



Global Missions Department
"Shaping Servant-Leaders to Reach all Peoples"

Pentecostal Theology of Leadership Development MHT 635

Spring 2020

Faculty Information

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Course Information

Credit hours: 3
Course dates: January 8 - April 24, 2020
Meeting times: Weekend Class meeting Fridays 2:00-9:30 pm and Saturday 9:00 am - 5pm on the weekends of Jan. 24-25; Feb. 28-29 March 27-28
Location: AGTS 229

Required Texts

- Creps, Earl. *Off-Road Disciplines: Spiritual Adventures of Missional Leaders*. San Francisco, CA: Jossey-Bass, 2006. ISBN-10: 0787985201, ISBN-13: 978-0787985202 Print 240 pp.
- Dempster, Murray W., Byron D. Klaus, and Douglas Petersen, eds. *Called and Empowered: Global Mission in Pentecostal Perspective*. ISBN-10: 0943575478, ISBN-13: 978-0943575476 Peabody, MA: Hendrickson Publishers, 1991. Print 312pp.
- Edwards, Gene. *The Tale of Three Kings: A Study in Brokenness*. Carol Stream, IL: Tyndale House Publishers, Inc.1992. ISBN-10: 0842369082, ISBN-13: 978-0842369084 Print 111pp.
- Hodges, Melvin L. *The Indigenous Church including the Indigenous Church and the Missionary*. rev. ed. Springfield, MO: Gospel Publishing House, 2009. ISBN-10: 0882438107, ISBN-13: 978-0882438108 Print 208 pp.
- McNeal, Reggie. *A Work of the Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass, 2000. ISBN-10: 1118103181 ISBN-13: 978-1118103180 Electronic and Print 240 pp.
- Plueddemann, James E. *Leading Across Cultures: Effective Ministry and Mission in the Global Church*. Downers Grove, IL: InterVarsity Press, 2009. ISBN-10: 0830825789 ISBN-13: 978-0830825783 Print 220 pp.

Shawchuck, Norman. *What It Means to Be a Church Leader: A Biblical Point of View*. Leith, ND: Spiritual Growth Resources, 1984. **ISBN-10:** 0938180134, **ISBN-13:** 978-0938180135 Print 69 pp (**Consult professor for acquisition. NOTE: No online quiz required for this text.**)

Sills, M. David. *The Missionary Call: Find Your Place in God's Plan for the World*. Chicago, IL: Moody Publishers, 2008. **ISBN-10:** 0802450288 **ISBN-13:** 978-0802450289 Electronic and Print 256 pp.

Personal choice of a Missionary Biography (see addendum two for observations and recommendations).

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

Evangel University Mission Statement

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.

Assemblies of God Theological Seminary Mission Statement

AGTS shapes servant leaders with knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

Catalog Description

An examination of theological issues related to indigenous church leadership development from a Pentecostal perspective with special attention to spiritual formation, moral issues and social/organizational structures in a missional context.

Course Prerequisites

There are no prerequisites.

Course Purpose

To help students discover God's call and direction and experience Spirit empowerment as missional leaders grounded in biblical missiology.

Learning Outcomes

Upon completion of this course, the student will be able to:	PLO ¹	EU20 ²	FWE/ON ³
1. Recognize the relationship between spiritual and corporate disciplines, spiritual formation and the core competencies of the missional leader.	MAIS #s 1,2,3,4,5,6	C 1,2,3,4,5 E 1,2,3,4 I 1,4,5 G 1,2,3,4,5	Outcomes 1,2,3,4,5,6
2. Identify the unique role of the local church in leadership formation.	MAIS #s 2,4,5,6	C 1,2,3,4,5 E 1,2,3,4 I 1,4,5 G 1,2,3,4,5	Outcomes 1,2,3,4,5,6
3. Articulate a missions philosophy and praxis founded on the principles of the Indigenous Church.	MAIS #s 5,6	C 2,3,4,5 E 1,2,3,4 I 1,4,5 G 1,2,3,4,5	Outcomes 1,4,5,6
4. Explain the unique contribution of Pentecostal missiology to leadership development theory and practice and its understanding of the role of the Holy Spirit in the missionary task.	MAIS #s 2,5	C 1,2,3,4,5 E 1,2,3,4 I 1,4,5 G 1,2,3,4,5	Outcomes 1,4,5,6
5. Discern the activity of the Holy Spirit in calling and empowering missional leadership.	MAIS #s 1,2,4,5,6	C 1,2,3,4,5 E 2,3,4 I 1,4,5 G 1,2,3,4,5	Outcomes 1,2,4,5,6
6. Recognize the impact of social/organizational structures on the leader's ability to fulfill divine direction both personally and corporately.	MAIS #s 1,2,3,4,5,6	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
7. Develop a personal theology of leadership development.	MAIS #s 1,2,3,4,5,6	C 1,2,3,4,5 E 1,2,3,4 I 1,2,3,4,5 G 1,2,3,4,5	Outcomes 1,2,3,4,5,6

