in ministry - creating a focused lens for me.

It helps for preaching and teaching.

More focused on the missio Dei...

MC/MCC 903: Intercultural communication is critical to future ministry and leadership because I understand much better my own biases and preferences and the requirements for intercultural communication.

Provided me with very practical tools to utilize in the context of intercultural ministry overseas. I received insight where I need to adapt my communication and possibly the structure of our organization in light of my reflection of these concepts.

This class is perfectly fit for my cross culture ministry.

Use of anthropological tools to interpret culture.

MC/MCS 904: Just the rigor and habit of actually thinking systematically about contextualization will get directly applied to my ministry.

The class did what it aimed to accomplish. I have grown in depth of thought about the issues of contextualizing the message and ways of worship in my context.

Dr. Johnson provided a clear picture of contextualization and was careful to not only provide theory but stressed application.

I gleaned a lot of helpful insights as to how to better contextualize the gospel in my own ministry setting. And it gave me a greater appreciation for what other missionaries are doing both in the US and around the world.

Deeper understanding of the complexities of ministry cross-culturally and the importance of intentional theology.

Helped me to see my field through missionary eyes.

MS/MSS 905: Learning how to do research, listening to feedback and working with the cohort all are helping become a better minister and leader.

Very much.

DAIS-SLO # 1 Missions Theology

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DAIS-SLO #3 Missiological History
 DAIS-SLO # 5 Strategic AGWM Pillars
 DAIS-SLO # 7 Missional Ecclesiology
 DAIS-SLO # 8 Missional Research

How has your experience in the Intercultural Doctoral Studies program transformed your life and ministry thus far?

MS/MSS 901: Dependence on the Spirit, even more so. Helping me to look at ministry in a different way and giving me some vision.

I am learning to think and write like an academic.

Better than anticipated.

No particular experience to speak of so far.

i am still learning from my professor and classmates.

MH/MHT 902: I'm just beginning so it is difficult to say. I am enjoying it now and am tremendously stretched and my learning curve is horizontal.

Minimally. Although I do think it is making me think with a bit more focus in ministry.

Greater depth, understanding and practical insights are being added to my life that are creating new filters and lens' that help me to see very differently.

I have encountered many relevant materials and have made some new friends. I am not expecting signs and wonders more than ever before.

Great.

MC/MCC 903: The IDS program has increased my awareness of God's amazing presence around the world.

At this point in the program I am still feeling a bit in a fog and trying to grasp the magnitude of what all this entails and am overwhelmed. However I am embracing it and realizing and learning to accept the truth this is a process that I must learn and grow into. I'm being challenged in all areas of my life and ministry and look forward to seeing where he brings me through.

Yes. I did.

Great.

Inspiring.

MC/MCS 904: It's giving my tangible ways to assess how to be more effective.

It has increased my thoughtfulness and exposed areas of greater need in contextualization and missiological reflection.

DAIS Core Course Evaluations 2015

	<p>I have been challenged and have experienced the theme of AGTS, knowledge on fire. Thank you.</p> <p>It's keeping me on the edge and pushing me to see ministry from different viewpoints.</p> <p>Deeper appreciation the academic world. It has been refreshing to see that knowledge can be on fire!</p> <p>Challenged me while at the same time confirming what God has spoken to me</p> <p>MS/MSS 905: The course contents (reading, writing, lectures) have all fed my teaching. I have used these resources in my classes! I also feel that IDS has helped build my confidence. I am not a scholar and feel intimidated around them. IDS instructors are amazing scholars but humble, approachable and helpful. I feel more confident because of them.</p> <p>Very much.</p>
<p>How has the program enabled you to integrate the power of the Spirit into your practice of ministry?</p>	<p>MS/MSS 901: Throughout the entire course, this has been emphasized continually regardless of our discussion it always was brought back to the dependence upon and need to integrate the power of the Spirit at the center.</p> <p>It remains to be seen, but I am expectant.</p> <p>First class - nothing to speak of as yet.</p> <p>Through the class discussion and lecture.</p> <p>MH/MHT 902: I've always walked in the spirit but this program has thrust me deeper in the need for Him even more so and my dependence on Him in this area where I am feeling overwhelmed.</p> <p>Minimally. Although I do find myself thinking with an eye towards an integrated Biblical Theology.</p> <p>This is a collection of both 901 and 902, building on the other - where we were not only encouraged but pushed to be scholars of the Spirit - to capture the heart and dynamics of the Holy Spirit as he works in our research - "Our research is worship" i love this statement, it is my daily prayer - that what i do, what i see, how i serve, how i research, how i love, how i prepare ministry, how is see scripture - hearing the Holy Spirit and looking for His enablement and capacity.</p> <p>It is helping me learn to rest in His promises</p> <p>Heightened awareness of the presence and working of the Spirit in my life and the life of the Church.</p>

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	<p>MC/MCC 903: The Holy Spirit has always been integral to my practice of ministry and the IDS program has enhanced my sensitivity to the Spirit's guiding.</p> <p>The Holy Spirit is opening my eyes to see my ministry in a new light. Although I am still in a bit of a fog I can see how, in time, the practice of my ministry will be transformed as I proceed through this program.</p> <p>Through class participation and reading...</p> <p>Greatly</p> <p>MC/MCC 904: Hasn't been an emphasis that I've noticed.</p> <p>The program has helped combine study and worship so that I am aware of the Spirit's work in all of my ministry</p> <p>I am continually challenged by the readings, material presented and the life of the professors to walk in the Spirit and seek the spiritual gifts and fruit.</p> <p>I'm learning how to integrate the Spirit with intellect.</p> <p>MS/MSS 905: The IDS program has allows me to see how the Spirit is working in other parts of the world and how creative missiologists tackle contextual issues. This inspires me to be creative, thoughtful and seek understanding and knowledge for my ministry.</p> <p>Helped to think of and to work on a research that kingdom impacting research</p>
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DAIS Core Values (Student Learning Outcomes)	MS/ MSS 901	MH/ MHT 902	MC/ MCC 903	MC/ MCS 904	MS/ MSS 905	
How could we have served you more effectively in the class preparation process?						
<p>MS/MSS 901: Communication prior to arrival was challenging in some areas. There was some piece meal communication but I had to seek out on some. I had read that payment was due on first day of class but it was difficult to get an amount as to how much I had to prepare to pay for first day. I eventually got the information.</p> <p>I was well prepared. Thanks for all you did.</p> <p>Hard to imagine... very well served.</p> <p>More communication prior to class starting: financial, program expectations, etc.</p> <p>I would have appreciated email communication prior to my arrival on July 4th regarding... Meeting/Class Location: On the first day of class I did not know where to meet but I figured I couldn't lose if I headed to the location where I had first met with Dr. Lewis. Lodging Info: I made reservations with a local hotel prior to receiving word on the availability of lodging on the Evangel campus during the July session</p>						

DAIS Core Values (Student Learning Outcomes)	MS/ MSS 901	MH/ MHT 902	MC/ MCC 903	MC/ MCS 904	MS/ MSS 905	
<p>Your service has been excellence</p> <p>MH/MHT 902: Communication prior to arrival for course (both 901 and 902) would have helped greatly. There was very little, communication and for first time students that added to stress. Had to figure out lots of things.</p> <p>The communication flow was often dismal, as per the following examples... Lodging: Inform us way in advance of opportunity to stay on Evangel during the Summer course. I did not know this until I had already made hotel arrangements. Meeting Location: I did not know where to meet on the first day of class. I came in planning to wander the building until directed to the proper location.</p> <p>I think the only challenge on this course was getting to the articles early enough to read before the course started. There was a challenge locating each of them.</p> <p>I was satisfied with the prep.</p> <p>Have received the syllabus earlier.</p> <p>MC/MCC 903: Consider sending a link to the IDS program handbook 30 to 45 days prior to the course.</p> <p>Everything went well.</p> <p>Would prefer to do qualifying exam after writing doctoral level material and receiving feedback; rather than in first class.</p> <p>MC/MCS 904: I was auditing, having taken the class before. The class is significantly more focused (and beneficial) than before. I realize the format and content is still in a bit of flux but it made the class still seem a bit directionless. This is a minor observation since the class is significantly better.</p> <p>Sooner posting of syllabus.</p> <p>It would be helpful to have a reading guide to tell us which books/chapters to really focus on and which ones to do more of an overview reading.</p> <p>More specific direction regarding the required reading - most important chapters, etc.</p> <p>Registration on the internet was difficult.</p> <p>MS/MSS 905: There was a couple of websites (e.g. Hyper research) assigned during the week to peruse and watch the tutorials. If these could have been part of the pre-course work it might have been beneficial since none of us ended up watching them during the week of the class.</p> <p>I am satisfied with the service</p>						
<p>How helpful were the following activities in facilitating bonding within the cohort, making you feel a part of the Intercultural Doctoral Studies (IDS) program, and answering program questions?</p>						
Class Breaks	4	4.3	4.4	4.7	5	4.5
Morning Prayer	4.8	5	4.5	5	5	4.9
IDS Team Interaction	5	4.7	4.6	4.7	5	4.8
Average	4.6	4.7	4.5	4.8	5	4.7
<p>Comments: MS/MSS 901: Preferably if the breaks could be shorter but more often.</p>						

DAIS Core Values (Student Learning Outcomes)	MS/ MSS 901	MH/ MHT 902	MC/ MCC 903	MC/ MCS 904	MS/ MSS 905	
<p>During breaks, I needed to make calls and check e-mails or follow up on class assignments. We probably need to take a few more breaks which are 15 minutes long.</p> <p>More, shorter breaks. Two hours is too long for my bladder.</p> <p>Extremely helpful: Project/Proposal Prep - I find the approach of providing info upfront on the research project/proposal process extremely helpful. This lets me know ahead of time what I can expect from the program. Additionally, on the payment process - Maintain the payment process approach. By making it a payment plan, this will ensure I stay in the program.</p> <p>MH/MHT 902: Enjoyed the breaks immensely but they were too few: Cannot go 1 1/2 - 2 hours between breaks. My mind could not engage the learning moment when my bladder and my behind had called it quits long before the given break time. As far as walking out as needed - well that just feels disrespectful towards the instructor. I did it but it did not feel proper doing so.</p> <p>More breaks or meet in the bathroom! Lol</p> <p>MC/MCS 904: Prayer in class was an incredible benefit.</p> <p>Thanks, Alan, for incorporating substantial devotional/prayer time each morning. It would have been great to start out the first day with that so we could approach the class with a prayerful mindset.</p> <p>Wonderful time of prayer and sharing. Enjoyed spending time with Dr Allen and each of my class members.</p>						
How would you rate the overall classroom experience?						
Class times/schedule	4.3	4.3	4.5	4.7	4.5	4.5
Facilities/Room	4.2	4.6	4.3	4	4.5	4.3
Cohort interaction/dynamics	4.8	4.7	4.6	4.7	4.5	4.7
Average	4.3	4.5	4.5	4.5	4.5	4.5
<p>Comments:</p> <p>MS/MSS 901: Temperature!!! Either too cold or too hot. Shorter breaks more often.</p> <p>MH/MHT 902: Temperature either too cold or too hot.</p> <p>MC/MCC 903: The course room temperature shifted from too cold or too hot.</p> <p>Room was either way too cold or way too hot.</p> <p>MC/MCS 904: Too cold! :)</p> <p>A few IT issues popped up but not too much of a problem.</p>						
Specific classroom experience:						
Clarity of presentation.	4.8	4.4	4.9	4.2	5	4.7
Scholarly in nature.	5	5	4.6	4.8	5	4.9
Practical in nature.	5	4.9	4.8	4.8	5	4.9
Teaching methodology	4.7	4.6	4.6	4.2	5	4.8
Use of group interaction	4.8	4.7	4.5	4.7	5	4.9
Clarity of assignments.	4.7	4.4	4.5	4.5	5	4.6
Average	4.8	4.6	4.7	4.5	5	4.7

