Intercultural Doctoral Studies
Doctor of Applied Intercultural Studies
"Shaping Servant-Leaders to Reach all Peoples"

— Syllabus —

COURSE NUMBER and TITLE: *MCC 901 Leaders in a Global Context* **CREDIT HOURS:** 4 **SEMESTER:** *Summer 2019* **COURSE DAY/TIME:** July 8-12, 2019, *8am-5pm* **LOCATION:** *Room 229*	**INSTRUCTOR:** DeLonn Rance[1] **PHONE:** 417-268-1028 **OFFICE:** AGTS 213 **EMAIL:** drance@agts.edu ranced@evangel.edu **OFFICE HOURS:** *By appointment*

REQUIRED TEXTS:

Anderson, Ray S**.** *Ministry on the Fireline: A Practical Theology for an Empowered Church***.** Pasadena, CA: Fuller Seminary Press, 1993. Print 235 pp. **ISBN-13:** 978-0960263882

Creps, Earl. *Off-Road Disciplines: Spiritual Adventures of Missional Leaders*. San Francisco, CA: Jossey-Bass, 2006. Print 240 pp. **ISBN-13:** 978-0787985202

Dempster, Murray W., Byron D. Klaus, and Doug Petersen, eds. *Globalization of Pentecostalism: a Religion Made to Travel***.** Carlisle, UK: Regnum Books International, 1999. Print 406 pp. **ISBN-10:**1870345290

Gallagher, Robert L. and Paul Hertig, eds. *Contemporary Mission Theology: Engaging the Nations.* American Society of Missiology Series, No. 53. Maryknoll, NY: Orbis Books, 2017. eBook and Print 336 pp.**ISBN-13:** 978-1626982116

Gilbert, Marvin, Alan Johnson, and Paul Lewis, eds. *Missiological Research: Interdisciplinary Foundations, Methods, and Integration*. Pasadena, CA: William Carey Publishing, 2017. eBook and Print 435 pp. **ISBN-13**: 978-0878086337

Hesselgrave, Daivd J., *Paradigms in Conflict: 15 Key Questions in Christian Missions Today*. Grand Rapids, MI: Kregel Academic and Professional, 2018. Print 384 pp. **ISBN-13:** 978-0825444777

Johnson, Alan R. *Apostolic Function in 21st Century Missions*. Pasadena, CA: William Carey Library, 2009. Print 258 pp. **ISBN-13:** 978-0878080113

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[1] See Addendum 4 for additional information on Dr. Rance.

Pocock, M., Gailyn Van Rheenen, and C. Douglas McConnell. *The Changing Face of World Missions: Engaging Contemporary Issues and Trends. Encountering Mission.* Grand Rapids, MI: Baker Academic, 2005. Print 400 pp. **ISBN-13:** 978-0801026614 $24.99

(Total: 2594 pp.)

NOTE: IF PARTICIPANT HAS READ ANY OF THE REQUIRED TEXTS FOR CREDIT IN ANOTHER CLASS, PLEASE SUBSTITUTE ANOTHER BOOK FROM THE LIST BELOW.

Recommended Substitutes:

Anderson, Ray S., ed. *Theological Foundations for Ministry: Selected Readings for a Theology of the Church in Ministry*. London: T & T Clarke Publishers, 1999. 788 pp. **ISBN-13:** 978-0567223555

Anderson, Ray S. *Minding God's Business*. Eugene, OR: Wipf and Stock Publishers, 2008. Print 166 pp. **ISBN-13:** 978-1606082195

Anderson, Ray S. *The Soul of the Ministry: Forming Leaders for God's People*. Louisville, KY: Westminster John Knox Press, 1997. Print 280 pp. **ISBN-13:** 978-0664257446

Clinton, J. Robert. *The Making of a Leader*. Colorado Springs, CO: NavPress, 1988. Print 272 pp. **ISBN-13:** 978-0891091929

Elliston, Edgar J. *Home Grown Leaders* Pasadena, CA: William Carey Library, 1992. Print 181 pp. **ISBN-13:** 978-0878082360

Engel, James F., and William A. Dyrness. *Changing the Mind of Missions: Where Have We Gone Wrong?* Downers Grove, IL: InterVarsity Press, 2000. Print 192 pp. **ISBN-13:** 978-0830822393

Foster, Richard J. *Money, Sex and Power: The Challenge of the Disciplined Life*. London: Hodder & Stoughton, 1999. Print 272 pp. **ISBN-13:** 978-0340756232

Greenleaf, Robert K. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness.* Ramsey, NJ: Paulist Press, 1977. Print 335 pp. **ISBN-13:** 978-0809102204

