

## ACADEMIC PROGRAM REVIEW (APR)

### Youth Ministries (Part A)

*"Are we teaching the right things?"*

#### SECTION 1: Introduction

- 1. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.**

Christopher M. McGough,  
Theology & Global Church Ministries  
Youth Ministries  
2019-2020

- 2. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.**

The Youth Ministries major at Evangel is designed to equip and prepare students for comprehensive ministry focused on youth. Graduates from this program are expected to serve as leaders in ministries that will impact teenagers beginning with students who are junior high school age through college age. Those who major in youth ministry are likely to become a youth pastor or young adults pastor in a local church, a missionary to a college campus, or serve within a para-church organization that ministers to teenagers. The educational philosophy of youth ministry training is based on the Biblical mandates of the Great Commission as stated in Matthew 28:19-20 which are to evangelize, disciple, and release young people into the world to participate in the mission of God by utilizing their ministry gifts to fulfill these mandates within their own lives. Students of youth ministry are grounded in a Biblical philosophy of youth ministry and equipped to effectively teach teenagers how to share their faith in Jesus Christ, to strategically make disciples who pattern their lives after the practices and teachings of Jesus, and to help students discover their ministry gifts and calling in order to participate in the mission of God. During their time in the program they are academically engaged and prepared in the classroom. At the same time, they balance academic preparation with involvement in a local ministry, which allows them to make practical application of their education through ministry involvement during each semester, giving them valuable real-world experience in the field of youth ministry. It is important both to the mission of God as well as to the mission of the university that students of youth ministry not only have a knowledge of the principles taught in the classroom, but also be able to demonstrate a working knowledge by applying their understanding vis-à-vis practical application projects which will be vital to the accomplishment of the mission of both which are to impact the Church and society globally.

Both a B.A. and a B.S. are offered as a comprehensive major consisting of 124 credits. Also, a Concentration of 30 credits (in addition to B.A./B.S. requirements and general education courses) and a Minor (18 credits) are offered in Youth Ministries.

- 3. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.**

Christopher M. McGough, M.A. – Instructor/Program Coordinator, PTH Committee	Paul Lewis, Ph.D—PTH Committee
Kent Hulbert, M.O.L.—Adjunct Instructor	Brandon Schmidly, Ph.D—PTH Committee
John Battaglia, D.Min—PTH Committee	Steve Smallwood, D.Min—PTH Committee
Tim Hager, D.Min—PTH Committee	J.P. Vick, D.Min—PTH Committee
Michael Jaffe, D.Min—PTH Committee	Randy Walls, D.Min—PTH Committee Coordinator
Lois Olena, D.Min—PTH Committee	

- 4. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.**

Evangel Students	Chi Alpha College Student Ministries	Summer para-church camps	A/G District Ministerial
Credentialing Offices			
Local Churches & Pastors	Youth Alive High School Campus Ministries	Evangel Youth Ministry degree graduates	

#### SECTION 2: Identity: Mission, Values and Strategic Plan

- 5. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.**

A. Foster Personal Relationships- we develop authentic relationships with our students, treating each one as an individual with unique needs, concerns and perspectives, being available, and seeking deep interactions while supporting them on their journey of preparation to fulfill their call to youth ministry.

B. Inspire Critical Thought- we teach students "how" to learn and think for themselves and challenge them to debunk "spent ideas" regarding youth ministry. We challenge Youth Ministry majors to rethink youth ministry and not merely repeat what they have experienced by:

- 1). Debunking discipleship as a program for core kids
- 2). Debunking evangelism as a bridge-building endeavor
- 3). Debunking ministry/mission as a church activity
- 4). Debunking leadership as an activity of passive participation in the Great Commission

C. Facilitate the Creative Application of Knowledge- we believe higher education should be just that—education that includes the higher levels of thinking in Bloom's taxonomy. We focus on the importance of the praxis of ministerial training—not just on an academic or theoretical study of ministry. Youth Ministry majors need to do more than memorize facts in order to “impact the church and society globally.” They need an academic preparation that equips them to utilize what they are learning.

D. Promote Youth Ministry as a Legitimized Ministry Path- we encourage students to seriously approach and pursue Youth Ministry as a bona-fide pastoral role and possible life-long avenue of ministry and not merely as a stepping-stone to ministries thought to be more legitimate.

**6. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.**

The Youth Ministry degree utilizes 39 credits of core bible/theology program courses and 10 credits of Biblical Languages program courses. We support the Education program at Evangel in that we share a common interest and goal in touching the hearts and minds of students holistically as partners even though graduates will be in separate arenas of ministry. We work in close conjunction with the Children's & Family Track of the Church Leadership program in order to cultivate a healthy perspective in our approach to ministering to children as they transition into adolescence. We lean heavily on the Psychology programs and address the psychological factors that contribute to fostering a healthy spiritual life. 6 credits of core courses are prescribed to majors in this department, and we heavily encourage students to minor in Psychology in the Church.

**7. Explain any changes or improvements that have been implemented since the last APR.**

This is the first APR that has been performed for the degree.

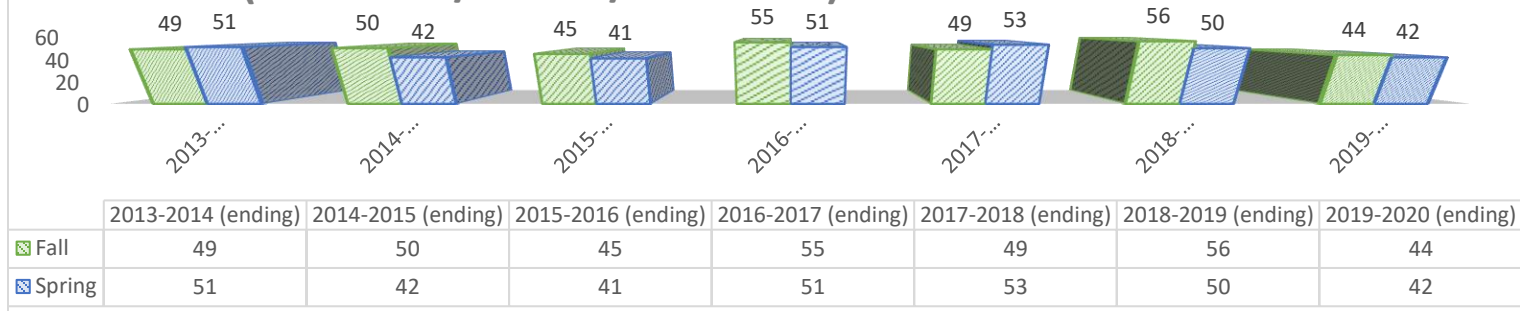
**8. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.**

Our recruitment of students is derived primarily from students who are products of their church's youth ministry program. As we live in a culture that acknowledges the presence and vitality of youth sub-culture (both church and business), if the Youth Ministry program were eliminated, Evangel would be distancing itself from producing graduates that would be prepared to engage one of the largest segments of our society. The Youth Ministry program is as important to teenagers as the Evangel student who is preparing to teach High School. One is focused on training the spiritual life while the other focuses on educating the mind. By failing to train and equip youth pastors to minister to students within the church, the church may eventually neglect to minister to teenagers (if the pastor and congregation fail to prioritize ministry to this segment of society) and the enrollment base of our university would be drastically impacted negatively. Many youth pastors recommend Evangel to their youth and are responsible for those students attending Evangel. While some will come to prepare for ministry to teenagers in the Youth Ministries program, due in part to the impact that their youth pastor had on them amongst other things, all of the other programs at Evangel share in common the demographic that fills their programs which are teenagers—Christian teenagers that are impacted by trained Youth Pastors who serve as one of the primary gatekeepers of enrollment for our university.

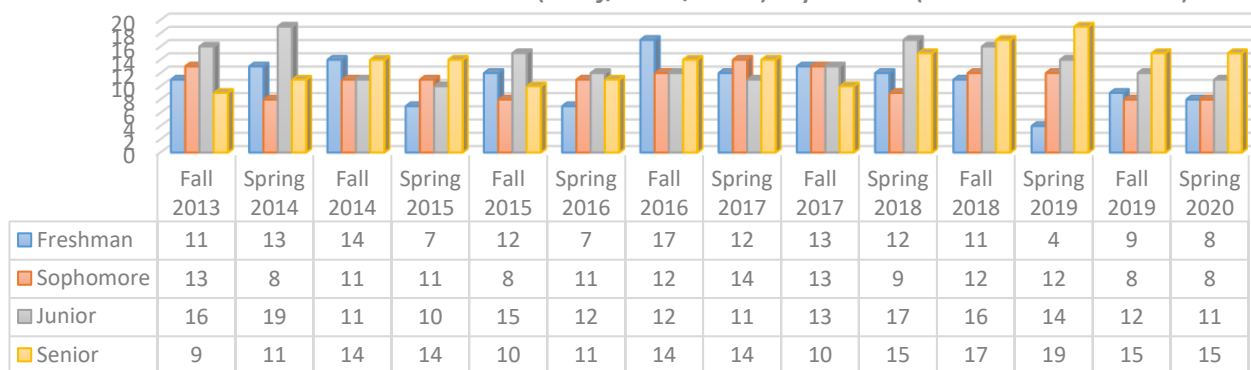
### SECTION 3: Relevance

**9. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.**

## YOUTH MINISTRIES CUMULATIVE (MAJORS/CONC/MINORS) END OF SEMESTER



### Youth Ministries Cumulative (Maj/Min/Con) by Class (End of Semester)



Prior to consolidation, no recruitment efforts for the Youth Ministries program were allowed at CBC by the denominational leaders for the 2011-2012 and 2012-2013 academic years. At the same time, Evangel did not have this program in order to recruit for it during these same two years. The Youth Ministry Major, Minor, and Concentration were added to Evangel at consolidation in 2013. For the 2013-2014 academic year, the program “inherited” all but two students who were enrolled in the Youth Ministry Major and Minor at Central Bible College. These students are reflected in being Sophomores-Seniors in the Fall 2013 semester and were completely transitioned out by the Spring 2016 semester. In the four four-year cycles since the incoming Freshmen of 2013 enrolled in the consolidated Evangel University, the number of Freshmen who entered the Youth Ministries program in 2013 and were not transitioning CBC students was less than the number that graduated four years later with the exception of one of those cycles.

Fall 2013-Spring 2017: 11<14

Fall 2014-Spring 2018: 14<15

Fall 2015-Spring 2019: 12<19

Fall 2016-Spring 2020: 17>15

What this trend indicates is that while students may not initially choose the Youth Ministries program upon entering Evangel, the overarching trend is that at some point students choose to elect Youth Ministries as their program. While incoming Freshmen numbers have decreased since the Fall 2016, the graduating numbers have increased

Fall 2016 Incoming: 17

Spring 2017 Graduating: 14

Fall 2017 Incoming: 13

Spring 2018 Graduating: 15

Fall 2018 Incoming: 12	Spring 2019 Graduating: 19
Fall 2019 Incoming: 9	Spring 2020 Graduating: 15 (the only decrease)

An average of 12 students have entered as Freshmen in the Fall semester since 2013, but an average of 14 have graduated in the Spring semester. This demonstrates that there is a difference between a *marketed* demand for the program before enrollment and a *realized* demand for the program after enrollment. Some students will feel a call to Youth Ministry before coming to Evangel because of our marketing efforts that promote the Youth Ministries program, while others will realize their call to Youth Ministries after enrolling in Evangel and elect the program.

There is clear, discernable demand for the Youth Ministries program by both students and those who seek to hire students trained in the area of youth ministry. Both realize the strategic importance of ministering to youth. The U.S. Department of Labor cites that there are 7 major decisions that are made in a person's lifetime: 1) Relationships, 2) Location of living, 3) Religious beliefs, 4) Lifestyle preferences, 5) Vocation, 6) Retirement, and 7) Investments. The first 5 of these are decisions that a person begins to make during their teenage years and are primarily decided by the time they graduate college. Knowing that a person's chances of receiving Christ sharply decline after High School, students enrolling in the Youth Ministries program and churches employing youth pastors continue to drive the critical demand for this program. The first person that a church typically hires to add to their staff is a youth pastor. Stakeholder interest in the program is expected to increase in tandem with the effectiveness of the church. If churches begin to decline in their effectiveness of ministry and church growth begins to contract, the need for youth ministry and the program will remain high but the demand will decrease. If the churches begin to increase in their effectiveness of ministry and church growth begins to expand, the need and demand for youth ministry and the program will increase. Given that our world is groaning for salvation, we need to be producing youth ministers who will make disciples and expand the growth of the church, which will, in turn, expand the demand for the program at Evangel.

**10. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.**

In 1985, the Youth Ministry program was added as a concentration within the Biblical Education major at Central Bible College, and also was made available as a minor.

In 1988, the Youth Ministry program became a stand-alone major in the Bachelor of Arts degree and the concentration within the Biblical Education major was dropped.

In 1999, the Youth Ministry program was added in the Associate of Arts degree offerings.

In 2010, the Youth Ministry program underwent a significant revision. Whereas it had functioned primarily as a pastoral ministries degree that emphasized youth ministry, the program adapted to meet the market's realization that effective ministry to youth was not merely a stepping stone to pastoral ministry, but was a viable, life-long calling. The program changes reflected the intensity of preparation that one needed in order to be effective in ministering to youth.

In 2013, the Youth Ministry program consolidated as a new program offering at Evangel upon consolidation. The program was able to expand its offering as both a Bachelor of Arts and as a Bachelor of Science degree (both comprehensive majors), as well as a Concentration and a Minor.

The Youth Ministry program has never been offered as a one-year certificate or as a three-year diploma in the history of its existence.

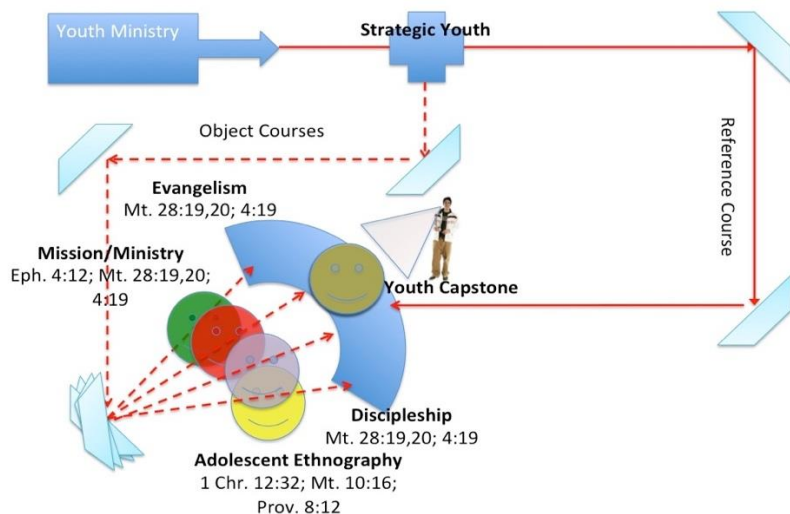
This history reveals the growing nature of youth ministry preparation since the first youth pastors began to be hired in local churches @1968 and the first academic offerings for youth ministry preparation in the early 1970's. Academic preparation for youth ministry is very young, but it has been continually growing over the last 50 years. Our capitalistically-driven culture recognizes the strategic importance of focusing on youth. The kingdom-driven church culture does too.

Some of the changes reflected in the Youth Ministries program that demonstrate a response to changing demands/needs of today's students and stakeholders have been the inclusion of training in certifications of Youth Mental Health First Aid, QPR Suicide Prevention Gatekeeper Program, Counseling on Access to Lethal Means, and Licensure with the Assemblies of God.

**11. A SWOT Analysis involves identifying the program's strengths (S), weaknesses (W), opportunities (O), and threats (T). List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).**

Strengths: a.) One of the strengths of the Youth Ministries program is the stratagem uniqueness of its curriculum design. The scope and sequence of the curriculum is neither a linear (class 101 lays the foundation to class 201 and class 301 builds further builds on that foundational knowledge) nor a para-relational design (class 101 teaches subject matter not taught in class 201 or 301 but after they are all taken in total the body of knowledge is complete and left up to the student to inter-relate the content of each to each). Rather, the Youth Ministries program is of intra-relational design (class 101 contains portions of class 201 and class 301, class 201 of 301 and 101, and class 301 of 101 and 201). In essence, the design of the Youth Ministries program is a holographic program engineered in the same way that a hologram is produced. A reference laser beam (or course) is projected onto a medium (capstone course) while also being split into object laser beams which are projected at different angles through different images onto the same medium (each of the youth ministry courses). Whenever light shines on the finished medium in the same way the reference beam was being targeted, one is able to see all of the images as the medium is rotated at different angles. Whenever you look at the Youth Ministry Capstone course (which is the final medium) from the angle that each of the core courses were teaching, you can observe the complete picture of the Youth Ministries program. Just as you can cut a hologram into pieces and view the entire hologram in each cut piece, you can cut the capstone project into evangelism, discipleship, and ministry mobilization and see the entire picture of the youth ministry program because they were taught intra-connectedly. This curricular approach is a strength because students are able to marinate in the

content of the youth ministry program for all four years rather than waiting until their senior year for the entire body of knowledge of a program to come together or to be completely built upon. Evangelism is taught not only in Youth Evangelism, but through Discipleship and through Ministry Mobilization. Discipleship is taught through Evangelism and Ministry Mobilization. Ministry Mobilization is taught through Evangelism and Discipleship. In this way, the interconnectedness of the content is both taught and strengthened throughout the program for the duration of time a student is enrolled. It also appeals to both the logical/sequential-learning student as well as the gestalt-learning student who is able to see the entire picture as it comes more clearly into focus.