DAIS Core Values (Student Learning Outcomes)	MS/ MSS 901	MH/ MHT 902	MC/ MCC 903	MC/ MCS 904	MS/ MSS 905	
<p>Comments: MH/MHT 902: Sometimes Aimless: I often felt like I did not know the direction the class would take. MC/MCS 904: Alan is an absolute genius, but I got overwhelmed listening in class because he was all over the place. I think he tried to share too much information, so there wasn't enough time to process. He would reference PowerPoint slides that had paragraphs of information on them and fly through them faster than I could read them. I couldn't keep up. Although Alan gave us a copy of his notes on the last day of class, it would have been helpful on day 1 to have an outline of his notes - in outline format, not just random bullet points & random fonts - in the order he intended to go...and then stick to that order. All the information Alan shared was great, but it felt more like drinking out of a fire hydrant--trying to grasp anything I could--rather than a logical, cohesive presentation. The presentation needs more focused. Only problem is there is just too much information to process! Dr Allen has so much information that its hard to keep up. However, he has great examples and case studies which help bring it all together</p>						
Would you recommend the use of the textbooks in future cohorts?						
Text book average	4.7	4.8	4.5	3.4	4.8	
Average						4.6
<p>Comments: MH/MHT 902: Could not get to these readings as I was concentrating on meeting prerequisite requirements. MC/MCC 903: Hofstede - Cultures and Organizations: Software of the Mind was useful to characterize data. I would tailor the sections of the book to read in future courses. Rogers was very basic. Hofstede was useful as resource, not so thought provoking. MC/MCS 904: I did not read all these texts yet since my syllabus had a different set of books. Seems like a good change. Needed but not necessarily enjoyed. Moreau was impossible to follow--too complex. Cook was good material but poorly written. It was frustrating to have to pour over the chapters just to get a cursory understanding. Moreau is just too difficult to understand and apply. MS/MSS 905: Denscombe, Leedy and Krathwohl were somewhat repetitive.</p>						
General comments, ideas, or suggestions:						
<p>Comments: MS/MSS 901: Thank you Valerie - so appreciate all your hard work in serving and accommodating us. Your patience was amazing for a group of overwhelmed students. Let's continue to get healthy snack options and a bit less sugar. MH/MHT 902: Strongly advise AGTS staff against encouraging or suggesting to students that they can take any Global University classes concurrently with the AGTS courses. This is simply unrealistic and self-defeating, as by so proposing, the student is left to flounder - doing justice to neither the prerequisite courses nor the AGTS courses. Thus my need to withdraw from my AGTS studies just to meet the Global University course load. My take on this experience: AGTS staff was not candid with me - cautioning against even trying to do both courses simultaneously. I would have rather been told, "Finish the one course first,</p>						

DAIS Core Values (Student Learning Outcomes)	MS/ MSS 901	MH/ MHT 902	MC/ MCC 903	MC/ MCS 904	MS/ MSS 905	
<p>then try the AGTS course work." I could have saved myself the time and expense (over \$2,500) of trying to carry this double load.</p> <p>Our class devotions are great. What if one time each week we have a collective devotional/prayer time?</p> <p>Great, challenging course, Dr. Easter took time to personally help me to make sure i understood the assignments, the details for writing, lots of great direction and advice. As I will mention in the 901 evaluation, i think that if there is a way to have some type of basic orientation for those, like myself, to go through the key issues and details 1 or 2 days early it could most like bring a great flow to the classrooms so that the Teachers do not have to stop and answer basic questions: Because it has been 10 years since my real last academic work (at an MA level) much has changed and so the learning curve is quite high.</p> <p>I did not care for the sleep depravation I experienced just trying to meet the expectations for the 2nd week. Made it counterproductive to the learning experience as I found myself fighting off the sleep rather than enjoying the learning experience.</p> <p>MC/MCC 903: The IDS program has challenged me to approach Scripture and people in new ways. It broaden my worldview in term of mission. This is the course I have been dreaming of.</p> <p>At times hard to hear professor; soft voice. But really liked her and the class.</p> <p>MS/MSS 905: None</p>						

In summary, As the data above shows, students rated their experiences in these IDS courses as exceptional. The course evaluations suggest that, on average, students were satisfied with the quality of their learning experiences in these courses.

- b) Alumni surveys
 - 1. No alumni surveys have been conducted among DAIS or PHD/ICS but will be forthcoming.
- c) Exit Interviews

2015 DAIS (DMiss) Exit Interviews Summary		
Strengths/Things we are doing well.	Weaknesses/Things to work on.	Action steps taken.
<p>1. To what extent has your degree program at AGTS met or failed your expectations?</p>		
<p>It has been everything I could have hoped for. Even if I could go back in time, and I had the finances to attend another program (Fuller, Trinity, etc.), I would choose AGTS. I am very satisfied.</p> <p>I will state my residence time at AGTS was the highpoint. I really enjoyed interacting with the professors and other students.</p> <p>The program exceeded my expectations. It provided me access to</p>	<p>Sometimes I wished they had been more pushy. If I had been given a deadline I would have finished earlier, even though it was helpful, I could have done with more pushing.</p>	<p>To tighten deadlines, the "incomplete" and "in process" deadlines were tightened and included in all syllabi.</p>

2015 DAIS (DMiss) Exit Interviews Summary		
Strengths/Things we are doing well.	Weaknesses/Things to work on.	Action steps taken.
<p>excellent professors, challenged my perceptions and established worldviews, and enabled me to answer questions in my dissertation that have concerned me for many years</p> <p>Exceeded my expectations! Interaction with professors, more supportive than I expected. I heard horror stories.</p> <p>Students impacted me. I was youngest in room. They facilitated my education, I didn't expect that.</p> <p>Couldn't have been as effective. It was formative.</p> <p>Helped me in my work at my seminary.</p> <p>When we voiced things, they changed.</p> <p>Professor's experience was invaluable, not all theory. DeLonn's scholarly practitioner idea really works.</p> <p>Exceeded my expectations.</p> <p>Faculty impressed me, supportive. Loved that.</p> <p>Learned so much from other students – education in itself.</p> <p>Cost and residency time was a plus. I'd still do it again even if I had the money.</p> <p>Incorporating the Holy Spirit into the program mad a difference in my life and academics. DeLonn really pushes that. Changed my life. Marvin kept saying "you can do this" even though I didn't think I could.</p>		
<p>2. How would you rate the academic requirements your program?</p>		
<p>Considering it is a Ph.D. program, I believe the requirements are about right. They were demanding, but that is what I expected in a program that produces this type of degree. If the program was easy, it would it be an</p>	<p><u>905 class was worthless.</u> No content that helped me. When I got into my research I started from scratch. How do I structure and the methodology. Needed more clarity and how to apply it to different subjects/types of research. Emphasis more on qualitative. How do I begin, how do I</p>	<p>Core 5 – Research Methodology has been revamped to assist students in writing their proposals/prospectus and to aid them in understanding how to do research and write their dissertations/projects. A</p>

2015 DAIS (DMiss) Exit Interviews Summary

Strengths/Things we are doing well.	Weaknesses/Things to work on.	Action steps taken.
<p>inferior degree in the eyes of the academy.</p> <p>About Right.</p> <p>Felt good, was challenged. If I can make it through 901 I can make it through anything. Faculty gave great feedback. Faculty pushed me and made it difficult but not too difficult.</p> <p>As we were in the program Marvin was re-writing the PhD manual on how to write, format, cite.</p> <p>Never had a class I didn't understand (except John Easter) History of Missions was the hardest class. The assignment was harder than the dissertation.</p> <p>Every class gave me new ideas. 901 was helpful for some but not so for others because they changed their topic throughout.</p>	<p>organize this? Anita said this is out of order, it should be in this order. Disagreement on how it should be structured. It was confusing.</p>	<p>research manual summarizing a number of methodologies was prepared and distributed to students and is now going to be published.</p>

3. What worked well for you? What was the highlight of the program for you? What were your most and least helpful classes?

<p>The highpoint of the classes was the interaction with other missionaries (both faculty and student alike). All of the other classes were excellent without exception.</p> <p>The combination of class interaction in the block sessions with professors and other students provided a sense of comradery that carried over into relationships with peers that are proving beneficial—even now.</p> <p>The highlight of the program was meeting and interact with recognized experts. I was able to engage professionals like Drs. Gary McGee, Christopher Wright, Amos Yong, Peter Kuzmić, and Grant McClung in an academic setting.</p> <p>The most helpful classes were numerous. MCC903, MCS911, MSS901, and MHT902 established the shape of Pentecostal missiology, while Dr. McGee's historical class (MHT910) gave a historical foundation. The</p>	<p>The only class I think could have been improved is the core research class. We were the first cohort and I do not think this class properly prepared me for the project.</p> <p>The least helpful class was MSS905 (Methods of Missiological Research) because it did not address the relevant needs of ethnographic research, nor did it adequately describe the purposes and uses of the different research methods.</p> <p>Contextualization class was primarily AG. More of an academic study of contextualization would have been helpful.</p> <p>After the VAW there should be a meeting with the whole committee to discuss tutorials and interact so you can have that same dynamic in developing the tutorials. Would get more cohesiveness rather than disjointed. Explain how the tutorials fit together. How do you deal with</p>	<p>Core 5 – Research Methodology has been revamped to assist students in writing their proposals/prospectus and to aid them in understanding how to do research and write their dissertations/projects. A research manual summarizing a number of methodologies was prepared and distributed to students and is now going to be published.</p> <p>Core 4 – Contextualization has been changed to reflect a more global view of contextualization.</p>
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2015 DAIS (DMiss) Exit Interviews Summary		
Strengths/Things we are doing well.	Weaknesses/Things to work on.	Action steps taken.
<p>classes involving global issues involving social justice (MCS920) and diaspora and ethnic divides (MSS934) were helpful in describing modern missiological issues.</p> <p>Most helpful class was Missio Dei, 901. Being taught how to read was so helpful. 901 great introduction to missiology. Also Beth Grant’s class was also one of the most helpful. Carried over to dissertation.</p> <p>Loved Kuzmic’s class – perspective from the academy – brought global perspective.</p> <p>Development of Proposals through the value added session was extremely helpful – don’t change that.</p>	<p>the questions in your academic research? Would help prevent rabbit trails.</p> <p>Unhealthy obsession with overuse of “to be” verbs.</p>	
<p>4. In what ways did you experience Spirit discernment and empowerment as you worked through the program? What does the descriptor “scholar-practitioner” signify to you as an IDS AGTS graduate?</p>		
<p>Discernment and empowerment evolved synonymously with an expanded view of historical missiology, contemporary issues, and the global impact of Pentecostalism upon the modern world. As these concepts developed, they produced a greater understanding of my role in missions as a proponent God’s mission of restoration and deliverance.</p> <p>“Scholar-practitioner” indicates a commitment on my part to improve my understanding of <i>missio Dei</i> while actively engaged in translating it through ministry to those whom I engage in the modern world. The immediacy of the “practitioner” aspect of my life situation, demands more of my attention at times, but the ability to integrate the theoretical aspect of my scholarly pursuits with the reality of a missional practitioner enables me to forge a workable missiology that is academically reliable and pragmatically astute.</p>		