Shawchuck, Norman, and Roger Heuser. *Leading the Congregation: Caring for Yourself While Serving the People*. Nashville, TN: Abingdon Press, 1993. Print 339 pp. **ISBN-13:** 978-0687084203

_____ *Managing the Congregation: Building Effective Systems to Serve People*. Nashville, TN: Abingdon Press, 1996. Print 388 pp. **ISBN-13:** 978-0687088980

Tiplady, Richard, ed. *One World or Many? The Impact of Globalisation on Mission.* Pasadena, CA: William Carey Library, 2003. Print 277 pp. **ISBN-13:** 978-1842272404

Taylor, William D., ed. *Global Missiology for the 21rst Century: The Iguassu Dialogue*. Grand Rapids, MI: Baker, 2000. Print 576 pp. **ISBN-13:** 978-0801022593

Van Engen, Charles. *God's Missionary People: Rethinking the Purpose of the Local Church*. Grand Rapids, MI: Baker Book House, 1991. Print 224 pp. **ISBN-13:** 978-0801093111

Woodberry, J. Dudley, Charles Van Engen, and Edgar J. Elliston, eds. *Missiological Education for the Twenty-First Century: The Book, the Circle, and the Sandals: Essays in Honor of Paul E. Pierson*. American Society of Missiology Series, No. 23. Maryknoll, NY: Orbis Books, 1996. Print 310 pp. **ISBN-13:** 978-1597522366

Background Literature. These books are standard works on missiology that are particularly relevant to this course. Ideally, you should have already read this material before beginning doctoral studies. If there are any books you have not read on this list, review them and write a summary card for later reference. Even if you have already read these books, it would be good to review them and write a summary card as well. If you will follow this practice throughout your doctoral studies, you should be prepared for the qualifying exam at the end of the core courses.

Boer, Harry. *Pentecost and Missions*. Grand Rapids, MI: Eerdmans, 1961. Print 270 pp. **ISBN-13:** 978-0802810212

Cox, Harvey. *Fire from Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-First Century*. Redding, MA: Addison-Wesley Publishing, 1995. E-book and Print 368 pp. **ISBN-13:** 978-0201489316

Foster, Richard J. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco CA: Harper and Row, 1978. Print 256 pp. **ISBN-13:** 978-0060628390

Hodges, Melvin L. *The Indigenous Church including the Indigenous Church and the Missionary*. rev. ed. Springfield, MO: Gospel Publishing House, 2009. Print 208 pp. **ISBN-13:** 978-0882438108

Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. New York, NY: Oxford Press, 2002. E-book and Print 288 pp.**ISBN-13:** 978-0195168914

Pomerville, Paul A. *Third Force in Missions: A Pentecostal Contribution to Contemporary Mission Theology*. Peabody, MA: Hendrickson Publishers, 1985. Print 208 pp. **ISBN-13:** 978-0913573150

Van Engen, Charles. *Mission on the Way: Issues in Mission Theology*. Grand Rapids, MI: Baker Books, 1996. Print 304 pp. **ISBN-13:** 978-0801020902

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:

The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.

EVANGEL UNIVERSITY MISSION:

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.

DAIS MISSION:

The mission of the DAIS is to prepare persons for denominational and interdenominational leadership roles in cross-cultural ministries both in the United States of America as well as around the globe, to educate persons with specialized expertise in missiology and its cognate disciplines, and to train persons for research and teaching in those disciplines.

CATALOG DESCRIPTION:

This course orients participants to the unique dynamics and requirements of the Doctor of Applied Intercultural Studies degree, highlighting issues that impact their lives and ministries; provides an overview of the program tracks and courses with special focus on missiological research; and guides participants in missiological reflection in light of their ministries and global issues.

COURSE PREREQUISITES:

There are no prerequisites.

COURSE REQUIREMENTS:

Pre-Session:

1. Read the required textbooks listed in this syllabus. Write and submit brief electronic summary cards for all course readings (graded as credit or no credit). (Be sure to make arrangements to acquire and read all texts prior to the beginning of class.) Those who have not read the background literature should do so to prepare for the qualifying exam later in the program.

   To facilitate your review of this literature throughout your program, write an electronic summary card for each book or article using reference management software (e.g. Endnote, Zotero, RefWorks. Each student should review the options and choose a software program of their choice.) These notes will prove to be crucial tools for you in reviewing for the qualifying exams, in which you will be required to show your mastery of

missiological literature. Although you may write what you please on these cards, I recommend the following format:

- Bibliographic information (author, date, and title are sufficient)
- A summary of the book (A paragraph abstract that includes a thesis statement)
- Significant quote(s) from the book which you might wish to cite in your research or on the qualifying exams

The number of quotes varies according to student preference and research area, but the bibliographic information and summary should fit on a 4 X 6 card if handwritten (single spaced half page). You should periodically review these cards and have them virtually memorized by the time of the qualifying exam.