Course Format

Class time consists of student interactions and discussions related to lectures illustrated with PowerPoint presentations combined with videos, in-class group work, case studies, and dedicated times of prayer. Evaluation includes online open book quizzes on the reading assignments, the submission of a sermon, and concludes with a summative research paper.

¹ See course addendum one for program learning outcomes, EU20 outcomes, and FWE outcomes.

² See course addendum one for EU20 outcomes.

³ See course addendum one for FWE outcomes.

Course Schedule

This is a tentative course outline. The course schedule may be changed at the discretion of the course instructor. Notice of changes will be made in class and/or through Course Commons announcements.

Date	Class Topics/Activities	Assignments	Due Dates	Points
Jan. 8-10		Read Creps		
Jan. 13-17		Creps Quiz	Jan. 17	5
Jan. 20-24		Read McNeal McNeal Quiz	Jan. 24	5
Jan. 24-25	Gather for the Weekend Module Introduction: Biblical Theology of Leadership: <ul style="list-style-type: none"> • Leadership For the Mission of the Church • Christological Paradigm - Doing theology • Discerning the Mind of Christ • Model for Ministry Reflection • Spheres of Influence • Eleven Areas Necessary for Early Church Leadership 			
Jan. 27-31		Read Edwards Edwards Quiz	Jan. 31	5
Feb. 3-7		Read Hodges Hodges Quiz	Feb. 7	5
Feb. 10-14		Read Sills Sills Quiz	Feb. 14	5
Feb. 17-21		Read Dempster Dempster Quiz	Feb. 21	5
Feb. 24-28				
Feb. 28-29	Gather for the Weekend Module Developing Global Leadership <ul style="list-style-type: none"> • Pneumatology and Missions • The Indigenous Church • Historical Development • The Indigenous Church and the Missionary 			

	<ul style="list-style-type: none"> Notes from the Margins 			
March 2-6		Read Plueddemann Plueddemann Quiz	March 6	5
March 9-13		Read a Miss. bio. Missionary bio. Quiz	March 13	5
Mar. 16-20	Spring Study Week			
Mar. 23-27		Prepare Reflection Cycle		
Mar. 27- 28	Gather for the Weekend Module The Empowered Call in Pentecostal Leadership Development: <ul style="list-style-type: none"> The Missionary Call Spirit Empowerment Discerning Divine Guidance Organizational Structures: Insights into Missional Leadership Natural and Supernatural Empowerment for Leadership 			
March 30 - April 3		Submit Reflection Cycle	April 3	25
April 6-10		Prepare Comprehensive Exam		
April 13-17		Submit Comprehensive Exam	April 17	25
April 20-24		Receive feedback on Exam		

Course Policies & Requirements

Preparation

In order to succeed in this class, students should arrange to have regular access to a computer, the internet, Evangel email and [Course Commons](#). This class will use Course Commons for course materials, announcements, and assignments.

Participation

Students will be expected to regularly contribute to the class, collaborate with one another, and to “learn by doing.”

Attendance

A student is only allowed to be absent up to 2 weeks of classes a semester (or 1 day of a module). It is presupposed that any such absence would be due to extenuating circumstances. However, except for a serious medical emergency, if more than allowed absences take place, it is an automatic withdrawal for that class. If a student is more than 15 minutes tardy for a class, it will be counted as an absence. **Attendance and class participation comprise 10% of your overall grade.**

Assignments

1. **Reading Assignments:** Students must read the assigned textbooks according to the class schedule. A Canvas online open book “Quiz” must be completed for each text and for a missionary biography (see course addendum two for observations and recommendations). **Reading assignments comprise 40% of your overall grade.**
2. **Reflection Cycle:** Utilizing the “Model for Ministry Reflection” examine a ministry leadership event in your own life and articulate a contextual theology which addresses the event (i.e. articulate the “mind of Christ” for the ministry event). (7-10 pp.). This reflection will be collected via an online assignment in Course Commons. **The Reflection Cycle assignment comprises 25% of your overall grade. Due April 3.**