2015 DAIS (DMiss) Exit Interviews Summary

Strengths/Things we are doing well.	Weaknesses/Things to work on.	Action steps taken.
<p>I have attended other Pentecostal schools and the emphasis on the Holy Spirit and His role in my academic life (as well as other areas) was second to none. We were encouraged to consult the Holy Spirit in all aspects, including our academic writing. This was a life-changing experience in my academic life. Additionally, I not only feel I am thoroughly informed about missiological theory and understanding, but also feel I am better prepared to take what has been learned and practice it in my ministry.</p>		
<p align="center">5. In what ways have you changed in response to the IDS experience? [Spiritually, theologically, relationally, as a leader, etc.]</p>		
<p>I feel I am a better researcher and more informed in missiologically theory and practice. By emphasizing including the Holy Spirit in my academic life, this has also encouraged me to incorporate Him into every aspect of my life no matter how small or trivial. Without doubt, I am a better missionary due to this program, which is the primary reason I applied.</p> <p>When comparing where I am now in relation to where I started seven years ago I find a greater appreciation and understanding of <i>missio Dei</i>, which engenders a peace based upon the inevitability of the sovereignty of God. "But you, O LORD, are enthroned forever; your name endures to all generations" (Psalms 102:12, NRSV). This peace is grounded on a faith enriched by my experiences of engaging relevant scholarly works, the biblical text, and practical application in ministry. I find this experience enhances my theological understanding of the integration of God's purpose, Christological reality, and Pentecostal implications for reaching the lost. Growth in all of these areas contributes to my relationships with my missional</p>		

2015 DAIS (DMiss) Exit Interviews Summary

Strengths/Things we are doing well.	Weaknesses/Things to work on.	Action steps taken.
<p>colleagues and enhances my focus as a leader.</p> <p>I'm am more open minded, slower to come to conclusions.</p> <p>Forced me to not jump to conclusions and look beneath the surface.</p> <p>I am more curious than before.</p> <p>Made me more critical, opened up new worlds for me.</p> <p>I fell in love with research. I have more tools to do research.</p> <p>I spend more time thinking about the details.</p> <p>I am more confident of what I do know. Can come back with a good argument. Can defend what I believe.</p> <p>I learned more than I thought I did.</p>		

6. What has been the most difficult part of the process? In what ways did your program impact your family and ministry?

<p>The most difficult part of the process is the lack of time. The "scholar/practitioner" process creates demands that affect everyone that I hold dear. I made time for my wife, family, and grandkids, but in so doing, I spent additional sleepless nights working on academic pursuits. I hesitate to mention this because the family did not complain but were supportive and felt a part of the process—especially my wife. This is as much her degree as it is mine and that is how our whole family views it. The family shares a sense of fulfillment that old dad has done this.</p> <p>My ministry continued throughout the process. I did not shirk that mandate, although quality time for ministry will expand as I finish the program and commit to enhanced teaching, pastor enhancement sessions, and assisting in the development of discipleship models that focus on worldview transformation.</p>	<p>I would have benefited from more pressure from the IDS faculty in getting my research done</p>	
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2015 DAIS (DMiss) Exit Interviews Summary

Strengths/Things we are doing well.	Weaknesses/Things to work on.	Action steps taken.
<p>The most difficult part for me was the transition from finishing the classes and move into the dissertation phase. After my last class, I had a feeling of completion and it was very hard to start the final project. I had almost a three-year period where I did very little.</p> <p>The IDS faculty were very patient and kind, and it is not their responsibility to push me to get the final project completed, but I personally would have benefitted by some pressure.</p> <p>There are things my family had to sacrifice for me to finish my research, and my ministry was slighted limited but not to a great extent.</p>		

7. What is your opinion of the Project/Dissertation process? How could it be improved.

<p>The dissertation process is good. The program’s introduction of creating the student’s dissertation proposal early in the process is extremely helpful because it gives time for the student to reflect on it during the class sessions.</p> <p>The value added sessions where the proposal is critiqued is helpful beyond measure.</p> <p>The tutorial process is arduous, but it is the core of the dissertation research and should not be changed.</p> <p>Appreciate the culture of the school and realize that flows from the people.</p> <p>LOVED the library staff. They were so very helpful. Tracked down a book for me with minimal copies in the world! Amazing!</p> <p>Never felt unwelcome.</p>	<p>I feel I could have been better prepared for the process. There were many things I did not understand. My mentor, Dr. Gilbert, was incredibly helpful, but I would have benefitted greatly from knowing many things before I actually had to do them.</p> <p>I think fear of the process was a significant reason it took me eight years to finish the program. If I had a better understanding of the process, I think I would have finished much sooner.</p> <p>The only suggestion I would make to the tutorial process is to create a session early in the process where the student’s dissertation committee meets with the student to evaluate the tutorial proposals in a similar way that the dissertation proposal is engaged in the value added sessions. An early meeting with the dissertation committee to create a tutorial game plan would be helpful. It would contribute to the process by: (1) ensuring a cohesiveness to the three tutorials, (2) helping the student create a realistic research approach as the tutorials address</p>	<p>Core 5 – Research Methodology has been revamped to assist students in writing their proposals/prospectus and to aid them in understanding how to do research and write their dissertations/projects. A research manual summarizing a number of methodologies was prepared and distributed to students and is now going to be published.</p> <p>New editors have been added to the IDS approved editor list to help the students have more choices in finding a good editor. An online writers clinic was created and is available to new students.</p> <p>Guidelines for dissertation tutorial advisers, committee members, committee chairs, and outside readers have been created and distributed to the faculty advisers. To facilitate clarity in the process between</p>
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2015 DAIS (DMiss) Exit Interviews Summary

Strengths/Things we are doing well.	Weaknesses/Things to work on.	Action steps taken.
	<p>relevant dissertation research questions, (3) it would help the student organize the process, and (4) assist both the student and the proctor to understand what is expected, establish timelines, and communication conduits.</p> <p>In the process involving the tutorials and writing the dissertation there is a sense of isolation that arises. Between work, family, late night, early morning, and weekend study and writing sessions, it is easy to lose a connection with the greater missional community. I understand that the student and the proctors are spread across the world and that meeting physically is difficult, but I think it would be helpful if some type of communication is built into the tutorial/dissertation system. Perhaps a quarterly or semi-annual Skype meeting with the committee (or the ones available) to assess progress, address problems, or just simply provide encouragement.</p> <p>I know this is beyond the scope of the school, but editors for the program are few and are generally swamped with work.</p> <p>Would be helpful to structure some type of interaction with your committee even if by Skype, or some of the committee.</p> <p>Half way through the process you feel left alone. Struggle with something for a couple of weeks, whereas a conversation with i.e. Alan, would clarify right away. i.e. every six months. Would provide accountability.</p> <p>Many times through the process, I'd think "I don't know what I'm doing." When I reached out to faculty they responded.</p> <p>Would have been great if someone on the committee walked with me</p>	<p>faculty adviser and student a tutorial contract template was created. This must be completed by the student and approved by the faculty adviser.</p>

2015 DAIS (DMiss) Exit Interviews Summary		
Strengths/Things we are doing well.	Weaknesses/Things to work on.	Action steps taken.
	through the process – weakness was communication from school to me, especially during dissertation process. Had a helpless feeling and didn't even know how to ask the question	
8. How have you financed your program and living expenses during your studies?		
Self pay and received a discount from AGTS. I paid for them personally, and also I received a discount from AGTS.		
9. As you worked on your project/tutorials/dissertation:		
<u>a. Professors were available as needed.</u> Always Always <u>b. I was able to find the materials I needed in our library or library network.</u> Almost always <u>c. I was able to connect with other helpful resources.</u> Almost always: My ministry context made the acquisition of resources difficult. Almost always: The library staff was extremely helpful and were a delight to work with. On more than one occasion they tracked down hard to find journal articles or rare scholarly works in Australia or Europe. All of the library staff were friendly and helpful. Not enough good can be said about their help as I pursued my program.	Sometimes	
10. What are your plans for the future? Do you have a position or ministry that you will be assuming after graduation (if so, where), or are you still in the process of determining future direction? Share whatever information you can.		
I will continue my work in the region as a missionary. I will have an enhanced role as a teacher, specializing in missiological courses. I will also work have an increased role in assisting churches develop		

2015 DAIS (DMiss) Exit Interviews Summary

Strengths/Things we are doing well.	Weaknesses/Things to work on.	Action steps taken.
<p>discipleship models that focus on worldview transformation, especially in areas where folk religions influence Christian worldviews.</p> <p>I continue as the COG education coordinator in the Middle East. I also co-pastor a UAE congregation and serve as principle in the denominations seminary in the country.</p>		
<p align="center">11. What recommendations or suggestions do you have for the Intercultural Doctoral Studies program at AGTS? Would you recommend the program? If so, what would you say?</p>		
<p>I would strongly recommend the program and suggest AGTS advertise the program outside the AG. I have not met a lot of missionaries outside the AG that are aware of the program.</p> <p>I would tell others the program is affordable and does not require long periods of time in residence, which allows the program to be completed without leaving their ministry context.</p> <p>Although it took me eight years to complete the program, during my time, I moved from Croatia (2007-2009) to Germany (2009-2012) to the UAE (2012-present) , held numerous ministry positions, itinerated in the US five times (various lengths), had a second baby girl, managed a family, and faithfully took one day a week off from all ministry and academic pursuits to spend time with my family. During the entire time, I only took two months off from ministerial duties. The program takes discipline and commitment, but it is certainly doable for anyone regardless of how busy they may be... that is what I would say to anyone who I recommend the program to.</p> <p>I cannot think of any suggestions for the program other than to keep providing the excellent opportunities to people who are committed to missional work. I know IDS staff work hard for little remuneration, so I want</p>		

2015 DAIS (DMiss) Exit Interviews Summary		
Strengths/Things we are doing well.	Weaknesses/Things to work on.	Action steps taken.
to thank them for providing me the opportunity to pursue answers to questions with which I have wrestled from almost 30 years. Although the process has been long and hard, I cannot think of anything more fulfilling		

d) Graduate statistics.