For information on textbook pricing, go to http://www.bkstr.com/evangelstore/home*. Be sure to buy and read the textbooks for every class before you come to the modules.*

2. On Course Commons on the menu on the left side of the screen click on the **"Discussions"** tab in order to provide you with an opportunity to publicly interact with the reading and facilitate dialog with your classmates, each student will be required to submit five posts to the Discussions (you are welcome to post additional interaction to the reading or other postings as you will):

> **Post one:** After reading the Anderson, Creps, and Dempster texts post a 150-200 word paragraph that begins with: "My greatest 'aha' moment in the reading was . . ." and explain why.

> **Post two:** After reading Woodberry post a 150-200 word paragraph describing contemporary mission theology.

> **Post three:** After reading Hesselgrave, Johnson and Pocock, in a 150-250 word paragraph describe what you consider to be the most significant issues in the field of missiological research, theory and praxis.

> **Post four:** Write a critique or interact with one of your colleague's postings.

> **Post five:** After finishing all of the required reading, write a 150-200 word paragraph that responds to **one** of the following: a. "I wish I had read _____ when I started my missionary career because . . . ." b. Every missionary needs to read _____ because. . . ." c. The question I wish the professor had asked about the reading for this course is _____ because . . ."

3. Based on the reading of **all the required literature** and your ministry context, write a 4-5 page critical reflection paper including responses to the following questions:

- What specific reading most impacted your life? Why?
- Having read **all** the required literature, what are the most significant missiological issues raised? Which are most germane to your ministry context? Why?
- How has the required reading influenced your missions thinking or future ministry?
- What missions statement or perspective in the required reading did you disagree with most?

- Quote what you consider the most significant or impacting citation and describe why this citation is significant.

4. Surf several missiological websites. Choose two of the sites and write a two page critical review (one page for each website). Assess presentation, ease of use, quality of content, and special contributions.

Session:

1. Attend class and participate in discussions.

2. Complete and present in class the Project Prospectus template (also identified as the VAW Presentation Template DAIS Project Prospectus) (See Addendum One or download from Course Commons) that includes responses to the following questions:

- What topic might you like to explore in your project and why?
- What in your background prepares or qualifies you to do this missiological research/reflection?
- What is the specific context in which you will develop and execute your project and why?
- How will this study relate to your future ministry and professional goals, to your missions agency and to global missiology (i.e. significance)?
- What questions or issues do you consider essential or critical to this topic?
- What missiological theories are germane to your topic?
- Identify at least one major work for each research question.

Class presentations will be limited to 10 minutes. Utilize the prospectus template and submit to the professor by Friday morning for distribution to class members. Use of Power Point during the presentation is encouraged.

Post-Session:

1. Successfully complete the online "IDS Academic Workshop." To access this online orientation course, go to Course Commons and click on the DAIS resources icon on your desktop, at the bottom of the page click on the IDS Academic Workshop and complete all assignments.
2. Write an initial prospectus for your research project (final assessment document) that includes an introduction to the research problem, your background that qualifies you for the research, a purpose statement, problem statement, research questions, significance, goals, limitations and delimitations of the study, definitions of key terms in the research, assumptions and a literature review in the form of an annotated bibliography (i.e. **The submission of chapters 1 and 2 of a draft project prospectus following the directives found in the document "Project Prospectus Guidelines**.") The paper should be 10-15 pages in length. Specific instructions for this assignment will be reviewed in class.

NOTE: ALL REQUIRED WORK FOR THIS COURSE MUST BE SUBMITTED BEFORE DECEMBER 9, 2019 (the first day of class of the next set of modules).

I highly recommend completing the post-session work (i.e. all assignments) within 90 days of the last day of class in order to begin pre-session work for your next course. However, all assignments **MUST** be completed before **December 9 as a grade of failure may be issued.** If additional time is required, the student must request an extension prior to this date. If merited, I can grant a 90-day extension (a fee applies). Please note the following policy on assignments as it appears in the catalog under this degree program:

Incomplete Grades

Students are expected to complete all course work in a timely fashion as specified by the instructor in the course syllabus. A grade of "IP" (In Process) will be issued if the professor's due date falls after the AGTS semester ending date. Due dates of doctoral modular courses are at the discretion of the professor but will be considered IP until the first day of the next module or set of modules. A grade of failure may be issued if the work is not submitted by the first day of the next module(s) unless the student has requested an extension. If the student requests additional time, an incomplete "I" grade may be given at the discretion of the instructor for a 90-day extension. In the event the instructor grants a grade of incomplete, he or she will have the option of lowering the final grade for the course one letter grade lower than it would have been had the work been submitted on time. If the work is not submitted before the expiration of the 90-day extension, a grade of failure may be issued. No student will be permitted to begin credit courses in a new semester if carrying more than two IP or I courses.