Comprehensive Exam: Based on class notes and the assigned reading, articulate a Pentecostal theology of leadership development which includes an examination of the spiritual and corporate disciplines, organizational structures, the indigenous church, call and empowerment, the role of the local church and Pentecostal distinctives, include a personal reflection on your own call, empowerment and leadership experience- past, present and future. (7-10 pp.) .” **Research paper assignment comprises 40% of your overall grade. Due April 3.**

Note: PLEASE INCLUDE YOUR LAST NAME AND FIRST INITIAL AS THE FIRST WORD IN THE FILE NAME with the submission of both the reflection cycle and comprehensive exam. Submit the work as you complete it to avoid the accumulation of work (and stress) at deadline dates. Please keep backup copies of all graded work until you have received a final grade for the course. See **addendum three** 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 four** for “**Tips for Writing Better Papers**”

Writing Style Guide

All formal papers (unless otherwise specified by the instructor) are to be formatted according to the [AGTS Writing Style Guide](#).

Communication

If you have a question, comment or suggestion, feel free to contact me. You may contact me by email, or through Course Commons.

Assessment

The grading rubrics for major assignments will be available with the assignment instructions. For most assignments, grades will be posted in Course Commons within 7 days to allow the professor time to provide detailed feedback along with the evaluation.

Grading Policy

Assignment Group	Total Points	Weight
Class Participation	10 pts.	10%
Reading Assignments/Quizzes	40 pts.	40%
Reflection Cycle	25 pts.	25%
Comprehensive Examination	25 pts.	25%
Total:	100 pts.	100%

Late/Missed Assignment Policy

All assignments are due at the dates and times specified. Late assignments can be submitted 48 hours late for a deduction of 20% per day. No assignments will be accepted for any credit after being more than 48 hours late, unless prior arrangements have been made.

- Please be proactive in your assignment preparation and submission!
- If there are any difficulties in submitting an assignment, please email me immediately!
- Difficulties with an assignment? Contact me before the due date!

Grading Scale

Grades will be based on the number of points accumulated by completing the assignments. The following grading scale applies:

100% ▶	93% ▶	89% ▶	86% ▶	83% ▶	80% ▶	76% ▶	73% ▶	69% ▶	66% ▶	63% ▶	59% ▶
94%	90%	87%	84%	80%	77%	74%	70%	67%	64%	60%	0%
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Grade Access

All course grades will be recorded and shown through Course Commons. Simply click the "Grades" link in the course menu. For more information on how to check your grades and what you can do from this page, see [How Do I View My Grades?](#)

Please pay attention to notifications of graded items and recent feedback. **I expect students to review and learn from the feedback that I provide on their assignments.**

The Temporary Grade of Incomplete

An "I" (Incomplete) applies to work of acceptable quality when one or more required assignments are not completed because of illness, accident, death in the family, or other satisfactory reason. The request for an Incomplete should be student-initiated. The *Incomplete (I) Grade Request Form* may be obtained from <http://www.agts.edu/academics/forms.html>.

Bibliography

- Allen, Roland. *Missionary Methods: St. Paul's or Ours?* [1913]. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1962, 188 pp.
- Anderson, Ray S., ed. *Theological Foundations for Ministry*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1979.
- _____. *Minding God's Business*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1986.
- _____. *Ministry on the Fireline: A Practical Theology for an Empowered Church*. Pasadena, CA: Fuller Seminary Press, 1993. 235 pp.
- _____. *Soul of Ministry: Forming Leaders for God's People*. Louisville, KY: Westminster John Knox Press, 1997. 256 pp.
- Clinton, J. Robert. *The Making of a Leader*. Colorado Springs, CO: NavPress, 1988.
- Elliston, Edgar J. *Home Grown Leaders* Pasadena, CA: William Carey Library, 1992.
- Engel, James F., and William A. Dyrness. *Changing the Mind of Missions: Where Have We Gone Wrong?* Downers Grove, IL: InterVarsity Press, 2000.
- Foster, Richard J. *Money, Sex and Power: The Challenge of the Disciplined Life*. San Francisco CA: Harper and Row, 1985.
- 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. 336 pp.
- Gibbs, Eddie. *ChurchNext: Quantum Changes in How We Do Ministry*. Downers Grove, IL: InterVarsity Press, 2000.
- _____. *LeadershipNext: Changing Leaders in Changing Culture*. Downers Grove, IL: InterVarsity Press, 2005.
- Greenleaf, Robert K. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Ramsey, NJ: Paulist Press, 1977.
- Hodges, Melvin L. *A Theology of the Church and Its Mission: A Pentecostal Perspective*. Springfield, MO: Gospel Publishing House, 1977.
- Shawchuck, Norman, and Roger Heuser. *Leading the Congregation: Caring for Yourself While Serving the People*. Nashville, TN: Abingdon Press, 1993.
- _____. *Managing the Congregation: Building Effective Systems to Serve People*. Nashville, TN: Abingdon Press, 1996. 378 pp.
- Taylor, William D., ed. *Global Missiology for the 21st Century: The Iguassu Dialogue*. Grand Rapids, MI: Baker Book House Company, 2000.