1. DAIS

(1) Since DAIS students continue in ministry while in the programs 100% of all graduates are actively involved in vocational ministry.

e) Practicum reviews

1. As the DAIS and PHD/ICS degree programs are marketed toward people in full-time ministry contexts, there are no practicum requirements for their degrees. However, all of the coursework includes an application component that requires the students to apply their learning to their immediate ministry contexts.

f) Syllabi Review

The GMD/IDS committee reviewed the syllabi from the core required course offerings which provide student learning data for each degree program's learning objectives. The following narrative provides the details of this analysis for each degree:

DAIS Syllabi Assessment 2015
MSS 901: Leaders in a Global Context
Course Description:
This course orients participants to the unique dynamics and requirements of the Doctor of Missiology degree, highlighting issues that impact their lives and ministries; provides an overview of the program tracks and courses with special focus on missiological research; and guides participants in missiological reflection in light of their ministries and global issues.
Course Objectives:
<ul style="list-style-type: none"> ○ Identify and define the principle terms and constructs of the discipline of missiology. ○ Articulate the purpose, the program objectives, the requirements and the expect outcomes of the Doctor of Applied Intercultural Studies program at AGTS and how they correspond to the fulfillment of your call and ministry. ○ Relate the theoretical issues of the class to your own missionary context. ○ Develop a theology of Pentecostal missional leadership. ○ Describe and evaluate historic and contemporary Assemblies of God missiology. ○ Design and execute a literature review as a part of a project design ○ Utilize internet tools and sources in missiological research. ○ Interact critically with contemporary issues and trends in world missions.

- Reflect missiologically on your personal ministry both locally and globally.
- Identify potential areas of study for the development of your final project.

Course Assignments:

- Pre-Session:
 - Read the required textbooks listed in this syllabus. Write and submit brief electronic summary cards for all course readings (graded as credit or no credit). See page two of this syllabus for a description of these cards under the heading "Course Literature."
 - Participate in an online forum. Let's Yahoo! In order to provide you with an opportunity to publically interact with the reading and facilitate dialog with your classmates, each student will be required to submit five posts to the forum site (you are welcome to post additional interaction to the reading or other postings as you will):
 - Post one: After reading the Anderson, Creps, and Dempster texts post a 150-200 word paragraph that begins with: "My greatest 'aha' moment in the reading was . . ." and explain why.
 - Post two: After reading Woodberry post a 150-200 word paragraph describing contemporary missiological education and the role of missiological research.
 - Post three: After reading Hesselgrave, Johnson and Pocock, in a 150-250 word paragraph describe what you consider to be the most significant issues in the field of missiological research, theory and praxis.
 - Post four: Write a critique or interact with one of your colleague's postings.
 - Post five: After finishing all of the required reading, write a 150-200 word paragraph that responds to one of the following: a. "I wish I had read _____ when I started my missionary career because" b. Every missionary needs to read _____ because. . . ." c. The question I wish the professor had asked about the reading for this course is _____ because . . ." To access the Yahoo forum, email Valerie Rance at vrance@agts.edu or rancev@evangel.edu for instructions and your login and password to the Yahoo forum site.
 - Based on the reading of all the required literature and your ministry context, write a 4-5 page critical reflection paper including responses to the following questions:
 - What specific reading most impacted your life? Why?
 - Having read all the required literature, what are the most significant missiological issues raised? Which are most germane to your ministry context? Why?
 - How has the required reading influenced your missions thinking or future ministry?
 - What missions statement or perspective in the required reading did you disagree with most?

- Quote what you consider the most significant or impacting citation and describe why this citation is significant.
 - Surf several missiological websites. Choose two of the sites and write a two page critical review (one page for each website). Assess presentation, ease of use, quality of content, and special contributions.
- Session:
 - Attend class and participate in discussions.
 - Complete and present in class the Project Prospectus template (also identified as the VAW Presentation Template DAIS Project Prospectus) that includes responses to the following questions:
 - What topic might you like to explore in your project and why?
 - What in your background prepares or qualifies you to do this missiological research/reflection?
 - What is the specific context in which you will develop and execute your project and why?
 - How will this study relate to your future ministry and professional goals, to your missions agency and to global missiology (i.e. significance)?
 - What questions or issues do you consider essential or critical to this topic?
 - What missiological theories are germane to your topic?
 - Identify at least one major work for each research question.
 - Class presentations will be limited to 10 minutes. Utilize prospectus template and submit to the professor by Friday morning for distribution to class members. Use of Power Point during the presentation is encouraged.
- Post-Session:
 - Successfully complete the online “IDS Academic Workshop.” To access this online orientation course email Valerie Rance at vrance@agts.edu or rancev@evangel.edu for instructions.
 - Write an initial prospectus for your research project (final assessment document) that includes an introduction to the research problem, your background that qualifies you for the research, a purpose statement, problem statement, research questions, significance and of the study, the delimitations of the study, definitions of key terms in the research, assumptions and a literature review (i.e. The submission of chapters 1 and 2 of a draft project prospectus following the directives found in the document “Project Prospectus Guidelines.”) The paper should be 10-15 pages in length. Specific instructions for this assignment will be reviewed in class.

IDS Core Course Review:

- The course objectives and competencies generated from the course activities and assignments address all the SLOs but specifically targets DAIS-SLO # 2 – Pentecostal Intercultural Ministry and MAIS-SLO # 3 – Missional History.

<ul style="list-style-type: none"> ○ In addition to the above, DAIS-SLO # 8 - Missional Research is evidenced in the development of the student's initial project prospectus and the completion the IDS writing online workshop.
MHT 902: <i>Missio Dei</i> and the Contemporary World
Course Description:
An examination of <i>Missio Dei</i> from biblical and Pentecostal theological perspectives; this interdisciplinary study integrates theory and praxis, preparing the student to develop strategies for accomplishing the mission of God in diverse cultural milieus.
Course Objectives:
<ul style="list-style-type: none"> ○ Apply the methodology of biblical theology to the study of missions. ○ Develop a hermeneutical approach that is missiologically informed. ○ Define <i>missio Dei</i> in view of various theoretical perspectives and explain why it is a contested concept. ○ Develop a synthetic understanding of the relationship between the Cultural Mandate and the Great Commission. ○ Demonstrate skill in doing biblical theological work on current missiological issues. ○ Discuss the relationship between the church and the Kingdom of God in light of classic and recent literature on the subject. ○ Evaluate the historic Pentecostal missiology of the indigenous church and partnership in terms of its biblical basis, theological necessity, and contemporary relevance. ○ Relate the theoretical issues of the class to your own missionary context. ○ Assess the validity and utility of missiological sources available on the internet. ○ Demonstrate skill in the development of missionary strategy moving both directions from the text to praxis, or from a practice back to the text.
Course Assignments:
<ul style="list-style-type: none"> ○ Pre-Session <ul style="list-style-type: none"> ○ Read the required textbooks listed in this syllabus and the collection of digital articles provided by the instructor by the first day of class. In a WORD document or bibliographic database make a summary card as described in the paragraph above under Course Literature particularly for each textbook and for whatever articles you feel are most important to you. At the end of the week we will be talking about issues from the articles so you will be asked to at least skim through everything if you have not finished reading them yet. We do not need to see your summary cards on each book, but you are strongly encouraged to develop the discipline of doing such cards for all of your course reading. We will ask that by the time your complete all your assignments that you send an email indicating you have read all of the textbooks and articles. ○ For Chris Wright and Harold Netland's books; write a 5-page paper on each that shows how key concepts from these texts will impact your ministry. This is not a summary and review, but rather an interaction with

key concepts or methodologies that will affect your missions practice. This is due the first day of class.

- Choose two articles from the required reading list. Offer a brief biblical critique (positively or negatively) of the issue being discussed. You are required to write a one-page review of each article.
- For Daniel Timmer's book; prepare a 5-page critique paper for the first day of class that examines the concept of God's mission. In response to Timmer's treatment of the book of Jonah, include reflection about the biblical notion the nature of religious conversion and spirituality, and the implications of mission practice in our contemporary world.
- Session
 - Attend all class sessions.
 - Participate in class discussions.
 - Participate in group work that we will do on biblical-theological issues.
 - Develop a brief bibliography on a particular mission issue and share it with the class. The topics for this work will be developed from a class activity and from the collection of digital articles. Write a three-page précis for presentation on the last day of class concerning a related course topic that will inform your final assignment.
- Post-Session
 - Write a research project (final assessment document) on some aspect of Biblical theology and mission practice. The paper should be 15-20 pages in length. The paper is your attempt to write a publishable, scholarly article. For examples, look for models in journals such as *Missiology*, *International Review of Mission*, *International Bulletin of Missionary Research*, etc... Alternatively, it might be aimed at a practical journal such as *Evangelical Missionary Quarterly*, though it must be longer and more thoroughly documented than is customary for that journal. It should be richly footnoted, representing thorough dialogue with significant scholarly literature on the topic. You must do adequate bibliographic research on this paper in order to fulfill the course requirements. In the first two courses of your program, final papers which the professors judge to be inadequate in their use of bibliographic materials will be returned for re-writing and re-submission. Your paper should seek to add a creative dimension to the question under consideration, offering something new that is not reflected in the current literature. It should be relevant to your missionary work, and it should offer an applied approach to the issue at stake. In other words, do not simply discuss a theoretical issue. Rather, apply it to some concrete missionary reality. Since you are preparing to be a contributing member of the community of scholars, you are required to submit this paper to a scholarly journal for publication. After your paper has been graded and approved, YOU MUST SHOW EVIDENCE THAT YOU HAVE SUBMITTED THE PAPER TO A PEER-REVIEWED JOURNAL FOR PUBLICATION IN ORDER TO GET A FINAL GRADE FOR THE CLASS.