General Guidelines for Formal Writing Assignments: Each writing assignment should be typed, double-spaced in a Times New Roman 12 point font. It should contain your name and should conform to **Turabian Parenthetical academic formatting** (download the "**Turabian Parenthetical Style Guide"** and the **"IDS Course Paper Template"** from Course Commons, click on the resources icon. The paper must be well-structured, clearly written, and grammatically correct. Make sure someone proof-reads your paper before you submit it to avoid typographical, grammatical, and editorial errors. Papers which do not engage appropriate bibliographic resources will be returned for rewrites (In future courses papers which have not done so will be rejected.)

*See Addendum Two for the "AGTS (GMD) Rubric for the Evaluation of the Quality of Student Writing" (The rubric which will be used for the grading of your papers) and Addendum Three for "Tips for Writing Better Papers."

**All work must be submitted electronically as an attached Word Document file to DeLonn Rance at AGTS by e-mail (drance@agts.edu or ranced@evangel.edu). PLEASE INCLUDE YOUR LAST NAME AS THE FIRST WORD IN THE FILE NAME. The latest version of Office is available for your personal device. It can be downloaded without charge by following the instructions at: https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-Get-Microsoft-Office-for-free- It is recommended that you submit the work as soon as you complete it to avoid the accumulation of work (and stress) at deadline dates. If you have any questions or concerns, please do not hesitate to ask.

ATTENDANCE:

Class attendance is extremely important to your success as a student. There are no excused absences unless approved by the professor, but should you be absent from class, you will be responsible for collecting information you miss.

COURSE OUTCOMES:

Course Learning Outcomes[2] Upon completion of this course, the student will be able to:	Program Learning Outcomes	EU20	Faith, Work & Economics Integration
1. Identify and define the principle terms and constructs of the discipline of missiology.	DAIS-SLO # 1,3,7	C 1,2,3,4,5 E 1,2,3,5 I 1,5 G 1,3,4	Outcomes 2,3,4,5,6
2. Articulate the purpose, the program objectives, the requirements and the expected outcomes of the Doctor of Applied Intercultural Studies program at AGTS and how they correspond to the fulfillment of your call and ministry.	DAIS-SLO # 8	C 4,5 E 1,2,3,4,5 I 1,4,5 G 1,2,3,4,5	Outcomes 1,2,3,4,5,6
3. Relate the theoretical issues of the class to your own missionary context.	DAIS-SLO #2,3,4,5,6,8	C 3,4,5 E 1,2,3,4,5 I 1,4,5 G 1,2,3,4,5	Outcomes 1,2,3,4,5,6
4. Develop a theology of Pentecostal missional leadership. (DAIS-SLO #s 1,2,4,5,6,7)	DAIS-SLO #1,2,4,5,6,7	C 1,2,3,4,5 E 1,2,3,4,5 I 1,4,5 G 1,2,3,4,5	Outcomes 1,2,3,4,5,6
5. Describe and evaluate historic and contemporary Assemblies of God missiology.	DAIS-SLO #1,2,3,4,5,7	C 3,5 E 2,3,4 I 1,5 G 1,3,4	Outcomes 1,2,3,4,5,6
6. Design and execute a literature review as a part of a project design.	DAIS-SLO # 8	C 3,4,5 E 1,2,3,4,5 I 1,5 G 1,3,4,5	Outcomes 1,2,3,4,5,6
7. Utilize internet tools and sources in missiological research.	DAIS-SLO #2,4,8	C 3,4,5 E 1,2,3,4,5 I 1,5 G 1,3,4,5	Outcomes 2,3,4,5,6
8. Interact critically with contemporary issues and trends in world missions	DAIS-SLO #1,2,3,7,8	C 3,4,5 E 1,2,3,4,5 I 1,5 G 1,3,4	Outcomes 2,3,4,5,6

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[2] All AGTS Program Learning Outcomes, EU 20, and Faith, Work, and Economic outcomes are found on the website: https://agts.edu/current-students/academic-policies/.

	DAIS-SLO	C 1,2,3,4,5	Outcomes
9. *Reflect missiologically on your personal ministry both locally and globally.*	#1,2,3,4,6,7	E 1,2,3,4,5 I 1.4,5 G 1,2,3,4,5	1,2,3,4,5,6
Identify potential areas of study for the development of your final project. (DAIS-SLO #s 1,2,3,4,5,7,8)	DAIS-SLO # 1,2,3,4,5,6,7,8	C 1,2,3,4,5 E 1,2,3,4,5 I 1.4,5 G 1,2,3,4,5	Outcomes 1,2,3,4,5,6

ASSESSMENT:

All assignments are assessed using rubrics. Rubrics are attached to the drop boxes on COURSE COMMONS for viewing prior to assignment submission. Points for each of the assignment categories and the grading scale for the course are shown below.