- b.) A second strength of the program is the competency-based nature of course learning outcomes and assessment. Each of the core Youth Ministry courses have as the course project a competency-based project that demonstrates mastery of learned content in the course. It also builds towards the Capstone project at the end of their program. Students have the opportunity to be introduced to new content and make what they learn actionable in the semester they take the course. Then, when they take their capstone course which assesses the program learning outcomes, they will have already taken steps in their “rough draft” of their project and refine/focus the application of that knowledge into their capstone project and have a plan of action ready to implement into their ministry context.
- c.) A third strength is the quality and relevance of the content in our youth ministry courses. Recently, one of our youth ministry majors was selected for an internship out of over 1,000 applications for only 5 open positions in the internship program at Life.Church, one of the largest and most influential churches in the United States. In one of the staff meeting that he was attending, they began to go over their strategy that formed the basis of their programs that minister to tens of thousands of people in 37 campuses across the nation. After the meeting, the student called to say that he was bored because we had already covered the exact same material in class, and this was brand new information to the rest of the staff attending the meeting. He reported feel so prepared for one of the most elite internship programs at one of the most cutting-edge ministries in existence because of the instruction he received in his youth ministry classes at Evangel.

Weaknesses: a.) A weakness of the program is that we are unable to bring in lectureships and colloquiums that are led by academic scholars in the field of youth ministry to give students preparing for youth ministry the same type of academic experience that one normally has the opportunity to be exposed to at the collegiate level. This is mainly due to budgetary restrictions as those type of youth ministry scholars tend to be located on the two coasts which makes their travel, compensation, etc. cost-prohibitive. Additionally, youth ministry conferences are typically held on the coasts as well, so costs associated with travelling to these academic events also prevent students preparing for youth ministry at Evangel to be able to attend as part of their academic experience.

## 12. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).

Opportunities: a.) One of the opportunities we are privileged to have by being located in proximity to our parent organization, The General Council of the Assemblies of God, is that of influential relationships with key gatekeepers that have been established which can help to bolster the success of the program. Having the National Youth Director as an Evangel alumnus and former youth pastor/District Youth Director is an opportunity for his influence to help combat the first listed threat (below) and promote the health of our program on a nation-wide scale. There are many such examples that could be given (National Children's Ministries Director, Director of Church Ministries (right hand man to the General Superintendent), National Director of Chi Alpha Campus Ministries, National Youth Alive Director, General Secretary, General Superintendent, General Treasurer, Assistant General Superintendent, Bible Engagement Project, etc.) which have been forged over time and relationship-building that can (and have) greatly benefit the youth ministries program.

b.) A second opportunity is that of the demand that churches have to hire youth pastors. Our office fields more requests for candidates to fill open youth ministry positions than we have graduates to fill them. This is helpful for the youth ministry program to achieve its objectives because it keeps the objectives of the program in perspective for both the professor and the student in realizing that the program objectives aren't mere academic necessities for accreditation or assessment, but are of vital importance to master to be able to meet the demands of what the program is preparing them for—and the demand for students who can achieve these objectives in the “real world” is high.

Threats: a.) One of the threats to the Youth Ministries program comes in terms of outside negative perceptions about ministry preparation at Evangel. Since the consolidation of Central Bible College with Evangel University, there are many of our constituents who do not have a favorable opinion about Evangel and the faculty of the Theology & Global Church Ministries Dept. As such, enrollment numbers could be much higher than they are. While at CBC, we would see over 20 new incoming students each fall enter into the youth ministries program, making Youth Ministry the second largest major on campus to that of Biblical Studies. Since consolidation, the average fall enrollment is 12.42 students entering the youth ministries program. Program objectives cannot be achieved without students enrolled to achieve them. Evangel exists in part for the church as we produce ministers who will shepherd and lead the people in them, but when the church ceases to place its trust in the institution that trains its ministers, a breakdown will be experienced. Until more time has passed and Evangel establishes a proven record of producing quality ministers through its academic programs, this threat will continue to exist.

b.) A second—but internal—threat to the youth ministries program lies within the control of the university. Since the consolidation, a “data-driven” approach to decision-making has been taken which allows reported data to determine decisions that could affect the youth ministries program. Responses made to what data reports rather than investigations made into what is making the data report the way it does threaten the youth ministries program. Rather than be data-driven, we need to become data-informed. Because the leadership of some local churches refuse to get behind Evangel and form assumptions about the university and our department based on what others think rather than on facts, if the number of students who enter the youth ministry program decline to a point where the data drives a decision that could eliminate the youth ministries program rather than having the data inform us of an existent problem that needs to be addressed in order to remedy the cause(s) that constructed the data being reported (such as enrollment numbers), the youth ministries program will remain internally threatened in fear of data driving the university to consider the youth ministries program to be obsolete to the university rather than data informing the university to consider and explore the factors that are threatening the relevance of the youth ministries program.

c.) A third threat to the youth ministries program continues to be that of compensation in the field. Most parents want the best for their children and question the wisdom of their child's decision to invest tens of thousands of dollars in order to enter into a field where compensation is lower than others who are making the same educational investment for higher rates of return. While students who choose to become teachers in the educational sector are celebrated for their decision to teach, they, too, are paying great sums of money for an education that prepares them for compensation that is less than what others receive for their tuition investment. Youth Ministry students have reported to me that faculty in other areas of the university actually try to talk them out of studying for youth ministry and to change their major to one that appears to be more financially viable post-graduation. It is challenging enough to have to navigate this conversation with parents, let alone attempt to survive an internal threat from fellow faculty members. I have surmised that this can only be a spiritual attack against ministry preparation which I should expect from outside the university, but it surprises me when it comes from within it.

d.) A fourth threat to the youth ministries program has been the 4+1 accelerated master's degree program. While this program appears to have increased the number of students who will attend seminary while at the same time increasing the number of students enrolling in the Church Leadership major, it has come at the expense of a decrease in the number of students who would have otherwise minored in youth ministry (at the very least) or majored in youth ministry due to the increased focus placed on working towards achieving a master's degree rather than on focused training in youth ministry. While students may be recruited to Evangel with their focus being on youth ministry preparation, as soon as their family is told about the 4+1 program and the financial benefits it has, the highest academically-performing students are lured away from their interest in youth ministry in order to pursue the 4+1 program. The 4+1 program has students who would otherwise pursue a youth ministry minor and populate core youth ministry courses shifting their focus to the 4+1 program. It also may be one of the factors that has reduced the Program Learning Outcome scores from where they were two years ago in that the brighter academic students have been removed from the assessment data pool and left poorer-performing students which has possibly negatively impacted the youth ministry capstone assessment results.

**13. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.**

Strengths: curriculum teaching design, competency-based, relevant content

Opportunities: Relationships, demand

Weaknesses: extra-curricular opportunities

Threats: Negative perceptions, data-driven decisions, perceived low-compensation, 4+1 program

Weakness: Neither the strengths nor the opportunities of the program have or can be used to overcome the weakness of the program.

Threats: The opportunities that come with having built relationships with district and national leaders have the possibility to begin curbing the negative perception that some pastors and church leaders have towards Evangel and ministry preparation at our university. The demand for trained youth ministers has the possibility of demonstrating the viability of youth ministry as a vocational endeavor to individuals who may perceive youth ministry as an unfruitful course of study. The curriculum teaching design that includes competency-based assignments and relevant content that more than prepares students for real-world ministry has had and can continue to have a positive influence on students who are satisfied with their academic preparation and retain students in the program, thus staving off decisions that are informed by data-driven practices. One student who is graduating from the youth ministries program in 2020 and

comes from a prominent church influenced two of his friends from the church who were considering another university to prepare for youth ministry, and this graduating student easily convinced them that Evangel was the place that they should prepare for youth ministry because of the curriculum teaching design, competency-based assignments, and relevance of instruction and content. The strengths and opportunities have not nor can they be used to overcome the challenges that the 4+1 program present.

#### SECTION 4: Effectiveness

##### 14. Attach your most recent PLO assessment data/results.

PLO	Spring 2019	
	Students	PLOs
1. Strategy	3	3.14
2. Assessment	3	3.44
3. Mandates	3	3
4. Implementation	3	2.77

##### What evidence exists that the program helps students achieve learning outcomes?

Bases on a 0 to 4 scale for student performance, a 3 demonstrates achievement of mastery level learning.

As the table above clearly identifies, average student performance in all of the program learning outcomes except PLO #4 exceeds mastery level achievement.

##### What changes have been made since the last APR to ensure that outcomes are achieved and what changes will be made to the program following this APR?

This is the first APR that has been conducted, so there are no changes that have been made or recorded to report on this APR.

From previous SLAR reports, I have noticed a trend that illuminates the lower than desired score in PLO #4 which has students compare and contrast methodologies and their strengths/weaknesses/benefits/hinderances. As can be seen in the chart above, the score is lower than the desired level. More instruction in each of the classes began to be implemented in the 2017-2018 academic year with scores increasing from 2.66 in 2017-2018 to that of 2.77 in 2018-2019. Further changes began to be instituted in 2019-2020 by having students enroll in Critical Reasoning as their Philosophy course in order to improve their skills in this area which should impact their ability to critically analyze the issues that the capstone projects assesses.

##### What have you learned from assessing the changes?

PLO #4 scores were high before the 2017-2018 academic year and dropped sharply beginning that year. While academic changes can be calculated, implemented and controlled, the variable factor in the calculation to improve scores is the caliber of the student and the quality time that each individual student puts into the project which can degrade whatever academic changes are made. Changes to the instruction that get assessed will continually need to be made and are only applicable to the same students who were initially being assessed. I made no changes in instruction from 2016 to 2017 in PLO #4 and it was the student factor that degraded the learning outcome from a 3.29 to a 2.66.

##### 15. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.

A review of the Youth Ministries curriculum from five peer Coalition of Christian Colleges & Universities (CCCU) institutions demonstrate the compatibility and equity of the Evangel Youth Ministries program.

- Colorado Christian University @ 120 credit hours
- North Central University @ 124 credit hours
- University of Valley Forge @ 120 credit hours
- Vanguard University @ 124 credit hours
- Southwest Baptist University @ 128 credit hours

Examining the course catalogs of the youth ministry programs from these institutions reveals that the youth ministry program at Evangel meets and exceeds the standards and needs of youth ministry education.

##### 16. Report and discuss the post-graduation placement of your graduates.

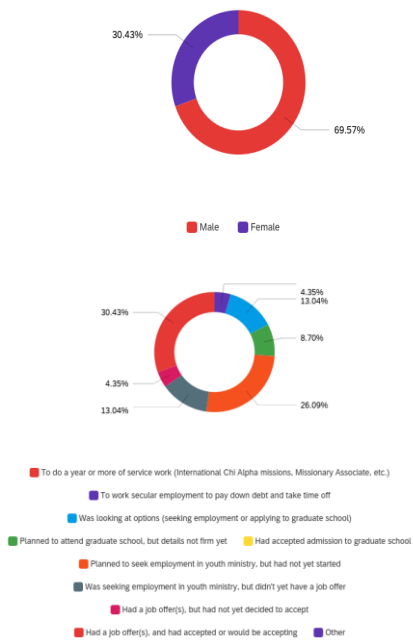
For the past 11 years I have been building and strengthening relationships with the District Youth Directors across the United States. These relationships have been responsible in part for DYD's to consider my recommendation of students to them as reliable and credible. Additionally, Evangel as well as I personally receive more notices of employment opportunity for youth ministry majors than we have students to fill those positions. Whenever one of these notices is received, I send out the information to students, and the employer places the notice on our Handshake service. A majority of placement has been a direct result of the employer contacting me directly and me fielding students to them to interview and consider.



To gather the below data, I send out a survey six months after both spring and fall graduation, and the information is self-reported by the student and compiled by the software to reveal a composite picture of issues related to placement. The information in this APR includes survey data from both fall and spring graduates from Spring 2014 through Spring 2019, which is how long the Youth Ministries program has been in existence at Evangel:

What is your gender?  
best

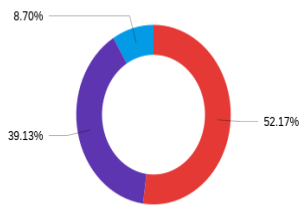
Prior to graduating, which of the following  
described your plans/status after graduation?



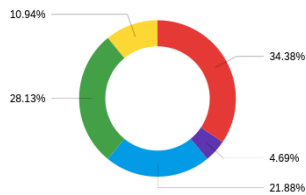
Did you participate or take full advantage of the  
you  
career-related experiences that were made available  
to you during college?

What types of career-related experiences did  
take advantage of (check all that apply)?





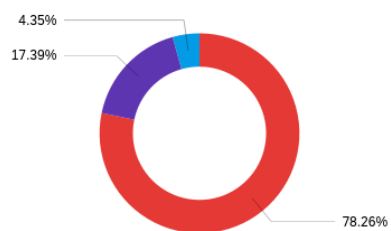
Most Some, but not many None



Volunteer work in a church youth ministry Part-time church youth ministry opportunity  
Summer church youth ministry opportunity Unpaid church youth ministry internship  
Participation in a campus ministry related to youth ministry

**To what extent do you feel that you learned skills the skills needed to search for a ministry position while attending Evangel (such as how to write your resume, interviewing skills, professionalism skills, etc.)?**

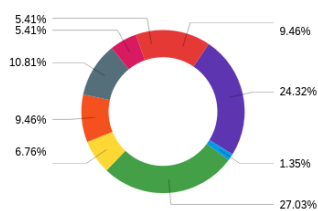
**Select the sources of learning job search skills that you feel prepared you for securing a position after graduation:**



Most job search skills needed were addressed

Some job search skills needed were addressed, but not all I needed to know

Nothing or very little



Career services programs

Academic-credit course or capstone course in youth ministry

Not-for-credit programs, workshops, or seminars

Advisors, professors, or staff in your major department

Other faculty or staff in the university, but not in your major department

Parents and/or other adult relatives or family friends

Peers such as friends and/or brothers/sisters

Web sites with job search advice

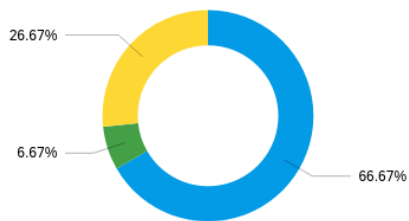
Books, magazines, or other print materials

Which of the following best describe your status?  
the

What part of the country did you accept  
position in?



■ Employed Full-time
 ■ Employed Part-time/BI-vocational
 ■ Volunteer

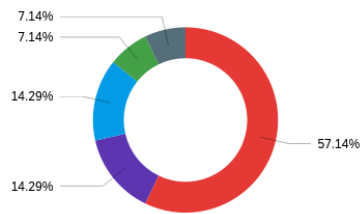


■ Northeast
 ■ Southeast
 ■ Midwest
 ■ Southwest
 ■ West
 ■ Outside of the U.S.

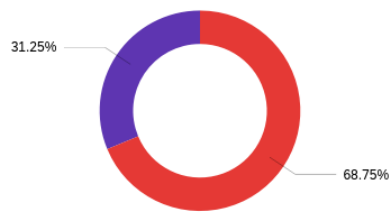
Which of the following best describes your ministry salary range?

avenue

Do you consider your job to be related to career goals and/or to be an entry-level to reach your career goals?