IDS Core Course Review:
<ul style="list-style-type: none"> ○ The course objectives and competencies generated from the course activities and assignments address all the SLOs but specifically targets DAIS-SLO # 1 – Missions Theology and MAIS-SLO # 3 – Missional History. ○ In addition to the above, DAIS-SLO # 8 - Missional Research is evidenced in the final theological research paper which must be submitted to a peer review journal for publication.
MCC 903: Intercultural Communication and Missions Anthropology
Course Description:
The course examines the literature of intercultural communication, focusing on cultural contexts and barriers, with implications for Christian witness, lifestyle and relationships. Cultural anthropological issues will be examined to determine their application to a Christian view of intercultural ministry and the discipline of missiology.
Course Objectives:
<ul style="list-style-type: none"> ○ Critically examine the impact of your cultural presuppositions and values on the effective intercultural communication of the gospel. ○ Better understand and interpret biblical truth as it is presented in and through cultural forms. (DAIS-SLO #s 1,2) ○ Demonstrate an understanding of the essential concepts of cultural anthropology and intercultural communication. (DAIS-SLO #s 2,4) ○ Identify and discuss the components of culture and various worldviews. (DAIS-SLO #s 2,4) ○ Develop a personal theology and model for intercultural ministry. (DAIS-SLO #s 2,3,4,6) ○ Articulate a personal commitment to the communication of the gospel to those yet unreached. (DAIS-SLO #s 2,3,4,6) ○ Develop an integrated intercultural communication strategy for a specific missional context. (DAIS-SLO #s 1,2,4,5,7,8) ○ Enable other believers and fellowships to give witness to Christ in the power of the Holy Spirit to people of other cultures. (DAIS-SLO #s 1,2,4,5,7,8)
Course Assignments:
<ul style="list-style-type: none"> ○ Pre-Session: <ul style="list-style-type: none"> ○ Read the required textbooks listed in this syllabus. Write and submit brief electronic summary cards for all course readings (graded as credit or no credit). See page two of this syllabus for a description of these cards under the heading “Course Literature.” ○ Participate in an online forum. Let’s Yahoo! In order to provide you with an opportunity to publically interact with the reading and facilitate dialog with your classmates, each student will be required to submit five posts to the forum site (you are welcome to post additional interaction to the reading or other postings as you will):

- Post one: After reading the Elmer and Lingenfelter texts post a 150-200 word paragraph that begins with: “My greatest ‘aha’ moment in the reading was . . .” and explain why.
 - Post two: After reading Hofstede and Hofstede; Kraft; Rynkiewich; Moreau, Campbell, and Greener post a 150-200 word paragraph in response to the statement “Missionaries, pastors and church leaders should NOT study anthropology, communication, or intercultural studies because all they need is Jesus and the Holy Spirit’s anointing.”
 - Post three: After reading Hiebert, Shaw and Tienou, and Shaw and Van Engen, in a 150-250 word paragraph describe “split level” Christianity in your context and how hermeneutical principles and contextualization can address it.
 - Post four: Write a critique or interact with one of your colleague’s postings.
 - Post five: After finishing all of the required reading, write a 150-200 word paragraph that responds to one of the following: a. “I wish I had read _____ when I started my missionary career because . . .” b. Every missionary needs to read _____ because. . .” c. The question I wish the professor had asked about the reading for this course is _____ because . . .” To access the Yahoo forum, email Valerie Rance at vrance@agts.edu or rancev@evangel.edu for instructions and your login and password to the Yahoo forum site. Note: For the sake of the student it is best if all reading and posting is done pre-session. However, if additional time is needed contact me.
- Based on the reading of all the required literature and your ministry context, write a 4-5 page critical reflection paper including responses to the following questions:
 - What specific reading most impacted your life? Why?
 - Having read all the required literature, what are the most significant missiological issues raised by the required reading? Which are most germane to your ministry context? Why?
 - How has the required reading influenced your missions thinking or future ministry?
 - What missions statement or perspective in the required reading did you disagree with most?
 - Quote what you consider the most significant or impacting citation and describe why this citation is significant.
- Session:
 - Attend class and participate in discussions.
 - Articulate three possible qualifying exam questions for this course which integrate and apply course content to your particular missional context. Electronically submit these questions along with bibliographic information

for sources that will assist you in responding to these questions in context specific ways (2-3 sources per question).

- At the end of the class, you will take an exam which will be similar in format to the qualifying exams which will be taken following the completion of the core courses. You will have three hours to write an essay applying the theories and tools of intercultural communication and missions anthropology to your specific missional context. While literature beyond that of the class requirements may be cited (and it's a wonderful idea to do so), it will not be necessary to go beyond the literature of the class and pre-session bibliography. You should cite the author of all literature which is adduced to support your answers. The point of the exam is not only to demonstrate mastery of the course material, but also to get some early practice for the qualifying exams. While laptops are preferred, the computer center of the Seminary will be reserved for students who do not own their own laptop. Submission of the paper is to be made electronically by email at the end of the allotted time period. (No other use of the Internet will be permitted during the exam period.) No points will be deducted for spelling or grammar, but students should pre-think their essay to ensure a coherent outline. Don't psyche out about it! It's really just a practice and only counts for 20% of the course grade. But no student will be allowed to postpone or opt out of the exam.
- Post-Session:
 - Successfully complete the online "IDS Academic Workshop." To access this online orientation course email Valerie Rance at vrance@agts.edu or rancev@evangel.edu for instructions.
 - Submit a written research paper developed out of a conversation with a person or missionary of another culture. Utilizing the information gleaned from the conversation, class notes, the assigned reading and other related references, present a paper which develops an integrated communication strategy for reaching the people group represented by the interviewee with the message of Christ include your personal reactions and recommendations. The paper should be 15-20 pages in length.

IDS Core Course Review:

- The course objectives and competencies generated from the course activities and assignments address all SLOs but emphasizes SLO # 2 Pentecostal Intercultural Ministry and SLO # 4 Contextualization.
- In addition to the above, DAIS-SLO # 8 - Missional Research is evidenced in the final interview/research paper.

MCS 904: Theological Issues, Contextualization, and Area Studies

Course Description:

A course to enable students to respond to theological issues encountered in intercultural contexts, such as Trinitarian concerns, bibliology, local theologies, syncretism and

Pentecostalism. Students will work with personally relevant area-specific case studies and principles of “doing theology” in another context will be analyzed.

Course Objectives:

- Demonstrate understanding of the origin, significance and role of ‘contextualization” in present day missions.
- Appraise contextualization attempts from various case studies and writings for their success or failure and articulate the reasons for your judgment.
- Design a biblical explanation of why sensitivity to issues of context is legitimated by Scripture.
- List and briefly explain the multicultural and multigenerational challenges facing the global church.
- Articulate a contextual theology and develop a missional strategy in response to a specific ministry situation using the concepts of form and function and the critical contextualization rubric.
- Critique the practice of radical contextualization/insider movements and propose a methodology more rooted in Scripture.
- Compare and contrast various models of contextualization.
- Draw and explain different contextualization trajectories as they have happened in Christian mission.
- List and explain the various domains of contextualization.
- Analyze the varying context issues faced in the Buddhist, Hindu, Muslim, and Postmodern worldviews.
- Discuss form and function in contextualization and demonstrate ability to use these concepts in working case studies.
- Explain why contextualization/context sensitivity is still not widely practiced by cross-cultural workers.
- Evaluate your own issues of context in your ministry setting and construct a plan for addressing one particular problem using tools from this course.
- List and explain the four approaches to culture found in the New Testament writings. Explain the weakness of the “kernel and husk” idea for contextual theology and identify reasons why all theology is “contextual”.

Course Assignments:

- Pre-Session:
 - Read the required textbooks listed in this syllabus. Develop summaries for each book as you do for all class reading in preparation for your comprehensive exam. You will not turn in your book summaries but indicate to the professor before he issues a grade if you have done the reading and the summaries. The suggested order for reading is Kraft, Flemming, Ott and Netland, Cook, Dowsett, and Moreau. This order will be the most helpful in giving you background and concepts to tackle the Moreau book. You can read them in any order you like but experience has shown that people who start with Moreau have tended to get bogged down. It is a very difficult book and you will likely have an easier time with it if you have digested the other books first.

- Based on the reading of the literature and your ministry context, write a 10 page critical reflection paper including responses to the following questions:
 - What specific reading(s) most impacted your life? Why?
 - What are the most significant missiological issues raised by the readings? Which are most germane to your ministry context? Why?
 - How have the readings influenced your missions' thinking or future ministry?
 - What missions statement or perspective in the readings did you disagree with most?
 - Quote what you consider the most significant or impacting citation(s) and describe why the citation(s) is/are significant.
 - In the final portion of the paper include some specific applications of things that you could actually do in your ministry setting. Contextualization literature often has a great deal of theory but offers the reader little in terms of concrete practices. In the final segment seek to articulate some principles gleaned from your readings and how they could be applied in real-life, preferably in your own ministry context.
- Using the case study template provided below, develop a 10 page full case study and analysis from a real-life situation in your own ministry setting. In the final portion of the case you will explain first what you actually did, then based on your contextual and biblical work articulate a new missiological application. The narration of the case itself should be approximately 2 pages. Follow the "Case Study Writing Tips" appended below the template for the narration of the case itself.
- Identify another real-life ministry situation for a case-study that you will write up to be ready for class on Wednesday. You will write up only the case narration itself and we will work on the cultural and scriptural analysis in class. Do not write this case up before class, just identify the problem and we will discuss these on the first day of class.
- In-Session:
 - Attend class and participate in discussions.
 - On the first day of class each student will be assigned to one of three groups that will facilitate discussion on an assigned chapter from one of the textbooks for Wednesday afternoon. Your group is not teaching the content but leading a discussion of some of the critical ideas in the text/portion.
 - On the first day of class you will be provided with digital documents that are negative examples of contextualization. Write a paper no longer than 5 pages where you critique the problematic areas and explain why you take issue with the authors. We will discuss these papers on Thursday in class.