Van Engen, Charles. *God's Missionary People: Rethinking the Purpose of the Local Church*. Grand Rapids, MI: Baker Book House, 1991.

Specific Data

Syllabus prepared by DeLonn Rance, Ph.D. November 2019.

Academic Integrity

As participants in a Christian university, members of the broader academic community, and active professionals, it is incumbent upon every member of the 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 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 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 the section IX. University Policies: Academic Integrity.

Accommodation Statement

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.

Inclusive Language

The Assemblies of God Theological Seminary employs inclusive language for human beings in both verbal and written communication. This commitment to equality and community is rooted in the biblical revelation of God's will to form one united people, including men and women from every nation, people, tongue, and tribe (Rev 7:7-9). In regard to biblical texts, the integrity of the original expressions and the names of God should be respected. Students must use inclusive language in all assignments.

Electronic Devices in the Classroom

It is expected that electronic devices will be used during class to support the students' learning. Any use of technology that substantially degrades the learning environment or promotes dishonesty or illegal activities is prohibited.

Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.

University Resources

Evangel University Libraries

Klaude Kendrick Library's physical holdings currently includes approximately 120,000 bound volumes, 3,100 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study. The facility includes a computer center, equipped with 13 computers, multiple laser printers, and a copy machine/scanner/printer, providing access to productivity software, library resources and the Internet. The library also provides access to a wireless network throughout the facility.

The **Cordas C. Burnett Library** is the major information resource center of AGTS. Its physical holdings currently includes 127,726 bound volumes, 5,561 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study.

To access the library catalogs and resources online, visit [Evangel University Libraries](#). Evangel's libraries include computer centers, equipped with computers and a copy machine/scanner/color printer, providing access to productivity software, library resources, and the Internet. The libraries also provides access to a wireless network throughout the facility.

The Write Place

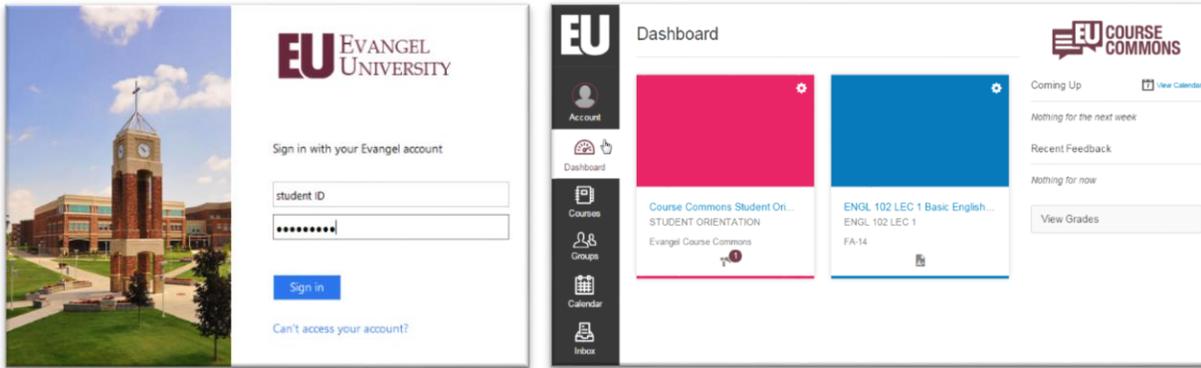
The Write Place is a free service available to all Evangel students. The tutors in The Write Place offer tutoring and support to help each student through the writing process. Although The Write Place is not an editing service, the tutors do teach correct grammar and punctuation, which then may be applied to the student's paper. Students must engage tutors directly and take an active role in the correction process. The Write Place is available to online students. For more information or to set up an appointment, see [The Write Place Online](#).

The Center for Student Success

The Center for Student Success is also available to all Evangel student. The Center for Student Success provides tutoring, coaching and academic support. The Center for Student Success is located in Zimmerman Hall 208. The Center for Student Success is available to online students. For more information or to set up an appointment, see [The Center for Student Success](#).