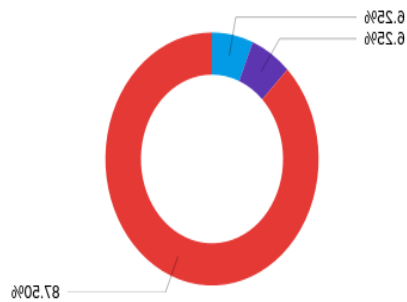
■ Less than \$26,800
 ■ \$26,800-\$31,500
 ■ \$31,500-\$35,300
 ■ \$35,300-\$36,700
 ■ \$36,700-\$40,600
 ■ \$40,600-\$43,000
 ■ More than \$43,000



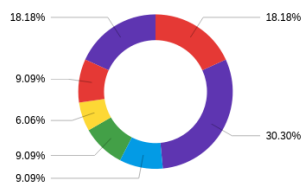
■ VERY related to career goals
 ■ SOMEWHAT related to career goals
 ■ NOT related to career goals

**Do you consider your job to be related to your factors college major?**

**Which of the following were contributing for you securing your position?**



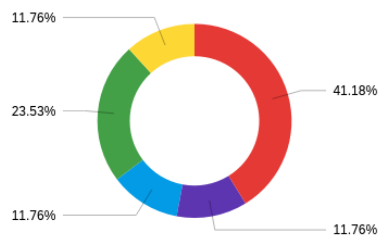
VERY related to major 87.20% SOMEWWHAT related to major 8.25% Not related to major 4.55%



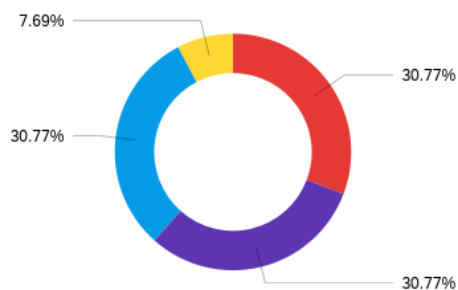
- Volunteered, interned, or worked for this employer
- Referral or contact was made through a current or former church leader
- Referral or contact was made through a professor or other faculty/staff member
- Referral or contact was made through a friend or family member
- Referral or contact was made through an alumnus/alumna of Evangel University
- Referral or contact was made through a fellow member of a club/activity to which you belong/participate in
- Referral or contact was made through an e-mail or posted information from www.hireevangel.com
- Referral or contact was made through a career/job fair
- Referral or contact was made through the employer's web site
- Referral or contact was made through a job posting web site

About when did you actively begin your job search for your post-graduation ministry position?

How many ministry position offers did you receive for consideration?

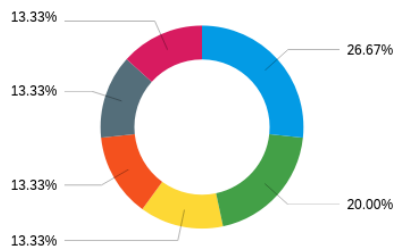


■ 4+ months prior to degree completion
 ■ 2-3 months prior to degree completion  
■ 0-1 month prior to degree completion
 ■ 0-3 months after degree completion  
■ 4+ months after degree completion



■ One
 ■ Two
 ■ Three
 ■ Four
 ■ Five or more

**About when did you receive the ministry position offer that you accepted?**



■ 6+ months prior to degree completion
 ■ 4-5 prior to degree completion  
■ 2-3 months prior to degree completion
 ■ 0-1 month prior to degree completion  
■ 0-1 month after degree completion
 ■ 2-3 months after degree completion  
■ 4-5 months after degree completion
 ■ 6+ months after degree completion

**17. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with**

**evidence that the unit has reviewed it & used what they learned to improve the program.**

a.) From a student just hired at Life.Church as the Associate Youth Pastor for their main Edmond campus:

Hello, Its long but make it to the end!! I really wanted to share some cool news that I found out today. So this kind of goes back to the beginning of the interview. I was on a zoom call earlier today, with somebody who was at my interview. I just wanted to throw some more crazy things at you to tell you how God this is. Life.Church knew, before going into interviews they only had one spot open for youth! I was rated the top candidate based off of the phone interviews. So it seemed they had pretty much decided on me quite early on. I think it's crazy to think out of so many people, I stood out. To make things even more crazy, usually at the end of an intern class they only bring on a couple of the interns from each department onto staff. My intern class only have one of each. The more I find out about this and how God made it all work together, the more amazed that I am. And what's the most amazing, is it had nothing to do with how great I am. I have so much room to grow.

I Know I would've ever gotten to this point if it was not for you Chris. If it was not for your leadership, teaching, mentoring, and love for what you do. I just really wanted to tell you yet again, how thankful I am for you. And how much of a blessing you have been in my life. You were the first person that let me be crazy enough to step in the youth ministry. And the first person to tell me that you thought I would be a phenomenal pastor. You have loved me, challenged me, and encouraged me to be so much more than I ever thought I could be. I just want to tell you from the bottom of my heart, thank you so much. You have seriously forever changed my life. I know I've hinted a couple times in the zoom calls about telling you think you. But I wanted to take the time to write out a message to you. I am so glad that God has brought you into my life. I'm so thankful for the countless hours that you didn't have to spend on me, but you chose to do it anyway. I will be taking so many things that you have taught me into my ministry. And I just thought I would email you and tell you how much I love you and how thankful I am for you. I'm so glad to call you a friend. Wish I could've said all of this in person, but the corona is real.

b.) Students have reported being hired based upon their Capstone Project and their certifications over other equally qualified candidates.

c.) The newly-elected District Youth Director for the Southern Missouri District of the Assemblies of God was a student in the Youth Ministries program and is now leading the youth ministry efforts of countless numbers of youth pastors in the state with the educational training he received in his youth ministries degree.

d.) The District Youth Director for the state of Georgia District of the Assemblies of God was a student in the Youth Ministries program and is now leading the youth ministry efforts of countless numbers of youth pastors in his state with the educational training he received in his youth ministries degree.

e.) The District Youth Director for the Texas/Louisiana Hispanic District of the Assemblies of God was a student in the Youth Ministries program and is now leading the youth ministry efforts of countless numbers of youth pastors in his states with the educational training he received in his youth ministries degree.

f.) The Children's Ministries Communications Strategist at the National Office of the Assemblies of God is helping to lead from the national level of leadership with the educational training he received in his youth ministry degree

g.) Local church pastors have reviewed the capstone project and state that graduates from our program are more equipped than any they have seen before as they are graduating with the skills and strategies they are looking for and needed to minister to today's young people.

**18. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree.**

N/A

## **SECTION 5: Sustainability**

**19. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc.**

The Fine Arts Scholarship has seemingly been beneficial to the youth ministries program. Students who participate in the Fine Arts program of the Assemblies of God are of the target age and audience that we would hope to attract to Evangel. Because these students are participating in a youth ministry and perhaps called into youth ministry or ministry in general, the Fine Arts Scholarship has attracted more applicants and accepted students to Evangel in the process and enrollment numbers have at least maintained.

**20. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives?**

All are adequate.

**21. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole?**

a.) I have implemented the use of FileMaker Pro to create digital degree sheets that capture the transference of courses taken in the degree between the major, minor and concentrations, should a student decide to change their degree track within the program. I have been able to personally advise more than 50 students in their academic progress while tracking the courses



they have taken which eliminates the fear that students have not taken the courses needed to complete graduation. I have been able to keep the department chair aware of how many students will need a particular class based on the search feature which will allow me to find who has completed the course in question and then reveal only those students who have completed the necessary prerequisite but have not taken a particular course (e.g. students who have completed Sophomore Seminar but have not enrolled in Homiletics I). This has allowed us to offer or not offer a course based on enrollment projections and not hope that it makes or be caught off guard not realizing how many students were in need of taking a course that was not going to otherwise be offered.

b.) I have maintained an Excel file of all students enrolled in the youth ministries major, minor and concentration in a grid that lists all core youth ministry courses. It is assembled by class and allows me to balance and maintain enrollment so that all students accurately progress in their program within the amount of time they have left to complete it.

## **SECTION 6: Planning for the Future**

**22. Based on what you have learned from this review, including the SWOT conducted for the “Relevance” section (questions 9-13), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU’s strategic goals in the next 5 years. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?**

Objective #1: Find, promote, and either participate in or plan an extra-curricular conference or event that informs youth ministry practice for students to be able to take part in. Who needs to be involved in accomplishing the objective?: Chris McGough, Student-led committee. What strategy will be used to achieve the objective?: Assemble a student-led committee to help find or organize an event to host or participate in; plan, promote and participate. When will this objective be accomplished?: Within the next four years before the next APR is scheduled for the youth ministries program in 2024.

**Evangel University**  
*Program of Intercultural Studies*

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Academic Program Review  
2019- 2020

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## Appendixes

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- F Intercultural Studies Degree Sheet

## I. Introduction

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Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally. Evangel confers associate, baccalaureate, masters and doctoral degrees. It is accredited by The Higher Learning Commission and holds specialized, program accreditation by the Commission on Accreditation of Athletic Training Education, the Council for the Accreditation of Educator Preparation, the National Association of Schools of Music, and the Commission on Accreditation, Council on Social Work Education. It is a candidate for accreditation with Accreditation Council for Science and Technology Schools and Programs, and is endorsed by the Assemblies of God Commission of Higher Education.

## II. Program Mission and Objectives

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The Intercultural Studies program at Evangel University works closely with Assemblies of God World Missions (AGWM) and Assemblies of God United States Missions (AGUSM). It seeks to equip graduates for service in cross-cultural ministries with varied paths to career missionary service. There is an emphasis on best practices for long and short-term missionary service, safety and security for missionary personnel serving abroad and stateside, and platforms for ministry in creative-access regions in vocations such as business professionals, educators, humanitarian workers, etc.

### Mission Statement

The Intercultural Studies (Missions) program exists to prepare professional persons (*e.g.*, educators, business persons, diplomats, social workers) and professional missionaries for careers in cross-cultural settings to advance the worldwide evangelistic task of the church. As the "global village" shrinks and the workplace becomes international and multi-national, it is more likely that Christians in a variety of technical and professional disciplines will spend part of their careers in a cross-cultural setting either in the US or abroad. The Intercultural Studies (missions) program is designed to prepare men and women to do this effectively as skillful workers and as clear communicators of the gospel. The Intercultural Studies (Missions) program combines studies in Bible, Pentecostal ministry, culture, and communication to equip students for the task of developing new generations of Spirit-empowered disciple-makers across cultural boundaries.

The Intercultural Studies Program offers both a Bachelor of Arts and a Bachelor of Science degree in Intercultural Studies as its flagship programs. Alternatively, students may pursue a minor, a concentration, or a second major in intercultural studies.

The Intercultural Studies program is guided by its mission to develop students with knowledge and skills in six major curricular categories:

<b>Evangel Core Competencies</b>	<b>AGWM Core Competencies</b>
1. Inter-personal relationships: Competencies in Cross-Cultural Communication	1. Understanding Culture
2. Use of knowledge and skills: Biblical interpretation and spiritual formation/research and praxis	2. Spiritual Formation
3. Professional characteristics: Contextualization and contemporary issues	3. Ministry in Context
4. Competencies in intercultural/missiological history	4. Theology of Mission
5. Missionary life and work [to be added]	5. Missionary life and work
6. Bible and Theology	6. Bible and Theology

As part of the six competencies, all ICST students develop knowledge and skills in biblical interpretation and foreign languages, which are components of the university's liberal arts core curriculum. Students who develop competency in these six major curricular categories, built on a Christ-centered liberal arts foundation, will be equipped to serve the Church and society in a variety cross-cultural contexts globally.

The Intercultural Studies program learning outcomes and objectives are presented in Appendix B.

### III. Program Descriptions and Capacity

---

Programs of Study – The Intercultural Studies Program offers an Intercultural Studies major, concentration and minor.

- a) Faculty – The Intercultural Studies Program currently employs three full-time faculty members. Faculty vitae are attached as Appendix A

<b>Name</b>	<b>Highest Degree</b>	<b>Year Degree Obtained</b>	<b>Degree Area Specialization</b>	<b>Faculty Rank</b>	<b>Year Hired</b>
Sandy Friesen	PhD	2011	Intercultural Studies	Professor	2003
Lattis Campbell	D Min	2005	Pentecostal Leadership	Missionary-in-Residence	2018
Wendy Brown	MA	2014	Bible and Theology	Missionary-in-Residence	2018

Majors



<b>Intercultural Studies</b>	<b>2016</b>	<b>Dept. %</b>	<b>2017</b>	<b>Dept. %</b>	<b>2018</b>	<b>Dept. %</b>	<b>2019</b>	<b>Dept. %</b>
Intercultural Studies	39	20%	27	14%	36	21%	38	22%
EU Traditional Undergraduate Total	1386		1372		1347		1457	
Intercultural Studies Percent of EU	2.8%		1.9%		2.6%		2.6%	

\*number of ICST students including minors per years: 55-65

#### **BA/BS ICST Graduates:**

	2015	2016	2017	2018	2019
Evangel	7	8	8	8	10

#### **b) Graduate Placement \*ICST = Intercultural Studies (27 graduates) May, 2016-2019**

<b>Name</b>			<b>Major</b>	<b>Placement</b>
Jeremy	Shane	Arnold	ICST	Feeding America
Aaliyah	Andrea	Feliz	ICST	Universidad Dominicana O&M
Julie	Ann	Fell	ICST	Store Associate at ALDI USA
Christopher	Robert	Groh	ICST	Graduate Assistant MSU
Victoria	Alexandra Anna	Ross	ICST	Missionary
Victoria	Danielle	Metcalf	ICST	Branch Manager at Hertz
Deborah	Joy	Perez	ICST	Teacher in Seoul Korea
Devon	Daniel	Colegrove	ICST	YMCA of the Rockies
Ellery	Channing	MacFee	ICST	Chi Alpha Ministries AZ
Samantha	Ann	Miller	ICST	Team Leader Trinity Bible College
Shauna	Michelle	Price	ICST	Assemblies of God Headquarters
Catherine	Elaina Eudora	Ross	ICST	Mira Costa College Math Learning Center
Matthew	Jacob	Simmons	ICST	Team Leader Trinity Bible College
Michael	Gavin	Klein	ICST	Living in Germany
David	Thomas	Cramer	ICST	Assemblies of God USA
Hannah	Faith	Cederblom	ICST	Hannah Faith Photography and Evangel
Amber		Burgbacher	ICST	Unkown
Naomi	Elizabeth	Lampke	ICST	Missionary
Logan	Tanner	Welch	ICST	Military
Hudson	David	Speer	ICST	Missionary (MA)
Jean	Leigh	Oxford	ICST	Working with Native Americans

Brianna	Nicole	Eller	ICST	Works for Global University
Hannah	Sullivan	Igou	ICST	Teaching TESOL in South Korea
Jocelyn	Marie	Marshall	ICST	Unknown
Caleb	Allen	Wagner	ICST	Missionary (MA)
Anna	Christine	Caley	ICST	Working at Marshalls department store

- c) Equipment: Every professor is supplied with a computer (laptop or desktop based on his or her particular needs). Software is supplied upon request through an established committee. Printers, office supplies and office and office equipment are all standard. Student workers also have access to computers, office space and equipment.

Type of Equipment (office or student)	Number	Adequate ? Yes/No	Need	Cost
<b>Computers</b>				
office	3	Yes	None at this time	NA
student	3	Yes	None at this time	NA
<b>Lab Equipment</b>				
NA			None at this time	NA
<b>Space</b>				
Faculty offices	3	Yes	None at this time	NA
Global Connections Assistant	1	Yes	None at this time	NA
Teaching Assistants	4	Yes	None at this time	NA

- f) Advisory committee – The curriculum advisory committees acts in an advisory capacity to advise the Intercultural Studies faculty regarding instructional programs in occupational and technical areas. The committees is expected to meet as needed to review curricula and community needs.