<ul style="list-style-type: none"> ○ On the first day of class come prepared to share briefly a real-life ministry scenario that you will use to write up a case study problem that will be shared with the class on Wednesday. You will learn how to write up the scenario in class on Monday. ○ Complete a final exam on the last day of class. ○ Post-Session: <ul style="list-style-type: none"> ○ Research paper: Write a research paper dealing with some topic of contextualization that is relevant to your ministry context and project research. The paper should be about 20-25 pages in length, excluding the bibliography. Specific instructions for this assignment will be reviewed in class.
<p>IDS Core Course Review:</p> <ul style="list-style-type: none"> ○ The course objectives and competencies generated from the course activities and assignments address all the SLOs but specifically targets DAIS-SLO # 4 – Contextualization and MAIS-SLO # 1 – Missions Theology. ○ In addition to the above, DAIS-SLO # 8 - Missional Research is evidenced in the final paper on contextualization.
<p style="text-align: center;">MSS 905: Methods of Missiological Research</p>
<p>Course Description:</p> <p>his course provides an introduction to the approaches to research design and research methods employed in missiological research. Attention will be given to each of the major components of an applied research project: problem formulation, review of the literature, research methodology, presentation of findings, and conclusions. Development of a research design, bibliography and database for missiological research will be emphasized.</p>
<p>Course Objectives:</p> <ul style="list-style-type: none"> ○ Identify a researchable topic relevant to the praxis of missiology and theoretically and academically credible. ○ Formulate a purpose and a problem statement. ○ Critically examine the problem statement for significance, interdisciplinarity, and research feasibility. ○ Identify the potential sub-research questions or related hypotheses. ○ Follow the logic from a research question to research methodologies, critiquing the suitability of one method over another for capturing and analyzing particular kinds of empirical data. ○ Create a literature review and integrate findings into the development of an apologetic for his or her choice of topics. ○ Identify the difference between theological/biblical data and sociological/anthropological data, and integrate the two domains of inquiry in a unified proposal. ○ Develop an investigative strategy based on a research method from one or more of the quantitative or qualitative research methods presented in class.
<p>Course Assignments:</p>

- Pre-Session
 - Read all required texts.
 - Read two dissertations and prepare a 3-page document for each that follows the logic of the dissertation. Each dissertation review should address the following questions: (10%)
 - Is the problem statement clear, researchable, significant, multi-disciplinary (covering both theology and sociology, historiography, or another social science etc.)
 - Is the topic critical for missiology?
 - Regarding the methodology, did it adequately reveal the facts necessary to answer the problem?
 - What was discovered?
 - How were the multiple disciplines integrated?
 - Did the researcher answer his/her question? Do the outcomes seem generalizable and significant?
 - Write reflection paper on the topic you are passionate to pursue. Identify the primary or core theme of your topic and demonstrate its location in an academic or theoretical dialogue and mission context. Defend that this topic is critical. (10% in-class discussion)
- During The Session:
 - Prepare and present in class a three to four page synopsis of your prospectus that prepares you to present your proposed research at the Value Added Week (VAW), following the DAIS VAW template. (20%)
- Post-Session
 - Read and report on at least three Sage methodology books (see Addendum 1), presenting one or two methodologies that you believe will be important for your research. Develop a sample of that methodology that will produce the data you need to answer your research questions. Do a trial run and evaluate whether or not it was effective. (20%)
 - Write a 20 page prospectus for the project. The prospectus should contain all the ingredients of a finished project, allowing the reader to follow the logic of the anticipated applied research project. Include 1) the problem statement, 2) research questions or hypotheses, 3) a literature review related to the topic, 4) a methodology to be employed, 5) an explanation of possible findings and how they will be reported, and 6) potential categories for the conclusions and recommendations. Sample proposals will be on hand to assist the student in developing his or her own proposal. (40%)

IDS Core Course Review:

- The course objectives and competencies generated from the course activities and assignments address all the SLOs but specifically targets DAIS-SLO # 8 – Missional Research evidenced by the development of a formal research Project Prospectus as the summative assignment.

g) Qualifying and Comprehensive Exams

1. DAIS (Qualifying Exam)

- The qualifying examination is intended to demonstrate an acceptable level of competency in missiology and the ability to apply the literature to a set of circumstances. The student is required to submit to the qualifying exam within a three-year period of the start of his or her first course and is eligible to take the examination upon successful completion of the core courses 1-4. A list of recommended readings to support competencies developed in the core courses will be provided at the beginning of the program.

(1) The Examination consists of two days of testing with four hours allowed for each exam each day. The two days of exams are to be taken within a two-week period. Each exam will be graded by a specialist in the field and by a generalist according to the following classifications: **Superior, Satisfactory, Marginal or Unsatisfactory**. Any grade of unsatisfactory by either grader or marginal by both will require retesting in that discipline/course. A marginal or unsatisfactory score by either grader on the retest will result in disqualification from the program.

(2) Three students submitted to the qualifying exam in 2015 with the following results submitted by faculty graders X and Y:

- Student A: X-marginal/Y-satisfactory
- Student B: X-satisfactory/Y-satisfactory
- Student C: X-superior/Y-satisfactory

(3) While the results of the exam varied in quality, the successful completion of the exam indicates that the students were qualified to continue in the program.

h) Capstone Assignments: Portfolios, Professional Project and Oral Defense, Dissertation and Oral Defense.

1. DAIS (Professional Project and Oral Defense)

(1) The capstone assignment for the DAIS is a research professional project that advances knowledge in the field of study and enables the student to integrate and apply his or her learning in an intercultural ministry context. The student is allowed to graduate upon the completion, acceptance, and successful oral defense of a written project which makes a scholarly contribution to the discipline and practice of intercultural ministry.

(2) The project must be approved by the DAIS project coordinator, the Content-specialist adviser, and an outside reader. The oral defense is conducted with committee members and occasionally with other faculty members and the public.

(3) The project must clearly demonstrate the execution and integration of all the DAIS SLOs.

VII. Findings (organize by learning outcomes)

i. **DAIS-SLO # 1: Mission Theology - express a deepening biblical and theological understanding of *Missio Dei* and the kingdom of God.**

1. **DAIS-SLO #1 is successfully addressed as demonstrated by the students' overall positive rating in all core course evaluations.**

- The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.
2. **DAIS-SLO #1 is successfully addressed as demonstrated by Exit Interview data.**
 - While the exit interviews constructively identified aspects of the program that can be improved, the overall assessment by the students was that the learning outcome including DAIS-SLO #1 were successfully attained.
 3. **DAIS-SLO #1 is successfully addressed as demonstrated by a review of core syllabi.**
 - The review of core course syllabi conducted for this self-study reflected that student learning outcome #1 is addressed in all core courses.
 - Special emphasis is intentionally designed in Core 2 MHT 902: *Missio Dei* and the Contemporary World course.
 4. **DAIS-SLO #1 is successfully addressed as demonstrated by Core 2 *Missio Dei* and the Contemporary World research papers.**
 - Core 2 MHT 902: *Missio Dei* and the Contemporary World is designed to target the student's missions theology with specific course assignments toward this end.
 - An annual review of sample *Missio Dei* and the Contemporary World papers is able to confirm that this outcome is being met.
 5. **DAIS-SLO #1 is successfully addressed as demonstrated by Qualifying Exams.**
 - The qualifying exams provide an in-depth overview of the student's acquisition of the learning outcomes and related missiological disciplines.
 - The second exam specifically targets DAIS-SLO #1.
 - A satisfactory or higher grade on the qualifying exams by both faculty graders indicates the attainment of the learning outcomes.
 6. **DAIS-SLO #1 is successfully addressed as demonstrated by a review of graduates' professional projects and oral defense.**
 - The IDS department maintains a listing of all graduates' professional projects, reviewing them in terms of learning outcomes.
 - The oral defense confirms the authenticity of the student's research and demonstrates the meeting of SLOs.

The list regularly reflects learning outcome #1 integrated in the projects.
 7. **DAIS-SLO #1 is successfully addressed as demonstrated by student and alumni publications.**
 - The IDS department maintains an ongoing list of all student and alumni professional publications, reviewing them in terms of learning outcomes reflected in the writing.

- The list regularly reflects learning outcome #1 integrated in the publications.
- ii. **DAIS-SLO # 2: Pentecostal Intercultural Ministry – articulate a distinctively Pentecostal theology of intercultural ministry.**
 1. **DAIS-SLO #2 is successfully addressed as demonstrated by the students’ overall positive rating in all core course evaluations.**
 - The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.
 2. **DAIS-SLO #2 is successfully addressed as demonstrated by Exit Interview data.**
 - While the exit interviews constructively identified aspects of the program that can be improved, the overall assessment by the students was that the learning outcome including DAIS-SLO #2 were successfully attained.
 3. **DAIS-SLO #2 is successfully addressed as demonstrated by a review of core syllabi.**
 - The review of core course syllabi conducted for this self-study reflected that student learning outcome #2 is addressed in all core courses.
 - Special emphasis is intentionally designed in Core 1 MSS 901: Leaders in a Global Context course.
 4. **DAIS-SLO #2 is successfully addressed as demonstrated by Core 1 MSS 901: Leaders in a Global Context research papers.**
 - Core 1 MSS 901: Leaders in a Global Context is designed to target the student’s Pentecostal heritage with specific course assignments toward this end.
 - An annual review of sample of Leaders in a Global Context papers is able to confirm that this outcome is being met.
 5. **DAIS-SLO #2 is successfully addressed as demonstrated by Qualifying Exams.**
 - The qualifying exams provide an in-depth overview of the student’s acquisition of the learning outcomes and related missiological disciplines.
 - The first exam specifically targets DAIS-SLO #2.
 - A satisfactory or higher grade on the qualifying exams by both faculty graders indicates the attainment of the learning outcomes.
 6. **DAIS-SLO #2 is successfully addressed as demonstrated by a review of graduates’ professional projects and oral defense.**
 - The IDS department maintains a listing of all graduates’ professional projects, reviewing them in terms of learning outcomes.
 - The oral defense confirms the authenticity of the student’s research and demonstrates the meeting of SLOs.

- The list regularly reflects learning outcome #2 integrated in the projects.
- 7. **DAIS-SLO #2 is successfully addressed as demonstrated by student and alumni publications.**
 - The IDS department maintains an ongoing list of all student and alumni professional publications, reviewing them in terms of learning outcomes reflected in the writing.
 - The list regularly reflects learning outcome #2 integrated in the publications.
- iii. **DAIS-SLO # 3: Missional History – describe the historical development of the Christian movement and the participant’s role in the contemporary world.**
 1. **DAIS-SLO #3 is successfully addressed as demonstrated by the students’ overall positive rating in all core course evaluations.**
 - The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.
 2. **DAIS-SLO #3 is successfully addressed as demonstrated by Exit Interview data.**
 - While the exit interviews constructively identified aspects of the program that can be improved, the overall assessment by the students was that the learning outcome including DAIS-SLO #3 were successfully attained.
 3. **DAIS-SLO #3 is successfully addressed as demonstrated by a review of core syllabi.**
 - The review of core course syllabi conducted for this self-study reflected that student learning outcome #3 is addressed in all core courses.
 - Special emphasis is intentionally designed in Core 2 MHT 902: *Missio Dei* and the Contemporary World course.
 4. **DAIS-SLO #3 is successfully addressed as demonstrated by Core 2 *Missio Dei* and the Contemporary World research papers.**
 - Core 2 MHT 902: *Missio Dei* and the Contemporary World is designed to target the student’s missional history with specific course assignments toward this end.
 - An annual review of sample *Missio Dei* and the Contemporary World papers is able to confirm that this outcome is being met.
 5. **DAIS-SLO #3 is successfully addressed as demonstrated by Qualifying Exams.**
 - The qualifying exams provide an in-depth overview of the student’s acquisition of the learning outcomes and related missiological disciplines.
 - The second exam specifically targets DAIS-SLO #3.
 - A satisfactory or higher grade on the qualifying exams by both faculty graders indicates the attainment of the learning outcomes.