GRADING SCALE:

A	94 to100%	C	74 to < 77%
A-	90 to < 94%	C-	70 to < 74%
B+	87 to < 890%	D+	67 to < 70%
B	84 to < 87%	D	64 to < 67%
B-	80 to < 84%	D-	61 to < 64%
C+	77 to < 80%	F	0 to < 61%

GRADING POLICY:

Assignment	Due Date	
1. General Class Participation		5%
2. Electronic Textbook Summary Cards (credit/no credit)	7/8/19	10%
3. Online Discussions (5 posts)	7/8/19	10%
4. Critical Reflection Paper	7/8/19	10%
5. Website Review	7/8/19	5%
6. Project Prospectus Template and Oral Presentation	7/12/19	10%
7. Completion of the Online IDS Academic Workshop	12/9/19	10%
8. Initial Project Prospectus	12/9/19	40%

All assignments are due before the beginning of the next session of doctoral classes December 9, 2019. Any work that earns less than 80% will be returned to the student to be redone. All grading rubrics will be available before the beginning of the class.

General Guidelines for Formal Writing Assignments

Each writing assignment should be typed, double-spaced in a 12-point font. It should contain your name and should conform to the IDS Turabian Parenthetical Style Guide.

COURSE OUTLINE:

This is a tentative course outline. Course outline may be changed at the discretion of the course instructor. Notice of changes will be made in class.

Class Date/ Time	Class Topics/Activities	Lead by:	Corresponding Literature
7/8/19 Monday	**The Missiologist as a Spiritual Leader**		
8:00-10:00 am	The Leader as a Follower: Spiritual, Corporate, and Missiological Disciplines Research as Worship	Rance	Creps, Miss. Research
10:00-10:30 am	Break		
10:30-12:00 am	AGTS's Doctor of Missiology and Ph.D. in Intercultural Studies Programs Review of IDS Online Academic Workshop	Rance/ Rance Koeshall	
12:00-1:00 pm	LUNCH with class, catered at AGTS		
1:00-3:00 pm	The Leader: "Doing Theology" Missiological Contextualization	Rance	Anderson Woodberry
3:00-3:30 pm	Break		
3:30-4:30 pm	The Leader: "Doing Theology" Missiological Contextualization	Rance	
4:30-5:00 pm	Personal and corporate missiological reflection on the day's activities.	Rance	
7/9/19 Tuesday	**The Missiologist: Defined**		
8:00-8:30 am	Prayer	Student Led	
8:30-10:00 am	The Leader as a Servant (5 categories)	Rance	Anderson
10:00-10:30 am	Break		
10:30-12:00 am	The Leader as a Missiologist: An Introduction to the Discipline	Rance/ Braswell/ Koeshall	
12:00-1:00 pm	LUNCH with class, catered at AGTS		
1:00-3:00 pm	The Leader as a Missiologist: The historical development of a narrative AG and Pentecostal missiology	Rance	Woodberry
3:00-3:30 pm	Break		

3:30-4:30 pm	The Leader as a Missiologist: Contemporary Pentecostal Issues	Rance	Johnson, Dempster
4:30-5:00 pm	Personal and corporate missiological reflection on the day's activities.	Rance	
7/10/19 Wednesday	**The Missiologist as a Researcher**		
8:00-8:30 am	Prayer	Student Led	
8:30-10:00 am	The Leader as a Researcher: Introduction to Missiological Research	Rance/ Koeshall	Woodberry et al. Chap. 2/ Miss. Research
10:00-10:30 am	Break		
10:30-12:00 am	The Leader as a Researcher: The use of the library and internet	Rick Oliver	
12:00-1:00 pm	LUNCH with class, catered at AGTS		
1:00-3:00 pm	The Leader as a Researcher: Developing a dissertation proposal or project prospectus.	Rance/Braswell/ Koeshall	Woodberry et al. Chap. 2/ Miss. Research
3:00-3:30 pm	Break		
3:30-4:30 pm	The Leader as a Reader/Writer/Learner	Rance	Woodberry et al.
4:30-5:00 pm	Personal and corporate missiological reflection on the day's activities.	Rance	
7/11/19 Thursday	**The Globally Aware Missiologist**		
8:00-8:30 am	Prayer	Student Led	
8:30-10:00 am	The Leader as Globally Aware: The Global Context	Rance	Pocock et al.
10:00-10:30 am	Break		
10:30-12:00 am	The Leader as Globally Aware: The Missional and Strategic Contexts	Rance	Pocock et al.
12:00-1:00 pm	LUNCH with class, catered at AGTS		
1:00-3:00 pm	The Leader as Globally Aware: "Paradigms in Conflict"	Rance	Hesselgrave
3:00-3:30 pm	Break		
3:30-4:30 pm	The Leader as Glocal: Leaders and Contemporary Issues in Missiology	Rance	Dempster et al.
4:30-5:00 pm	Personal and corporate missiological reflection on the day's activities.	Rance	
7/12/19 Friday	**The Missiologist in Research**		
8:00-8:30 am	Prayer	Student Led	
8:30-10:00 am	Student Presentation of Initial Project/Dissertation Proposals	Rance/ Braswell/ Koeshall	