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#### Curriculum Advisory Committee Members

---

Name and Position Dates	Area of Expertise	Service
Dr. Rick Johnson Assemblies of God World Missions Personnel and Member Care Director	Missionaries training	2016– Present
Dr. Lattis Campbell Present Evangel University Global Connections Coordinator	Intercultural Studies	2018 –
Dr. Jeff Nelson	Missionary training	2016- Present

Assemblies of God World Missions  
President of East Africa School of Theology

Dr. Joann Butrin Assemblies of God World Missions Director of International Ministries	Community Care	2016 – Present
--	----------------	----------------

Dr. Sandy Friesen Evangel University Program Coordinator of Intercultural Studies	Missionary training	1993-Present
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Wendy Brown Evangel University Missionary-in-Residence	Missionary training	2018-2020
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Steven McMichael Evangel University Missionary-in-Residence	Missionary training	2020-2022
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Advisory Committee Recommendations and Actions: Scheduled to meet April 2020

#### IV. Assessment Data

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##### **Academic Program Evaluated: Intercultural Studies (ICST)**

**Faculty members involved in this assessment process:**

<b>Name</b>	<b>Title</b>	<b>Assessment Role</b>
1. Sandy Friesen, PhD	Associate Professor, Program Coordinator, Director of Global Connections, Program Coordinator of Intercultural Studies, Lead on assessment for ICST	
2. Jeff Nelson, PhD	Missionary-in-Residence	
3. Wendy Brown, MA	Missionary-in-Residence	
4. Lattis Campbell, D Min	Missionary-in-Residence	

**Number of students in sample: 13**

Breakdown by year if known

1 <sup>st</sup> year: 2016	2 <sup>nd</sup> year 2017	3 <sup>rd</sup> year: 2018	4 <sup>th</sup> year: summer 2019
0	5	6	2
<b>Total Students: 13</b>			

*Instrument(s) used in assessment:*

1. Survey, Evaluation of student by Practicum Supervisor

**Methodology:** After the completion of 12/15 hours in the Intercultural Studies (ICST) program, students participate in a practicum individually designed based on their interest area. The on-site supervisor of the practicum works with the student a minimum of 50 hours per credit hour (e.g. 3 credit hours equals 150 hours of participation). After the completion of the hours, the supervisor completes an evaluation of the student. See Appendix D

**Note:** An important aspect of the Intercultural Studies program is to prepare missionaries for Assemblies of God Missions (AGWM and AGUSM), the mission's arms of the General Council of the Assemblies of God. To that end, the ICST program is reviewed three times a year based on decisions made by the Executive Committee of AGWM. Sandy Friesen attends meetings (Special Executive Committee Meetings) that enable her to be made aware of the latest changes, initiatives, and enterprises of the organization. She has been a part of that committee since 2003. Program changes are made based on best practices that are current and timely for the organization, for example, Safety and Security has become a central focus of the missions organization, therefore a unit was added to the Team Building class ICST 335, to address those issues. As of 2018, Dr. Lattis Campbell has taken on a similar role with AGUSM and is reporting on curriculum needs that work with that entity.

### **Results of Assessment:**

KEY: On-site Supervisors are given the following instructions regarding student evaluation

Circle the appropriate response:

- 5 = well above your expectations for a student
- 4 = somewhat above your expectations for a student
- 3 = meets your expectations for a student
- 2 = somewhat below your expectations for a student
- 1 = fails to meet your expectations for a student
- 0 = not applicable or unable to observe

Number	Criteria	Criteria Average 2011-2015	2016- 2017
<b><u>Inter-personal relationships</u></b>			
1.	Ability to establish and maintain positive relationships.	4.9	4.8
2.	Ability to be flexible and adapt to meet people's needs.	4.7	4.6
3.	Ability to elicit feelings and ideas from others.	4.2	4.5
4.	Ability to be objective in evaluating persons and situations.	4.0	4.6
5.	Ability to sense peoples' readiness and to work at their pace.	4.3	5.0
6.	Ability to accept diversity in people.	4.8	4.8
<b><u>Use of Knowledge and Skill</u></b>			
7.	Able to appropriately define the nature of concerns which are brought to his/her attention.	4.1	4.5
8.	Selective and purposeful gathering of information.	4.4	4.6
9.	Ability to select and implement plans	4.4	4.6
10.	Ability to initiate change in people without alienating them.	4.2	5.0
11.	Carries plans through to achievable conclusions.	4.6	4.6
12.	Evaluates his/her own work.	4.6	4.6
<b><u>Professional Characteristics</u></b>			
13.	Positive feelings of personal and professional integrity.	4.9	4.6

Number	Criteria	Criteria Average 2011-2015	2016- 2017
14.	Seeks out activities designed to promote professional development.	4.4	5.0
15.	Use of creativity and imagination.	4.4	4.6
16.	Respects confidentiality of information.	4.9	5.0
17.	Suitability of appearance and dress.	4.6	4.8
18.	Use of privileges (sick leaves, coffee breaks, etc.)	5.0	5.0
19.	Has an understanding of the differences between personal and professional values.	4.4	5.0
20.	Manages work load and meets deadlines.	4.4	4.8
21.	Is effective in oral and written presentation of material.	4.6	4.6
<b><u>Program/Agency Supervision</u></b>			
22.	Understands program/agency's roles and functions.	4.8	4.8
23.	Ability to work within program/agency's limitations.	4.8	4.8
24.	Takes initiative in raising pertinent questions.	4.4	4.6
25.	Balance of dependence and independence in relationship with practicum supervisor.	4.6	4.6
26.	Ability to learn new methods and accept suggestions.	4.7	4.8
27.	Seeks feedback and critique of own work.	4.4	4.6
28.	Ability to self-evaluate work.	4.3	5.0

Number	Criteria	Criteria Average 2011-2015	2016- 2017
29.	Is self-motivated and seeks new experiences and responsibilities.	4.7	4.4

Number	Criteria	Criteria Average 2018-19
	<b>Inter-personal Relationships: Competencies in cross-cultural Communication</b>	
1.	Ability to establish and maintain positive relationships.	4.9
2.	Ability to understand the concept of culture shock.	4.8
3.	Ability to understand the basic ways in which their home and host culture differ.	4.8
4.	Ability to articulate coping strategies used to minimize the effects of culture shock.	4.5
5.	Ability to develop a strategy for coping in at least one foreign host culture.	4.5
6.	Ability to recognize the value of language acquisition for culture learning.	5.0
7.	Ability to list foundational cultural values and appreciate how a culture's worldview and values affect the attitudes and behaviors of cultural members.	4.9
8.	Ability to utilize practical knowledge and skills to travel effectively and avoid common intercultural errors.	5.0
9.	Ability to exhibit understanding of and empathy for the needs, values, and perspectives of diverse people groups.	4.9
10.	Ability to exhibit knowledge of key cultural elements in target region.	4.8
11.	Ability to display a greater appreciation for what their own culture offers while becoming aware of international and multicultural influences in their own lives.	4.8
	<b>Use of Knowledge and Skills: Biblical Interpretation and Spiritual Formation/Research/Praxis</b>	



Number	Criteria	Criteria Average 2018-19
12.	Ability to learn and apply the basic principles of biblical interpretation.	4.5
13.	Ability to recognize the Christian's responsibility to Christian mission.	4.7
14.	Ability to exhibit understanding of and empathy for the needs, values, and perspective of diverse groups.	4.8
15.	Ability to recognize the challenges of intercultural ministry.	4.6
16.	Ability to have a basic plan for maintaining her or his spiritual life while living in a foreign host culture.	4.9
17.	Ability to give a rationale for the best missiological principles and practices developed in the past, which are used in modern missions.	4.5
18.	Ability to understand the issue of local church sponsored missionaries and denominational or sending agencies sponsored missionaries.	4.9
19.	Ability to examine sending agency and individual missionary cooperation and interdependence.	4.7
20.	Ability to be able to appropriately define the nature of concerns that are brought to his/her attention.	4.7
21.	Ability to be selective and purposeful gathering of information.	4.6
22.	Ability to identify the role of the local church in God's plan for world evangelization.	4.9
23.	Ability to selectively and purposefully gather information.	4.7
24.	Ability to appreciate the unique opportunities for intercultural ministries that exist today.	5.0
25.	Ability to understand how to research any national culture prior to travel abroad.	4.9
26.	Ability to improve oral and written communications, analytical thinking and one's global perspective.	4.8
27.	Ability to have the opportunity to decide whether they will, in fact, select a similar vocation. (i.e. Behavioral Sciences.	4.9

Number	Criteria	Criteria Average 2018-19
28.	Ability to have the opportunity to decide whether they will, in the future, work as a traditional or non-traditional missionary (professional abroad), incorporating some of the concepts and methods used in cross-cultural ministry.	4.9
29.	Ability to select and implement plans.	4.2
30.	Ability to carry plans through to achievable conclusions.	3.8
	<b><u>Professional Characteristics:</u></b> <b><u>Contextualization and Contemporary Issues</u></b>	
31.	Ability to provide the host program/agency with opportunity to observe their performance and to enable assessment of their aptitude for cross-cultural work.	4.9
32.	Ability to provide concrete evidence of the effectiveness of the Intercultural studies program at Evangel in preparing students for this area, thereby enabling it to evaluate its program and role in such education.	4.6
33.	Ability to communicate the story of their spiritual journey in a way that is understandable and meaningful in the context of their host culture.	4.9
34.	Ability to build cross-cultural relationships in their target culture while showing respect for the diverse worldview of their hosts.	4.9
35.	Ability to explore and understand safety and security issues.	4.6
36.	Ability to seek out activities designed to promote professional development.	4.9
37.	Ability to use creativity and imagination.	4.5
38.	Ability to respect confidentiality of information.	4.6
39.	Student grooms and dresses appropriately.	5.0
40.	Student does not abuse the use of privileges (i.e. participate in the "fun" activities and avoid mundane opportunities).	5.0
41.	Ability to understand the differences between personal and professional values.	4.8

Number	Criteria	Criteria Average 2018-19
42.	Ability to manage workload and meet deadlines.	4.9
	<b><u>Program/Agency Supervision:</u></b> <b><u>Competencies in Intercultural/Missiological History</u></b>	
43.	Ability to understand the program/agency's roles and functions.	4.6
44.	Ability to work within program/agency's limitations.	4.8
45.	Ability to take initiative in raising pertinent questions.	4.6
46.	Ability to balance dependence and independence in relationship with practicum supervisor.	4.8
47.	Ability to learn new methods and accept suggestions.	4.8
48.	Ability to seek feedback and accept critique of own work.	4.5
49.	Student is self-motivated and seeks new experiences and responsibilities.	4.3
	Lowest score in the evaluation is highlighted in green	

#### **Strengths:**

1. The on-sight supervisor is an outside evaluator.
2. The evaluation is given as the program is near completion.

#### **Areas in need of improvement:**

1. The evaluation needs to put in an electronic format (that interfaces with Course Commons) for a more user friendly approach.
2. Longitudinal tracking would be helpful.

**Plans for improvement:**

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
1. Add questions that reflect the core competency regarding the History of the Organization (2016)	Will be in place for Summer 2017 Practicum students	Sandy Friesen <b>Completed</b>
2. Edit questions to better reflect the core competencies of the program	Will be in place for Summer 2017 Practicum students	Sandy Friesen <b>Completed</b>
3. Create a Qualtrics™ evaluation version to be use in an online format	Will be in place for Summer 2017 Practicum students	Donna Trower ( <b>passed away April 2018</b> )
4. Create an online instrument to track data compilations.	2020-2021	Sandy Friesen <b>In process</b>
5. Create a cycle of updates to correspond with AGWM and AGUSM curriculum changes and updates	Meet with team February 2020 (postponed due to CoVid 19) Met April 29 and 30 and May 7, 2020, 2020	Sandy Friesen <b>In process</b>

**Goals for 2020-2022**

6. Add a Business as Mission (BAM) unit in ICST 211	Spring 2021	Steven McMichael
7. Change/address objectives for ICST 211 to correspond with updates in curriculum	Spring 2021	Steven McMichael Sandy Friesen
8. Reflect objective changes that occur in ICST 211 in the evaluation form of ICST 498	Spring 2021	Sandy Friesen
9. Connect Aquila Ventures (BAM) to students via in class opportunities.	Spring 2021	Steven McMichael Sandy Friesen Tyra Tiberian
10. Add “How to Minister via Online Avenues” training information (Network 21, and AGWM and AGUSM resource)	Spring 2021	Steven McMichael Sandy Friesen Kevin Weaver
11. Connect Network 21 to students via in class opportunities	Spring 2021	Steven McMichael Sandy Friesen Kevin Weaver
12. Incorporate AGUSM Core Competencies where needed	Fall 2021	Lattis Campbell Sandy Friesen

13. Add EU 20 to the Rubric evaluation on the Practicum in course Commons	Spring 2021	Sandy Friesen
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#### Improvements made:

[See table above]

v.

### V. Peer Institutions/Benchmarking

Peer/Competitor Institutions – The Program of Intercultural Studies considers the University of Valley Forge, Southwestern Assemblies of God University, North Central Assemblies of God University, and Oral Roberts University its major competitors.

Institution	Competing Degree Programs	Number of Credits Required	Tuition (8 Semesters)
Evangel	Intercultural Studies	124	\$23,421
Valley Forge	Intercultural Studies <ul style="list-style-type: none"> <li>Urban Missions</li> </ul>	127	\$22,000
Southwestern*	Intercultural Studies <ul style="list-style-type: none"> <li>Cross-Cultural Ministries</li> <li>Missions</li> </ul>	126	\$19,582
Oral Roberts University	Global Ministry and Marketplace <ul style="list-style-type: none"> <li>Ministry and Leadership</li> <li>Missions Track</li> </ul>	128	\$27,728
Northcentral	Intercultural Studies Tracks <ul style="list-style-type: none"> <li>World Missions</li> <li>International Development</li> <li>Islamic Studies</li> <li>Teaching English as Foreign Language</li> <li>Modern Language</li> <li>Bible Translation</li> </ul>	124	\$24,240

## Content Area Curriculum Comparisons

Institution	Major Studies Courses
Southwestern*	Hermeneutics Biblical Preaching History of Intercultural Service Spiritual Development Holistic Relief and Development Understanding the Spirit World Personal Adjustment for Cross-Cultural Service Fundraising and Stewardship Priorities for Intercultural Service Strategies for Multiethnic Service Cultural Anthropology Systematic Theology II Internship (12 hours) World Religion or Cults, Occults, and Folk Religions Electives (18)
Oral Roberts University	Christian Leadership Senior Paper Introduction to Christian Missions Missions & Culture Internship Prep GMMP Internship Ministry & Business International Marketing Administration of Non-Profit Organization Ethics Major Religions of the World or Global Christianity Hermeneutics Bible Elective Research Seminar Intro to Theology Christian Apologetics Teaching the Bible or Sermon Preparation & Preaching
University of Valley Forge	Biblical Theology Nonprofit Enterprises Methods of Teaching ELL Electives: Cultural Anthropology Spiritual Encounters Internship (3) Capstone Foundations of Biblical Preaching Preaching Cross-Culturally Principles of Leadership

	Pastoral Ministry and Practice Pastoral Counseling Psychology of Cross-Cultural Adjustment Introduction to World Religions Engaging Islam Ethnic Studies Biblical Theology of Missions
Northcentral	ICS Seminar Introduction to Missiology World Religions Acts Cross Cultural Communication Holistic Relief & Development Interpersonal Relations Cross Cultural Education Cross Cultural Internship Preparation/Internship Senior Seminar Senior Synthesis Modern Language (8) International Fieldwork Study Abroad Track Specific Electives: Islamic Culture & Society Topics in History: History of Christian-Muslim Relations Islamic Ministry Practices Global Issues Understanding the Spirit World Cross Cultural Church Planting Topics in Biblical Justice Cross Cultural Preaching & Theology Multicultural Arts & Evangelism TESOL Track World Missions Track: Hermeneutics: The Art of Interpretation Cross Cultural Church Planting Cross Cultural Preaching & Theology Church Administration & Personal Finance Multicultural Arts and Evangelism Biblical Principles of Evangelism Evangelistic Ministry Understanding the Spirit World Introduction to Linguistics Intro to Eastern Religions



## VI. Strengths, Weaknesses, Opportunities and Threats

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The SWOT analysis examines the four critical elements of the Intercultural Studies environment. The strengths provide an analysis of ICST's advantages over its competitors; weaknesses help identify areas in which our competitors are at a competitive advantage over us. Opportunities give insight into untapped markets or programs; threats help to acknowledge the external environment that could affect the university, including technological and regulatory factors.