- 6. **DAIS-SLO #3 is successfully addressed as demonstrated by a review of graduates' professional projects and oral defense.**
 - The IDS department maintains a listing of all graduates' professional projects, reviewing them in terms of learning outcomes.
 - The oral defense confirms the authenticity of the student's research and demonstrates the meeting of SLOs.
 - The list regularly reflects learning outcome #3 integrated in the projects.
- 7. **DAIS-SLO #3 is successfully addressed as demonstrated by student and alumni publications.**
 - The IDS department maintains an ongoing list of all student and alumni professional publications, reviewing them in terms of learning outcomes reflected in the writing.
 - The list regularly reflects learning outcome #3 integrated in the publications.
- iv. **DAIS-SLO # 4: Contextualization – discern the Holy Spirit's direction in the fulfillment of the mission of God in diverse cultural settings and to contextualize effective expressions of the Gospel.**
 - 1. **DAIS-SLO #4 is successfully addressed as demonstrated by the students' overall positive rating in all core course evaluations.**
 - The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.
 - 2. **DAIS-SLO #4 is successfully addressed as demonstrated by Exit Interview data.**
 - While the exit interviews constructively identified aspects of the program that can be improved, the overall assessment by the students was that the learning outcome including DAIS-SLO #4 were successfully attained.
 - 3. **DAIS-SLO #4 is successfully addressed as demonstrated by a review of core syllabi.**
 - The review of core course syllabi conducted for this self-study reflected that student learning outcome #4 is addressed in all core courses.
 - Special emphasis is intentionally designed in Core 4 MCS 904: Theological Issues, Contextualization, and Area Studies course.
 - 4. **DAIS-SLO #4 is successfully addressed as demonstrated by Core 4 MCS 904: Theological Issues, Contextualization, and Area Studies research papers.**
 - Core 4 MCS 904: Theological Issues, Contextualization, and Area Studies is designed to target the student's understanding of contextualization with specific course assignments toward this end.

- An annual review of sample Theological Issues, Contextualization, and Area Studies papers is able to confirm that this outcome is being met.
- 5. **DAIS-SLO #4 is successfully addressed as demonstrated by Qualifying Exams.**
 - The qualifying exams provide an in-depth overview of the student's acquisition of the learning outcomes and related missiological disciplines.
 - The fourth exam specifically targets DAIS-SLO #4.
 - A satisfactory or higher grade on the qualifying exams by both faculty graders indicates the attainment of the learning outcomes.
- 6. **DAIS-SLO #4 is successfully addressed as demonstrated by a review of graduates' professional projects and oral defense.**
 - The IDS department maintains a listing of all graduates' professional projects, reviewing them in terms of learning outcomes.
 - The oral defense confirms the authenticity of the student's research and demonstrates the meeting of SLOs.
 - The list regularly reflects learning outcome #4 integrated in the projects.
- 7. **DAIS-SLO #4 is successfully addressed as demonstrated by student and alumni publications.**
 - The IDS department maintains an ongoing list of all student and alumni professional publications, reviewing them in terms of learning outcomes reflected in the writing.
 - The list regularly reflects learning outcome #4 integrated in the publications.
- v. **DAIS-SLO # 5: Strategic AGWM Pillars – establish priorities of evangelism, church planting, leadership formation, and compassion ministries.**
 1. **DAIS-SLO #5 is successfully addressed as demonstrated by the students' overall positive rating in all core course evaluations.**
 - The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.
 2. **DAIS-SLO #5 is successfully addressed as demonstrated by Exit Interview data.**
 - While the exit interviews constructively identified aspects of the program that can be improved, the overall assessment by the students was that the learning outcome including DAIS-SLO #5 were successfully attained
 3. **DAIS-SLO #5 is successfully addressed as demonstrated by a review of core syllabi.**
 - The review of core course syllabi conducted for this self-study reflected that student learning outcome #5 is addressed in all core courses.

- Special emphasis is intentionally designed in Core 1 MSS 901: Leaders in a Global Context course.
- 4. **DAIS-SLO #5 is successfully addressed as demonstrated by Core 1 MSS 901: Leaders in a Global Context research papers.**
 - Core 1 MSS 901: Leaders in a Global Context is designed to target the student's indigenous church principles with specific course assignments toward this end.
 - An annual review of sample Leaders in a Global Context papers is able to confirm that this outcome is being met.
- 5. **DAIS-SLO #5 is successfully addressed as demonstrated by Qualifying Exams.**
 - The qualifying exams provide an in-depth overview of the student's acquisition of the learning outcomes and related missiological disciplines.
 - The first exam specifically targets DAIS-SLO #5.
 - A satisfactory or higher grade on the qualifying exams by both faculty graders indicates the attainment of the learning outcomes.
- 6. **DAIS-SLO #5 is successfully addressed as demonstrated by a review of graduates' professional projects and oral defense.**
 - The IDS department maintains a listing of all graduates' professional projects, reviewing them in terms of learning outcomes.
 - The oral defense confirms the authenticity of the student's research and demonstrates the meeting of SLOs.
 - The list regularly reflects learning outcome #1 integrated in the projects.
- 7. **DAIS-SLO #5 is successfully addressed as demonstrated by student and alumni publications.**
 - The IDS department maintains an ongoing list of all student and alumni professional publications, reviewing them in terms of learning outcomes reflected in the writing.
 - The list regularly reflects learning outcome #5 integrated in the publications.
- vi. **DAIS-SLO # 6: Spiritual Formation – model a continuing commitment to personal spiritual formation and growth as a member of God's missionary people.**
 1. **DAIS-SLO #6 is successfully addressed as demonstrated by the students' overall positive rating in all core course evaluations.**
 - The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.
 2. **DAIS-SLO #6 is successfully addressed as demonstrated by Exit Interview data.**
 - While the exit interviews constructively identified aspects of the program that can be improved, the overall assessment by the

students was that the learning outcome including DAIS-SLO #6 were successfully attained.

3. **DAIS-SLO #6 is successfully addressed as demonstrated by a review of core syllabi.**
 - The review of core course syllabi conducted for this self-study reflected that student learning outcome #6 is addressed in all core courses.
 - Special emphasis is intentionally designed in Core 1 MSS 901: Leaders in a Global Context course.
 4. **DAIS-SLO #6 is successfully addressed as demonstrated by Core 1 MSS 901: Leaders in a Global Context research papers.**
 - Core 1 MSS 901: Leaders in a Global Context is designed to target the student's spiritual formation with specific course assignments toward this end.
 - An annual review of sample Leaders in a Global Context is able to confirm that this outcome is being met.
 5. **DAIS-SLO #6 is successfully addressed as demonstrated by Qualifying Exams.**
 - The qualifying exams provide an in-depth overview of the student's acquisition of the learning outcomes and related missiological disciplines.
 - The first exam specifically targets DAIS-SLO #6.
 - A satisfactory or higher grade on the qualifying exams by both faculty graders indicates the attainment of the learning outcomes.
 6. **DAIS-SLO #6 is successfully addressed as demonstrated by a review of graduates' professional projects and oral defense.**
 - The IDS department maintains a listing of all graduates' professional projects, reviewing them in terms of learning outcomes.
 - The oral defense confirms the authenticity of the student's research and demonstrates the meeting of SLOs.
 - The list regularly reflects learning outcome #6 integrated in the projects.
 7. **DAIS-SLO #6 is successfully addressed as demonstrated by student and alumni publications.**
 - The IDS department maintains an ongoing list of all student and alumni professional publications, reviewing them in terms of learning outcomes reflected in the writing.
 - The list regularly reflects learning outcome #6 integrated in the publications.
- vii. **DAIS-SLO # 7: Missional Ecclesiology illustrate the close relationship between the local church and missions.**
1. **DAIS-SLO #7 is successfully addressed as demonstrated by the students' overall positive rating in all core course evaluations.**

- The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.
2. **DAIS-SLO #7 is successfully addressed as demonstrated by Exit Interview data.**
 - While the exit interviews constructively identified aspects of the program that can be improved, the overall assessment by the students was that the learning outcome including DAIS-SLO #7 were successfully attained.
 3. **DAIS-SLO #7 is successfully addressed as demonstrated by a review of core syllabi.**
 - The review of core course syllabi conducted for this self-study reflected that student learning outcome #7 is addressed in all core courses.
 - Special emphasis is intentionally designed in Core 2 MHT 902: *Missio Dei* and the Contemporary World course.
 4. **DAIS-SLO #7 is successfully addressed as demonstrated by Core 2 MHT 902: *Missio Dei* and the Contemporary World research papers.**
 - Core 2 MHT 902: *Missio Dei* and the Contemporary World is designed to target the student's Missional Ecclesiology with specific course assignments toward this end.
 - An annual review of sample *Missio Dei* and the Contemporary World papers is able to confirm that this outcome is being met.
 5. **DAIS-SLO #7 is successfully addressed as demonstrated by Qualifying Exams.**
 - The qualifying exams provide an in-depth overview of the student's acquisition of the learning outcomes and related missiological disciplines.
 - The second exam specifically targets DAIS-SLO #7.
 - A satisfactory or higher grade on the qualifying exams by both faculty graders indicates the attainment of the learning outcomes.
 6. **DAIS-SLO #7 is successfully addressed as demonstrated by a review of graduates' professional projects and oral defense.**
 - The IDS department maintains a listing of all graduates' professional projects, reviewing them in terms of learning outcomes.
 - The oral defense confirms the authenticity of the student's research and demonstrates the meeting of SLOs.
 - The list regularly reflects learning outcome #7 integrated in the projects.
 7. **DAIS-SLO #7 is successfully addressed as demonstrated by student and alumni publications.**
 - The IDS department maintains an ongoing list of all student and alumni professional publications, reviewing them in terms of learning outcomes reflected in the writing.

- The list regularly reflects learning outcome #7 integrated in the publications.
- viii. **DAIS-SLO # 8: Missional Research – make a scholarly contribution to the understanding and practice of intercultural ministry.**
1. **DAIS-SLO #8 is successfully addressed as demonstrated by the students’ overall positive rating in all core course evaluations.**
 - The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.
 2. **DAIS-SLO #8 is successfully addressed as demonstrated by Exit Interview data.**
 - While the exit interviews constructively identified aspects of the program that can be improved, the overall assessment by the students was that the learning outcome including DAIS-SLO #8 were successfully attained. the highest.
 3. **DAIS-SLO #8 is successfully addressed as demonstrated by a review of core syllabi.**
 - The review of core course syllabi conducted for this self-study reflected that student learning outcome #8 is addressed in all core courses.
 - Special emphasis is intentionally designed in Core 5 MSS 905: Methods of Missiological Research course.
 4. **DAIS-SLO #8 is successfully addressed as demonstrated by Core 5 MSS 905: Methods of Missiological Research papers.**
 - Core 5 MSS 905: Methods of Missiological Research is designed to target the student’s missional research with specific course assignments toward this end.
 - An annual review of sample Methods of Missiological Research is able to confirm that this outcome is being met.
 5. **DAIS-SLO #8 is successfully addressed as demonstrated by Qualifying Exams.**
 - The qualifying exams provide an in-depth overview of the student’s acquisition of the learning outcomes and related missiological disciplines.
 - All exams specifically targets DAIS-SLO #8.
 - A satisfactory or higher grade on the qualifying exams by both faculty graders indicates the attainment of the learning outcomes.
 6. **DAIS-SLO #8 is successfully addressed as demonstrated by a review of graduates’ professional projects and oral defense.**
 - The IDS department maintains a listing of all graduates’ professional projects, reviewing them in terms of learning outcomes.
 - The oral defense confirms the authenticity of the student’s research and demonstrates the meeting of SLOs.