10:00-10:30 am	Break		
10:30-12:00 am	Student Presentation of Initial Project/Dissertation Proposals	Rance/ Braswell/ Koeshall	
12:00-1:00 pm	LUNCH with class, catered at AGTS		
1:00-3:00 pm	Student Presentation of Initial Project/Dissertation Proposals	Rance/ Braswell/ Koeshall	
3:00-3:30 pm	Break		
3:30-5:00 pm	Wrap-up/Assessment of First Module	Rance/ Braswell/ Koeshall	

SPECIFIC DATA

Prepared by DeLonn Rance, April 14, 2019

ACADEMIC INTEGRITY:

As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the AGTS/Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of AGTS/Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the AGTS/Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

ELECTRONIC DEVICES IN THE CLASSROOM:

The use of electronic devices in the classroom is intended to enhance the learning environment for all students. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited. Your laptop, tablet, or other electronic device can become a distraction to you and to those around you if it is not used for proper academic purposes. Proper academic purposes include taking notes, following along with the instructor on PowerPoint, as well as working on assigned in-class activities, projects, and discussions that require in-class computer use. Texting, Internet surfing, emailing, gaming and other such activities are not permitted in class and can result in losing the privilege to bring electronic devices to class. Mobile phones, pagers, and Google glass must be turned off during class unless extenuating circumstances are discussed with the professor, and approval to have them activated is given prior to class. It is not permissible to answer telephones in class or to engage in text messaging at any time while class is in session. Students who violate this rule risk being counted absent for the class. Students are not permitted to take photographs, or make audio or video recordings during class without prior approval from the professor

DISABILITY ACCOMMODATIONS:

Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by Evangel University to review disability

documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

NON-DISCRIMINATORY LANGUAGE:

Students should use non-discriminatory language in all written and spoken communication in this class. While AGTS does not endorse the following websites, they provide more information on non-discriminatory language:

General Principles: http://www.randomhouse.com/words/language/avoid_guide.html
Gender: http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html
Racial and Ethnic Identity: http://www.apastyle.org/race.html.
Disabilities: http://www.apastyle.org/disabilities.html.
Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html

This course will use *Course Commons*, Evangel's learning management system. There are links to *Course Commons* in the Student Portal and the Evangel website. The login page for *Course Commons* is https://courses.evangel.com/.
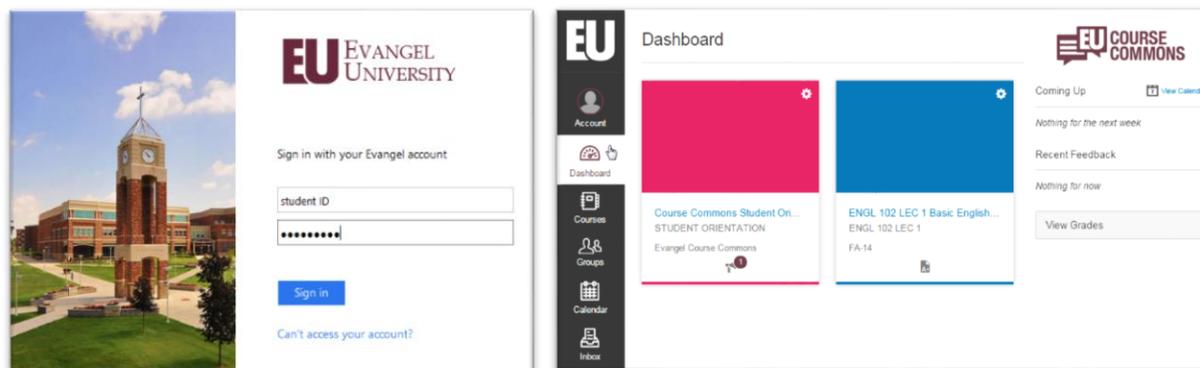
Use your Evangel

username and password to login.