### Intercultural Studies

Strengths	Weaknesses	Opportunities	Threats
Every student participates in a practicum in a cross cultural setting	Cost involved for cross-cultural experience	Consolidation of Central Bible College, Evangel and the Assemblies of God Seminary	Terrorism may threaten the opportunities to travel
Program reputation	Student debt load can impact student's opportunities for working overseas after graduation	On-line options	Financial uncertainty of higher education
Faculty-practical experience	Limited job opportunities	Partnership with Convoy of Hope	Other Regional (AG) schools competition
University support for necessary travel	No money available	AGWM and AGUSM host some opportunities	Covid 19 virus
Christian integration			
Faculty leadership with parent organization and AGWM and AGUSM	Initiative is required by the faculty (they need to be aware of the opportunities)	Invitations are abundant	Changes in leadership
Job placement opportunities	Debt Covid 19 limiting opportunities	Debt can be incorporated in to Missions budgets if the student goes directly into AGWM and AGUSM	Covid 19 changes the giving strategies of the American church
Designed to partner with other majors	Some majors are comprehensive (60 hours +) and are not easy to partner with	Multiple skill sets developed	Covid 19 Change in campus leadership

MIR (missionary in residence) Program	Availability of missionary from specific areas Constant turnover (every 1-2 years) Competition for limited openings Varied missiology/theology/personalities of candidates. Missionary budgets are generally impacted negatively by staying at the campus for 1-2 years.	Multiple mission fields represented Helps with university cost Variety of teachers Real time missions training (from people fresh off the field)	Change in leadership Need to have contacts to connect with possible candidates
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## VII. Findings Organized by Learning Outcomes

### Areas in need of monitoring/improving:

1. The questions in the practicum (capstone class) evaluation need to be monitored and updated so as to correlate with the areas of core competencies (outcomes) already established for ICST:
  - a. Inter-personal Relationships: Competencies in cross-cultural Communication
  - b. Use of Knowledge and Skills: Biblical Interpretation and Spiritual Formation/Research/Praxis
  - c. Professional Characteristics: Contextualization and Contemporary Issues
  - d. Program/Agency Supervision: Competencies in Intercultural/Missiological History
2. The evaluation needs to put in an electronic format for a more user friendly approach.
3. Review of curriculum that integrates with the Assemblies of God World Missions core values and core training competencies:
  - a. Bible and Theology
  - b. Theology of Mission
  - c. Understanding culture
  - d. Spiritual formation
  - e. Contextualization
  - f. Grace-filled cross-cultural living (Missionary life and work)

## VIII. Recommendations based on findings and

### IX. Action Items

	<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
1.	Add questions that reflect the core competency	Will be in place for Summer 2017 Practicum students	Sandy Friesen <b>Completed</b>

	regarding the History of the Organization (2016)		
2.	Edit questions to better reflect the core competencies of the program	Will be in place for Summer 2017 Practicum students	Sandy Friesen <b>Completed</b>
3.	Create a Qualtrics™ evaluation version to be use in an online format	Will be in place for Summer 2017 Practicum students	Donna Trower ( <b>passed away April 2018</b> )
4.	Create an online instrument to track data compilations.	2020-2021	Sandy Friesen <b>In process</b>
5.	Create a cycle of updates to correspond with AGWM and AGUSM curriculum changes and updates	Meet with team February 2020 (postponed due to CoVid 19) Met April 29 and 30, 2020	Sandy Friesen <b>In process</b>

**Goals for 2020-2022**

6.	Add a Business as Mission (BAM) unit in ICST 211	Spring 2021	Steven McMichael
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9.	Connect Aquila Ventures (BAM) to students via in class opportunities.	Spring 2021	Steven McMichael Sandy Friesen Tyra Tiberian
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11.	Connect Network 21 to students via in class opportunities	Spring 2021	Steven McMichael Sandy Friesen Kevin Weaver

12.	Incorporate AGUSM Core Competencies where needed	Fall 2021	Lattis Campbell Sandy Friesen
13.	Add EU 20 to the Rubric evaluation on the Practicum in course Commons	Spring 2021	Sandy Friesen

One and two were made. Plan three was not completed before Donna died. Moved to Excel Spreadsheet and working with the Digital Training Center to create a Course Commons document.

## Appendix A

### Faculty Vitae

# Sandy Friesen, Ph.D.

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3709 E Regent St

Springfield, MO 65809

Phone Work: 417-865-2815 ext. 8525

Cell: 417.860.6896

E-mail: [friesens@evangel.edu](mailto:friesens@evangel.edu)

January 2020

## Education

**Doctorate of Philosophy, Major: Administration of Higher Education:**  
**College of Education and Public Service**  
**Research Area: Intercultural Studies**  
 Saint Louis University  
 St Louis MO. 2011

**Master of Science, Major: Guidance and Counseling for Elementary Children**  
 Southwest Missouri State University  
 Springfield MO, Dec. 1992

**Bachelor of Science, Major: Elementary Education**  
 Evangel University  
 Springfield MO, May 1997

**Bachelor of Arts, Major: Religious Education and Bible**  
 Central Bible College  
 Springfield MO, May 1978

## **Professional Experience**

### **Assistant Professor, Evangel University, Springfield, MO, Aug. 2003-2008**

- Program Coordinator of Intercultural Studies (previously known as ICST department), 2003-present
- Teacher 1996-current
- Sponsor of CROSSwalk on-campus ministries 2003-2016
- Faculty Advisor CROSSwalk 2016-2018
- Assessment Coordinator for ICST program 2003-current

### **Associate Professor, Evangel University, Springfield, MO, Aug. 2008-2019**

- Program Coordinator of Intercultural Studies (previously known as ICST department), 2003-present
- Chair of Intercultural Studies Department 2013-2016
- Director of Global Connections 2011-current
- Teacher 1996-current
- Sponsor of CROSSwalk on-campus ministries 2003-2016
- Faculty Advisor CROSSwalk 2016-2018
- Assessment Coordinator for ICST program 2003-current

### **Professor, Evangel University, Springfield, MO, Aug. 2019-current**

- Program Coordinator of Intercultural Studies (previously known as ICST department), 2003-present
- Chair of Intercultural Studies Department 2013-2016
- Director of Global Connections 2011-current
- Teacher 1996-current
- Sponsor of CROSSwalk on-campus ministries 2003-2016
- Faculty Advisor CROSSwalk 2016-2018
- Assessment Coordinator for ICST program 2003-current

### **Board of Directors: Business as Missions (BAM), Assemblies of God World Missions, Springfield, MO, 2015-present**

- Assisted in organizing first BAM discussion at Preconference of the General Council of the Assemblies August 2015
- Assisting in developing a BAM program for AGWM
- Serve on Board of Directors for Aquila Ventures (Business as Missions affiliate)

### **Committee Member: Special Executive Committee Member, Assemblies of God World Missions, 2003-present**

- Interview new candidates applying to be AGWM missionaries
- Attend Special EC meeting five times per year
- Serve on committees as assigned (e.g. Trends in World Missions, Working Spouses and AGWM, AGWM Home-owning Overseas, and Student Loans)

and Missions)

**Committee for Core Curriculum, 2016-current**

- Representing Global Connections, a core curriculum requirement
- This committee reviews, monitors and collects data for the general education requirements for the university

**Committee Member: Empower 21, 2011-2018**

- Sponsored by the Assemblies of God Headquarters
- Assisting in developing outcomes for Pentecostal curriculum worldwide

**General Committee Work:**

- Coordinator of Service Opportunities (2003-present)
- Intercultural Studies Program Assessment (2003-present)
- AGTS/Evangel Seminary Council (2016-current)
- Center for Compassion (2018-current)
- AGTS/Global Missions/Intercultural Studies/Doctoral Studies committee (2017-current)
- EOP Director-Evangel Overseas Program (2010-current)
- Academic Council (2013-2016)
- University Planning Council (2013-2016)
- Evangel/AGTS/CBC Strat Op
- AQIP committee: Valuing People (2005-2015)
- FrameWorks-Global Connections Advisor (2010-2016)
- LifeWorks (2010-2014)
- Project Envision (2003-2010)
- AGWM Committees
  - Trends in University Debt
  - Missionary Spouses Working
  - Owning Homes Overseas

**Teacher, Evangel University, Springfield, MO,  
Adjunct, Jan. 1996-2003**

- Teacher
- Assisted in designing a program for professionals living abroad

**Educational Specialist, Gospel Publishing House, Springfield, MO, 2001-2005** (Two years full time, two years part time)

- Educational oversight of nine lines of curriculum
- National teacher trainer
- Writer

**Managing Editor, Christian School Services Publications, April 1997-2001**  
Gospel Publishing House, General Counsel of the Assemblies of God

- Oversaw the development and writing of eight grade levels of private school curriculum
- Spoke at various educational conferences, in-service days, and workshops
- Researcher, consultant, writer

**Student Teacher, Truman Elementary, Springfield, MO, Spring 1997**

- Taught fourth grade
- Designed and taught a unit on Folklore from around the world
- Tutored third graders

**Counselor, Career Options, University of Missouri, Kansas City and Columbia, 1991-1997**

- Counseled in Southern Missouri for corporations who had sizable layoffs
- Evaluated employment test results, designed employment goals, and monitored emotional well-being

**Exam Proctor, Certified Public Accountants, Jefferson City, MO, 1993-1997**

- Proctored the National CPA Exam given in Missouri, assured test location standardization

**Child Care and Personnel Director, Logistics Consultant, Division of Foreign Missions of the Assemblies of God, Springfield, MO, 1986-1995 (Summers)**

- Wrote curriculum and designed programs to help families live and work overseas
- Oversaw children's programs (200 children per summer in the program)
- Administered and evaluated temperament analysis
- Wrote and directed cross-cultural simulation games
- Managed and directed 50-70 staff members (per year)

**Missionary Kid Specialist Assistant and Consultant Foreign Missions of the Assemblies of God, Springfield, MO, 1985-1995 (Thanksgiving Retreat and year round consulting)**

- Implemented program to help children live overseas (1100 children)
- Taught and coordinated overseas retreats and seminars for children (ages 4-18) in Africa, South America, and the Philippines
- Taught and counseled at special retreats
- Researched cultural adjustments of children relocated in the United States from Africa, Latin America, Asia Pacific and Europe

- Investigated educational systems of Africa, Latin America, Asia Pacific, and Europe
- Visited public, international, boarding, and correspondence schools in Kenya, Belgium, the Philippines, South Africa, and Israel

**Teacher, Central Bible College, Springfield, MO, 1989-1991** (Three Spring semesters)

- Taught

**Assistant Youth Pastor, Poulsbo, WA, 1982-1986**

- Taught the Youth Sunday School class
- Counseled youth
- Wrote curriculum for youth

**College Educator and Office Manager, International Bible College, Durban, South Africa, 1980-1982**

- Studied Zulu language
- Taught and spoke to many different tribes and people groups
- Participated in education regarding family and relationships

## Research and Publications

**ProQuest Dissertation:** *The Impact of Short-Term Cross- Cultural Service Trips on Cultural Flexibility, Ethnocentricity, People Orientation, and Task Orientation Scores of Undergraduates in a Faith-Based Institution.* 2011

**Co-authored Book, *Reach Around the World* (By Bob and Sandy Friesen),** Victor Press, 1994; Gospel Publishing House, 1998

- A book of activities designed to educate children regarding other cultures
- Published articles in the following magazines:
  - Royal Rangers (Magazine for boys)
  - Missionettes (Magazine for girls)
  - Opening the Toolbox (Training manual for teachers)

## Awards

**Who's Who Among American Teachers 2002 and 2005**

## Travel Experience

**Traveled to 61 countries**

**Lived in South Africa**

- Worked at International Bible College
- Researched educational systems
- Taught various topics
- Researched cultural systems

## References

**Available upon request**





**Rev. Wendy Mitchell Brown – Missionary in Residence**

1147 S. Oak Grove Ave  
Springfield, MO 65804  
417-242-9437  
brownw@evangel.edu

**Personal Attributes:**

*Determined and decisive. Caring and compassionate.* Experienced in leading, organizational skills, and mentoring students of all ages. I have the passion and the communication skills to educate university students toward a deeper understanding of Scripture, God, and cross-cultural service and to equip and inspire them for lifelong learning.

**Core Skills:**

- Classroom Preparation
- Leading Whole Class Discussion
- Creating a Safe Learning Environment
- Able to Use Varied Teaching Strategies
- Cross-cultural Training and Teaching
- Able to Collaborate with Colleagues
- Entrepreneurial Spirit

**Top Five Strengths:**

- Intellection
- Learner
- Connectedness
- Individualization
- Deliberative

**Education:**

**2019** Evangel University – Online Instructor Certification

**2014** Southwestern Assemblies of God University, Waxahachie, TX – M.A Bible & Theology

**2010** CINCEL language school, San José, Costa Rica – Spanish Language certificate

**1990** Southeastern University of the Assemblies of God, Lakeland, FL – B.A. Biblical Studies/Systematic Theology

**1986** Southern Connecticut State University, New Haven, CT – B.S. Graphic Design

**World Missions:****2018-2020 Missionary in Residence, Evangel University.**

I teach New Testament Literature, Introduction to Intercultural Studies, Working Cross-Culturally, and Best Practices in Modern Missions. I am also the faculty advisor to World Changers Missions Club.

**2010 – 2018 Missionary, Mexico City.****Teacher at Anna Sanders Seminary:**

I taught *Pentateuch* as well as English as a second language during our first term in Mexico City.

**Teen Challenge Mexico:**

I taught English to the residents on a weekly basis, I preached on Sundays when invited, and presented a lesson to the youth with my husband. I also held baking classes for the Teen Challenge residents.

**Other:**

I have preached at local churches and consistently taught at a women's Bible study during our first term. I often spoke at a leadership breakfast for women as well as other venues. I was the main speaker at an Indiana Women's Ministry event in April 2017.

I write financial reports, newsletters, and articles about missionary life or theology especially on our blog: [Brownie Points](#) and most recently on the LAC World Missions Journal: [Effective Cross-Cultural Ministry](#)

**2009 – 2010 CINCEL Language School, San José, Costa Rica.**

As a student at CINCEL, I taught English as a second language to Spanish speaking missionaries going to English speaking countries. I also taught a high school Bible class at Sojourn Academy for one semester.

**2005 – 2009 Missionary, Christiana, Jamaica.****Co-Director of New Vision City of Refuge Children's Home** (a home for abandoned and abused children):

My husband, Stuart, and I directed a children's home during our first term as missionaries. My responsibilities included interviewing, employing, and providing training for our staff of housemothers, administrative assistant, cook, and handyman. I was responsible for understanding and implementing state regulations. I conferred with social workers and directors of other children's homes. I scheduled and hosted missions teams (construction, ministry, medical, youth, and university). I wrote weekly and monthly reports, financial reports, and the sponsor newsletter. With my husband, I was responsible for the emotional, physical, and spiritual health of our resident children and youth.

**Lecturer and Preacher at the Assemblies of God Bible College (AGBC):**

I taught *Acts*, *Prison and Pastoral Epistles*, and *Pentateuch* using Global University material and my own research. I also implemented a mentorship program between the students of AGBC and the children and youth at our children's home.

**Other:**

I home-schooled our three children, wrote our newsletter, blogged, and began my master's degree.

**2003** Approved as missionaries with the Assemblies of God

**Stateside Ministry:**

**1999 – 2003 First Assembly of God, Fort Wayne, Indiana.**

First as a fill-in receptionist, I became a part-time employee who also assisted the graphic designer. Eventually, I became the lead graphic designer. I designed pamphlets, fliers, posters, newspaper advertisements as well as produced the weekly bulletin.

Often in partnership with my husband, I was a youth leader, adult Bible educator, and home group leader. I also volunteered at a newly formed ESL ministry to immigrants and refugees.

**1995 – 1997 Shiloh Assembly of God, Hymera, Indiana.**

My husband as the lead pastor of this church, I ministered as an adult Bible study teacher, and a Missionettes and children's church leader. I preached at our home church as well as other venues by invitation. I also wrote articles for the minister's page in the local newspaper.

**1990 – 1995 Evangel Christian Center, Fort Wayne, Indiana.**

I assisted my husband in youth ministry, taught Sunday school, and became a women's ministry leader. I also preached at our home church and other churches.

**References:**

**Pastor:** Rev. Matt Thomas, Solid Rock Church  
[matt@solidrocksgf.org](mailto:matt@solidrocksgf.org)

**Co-worker:** Sandy Friesen, Evangel University  
417-860-6896  
[friesens@evangel.edu](mailto:friesens@evangel.edu)

**Former Regional Directors:** Richard and Cynthia Nicholson  
417-827-5051  
[richard.nicholson@agmd.org](mailto:richard.nicholson@agmd.org)  
[cynthianicholson@sbcglobal.net](mailto:cynthianicholson@sbcglobal.net)

## **PERSONAL RESUME**

OF

**Lattis R. Campbell**

Mailing Address: 4328 White Pine St.  
Springfield, MO 65802

Phone: 907.355.7527

E-mail: lattis@usmissions.us

Personal: Age- 68

Wife's Name- Sharlotte Ann

### **Professional Education:**

Westark Junior college- Ft. Smith, AR; 1970-1971.

Southwestern A/G College- Waxahachie, TX; 1971-1972.

Van Buren Extension (SAGC)- Van Buren, AR; 1975-1976.

Southwestern A/G College- Waxahachie, TX; B.S. Degree in Pastoral Ministry and Evangelism; 1981-1983.

Assemblies of God Theological Seminary- Springfield, MO; Master of Divinity; 1995-1999; graduated Magna Cum Laude.

Assemblies of God Theological Seminary- Springfield, MO; Outstanding Achievement - Student of the Year; Practical Theology Department; 1999.

Assemblies of God Theological Seminary- Springfield, MO; Doctor of Ministry; 1999-2005; Degree in Pentecostal Leadership.