- The list regularly reflects learning outcome #8 integrated in the projects.
- 7. **DAIS-SLO #8 is successfully addressed as demonstrated by student and alumni publications.**
 - The IDS department maintains an ongoing list of all students and alumni professional publications, reviewing them in terms of learning outcomes reflected in the writing.
 - The list regularly reflects learning outcome #8 integrated in the publications.

a) General Overall Findings

Overall findings indicate that the GMD/IDS programs are experiencing success at fulfilling mission.

i. DAIS

- **High Enrollment Rate.** AGTS is a leader in enrollment in ATS's missiology and intercultural studies professional doctorates. According to ATS, 111 students are enrolled in the Doctor of Missiology or related degrees. Therefore, the 25 students in the DAIS program at AGTS represent 23% of the student population in this category.
- **High Retention Rate.** The program enjoys an 87% retention/completion rate. (The national doctoral ABD average hovers around 50%).
- **High Customer Satisfaction.** One tangible way to ascertain customer satisfaction is participant willingness to refer friends, family, and colleagues to the program. Eighty percent of the incoming IDS students during 2015 were referred to the program by current students and alumni.
- **Adult-Learner Oriented.** The culture is relational, with high priority placed on unparalleled customer service and program customization designed to empower the student's individual and corporate call. While providing students with such an individualized approach takes extra time and energy, it makes the difference for busy scholar-practitioners who have multiple responsibilities and publics.
- **Student Diversity.** Among the 75 doctoral students: 21 female, 54 male; 25 Doctor of Applied Intercultural Studies [DAIS] and 50 Ph.D. in Intercultural Studies; 36 are appointed missionaries with Assemblies of God World Missions (AGWM), 7 with AG U.S. Missions (AGUSM); 17 are foreign nationals (9 serve among diaspora communities in the US, 8 are appointed missionaries by their national churches, 2 are majority world missionary MKs now serving as missionaries), 6 are missions professors at AG sister schools, 2 are military chaplains. Other traditions represented in the programs include: PAOC, United Methodist, Church of the Nazarene, United Pentecostal Church, and Independent Pentecostals. IDS students serve in Latin America (12), Eurasia (12), Africa (10), Asia Pacific (8), Northern Asia (5), Europe (10), and in Muslim contexts (8).

Also, ATS reports only 4 female D.Miss. students. Since AGTS' reported 4 female DAIS students to ATS, it appears that AGTS is the only DAIS/D.Miss. program with female students.

- **Spiritual Learning Environment.** Space is created in the learning process for the empowering presence of the Holy Spirit. Spirit dependency is modeled by faculty. All learning activities and research are perceived as worship and as means of spiritual discernment. Healings, miracles, and spiritual gifts are expected to be in operation in the classroom and in every learning environment.

VIII. Recommendations based on findings

i. Curricular Recommendations

○ DAIS

1. **Evaluate program length.** As noted above, several peer institutions have adjusted the length of their programs from 32 to 40 credit-hours placing AGTS' DAIS as the most demanding in terms of credit-hours. This provides the department reason to evaluate the composition of the program in order to retain a competitive edge, while taken seriously by the industry as an elite program.
2. **Capitalize on our areas of curricular distinctiveness and strength.**
 - **Proven history as a Pentecostal program.** AGTS is the only ATS accredited Pentecostal institutions offering a DAIS degree. AGTS has over 40 years of experience from which to draw regarding the training of intercultural workers, providing a distinct advantage when it comes to resourcing and serving our students well.
 - **Integration of Scholar-Practitioner.** AGTS among peer institutions has championed the scholar-practitioner advocating and modeling the integration of theory and practice, knowledge and passion, action and reflection, and the Word, Church, and World.
3. **Study and propose future niche tracks of study.** Using market analysis, educational trends, and research put forth by ATS, the department must determine new areas of study to develop. For example, market research conducted by the Association of Theological Schools (ATS) in the past year reveals two growing edges in theological education: Hispanics, Blacks, and those 50 and older. In light of the fact that this is a growing edge for ATS enrollment as well as the Assemblies of God, this is likely a good area to cultivate. Other specialized track ideas include: Community Transformation (Business as Mission), Islamic Studies, Urban Studies, and Church Planting
4. **Study and propose new curriculum based on partnership potential with Evangel University.** Moving into the future, new opportunities for cross-pollination in programs (degrees that integrate liberal arts with ministry preparation) will continue to present themselves. For

example, AGTS can partner with the Business Department to offer advanced degrees in Business as Mission and with the Education Department to offer an Ed.D. in Intercultural Education These require exploration.

5. **Reexamine the Student Learning Outcomes.** The current SLOs are valid and being achieved. However, additional concordance between the GMD/IDS degree programs would facilitate assessment. Course evaluations, alumni surveys, and exit interviews should align with these outcomes.
 6. **Study future trends in intercultural studies and adjust curriculum accordingly.** Capitalize on the current interest in intercultural studies programs to leverage the DAIS curriculum.
 7. **Strengthen Research and Academic Writing Skills.** While the capstone projects demonstrate the acquisition of both research and writings skills according to degree, the journey is often labor intensive for faculty who must do remedial individualized work with students to help them meet the standard of the academy.
- ii. Programmatic Recommendations for the DAIS
- **Update old physical resources.** There is a great need to upgrade the HVAC and classroom equipment in the two of the primary GMD/IDS classrooms (tables with outlets, chairs, etc.).
 - **Maximize strategic marketing windows:**
 1. **AGTS the only AG or Pentecostal institution of higher learning with an ATS accredited DAIS.** This is a distinct advantage as Pentecostal churches in multicultural environments and among ethnic and immigrant communities both in the United States and around the world are among those that are the fastest growing segment of Christianity.
 2. **Ministers Working in Urban Multicultural Environments.** The GMD/IDS programs are uniquely positioned to serve ministers who work in diverse, multicultural and urban environments, particularly immigrant leaders and communities.
 3. **International Students.** The phenomenal growth of the Pentecostal church in the Global South has created huge demand for advanced ministerial and intercultural leadership education. AGTS has a reputation among the leaders of the 67 million global adherents of the Assemblies of God
 4. **Assemblies of God World Missions (AGWM).** Maximize the close cooperation and mutual respect between the AGWM and AGTS as indicated by the cosigned Memorandum of Understanding, the assigned AGWM personnel to AGTS, and the number of AGWM personnel who have studied or are currently enrolled at AGTS. Approximately 40% of all career AGWM missionaries have receive a degree or some form of education through AGTS.

- **Study ways to promote the professional development of the GMD/IDS regular and adjunct faculty members.**
Current fiscal realities and logistical challenges related to having a field-based faculty necessitate creativity when it comes to accomplishing this.
- **Continue to address technological challenges.** A recurring theme from this study was the challenges faced by students and staff when dealing with the consolidation realities of merging two different systems. We have worked through many of these issues but must continue to create a user-friendly and streamlined process for our students. Course registration and regular and adjunct faculty use of Course Commons/CAMS continue to be two areas of immediate concern.

IX. Action items with timelines

i. **Curricular Action Items**

- **Finalize the creation of the GMD/IDS Curricular Advisory Committee.**
 1. Contact potential committee members and distribute survey by January 2017
 2. Complete survey tabulations by February 2017.
 3. Present report to the GMD/IDS Committee in their April 2017 meeting.
- **Conduct an investigation regarding potential new specialty tracks.**
 1. Prime possibilities include: Latino cohort, Urban studies, Islamic studies, partnership with Evangel in the areas of business and education.
 2. Discuss with the GMD/IDS Committee in January 2017.
 3. Make a proposal to the GMD/IDS Committee by their July 2017 meeting.
 4. Target 2018/19 start date
- **Conduct a review of program length.**
 1. Discuss with GMD/IDS Committee meeting in February 2017.
 2. Make a proposal to the GMD/IDS Committee in the July 2017 meeting.
- **Reexamine and align SLOs across the GMD/IDS programs.**
 1. Discuss with GMD/IDS Committee meeting in February 2017.
 2. Make a proposal to the GMD/IDS Committee in the July 2017 meeting.
 3. Redesign Course Evaluation forms, exit interview forms and alumni surveys to more directly assess SLOs by the July 2017 meeting.
- **Enhance research and academic writing skills**
 1. Adjust MS/MSS 905 - Core 5 - Methods of Intercultural and Missiological Research to require a formal Project Prospectus or Dissertation Proposal as an assignment.
 2. Require all doctoral students to complete the online writers clinic beginning July 2016.
 3. Create and modify research proposal guidelines and manuals by July 2016.
 4. Publish as a faculty a book on research methods Spring 2017.
 5. Require DAIS students to present their Project Prospectus as a VAW.

ii. **Programmatic Action Items**

- **Update Physical Resources: HVAC**

Communicate with the Physical Plant to have the HVAC system reviewed prior to each set of modules. Solicit funds to get a new HVAC system by the fall 2017/18 academic year.

- **Update Physical Resources: Tables/Outlets**
Solicit funds to get new tables with outlets by the fall 2016/17.
- **Seek Student Diversity and International and Immigrant Students**
 1. Recruit women and men from diverse ethnic, multicultural, and urban environments throughout the 2016/17 academic year.
 2. Utilize ecclesial networks to recruit immigrants throughout the 2016/17 academic year.
 3. Seek guidance regarding immigration law and facilitate the recruitment of international students throughout the 2016/17 academic year.
- **Continue to Recruit in Global Pentecostals**
Recruit global Pentecostals at international gatherings including the Pentecostal World Congress, September 2016; the Pentecostal European Missions Congress, November 2016; the World Missions Summit 4, January 2017; and the World Assemblies of God Fellowship Congress in March 2017.
- **Study ways to promote the professional development of the regular IDS faculty.**
 1. Develop in-house professional development activities that could occur in conjunction with the modules by July 2017.
 2. Encourage regular faculty to participate in seminars and professional development offered at global and regional meetings of the Pentecostal World Fellowship, the World Assemblies of God Fellowship, and the Lausanne Movement during GMD/IDS meeting in November 2016.
- **Continue to address technological challenges.**
 1. Determine a solution to the problems arising from GMD/IDS regular and adjunct professors not being within the Course Commons system by December 2016.
 2. Have GMD/IDS Administrative Assistant address this with IT (and the Registrar's Office) during Fall 2016 and provide customized training for regular faculty during the IDS modules beginning December 2016.