COURSE COMMONS STUDENT ORIENTATION

All Evangel students have access to the Course Commons Student Orientation. If you are new to *Course Commons* you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.

ACCESSING THE COURSE IN COURSE COMMONS

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

To customize your Courses list, see the following Help Guide: How do I customize my Courses list?

Students will have access to this course in *Course Commons* seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through *COURSE COMMONS*. Only access to already submitted work, course resources and grades will be available.
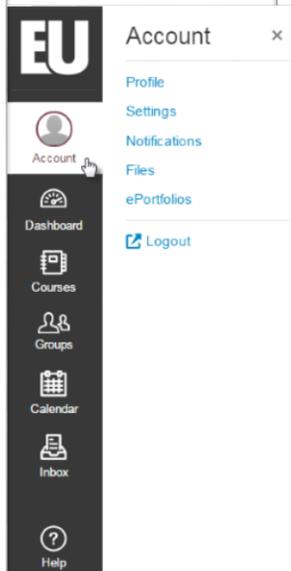
ACCESSING COURSE CONTENT IN COURSE COMMONS

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.
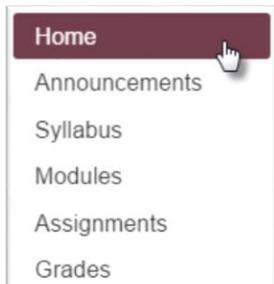
You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu. Students can adjust their personal settings in *COURSE COMMONS*. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout *COURSE COMMONS*.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from *COURSE COMMONS* and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the *COURSE COMMONS* Student Orientation: How to Update your Profile and Settings and How to Update Your Notifications Preferences.

ACCESSING GRADES IN COURSE COMMONS

All course grades will be recorded and shown through *COURSE COMMONS*. Simply click the "Grades" button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the *COURSE COMMONS* Student Orientation: How to Check My Grades.

HOW TO GET HELP WITH COURSE COMMONS

Help is never more than a few clicks away! You can access the Help menu from any page in *COURSE COMMONS*.

Click on the Help icon in the lower left corner of the screen. Because the *COURSE COMMONS* is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: https://community.canvaslms.com/community/answers/guides/.
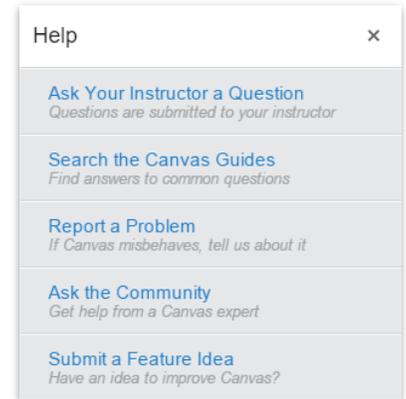
COURSE COMMONS TROUBLESHOOTING

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with COURSE COMMONS? Click the Help icon, click "Report a Problem" and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu

Prospectus Presentation Template

(This form can be found on Course Commons in Word format)

Highlight and copy the following report form and paste into a new Word Document. From the drop-down menu click "Save As." At the prompt for "File Name" Type your last name followed by: Prospectus Presentation Template. Fill in this template using single spaced Times New Roman 12 pt. font. Copy from this point forward to the end of Addendum 1:

SEMINAR TEMPLATE FOR THE

DOCTOR OF APPLIED INTERCULTURAL STUDIES PROJECT PROSPECTUS

For Class Presentation

_Name: _____ e-mail: _____ Date: _____ 20____

Ministry Position:

Ministry Passion:

Topic: (+/- 50 words establishing the connection to your background/current ministry and the perceived interrelationship and integration of the study's biblical/theological, ecclesial and socio-cultural elements)

Nature of the Study: (tick/select one)

☐ _Theory Application_   ☐ _Program/Intervention Evaluation_   ☐ _Baseline Description_

Proposed Project Title:

Purpose Statement:[1]

Problem Statement:[2]

Research Questions: (three or more, typically organized by research phases)

Significance/Goals of the Study: (+/- 40 words)

Key Works for Literature Review: (list one or two per research question)

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[1] A comprehensive answer to the question, Why will you pursue this particular topic?

[2] A detailed statement of what you will seek to discover through this study, essentially a carefully crafted statement of what you do not know.