## Church Work Experience:

- Plainview A/G, Van Buren, AR- Assistant Pastor, Youth Leader; 1972-1974.
- Plainview A/G, Van Buren, AR- Pastor; 1974-1977.
- First A/G, Bates, AR- Pastor; 1977-1978.
- Horseshoe Bend A/G, Horseshoe Bend, AR- Pastor; 1979-1980 (resigned this pastorate to return to school).
- University A/G, Waxahachie, TX- Minister of Christian Education, Family Life Coordinator, Custodial Services; 1982-1983.
- University A/G, Waxahachie, TX- Associate Pastor and Business Manager; 1983-1985.
- University A/G, Waxahachie, TX- Interim Pastor; 1986 (3 months).
- University A/G, Waxahachie, TX- Senior Pastor; 1986-1987.
- First A/G, Sweetwater, TX- Pastor; 1987-1994.
- Evangelist- 1994 till 2001.
- Wasilla A/G, Wasilla, AK – Interim Pastor; 2013 (9 months).
  - King's Way Ministry Center, Eagle River, AK – Interim Pastor; 2014-2015 (6 months)
  - King's Way Ministry Center, Eagle River, AK –Pastor; 2015-2017
- Berean University of the Assemblies of God - MA and
- BA Student Service Representative and part of the Adjunct Faculty; 1995-2000.
  - Global University of the Assemblies of God - Dean of Student Affairs Department; 2000 till 2001.
  - Nationally Appointed Assemblies of God U.S. Missionary; 2001 till present.
  - President of Far North Bible College and part of the Faculty; 2001-2002 and 2007-2008
  - Founding Director of the Alaska School of Ministry and part of the Faculty; 2009- 2012.
  - Director of Alaska Home Missions; 2012-2018.
  - Missionary in Residence, Evangel University; 2018 till present.
- Area C.A. Representative- 4 1/2 years in Arkansas District.
- Sectional C.A. Representative- 3 months in Arkansas District (resigned this position to return to school).
- Sectional Benevolence Representative- 6 months in Arkansas District, Section 3 (resigned this position to return to school).
- Sectional Secretary and Treasurer- 4 months in Arkansas District, Section 3 (resigned this position to return to school).
- Bookkeeper- North Texas District, South Dallas Section; 1983-1985.

- Editor of Monthly Newsletter for Church and Section; 1983-1985.
- Sectional Missions Representative- North Texas District, Abilene Section; 1988-1989.
- Member of Sectional Committee- North Texas District, Abilene Section; 1989-1995.
- Sectional Secretary and Treasurer- North Texas District, Abilene Section; 1991-1995.
- Past Producer and Director of Church TV Ministries.
- Past President of Horseshoe Bend, Waxahachie, and Sweetwater Ministerial Alliances.
- Past Member of Waxahachie and Sweetwater Rotary Clubs.
- Past Pastoral Care Consultant for Sweetwater Hospice.
- Published Author.

#### **Ministerial Credentials:**

Licensed- Arkansas District of the Assemblies of God; 1974.

Ordained- Arkansas District of the Assemblies of God; 1977.

Presently a member of the Southern Missouri District of of the Assemblies of God.

#### **Early Background:**

Place of Birth- Ft. Smith, AR

I have been in the Assemblies of God all of my life.

#### **Non-Ministry Training:**

Television Camera and Sound Production and Installation.

Computer, Word Processing, Desktop Publishing, Networking, Service and Maintenance.

#### **References:**

Rev. Bill Welch; Alaska Ministry Network Superintendent.

Rev. Malcolm Burleigh; Director U.S. Missions.

Dr. Wade Cogan; Director of the Alaska School of Ministry.

Rev. David Dillon; Appalachian Ministry Network Superintendent.

**Steve McMichael**



## **EDUCATION**

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### **M.A., Intercultural Studies- Church Planting**

*Asbury Theological Seminary, Wilmore, KY*  
2018

May

- GPA: 3.91/4.00

### **M.A., Intercultural Studies**

2013

May

*All Nations Theological Seminary, Lilongwe, Malawi*

- GPA: 3.97/4.00, graduated *magna cum laude*

### **B.A., Bible/Missions-Evangelism**

2004

May

*Global University, Springfield, MO*

### **A.A., Nursing Science**

1995

May

*Jefferson Community College, Louisville, KY*

## **EXPERIENCE**

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### **Missionary Educator**

*Coordinator of Theological Development-Arab World (AW) area*

August 2017– Present

- Managing translation of discipleship and leadership material for national churches
- Coordinating AGWM resources and services for international workers and national churches
- Overseeing Global University's Graduate Study Group, Cairo Egypt

*Global University*

Area Representative Arab World  
National Representative- Morocco  
2018

August 2017–Present  
September 2012–June

- Negotiating student and institutional needs and relationships

### **Pastoral Ministry**

*Member Care Coordinator, Arab World*

August 2017–Present

- Providing pastoral care for the missionaries of the Arab World area
- Facilitated development of curriculum to help leaders provide member care and receive self-care

*Pastor, Tangier International Protestant Church, Tangier Morocco*

July 2013–March 2019

- Cultivated community in a culturally and economically diverse congregation
- Officiated weekly services and bible studies
- Coordinated mercy ministries to migrant community

*Associate Pastor, Casablanca International Protestant Church, Morocco*

July 2012–July 2013

- Administered church's bible studies and Global University curriculum
- Directed pastoral care & visitation programs

*Associate Pastor, Miracle Life Family Church, Lusaka, Zambia*

April 2003–July 2008

- Developed new Discipleship and Leadership programs
- Conducted services/ bible studies

*Associate Pastor, Living Word Church, Roberts, IL*

March 1996–August 2001

- Developed Outreach and Missions departments
- Coordinated volunteer ministries

### **Registered Nurse**

*Intensive Care and Emergency Department RN, Pontiac, IL, June 1995–Jan. 2003; Sept. 2008–June 2013*

## **Appendix B**

### **Degree Program Outcomes**

Goal 1: To understand the elements of a Christian worldview and to grow in one's own Christian worldview. (C1, I1, I4)

Goal 2: To help students understand the content of the Old and New Testaments. (E3 and G4)

Objective 1: To be able to state the major themes of the Old and New Testaments.

Objective 2: To interpret the Old and New Testaments within their various contexts (historical, cultural, theological, and literary).

Goal 3: To provide tools that help students carefully and wisely interpret these Scriptures. (C3 and E4)

Goal 4: To increase students' understanding of Christian theology and, in particular, to develop an appreciation of the Pentecostal/charismatic tradition. (C2, I1, I4)

Objective 1: To be able to understand the major doctrines of the Christian faith, and the biblical basis for them.

Objective 2: To be aware of the key historical developments in the formation of theology.

Objective 3: To be familiar with the history of the Assemblies of God as part of the modern Pentecostal movement, and be acquainted with the distinctive doctrines of the Assemblies of God.

Objective 4: To understand the origins and development of Pentecostalism.

Objective 5: To formulate one's own biblically-based doctrine of the Person and Work of the Holy Spirit.

Goal 5: To lay the foundation for Christ-centered decision-making in the home, within a fellowship of believers, in the workplace, and as active citizens. (C1, C4, C5, G2, G5)

Objective 1: To understand the basics of ethical theory and practice.

Objective 2: To demonstrate an understanding of the influence of societal changes on a Christian's worldview and the influence of a Christian worldview on society.

Objective 3: To demonstrate an understanding of how followers of Christ live out their vocations in the marketplace.

Goal 6: To develop critical thinking, speaking, and writing skills. (E1, E2, E4, G1)

Goal 7: To prepare professional persons (*e.g.*, educators, business persons, diplomats, social workers) and professional missionaries for careers in cross-cultural ministry settings

to advance the worldwide evangelistic task of the church. (C1, C2, C4, E2, E3, E4, E5, I2, I3, I4, I5, G1, G2, G3, G4, G5)

Objective 1: To understand the biblical teaching related to the call for ministry and service in intercultural contexts.

Objective 2: To understand the concept of culture shock and strategies used to minimize the effects of culture shock.

Objective 3: To define culture and identify the elements of culture as a system. To study at least one foreign language, as the window into culture.

Objective 4: To evaluate one's personal style of team interaction and the role this plays in team-building.

Objective 5: To develop a working knowledge of the programs and policies of the Assemblies of God World and US Missions Departments.

Objective 6: To understand the issue of local-church-sponsored missionaries and denominational or sending –agency-sponsored missionaries. To understand the issue of long-term, usually resident missionaries and short-term, usually non-resident, missionaries. This is related to the issues of professionals abroad, a.k.a. bi-vocational missionaries.

Objective 7: To understand the original intent of Assemblies of God world missions as stated in the early General Councils, including the context that gave rise to AG missions, and the ways that missiological strategies have grown and changed in the last one hundred years.

Objective 8: To articulate a rationale for the best missiological principles and practices developed in the past which are used in modern missions.

Objective 9: To develop a personal missions philosophy that can be used as a guide for missions involvement in the future.

Appendix B LEARNING Outcomes and curriculum map based on 2011 consolidation (needs revision)

Outcomes	ICST 111	ICST 211	ICST 310	ICST 311	ICST 335	ICST 498	ICST 350	BIBL 296	SOCI 296
<b>Competencies in Missiology/Theology of Missions</b>									
Understand the biblical teaching related to the call for ministry and service in intercultural ministries.	X			X					
Understand the biblical teaching related to missions and appreciate its priority on evangelism.	X	X		X	X				
Recognize the Christian's responsibility to Christian missions.	X	X	X	X	X	X			
Value the role of the Holy Spirit in intercultural ministries.	X	X	X	X	X	X	X		
Recognize the challenges of intercultural ministry.	X	X	X	X	X	X	X		
Have a basic plan for maintaining her or his spiritual life while living in a foreign host culture.	X	X				X	X		
Understand several ways in which values vary from culture-to-culture.		X	X	X		X	X		
Understand the major concepts in the Bible illustrate that God is a missionary God.	X			X					
Give a rationale for the best missiological principles and practices developed in the past which are used in modern missions.	X			X		X			
Develop a personal missions philosophy that can be used as a guide for personal missions involvement in the future.	X			X		X			
Define and discuss teams/teambuilding.					X				

Outcomes	ICST 111	ICST 211	ICST 310	ICST 311	ICST 335	ICST 498	ICST 350	BIBL 296	SOCI 296
Identify the role of the local church in God's plan for world evangelization	X			X		X			
Examine the elements of teams.					X				
Evaluate their personal style of team interaction and the role that this information will play in any team they are involved with.					X		X		
Take the Strengthsfinder and discuss their strengths as they relate to a team and missions.					X				
Understand the issue of local-church-sponsored missionaries and denominational or sending -agencies sponsored missionaries.					X	X			
Examine sending agency- and individual missionary-cooperation and interdependence .					X	X			
Understand the issue of long-term, usually resident missionaries and short-term, usually non-resident, missionaries. This is related to the issues of professionals abroad, a.k.a. bi-vocational missionaries .					X				
Find most of the information you need from the library to conduct research in Biblical and religious studies.								X	
More accurately handle the Word of Truth (the Bible). In particular, you should be able to do careful passage studies and careful topical studies which can be applied in a variety of research, careful passage studies and careful topical studies which can be applied in a variety of research.								X	

<b>Outcomes</b>	<b>ICST 111</b>	<b>ICST 211</b>	<b>ICST 310</b>	<b>ICST 311</b>	<b>ICST 335</b>	<b>ICST 498</b>	<b>ICST 350</b>	<b>BIBL 296</b>	<b>SOCI 296</b>
<b>Competencies in Cross-Cultural Communication</b>									
Understand the concept of culture shock.		X	X			X	X		
Understand the basic ways in which their home and host cultures differ.						X	X		
Be able to articulate coping strategies used to minimize the effects of culture shock.		X				X			
To provide each student the opportunity for self-awareness in relation to personal and professional factors.			X						X
Have developed a strategy for coping in at least one foreign host culture.		X				X	X		
Recognize the value of language acquisition for culture learning		X	X			X	X		
Know how to prepare for re-entry into her or his home culture after a period of living abroad.		X				X			
Define intercultural communication and discuss the conditions of intercultural communication among various types of cultures.		X	X						
Define culture and identify the elements of culture as a system.		X	X						
Explain institutional subsystems of culture and describe the means by which cultures are changed. (Cultures w/in cultures).			X						
Identify principles associated with in-group and out-group communication.		X	X						
Uncover and confront attitudes preventing competent intercultural communication between heritage culture members (racism, prejudices, biases, etc.).		X	X	X	X				

Outcomes	ICST 111	ICST 211	ICST 310	ICST 311	ICST 335	ICST 498	ICST 350	BIBL 296	SOCI 296
Relate features of reference group membership that lead to individual conformity, (How an individual is swayed by peers, culture, etc.).		X	X						
Note the common attitudes of poverty cultures around the globe.			X						
Discuss and differentiate between high context and low context cultures and monochronic and polychronic cultural orientations.		X	X						
List foundational cultural values and appreciate how a culture's world view and values affect the attitudes and behaviors of cultural members.		X	X		X	X			
Explain the interface of language and culture and explain why ethnolinguistic categories are important for communication between cultures.		X	X						
Identify and describe the role of nonverbal behavior and messages (paralanguage) in structuring meaning and interpersonal understanding.		X	X		X				
Adapt to and effectively communicate within a wide range of intercultural context.			X		X				
Build and value satisfying interpersonal relationships with people from diverse cultural backgrounds.			X			X	X		
Utilize practical knowledge and skills to travel effectively and avoid common intercultural errors.						X	X		
Exhibit understanding of and empathy for the needs, values, and perspectives of diverse people groups.						X	X		
Exhibit knowledge of key cultural elements in a target region.						X	X		



<b>Outcomes</b>	<b>ICST 111</b>	<b>ICST 211</b>	<b>ICST 310</b>	<b>ICST 311</b>	<b>ICST 335</b>	<b>ICST 498</b>	<b>ICST 350</b>	<b>BIBL 296</b>	<b>SOCI 296</b>
Display a greater appreciation for what their own culture offers while becoming aware of international and multicultural influences in their own lives.						X	X		
<b>Competencies in History of Missions/Intercultural</b>									
Trace the historical development of the field of intercultural communication.			X	X					
Communicate the story of their spiritual journey in a way that is understandable and meaningful in the context of their host culture.						X	X		
Describe the general state of Christianity during the various ages of Western Civilization.				X		X	X		
Describe the spread of the gospel from Jerusalem, to the surrounding areas, and to the world (Acts 1:8), focusing on the flow and expansion of Christianity throughout the entire world.				X					
Evaluate and select five missionaries throughout history and explain the significance of their contributions to missions.				X					
<b>Competencies in Research/Praxis</b>									
Identify the role of the local church in God's plan for world evangelization	X			X		X			
Appreciate the unique opportunities for intercultural ministries that exist today	X			X	X	X	X		
Understand how to research any national culture prior to travel abroad		X	X		X	X	X		
Improve oral and written communications, analytical thinking, and one's global perspective.			X	X	X	X	X		

Outcomes	ICST 111	ICST 211	ICST 310	ICST 311	ICST 335	ICST 498	ICST 350	BIBL 296	SOCI 296
To assist students in exploring the educational and professional requirements for various behavioral science professions.									X
To afford each student an opportunity to do some goal planning for him/herself related to possible careers in the behavioral sciences.									X
To become familiar with application procedures and strategies for graduate school education in the behavioral sciences.									X
To identify and utilize library resources applicable to the behavioral sciences.									X
To familiarize students with application of the style manual of the American Psychological Association (APA).									X
Have the opportunity to decide whether they will, in fact, select a similar vocation.						X	X		
To provide each student the opportunity to increase in knowledge of areas of specialization within the behavioral sciences.									X
To expose students to research process.			X	X	X	X		X	X
Find most of the information you need from the library to conduct research in Biblical and religious studies.								X	
More accurately handle the Word of Truth (the Bible). In particular, you should be able to do careful passage studies and careful topical studies which can be applied in a variety of research, careful passage studies and careful topical studies which can be applied in a variety of research.								X	

<b>Outcomes</b>	<b>ICST 111</b>	<b>ICST 211</b>	<b>ICST 310</b>	<b>ICST 311</b>	<b>ICST 335</b>	<b>ICST 498</b>	<b>ICST 350</b>	<b>BIBL 296</b>	<b>SOCI 296</b>
Have opportunity to decide whether they will, in the future, work as a traditional or non-traditional missionary (professional abroad), incorporating some of the concepts and methods used in cross-cultural ministry.						X	X		
Explain how their cultural experience can be beneficial in career development and advancement, examining and understanding their vocation in the context of a global setting.						X	X		
Examine strategies for practicing and maintaining safety in cross-cultural settings					X				
<b>Competencies in Contextualization/Contemporary Issues</b>									
Predict time tested methods or new innovations that you think will be used to carry on missions efforts in the next few years. Propose strategies on how these will advance the cause of missions.				X					
Evaluate and describe the factors for the success and/or failure of select missionaries.				X					
Demonstrate a working knowledge of the programs and policies of the Assemblies of God World and US Missions Departments.				X	X				
Discuss relevant issues in missions, e.g. women or singles in missionary careers.				X	X	X			
Provide the host program/agency with opportunity to observe their performance and to enable assessment of their aptitude for cross-cultural work.						X	X		

Outcomes	ICST 111	ICST 211	ICST 310	ICST 311	ICST 335	ICST 498	ICST 350	BIBL 296	SOCI 296
Provide concrete evidence of the effectiveness of the Intercultural Studies program at Evangel in preparing students for this area, thereby enabling it to evaluate its program and role in such education.						X			
Explain how their cultural experience can be beneficial in career development and advancement, examining and understanding their vocation in the context of a global setting.						X	X		
Communicate the story of their spiritual journey in a way that is understandable and meaningful in the context of their host culture.						X	X		
Display a greater appreciation for what their own culture offers while becoming aware of international and multicultural influences in their own lives.						X	X		
Begin building cross-cultural relationships in their target culture while showing respect for the diverse worldview of their hosts.						X	X		
Understand how their strengths can be appropriately employed in their target culture.						X	X		
Give a rationale for the best missiological principles and practices developed in the past which are used in modern missions.				X		X			
Understand the basic ways in which their home and host cultures differ.						X	X		
Explore safety and security issues					X				
Take the Strenthsfinder and discuss their strengths as they relate to a team and missions.					X				

Outcomes	ICST 111	ICST 211	ICST 310	ICST 311	ICST 335	ICST 498	ICST 350	BIBL 296	SOCI 296
Exhibit knowledge of key cultural elements in a target region.						X	X		
Recognize and articulate how their strengths can further the Kingdom of God in their target culture.						X	X		

## Appendix C

### Degree Program Requirements BA Intercultural Studies

B.A. in Intercultural Studies Degree Requirements					
University Proficiencies					
Writing Proficiency					
Writing Proficiency earned by . . . circle one: ACT/SAT (Score: ) AP CLEP IB					
If ACT English is ? 26 or SAT Writing ? 590, student is proficient. Place in Effective Communication option.*					
If transfer student has a 200-level (or above) composition course, take WPE to fulfill Effective Communication requirements.					
If transfer student has taken only 100-level ENGL composition, take WPE to qualify for 200-level Effective Communications					
If ACT English = 24 – 25, SAT Writing 550 – 580, take Writing Proficiency Exam in first semester.					
If pass, place in Effective Communication option*; if no pass, place in ENGL 111 the next semester.					
Wellness Proficiency					
If ACT English 20-23, SAT Writing 470-540, place in ENGL 111 3					
If ACT English 16-19, SAT Writing 390-460, place in ENGL 102 2 Complete in University Seminar 0					
If ACT English ? 15, SAT Writing ? 380, place in ENGL 100 1 Or check the Advising Handbook for instructions					
Core Curriculum Requirements					
Cr <input checked="" type="checkbox"/>					
GNST 100 University Seminar 1 PHIL 110, 111 or 115 (choose one) 3					
BIBL 111 Essential Christianity 3 RHET 205 Effective Communication 3					
BIBL 115 Old Testament Literature 3 SOCI 111 3					
BIBL 116 New Testament Literature 3 MATH 210 Statistics 3					
Christian Stewardship: FIN 138 Personal Finance 3 Historical Inquiry Option* 3					
Healthy Relationships: PSYC 112 or 138 (preferred) 3 Artistic Expression Option* 3					
Reading and Imagination: ENGL 123 or HUMN 2 3 BIBL 360 - 379 Book Study (WPR)* 3					
Natural Science without Lab Option* 3 THEO 320 Pentecost 3					
Natural Science with Lab Option* 4					
B.A. Requirements					
Cr <input checked="" type="checkbox"/>					
Foreign Language 3-5 Foreign Language 2 3-5					
Program Requirements					
Cr <input checked="" type="checkbox"/>					
ICST 111 Introduction to Intercultural Ministries 3 Electives in upper-division, suggestions but not limited to the following: ICST, PSYC 439, RELG 334, SOCI 337, SOCI 435, SSCI/ANTH 496, SWK/PSYC/SOCI 332, THEO 496 (pick one) [1] 3					
ICST 211 Working Cross-culturally 3					
ICST 310 Intercultural Communications 3					
ICST 311 Best Practices in Modern Missions 3					
ICST 335 Team Building and Sending Agencies 3					
ICST 498 Intercultural Practicum 1-3					
BIBL 296/SWK 296 Sophomore Seminar 2-3					
Electives in upper-division, suggested but not limited to the following: ICST, PSYC 439, RELG 334, SOCI 337, SOCI 435, SSCI/ANTH 496, SWK/PSYC/SOCI 332, THEO 496 (choose one) [1] 3					
Upper division elective if needed to complete 30 hr 1-3					
Minimum total credits to graduate 124					
*Refer to each term's advising handbook for options WPR = Writing Proficiency Required					
[1] Choose 6 credit hours of upper division elective without duplicating a course. If you choose 332, use prefix SWK, PSYC, or SOCI					
[1] The major requires a minor, concentration, or second major to graduate.					
[2] 36 upper-division credits are required to graduate, regardless of the combination of programs (major, minor, etc.) chosen.					
[3] 30 of a student's last 40 credits must be taken through EU.					

Appendix D  
Practicum Assessment

HANDBOOK FOR  
INTERCULTURAL STUDIES  
PRACTICUM

A GUIDE FOR PRACTICUM STUDENTS  
COOPERATING ASSOCIATES  
UNIVERSITY SUPERVISORS

## Meeting with the Professor

Please note that the first thing you are required to do before beginning work on the practicum is to meet with the professor:

Dr. Sandy Friesen,

Trask 214R please call Sharon Yadon to arrange an appointment, ext. 8510.

I look forward to the meeting. Blessings.

ICST: 498: 1, 2, 3	INSTRUCTOR: <i>Dr. Sandy Friesen</i>
CREDIT HOURS: 1,2,3	PHONE: 417-865-2815 EX 8525
SEMESTER: Fall, Spring and Summer	OFFICE: <i>Trask 214R</i>
DAYS/TIME: TBD	EMAIL: <i>friesens@evangel.edu</i>
LOCATION: T r a s k 2 1 4 R	
TEXT: As assigned	
ISBN13:	
ISBN10:	

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

The Intercultural Studies Program prepares students to effectively serve in cross-cultural contexts and is committed to excellence in teaching foundational knowledge and skills that will equip students for participation in God's global purpose.

### PHILOSOPHY

#### *A Philosophy for Intercultural Studies Practicum at Evangel University*

1. The Intercultural Studies Practicum brings a needed balance between classroom education and field education. The practicum seeks to integrate the classroom experience with the experience of study outside of a university setting.
2. The practicum gives the student the opportunity to get a hands-on experience. It provides



opportunity to reflect on one's calling talents, skills, abilities, and future occupation.

3. The supervisor of the on-the-job experience gives students immediate feedback and evaluation of their skills.
4. The practicum program brings the work field and college closer together in a vital union that serves to prepare men and women for their interests now and in the future.
5. The practicum helps students more clearly focus their calling and place in a full-time profession or non-traditional cross-cultural one.
6. The Evangel practicum program seeks qualified, dedicated, experienced home and foreign Christian organizations that are willing to invest some of their time in young people as part of their burden and vision for the Kingdom of God.

## EVANGEL UNIVERSITY--PRACTICUM IN INTERCULTURAL STUDIES

### ICST 498--SYLLABUS

- I. **Course Description:** An opportunity for students to be exposed to a program/agency that obliges them to cross a cultural frontier. The distinguishing characteristic of this practicum is that students must work in, and subsequently verbalize the cultural factor in an environment of a subculture or a minority/ethnic setting other than their own traditional culture (e.g., the drug culture, the African-American, Jewish, Hispanic-American, Native American, or Vietnamese-American culture, prisoners, deaf, blind, etc.).
- II. **Purpose:** To provide prospective traditional and non-traditional missionaries (professionals abroad) with practical experience in a cross-cultural environment.
- III. **PLO/CLO:** Through participation in a cross-cultural practicum, students will:

### Program and Course Learning Outcomes assessed during this practicum:

#### Inter-Personal Relationships: Competencies in Cross-Cultural Communication

1. Ability to establish and maintain positive relationships.
2. Ability to understand the concept culture shock.
3. Ability to understand the basic ways in which their home and host culture differ.
4. Ability to articulate coping strategies used to minimize the effects of culture shock.
5. Ability to develop a strategy for coping in at least one foreign host culture.
6. Ability to recognize the value of language acquisition for culture learning.
7. Ability to list foundational cultural values and appreciate how a culture's worldview and values affect the attitudes and behaviors of cultural members.
8. Ability to utilize practical knowledge and skills to travel effectively and avoid common intercultural errors.

9. Ability to exhibit understanding of and empathy for the needs, values, and perspectives of diverse people groups.
10. Ability to exhibit knowledge of key cultural elements in a target region.
11. Ability to display a greater appreciation for what their own culture offers while becoming aware of international and multicultural influences in their own lives.

**Use of knowledge and Skills: Biblical Interpretation and Spiritual Formation/Research/Praxis**

12. Ability to learn and apply the basic principles of biblical interpretation.
13. Ability to recognize the Christian's responsibility to Christian missions.
14. Ability to exhibit understanding of and empathy for the needs, values, and perspective of diverse groups.
15. Ability to recognize the challenges of intercultural ministry.
16. Ability to have a basic plan for maintaining her or his spiritual life while living in a foreign host culture.
17. Ability to give a rationale for the best missiological principles and practices developed in the past which are used in modern missions.
18. Ability to understand the issue of local church sponsored missionaries and denominational or sending agencies sponsored missionaries.
19. Ability to examine sending agency and individual missionary cooperation and interdependence.
20. Ability to be able to appropriately define the nature of concerns, which are brought to his/her attention.
21. Ability to be selective and purposeful gathering of information.
22. Ability to identify the role of the local church in God's plan for world evangelization.
23. Ability to selectively and purposefully gather information.
24. Ability to appreciate the unique opportunities for intercultural ministries that exist today.
25. Ability to understand how to research any national culture prior to travel abroad.
26. Ability to improve oral and written communications, analytical thinking and one's global perspective.

27. Ability to have the opportunity to decide whether they will, in fact, select a similar vocation. (i.e. Behavioral Sciences).
28. Ability to have the opportunity to decide whether they will, in the future, work as a traditional or non-traditional missionary (professional abroad), incorporating some of the concepts and methods used in cross-cultural ministry.
29. Ability to select and implement plans.
30. Ability to carry plans through to achievable conclusions.

### **Professional Characteristics: Contextualization and Contemporary Issues**

31. Ability to provide the host program/agency with opportunity to observe their performance and to enable assessment of their aptitude for cross-cultural work.
32. Ability to provide concrete evidence of the effectiveness of the Intercultural studies program at Evangel in preparing students for this area, thereby enabling it to evaluate its program and role in such education.
33. Ability to communicate the story of their spiritual journey in a way that is understandable and meaningful in the context of their host culture.
34. Ability to build cross-cultural relationships in their target culture while showing respect for the diverse worldview of their hosts.
35. Ability to explore and understand safety and security issues.
36. Ability to seek out activities designed to promote professional development.
37. Ability to use creativity and imagination.
38. Ability to respect confidentiality of information.
39. Student grooms and dresses appropriately.
40. Student does not abuse the use of privileges (i.e. participate in the "fun" activities and avoid mundane opportunities).
41. Ability to understand the differences between personal and professional values.
42. Ability to manage workload and meet deadlines.

### **Program/Agency Supervision: Competencies in Intercultural/Missiological History**

43. Ability to understand the program/agency's roles and functions.
44. Ability to work within program/agency's limitations.

45. Ability to take initiative in raising pertinent questions.
46. Ability to balance dependence and independence in relationship with practicum supervisor.
47. Ability to learn new methods and accept suggestions.
48. Ability to seek feedback and accept critique of own work.
49. Student is self-motivated and seeks new experiences and responsibilities.

IV. Procedure:

1. The student/intern will be under the direct supervision of a director of a cross-cultural program, \_\_\_\_\_ of \_\_\_\_\_.  
(Name)  
(Organization)
2. An Evangel faculty member, \_\_\_\_\_, will serve as the student's advising professor and as liaison between Evangel and the host program/agency in matters pertaining to the student's practicum. Evangel University FAX: (417) 865-9599.
3. The practicum supervisor will:
  - a. Guide the student in preparation for the cross-cultural experience, i.e. provide an overview of the program, its philosophy, expectations, and guidelines to be followed.
  - b. Assist the student in selecting a specialized area within the program on which to focus the practicum experience.
  - c. Evaluate the student's performance of stated requirements.
  - d. Confer periodically with the student, pointing out strengths and weaknesses in personality and performance.
  - e. Confer as necessary with the student's advisor on matters pertaining to the student's performance.
  - f. Submit a written evaluation and performance validation to the Evangel student advisor at the conclusion of the practicum experience.

4. The student will be required to work a minimum of 50 hours per credit hour of practicum.

This will include activities directly related to the ministry, such as leading worship, witnessing, evangelizing, counseling, and teaching. It will also include supportive activities such as preparation and planning, training, supervising, and reporting results.

V. Student/Intern Preparation: The student will:

1. Be expected to adjust to the guidelines of the specific program/agency in matters of dress, leisure time activities, protocol, etc.
2. Obtain a written statement of practicum requirements from the program, if available, and become thoroughly familiar with its contents.
3. Become thoroughly familiar with the specific program's goals, philosophy, history, expectations, and guidelines.
4. Obtain and read any required background materials, and/or manuals.
5. In consultation with the practicum supervisor, prepare a list of projects/activities for the practicum, written in measurable terms, to be submitted to the Evangel student advisor.
6. Prepare a list of personal objectives the student hopes to meet during this practicum experience.

VI. Student/Intern Responsibilities to Evangel:

1. Carefully read the general practicum guidelines and observe the due dates for each item. You will be responsible for submitting:
  - a. A list of pertinent reading. 500 pages per credit hour.
  - b. A list of personal objectives you hope to meet during the practicum experience.
  - c. A journal of your experiences, including the types of activities and a summary of major accomplishments, including personal progress toward your goals, strengths and weaknesses
  - d. Written Assignments: ten pages written for each credit hour.
  - e. A final course evaluation explaining the strengths and weaknesses of the practicum experience in light of the following elements:
    - (1) The accomplishment of your previously stated personal goals.
    - (2) The accomplishment of the major projects in which you participated.

2. You are responsible to see that a final evaluation is sent to the Evangel student advisor, no later than \_\_\_\_\_(date).

VII. **Grading:**

**A semester grade will be derived from the following:**

	<b>1. Completion of required reading—500 pages per credit hour</b>
	<b>2. Papers which integrate the readings and the experience, equivalent to 10 pages per credit hour.</b>
	<b>3. Journal submitted by the student</b>
	<b>4. Hours complete: 50 hours per credit hour</b>
	<b>5. The student's evaluation of the organization/ministry.</b>
	<b>6. Written evaluation submitted by the field program supervisor or Missionary.</b>

## Practicum Reading Report Form

### ICST 498

Student/Intern\_\_\_\_\_

Practicum Supervisor\_\_\_\_\_

Program/Agency\_\_\_\_\_

#	Book	Pages	Dates Read
1	Book:_____ _____ Author(s):_____ _____		
	Book:_____ _____ Author(s):_____ _____		
	Book:_____ _____ Author(s):_____ _____		
	Book:_____ _____ Author(s):_____ _____		
	Book:_____ _____ Author(s):_____ _____		



## **GUIDELINES FOR WRITING A JOURNAL**

### **Why is it necessary to complete a journal?**

Keeping a journal serves several purposes:

1. The journal gives students an opportunity to share and document their experiences and knowledge.
2. The journal will allow students to evaluate their reasons for selecting their program or agency and for assessing strengths and limitations and responses to challenges in the profession.
3. The journal will give students time to monitor their own professional development, express sentiments of sadness, confusion, joy, and even doubts about their perceptions and motivations.
4. The journal will allow students to continue to evaluate new experiences, frustrations, and problems, including those problems that hinder the program/agency's ability to provide quality services for people and to document policies and procedures which work effectively.
5. The journal helps students to express sensitivity toward individuals whose backgrounds differ from their own, and to learn the importance of being an advocate for people.
6. The journal will give students an opportunity to integrate classroom concepts with field experiences.