ADDENDUM 2

AGTS (GMD) RUBRIC FOR THE EVALUATION OF THE QUALITY OF STUDENT WRITING

The quality of a student's writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

	5	4	3	2	1
A. TOPIC SELECTION/RATIONALE FOR STUDY 10%					
1. The student gives a clear, cogent rationale for the choice of the subject 2%					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%					
3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%					
4. There's evidence that the student has read widely enough to identify the major issues 2%					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%					
B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%					
1. The student has chosen a research methodology that is adequate to the stated goals of the study 10%					
2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%					
3. The outline of the paper is coherent and provides a logical development from concept to concept 10%					
C. CRITICAL THINKING SKILLS 30%					
1. The student has engaged a broad spectrum of views related to the chosen topic 10%					

2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%					
3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%					
D. BASIC WRITING SKILLS 20%					
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%					
2. The appropriate style format was used (Turabian or APA) 5%					
3. The writing style is clear, straightforward, and easily understood 5%					
4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%					

ADDENDUM 3

TIPS FOR WRITING BETTER PAPERS

*The principles below should be applied to the preparation of the papers.

TRUISMS

1. *Reading and re-reading the instructions aid in the preparation of superior papers.*

2. *A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.*

3. *Writing skills improve with more writing; there are no shortcuts.*

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. *Solid research in primary sources*

2. *Familiarity and interaction with secondary sources*

3. *Logical organization*

4. *Original analytical reflection*

5. *Integrity in writing*

6. *Consistency in following the designated style manual (e.g., APA, Turabian, etc.)*

WHAT STUDENTS EXPECT OF PROFESSORS

1. *Clear instructions about the nature of the paper*

2. *Explanation of research methodology for the particular area of study*

3. *A clear rationale for the grade should be provided through comments written on the paper*

4. *The weight of the grade based first on the content of the paper, secondly on the mechanics.*

NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically and analytically.

GUIDELINES:

1. *Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.*
2. *Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.*
3. *Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to*

such temptations!) This means that redundancies redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as "very") sparingly.

4. *After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. "What?" you ask, "more than one draft?"*

5. *Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.*

6. *Following the introduction of a person's name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person's first name in subsequent references; this would imply that you are a personal friend of the person cited.*

7. *Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.*

8. *If in doubt about a long sentence construction, break into two or more sentences.*

9. *How should you refer to yourself in the paper? I suggest the occasional use of the pronoun "I." Referring to yourself as "this writer" or "this author" or "he or she who scribeth this paper" appears awkward in my estimation. At the same time, avoid using the first person plural ("we," "us," "our") and the second person singular and plural ("you"). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.*

10. *Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as "stuffers" in the text.*

11. *Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.*

12. *The bibliography should be strongly represented in the references notes. Avoid "stuffing" the bibliography with little used resources.*

13. *Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.*

14. *Use headings, as well as sub-headings (if necessary). Do not use "chapters"; those would be for theses and dissertations.*

15. *Proofread the paper carefully and by all means use a spell-check. Have someone else—"THE HONEST FRIEND"—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don't accept them uncritically.*

16. *THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.*

17. *Gender inclusive language should always be used except when referring to the members of the Trinity.*

PROFESSOR

DeLonn L. Rance

Director of Intercultural Doctoral Studies
Chair of the Global Missions Department
Professor of Intercultural Studies

> *B.S., Bethany University*
> *M.A., Assemblies of God Theological Seminary*
> *M.A., Vanguard University*
> *Ph.D., (Intercultural Studies) Fuller Theological Seminary*
> *Doctor Honoris Causa, Universidad Cristiana de las Asambleas De Dios (El Salvador)*

Twenty years of missionary experience among the people of El Salvador and a transforming vision for the training and sending of missionaries from the majority world fire the passion of Dr. Rance's teaching. Having been raised in Guatemala as a child of missionaries, he experienced a call to raise up Latin Americans for missions before his teenage years began. He arrived in El Salvador as a missionary (and AGTS alumnus) at age 23 and immediately set out to fulfill that calling by becoming the founding dean and professor of missiology for the School of Theology and Missions at the Universidad Cristiana de las Asambleas de Dios. He led in the formation of the AG Department of Missions in the Salvadoran national church and served as its president for its first eight years, preaching missions across the nation of El Salvador and throughout Latin America. He is the founder of CAMAD, a missionary training center in El Salvador, and is the missiological advisor and former secretary of Misiones en Conjunto, a network of AG missions agencies in Latin America, the Caribbean, and Spain. Together with other leaders, he has helped to build what has become a strong missionary movement in the national churches of the region. In addition to his missionary statesmanship,

Dr. Rance served as a member of the Executive committee and General Presbytery of the AG in El Salvador for 20 years and taught at Bethel Bible Institute. His international teaching includes work with Latin American Advanced School of Theology, Latin American Theological Seminary and Bethany College (Bethany University). Dr. Rance, along with his wife Valerie (PHD/ICS), are appointed Assemblies of God World Missionaries (AGWM 35 years) assigned to Latin America and the Caribbean and to AGTS. He also currently serves as Missiologist for the Missions Commissions of the World Assemblies of God Fellowship and the Pentecostal World Fellowship.