### **How shall I go about keeping my weekly journal up-to-date?**

It is recommended that you write in your journal daily, preferably at the end of completing your practicum for the day. By doing so, your ideas and the day's activities will remain fresh in your mind while allowing you to respond to the learning that took place. If you wait several days or to the end to write your journal, you will manufacture feelings and responses that conform to what you wished you had felt, or what you think your supervisor wanted you to feel, rather than reporting what you actually felt and learned at the time. Your journal should include the following format:

1. Number of hours worked and where.
2. What were the two or three most significant events that happened to you? How did you respond to, react to, or handle each?
3. What were the most rewarding and most frustrating aspects of the week?
4. In terms of objectives, what did you learn?
5. Use clinical/professional language. Avoid using colloquialisms such as "you know," "stuff," or "so-to-speak." Always describe what you mean as exactly as you can. Also, avoid using

personal attacks, name-calling, and judgmental statements. Avoid marking out phrases/sentences as much as possible and do not use unexplained abbreviations.

6. Confidentiality is very important. Do not use actual names. You may use fictitious names, initials, or whatever term used by your program/agency to refer to persons seeking assistance there.
7. Please type journal entries before submitting them

## DAILY TIME SHEET

Student/Intern \_\_\_\_\_

Practicum Supervisor \_\_\_\_\_

Program/Agency \_\_\_\_\_

Please fill in the months and dates on the calendar and keep track of your hours.

\_\_\_\_\_  
(Month)

S	M	T	W	TH	F	S
S	M	T	W	TH	F	S
S	M	T	W	TH	F	S
S	M	T	W	TH	F	S
S	M	T	W	TH	F	S

Total Hours for Month \_\_\_\_\_

Signature of Practicum Supervisor \_\_\_\_\_

**STUDENT'S EVALUATION**  
**PRACTICUM SUPERVISOR EVALUATION**

**Student/Intern**\_\_\_\_\_

**Practicum Supervisor**\_\_\_\_\_

**Program/Agency**\_\_\_\_\_

**I. Program/Agency**

**A. Orientation and Training**

1. Did you receive an orientation? \_\_\_yes \_\_\_no
2. What topics were covered in the orientation and training?  
\_\_\_introduction to staff  
\_\_\_individual staff responsibilities  
\_\_\_tour of facilities  
\_\_\_your work space  
\_\_\_program/agency organization  
\_\_\_program/agency policies and procedures  
\_\_\_program/agency programs and services  
\_\_\_program/agency demographics  
\_\_\_characteristics of target community  
\_\_\_community resources  
\_\_\_your roles and responsibilities  
\_\_\_observation of staff  
\_\_\_discussion of supervision process  
\_\_\_review of program/agency confidentiality policy
3. Evaluate the extent to which the orientation process was helpful, including recommendations for change.

**B. Physical Setting**

1. Describe the physical workspace you were given, if any.
  
  
  
  
  
  
  
  
  
  
2. To what extent did you feel physically and psychologically part of the agency or staff?
  
  
  
  
  
  
  
  
  
  
3. To what extent was staff (other than supervisor) available for providing assistance to you?

**C. Learning Opportunities and Responsibilities**

1. Were assignments or projects relevant to your learning needs available for assignment to you? \_\_\_yes \_\_\_no

Explain.

2. Were the assignments you received appropriate for your skill level?

\_\_\_appropriate

\_\_\_too high

\_\_\_too low

Explain.

3. Estimate the proportion of your time spent in each of the following five different audiences or groups the church or agency is working with in the people building process. Each person in the church or served by this agency is at one of the levels of commitment.
  - a. The community: The unchurched, occasional attendee. Those in the relational networks of members (e.g., friends, relative, neighbors, associates).
  - b. The crowd: Regular attenders, believers and non-believers who attend at least one service weekly
  - c. The congregation: Those who are committed to fellowship, who have been baptized in water and joined the church.
  - d. The committed: Those members who are committed to growing in maturity, are regularly involved in group or class Bible study, but are not actively leading
  - e. The core: Those who are committed to serving and reaching others, who are actively involved in leadership and ministry roles.
4. Describe your growth in the program/agency, both personal and professional, in terms of knowledge, skills and values.
5. To what extent were you able to integrate and apply your academic knowledge with your experiences in the program/agency?
6. Describe the people (not staff) with whom you worked and the primary problems presented by them.

## **II. Practicum Supervisor**

- A. How often were planned supervisory conferences held?
  
- B. What was the average length of each conference?
  
- C. Evaluate the extent to which the supervisory conferences were helpful, including recommendations for change.

## **III. Summary**

- A. Describe one or two experiences which you felt were valuable, and state what you learned from those experiences.
  
  
  
  
  
  
  
  
  
  
- B. Would you recommend that students be placed in this program/agency in the future? Why or why not?

C. Would you recommend that your practicum supervisor be assigned students in the future? Why or why not?

D. What, if anything, would you like to see changed in your practicum?

**SIGNATURES:**

Student/Intern\* \_\_\_\_\_ Date: \_\_\_\_\_

Practicum Supervisor\*\* \_\_\_\_\_ Date \_\_\_\_\_

\*My signature does not mean that I agree in part or in whole. I understand that I may add an addendum to this evaluation and submit it to my advising professor or practicum supervisor.

\*\* My signature indicates that I have read the evaluation and have had opportunity to discuss it with the student/intern



## EVALUATION OF STUDENT BY PRACTICUM SUPERVISOR

Student/Intern\_\_\_\_\_

Practicum Supervisor\_\_\_\_\_

Program/Agency\_\_\_\_\_

Circle the appropriate response:

KEY:

5 = well above your expectations for a student

4 = somewhat above your expectations for a student

3 = meets your expectations for a student

2 = somewhat below your expectations for a

### Inter-Personal Relationships: Competencies in Cross-Cultural Communication

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1. Ability to establish and maintain positive relationships.                              | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Ability to understand the concept culture shock.                                       | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Ability to understand the basic ways in which their home and host culture differ.      | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Ability to articulate coping strategies used to minimize the effects of culture shock. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Ability to develop a strategy for coping in at least one foreign host culture.         | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Ability to recognize the value of language acquisition For cultural learning.          | 5 | 4 | 3 | 2 | 1 | 0 |

7. Ability to list foundational cultural values and appreciate how a culture's worldview and values affect the attitudes and behaviors of cultural members.

5 4 3 2 1 0

8. Ability to utilize practical knowledge and skills to travel effectively and avoid common intercultural errors.

5 4 3 2 1 0

9. Ability to exhibit understanding of and empathy for the needs, values, and perspectives of diverse people groups.

5 4 3 2 1 0

10. Ability to exhibit knowledge of key cultural elements in a target region.

5 4 3 2 1 0

11. Ability to display a greater appreciation for what their own culture offers while becoming aware of international and multicultural influences in their own lives.

5 4 3 2 1 0

**Use of knowledge and Skills: Biblical Interpretation and Spiritual Formation/Research/Praxis**

12. Ability to learn and apply the basic principles of biblical interpretation.	5	4	3	2	1	0
13. Ability to recognize the Christian's responsibility to Christian missions.	5	4	3	2	1	0
14. Ability to exhibit understanding of and empathy for the needs, values, and perspective of diverse groups.	5	4	3	2	1	0
15. Ability to recognize the challenges of intercultural ministry.	5	4	3	2	1	0
16. Ability to have a basic plan for maintaining her or his spiritual life while living in a foreign host culture.	5	4	3	2	1	0
17. Ability to give a rationale for the best missiological principles and practices developed in the past, which are used in modern missions.	5	4	3	2	1	0
18. Ability to understand the issue of local church sponsored missionaries and denominational or sending agencies sponsored missionaries.	5	4	3	2	1	0
19. Ability to examine sending agency and individual missionary cooperation and interdependence.	5	4	3	2	1	0
20. Ability to be able to appropriately define the nature of concerns that are brought to his/her attention.	5	4	3	2	1	0

21. Ability to be selective and purposeful gathering of information.	5	4	3	2	1	0
22. Ability to identify the role of the local church in God's plan for world evangelization.	5	4	3	2	1	0
23. Ability to selectively and purposefully gather information.	5	4	3	2	1	0
24. Ability to appreciate the unique opportunities for intercultural ministries that exist today.	5	4	3	2	1	0
25. Ability to understand how to research any national culture prior to travel abroad.	5	4	3	2	1	0
26. Ability to improve oral and written communications, analytical thinking and one's global perspective.	5	4	3	2	1	0
27. Ability to have the opportunity to decide whether they will, in fact, select a similar vocation. (i.e. Behavioral Sciences.	5	4	3	2	1	0
28. Ability to have the opportunity to decide whether they will, in the future, work as a traditional or non-traditional missionary (professional abroad), incorporating some of the concepts and methods used in cross-cultural ministry.	5	4	3	2	1	0
29. Ability to select and implement plans.	5	4	3	2	1	0
30. Ability to carry plans through to achievable conclusions.	5	4	3	2	1	0

### **Professional Characteristics: Contextualization and Contemporary Issues**

31. Ability to provide the host program/agency with opportunity to observe their performance and to enable assessment of their aptitude for cross-cultural work.	5	4	3	2	1	0
32. Ability to provide concrete evidence of the effectiveness of the Intercultural studies program at Evangel in preparing students for this area, thereby enabling it to evaluate its program and role in such education.	5	4	3	2	1	0
33. Ability to communicate the story of their spiritual journey in a way that is understandable and meaningful in the context of their host culture.	5	4	3	2	1	0
34. Ability to build cross-cultural relationships in their target culture while showing respect for the diverse worldview of their hosts.	5	4	3	2	1	0
35. Ability to explore and understand safety and security issues.	5	4	3	2	1	0
36. Ability to seek out activities designed to promote professional development.	5	4	3	2	1	0
37. Ability to use creativity and imagination.	5	4	3	2	1	0
38. Ability to respect confidentiality of information.	5	4	3	2	1	0
39. Student grooms and dresses appropriately.	5	4	3	2	1	0
40. Student does not abuse the use of privileges (i.e. participate in the "fun" activities and avoid mundane opportunities).	5	4	3	2	1	0

41. Ability to understand the differences between personal and professional values.	5	4	3	2	1	0
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42. Ability to manage workload and meet deadlines.	5	4	3	2	1	0
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**Program/Agency Supervision: Competencies in Intercultural/Missiological History**

43. Ability to understand the program/agency's roles and functions.	5	4	3	2	1	0
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44. Ability to work within program/agency's limitations.	5	4	3	2	1	0
--	---	---	---	---	---	---

45. Ability to take initiative in raising pertinent questions.	5	4	3	2	1	0
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46. Ability to balance dependence and independence in relationship with practicum supervisor.	5	4	3	2	1	0
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47. Ability to learn new methods and accept suggestions.	5	4	3	2	1	0
--	---	---	---	---	---	---

48. Ability to seek feedback and accept critique of own work.	5	4	3	2	1	0
---	---	---	---	---	---	---

49. Student is self-motivated and seeks new experiences and responsibilities.	5	4	3	2	1	0
---	---	---	---	---	---	---

Recommended grade: \_\_\_\_\_ (see next sheet for guide)

Student's Signature\* \_\_\_\_\_ Date \_\_\_\_\_

Practicum Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

\*My signature indicates that I have read the evaluation and have had opportunity to discuss it with the practicum supervisor or advising professor.

30. Briefly describe the experiences provided for the student/intern during the practicum.

31. Comment on areas where outstanding performance was displayed.

32. Comment on areas where continued growth and improvement is necessary.

33. Recommended grade: \_\_\_\_\_ (see next sheet for guide)

Student's Signature\* \_\_\_\_\_ Date \_\_\_\_\_

Practicum Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

\*My signature indicates that I have read the evaluation and have had opportunity to discuss it with the practicum supervisor or advising professor.

<b>PRACTICUM SUPERVISOR'S GUIDE FOR RECOMMENDED GRADE</b>				
"A"	"B"	"C"	"D"	"F"
- Exceptional work	- Excellent work	- Average work	- Poor work	- Failing
- Performance skills and application of knowledge, theory, and values is very effective	- Performance skills and application of ministry knowledge and theory	- Acceptable performance in most areas, still has some notable gaps	- Passing, but not indicative of satisfactory performance	- Performance unacceptable in all areas
- Reflecting mature judgment	- Values are consistent most of the time		- Needs additional practicum hours	- Repeat practicum
- A high degree of self-awareness	- Performs at the degree of competency expected of a student/intern			
- Willingness for self-accountability with staff and people				
- Performs beyond the degree of competency expected in a student/intern				



## Practicum-Internship Contract

### ICST 498

I. Advising Professor: \_\_\_\_\_ E-Mail \_\_\_\_\_

II. Student/Intern: \_\_\_\_\_

Home Address \_\_\_\_\_

\_\_\_\_\_  
(City)

\_\_\_\_\_  
(State)

\_\_\_\_\_  
(Zip)

Springfield Address \_\_\_\_\_

Springfield Phone (\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_) \_\_\_\_\_

E-Mail \_\_\_\_\_

III. Course enrolled: ICST 498 \_\_\_\_\_

Section (1, 2, 3) (Credits coincide with Section)

\_\_\_\_\_  
(Fall, Spring, Summer I or II)

\_\_\_\_\_  
(Year)

IV. Practicum Supervisor \_\_\_\_\_ (\_\_\_\_) \_\_\_\_\_

(Phone)

Position \_\_\_\_\_ (\_\_\_\_) \_\_\_\_\_

(Fax)

Program/Agency \_\_\_\_\_

(E-Mail)

Address \_\_\_\_\_

\_\_\_\_\_  
(City)

(State)

(Zip)

V. Reading: 500 pages per credit hour (assigned by the Advising Professor in consultation with the student/intern)

Book, Papers, Magazines

Author

Pages

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

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5. \_\_\_\_\_

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VI. Description of papers

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VII. Due date: \_\_\_\_\_

VIII. Approval

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(Student's signature)

(Advising Professor's signature)

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(Academic Advisor's signature)

(Chairperson's signature)

## Appendix E

# AGWM Missionary Training

Integrating AGWM Core Values with Core Training Competencies

Competencies and Practices	AGWM Values
<b>1. Bible and Theology</b> a. Basic Biblical skills, hermeneutics, exegesis, etc. b. Ecclesiology, c. Pneumatology etc.	<ul style="list-style-type: none"><li>• We are committed to a biblical understanding of the mission of the church.</li><li>• We are committed to proclaiming the gospel to unreached people.</li></ul>
<b>2. Theology of Mission</b> a. Biblical TOM b. AGWM missions core values c. Church planting/Indigenous Church/UPGs d. Making disciples who make disciples e. RPTS f. Partnership g. Incarnational ministry h. Money and missions/unequal power, etc.	<ul style="list-style-type: none"><li>• We are committed to a biblical understanding of the mission of the church.</li><li>• We are committed to fulfilling our mission in the power of the Holy Spirit through Pentecostal practice and teaching.</li><li>• We are committed to the principles of the indigenous church and partnership.</li><li>• We are committed to proclaiming the gospel to unreached people.</li></ul>
<b>3. Understanding Culture</b> a. Tools for exegeting culture b. Challenging our own ethnocentrisms c. Living and working within the culture d. Understanding own cultural biases Truth/ Time orientation/ Living in a collective society Cross-cultural leadership, etc. e. World religions	<ul style="list-style-type: none"><li>• We are committed to understanding the culture and worldview of those people with whom we work.</li></ul>
<b>4. Spiritual Formation</b> a. Personal spiritual maturity and Spiritual Disciplines b. Living and working in community Conflict management Servant attitude and action Community Spiritual Disciplines c. Spiritual Warfare d. Living and ministering in the power of the Spirit	<ul style="list-style-type: none"><li>• We are committed to practicing spiritual disciplines in our lives and to the development of personal spiritual formation</li><li>• We are committed to fulfilling our mission in the power of the Holy Spirit through Pentecostal practice and teaching.</li><li>• We are committed to the team concept of working together as missionaries.</li></ul>
<b>5. Contextualization</b> —developing contextually appropriate message and ministry a. What is contextualization? b. Tools for contextualizing c. Contextualizing the message d. Contextualizing ministry skills	<ul style="list-style-type: none"><li>• We are committed to understanding the culture and worldview of those people with whom we work.</li><li>• We are committed to the principles of the indigenous church and partnership.</li><li>• We are committed to holistic mission in word, deed, and spirit.</li></ul>
<b>6. Grace-filled Cross-Cultural Living</b>	<ul style="list-style-type: none"><li>• We are committed to the team concept of working together as missionaries.</li><li>• We are committed to holistic mission in word, deed, and spirit.</li></ul>

<ul style="list-style-type: none"> <li>a. Family life—creating a home and parenting; children's education;</li> <li>b. Singles and gender issues</li> <li>c. Language learning/Life-long learning</li> <li>d. Bookkeeping and reporting</li> <li>e. Culture shock, expectations, counting the cost,</li> </ul>	
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