Course Commons

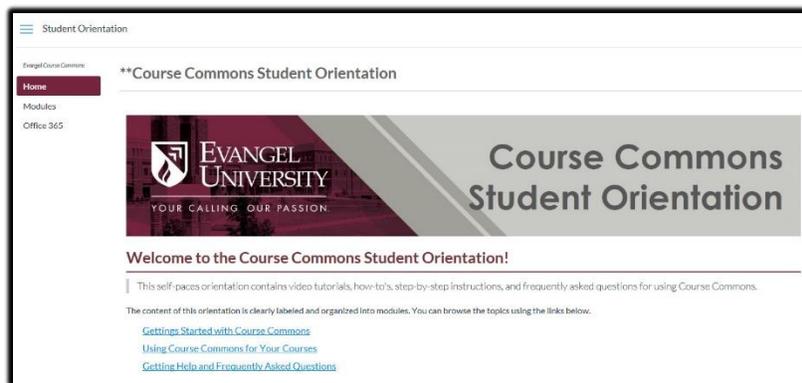
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.edu>.



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:

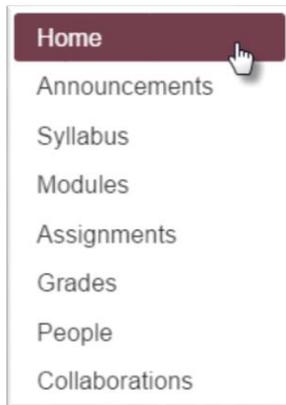
[How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days *before* the official beginning of the semester. If students have not completed their financial registration by the first official day of class, their 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

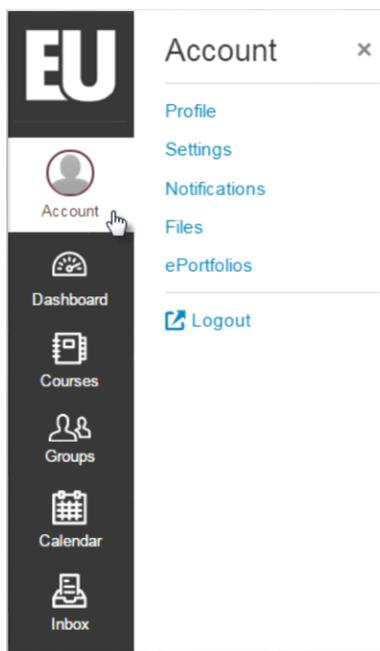
The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



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.

Personal Settings in Course Commons



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 Support menu from any page in Course Commons.

Click on the Support 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 Support menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem. You can browse the [Canvas Student Guide](#) for help on a specific topic.

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 Support 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 studenthelp@evangel.edu (email) or call 417-865-2815 ext. 4357 (HELP). Please allow 24 hours for a response on a weekday and 48 hours for a response on the weekend.

Support



[Course Commons Student Orientation](#)

This course provides on-demand video tutorials for using Course Commons.

[The Center for Student Success](#)

Your success is our goal! This course contains resources for career planning, student employment, tutoring and academic support.

[The Write Place](#)

Find resources and connect with tutors to help you hone your writing skills.

[Ask Your Instructor a Question](#)

Questions are submitted to your instructor

[Search the Canvas Guides](#)

Find answers to common questions

[Report a Problem](#)

If Canvas misbehaves, tell us about it

ADDENDUM 1

LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT,
EVANGEL UNIVERSITY 20, AND FAITH, WORKS, AND ECONOMICS

LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. make decisions, live and serve according to revealed truth and the will of God (MAIS SLO # 1)
2. develop biblical theology of missions which addresses the contemporary missional context (MAIS SLO # 2)
3. utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture (MAIS SLO # 3)
4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings (MAIS SLO # 4)
5. articulate a Spirit driven missiology and praxis (MAIS SLO # 5)
6. identify, exemplify and foment biblical leadership (MAIS SLO # 6)

EVANGEL UNIVERSITY: EU20 OUTCOMES BY ETHOS THEME

CHRIST-CENTERED THEME

- C1. Spiritual Formation: Practice spiritual disciplines and articulate the contribution of these disciplines to their personal relationship with Christ.
- C2. Pentecostal Experience: Identify the role of the Holy Spirit in their journey to spiritual maturity, drawing on the rich resources of biblical and historical Pentecostal experience.
- C3. Biblical Interpretation: Employ sound interpretive practices when reading Scripture.
- C4. Ethical Decision-making: Apply biblical principles to ethical decision-making so as to distinguish between Christ-like and non-Christ-like behaviors in a variety of personal and social contexts.
- C5. Christian Stewardship: Identify opportunities for and engage in stewardship of resources based on biblical principles.

EXPLORATORY THEME

- E1. Reading & Imagination: Demonstrate analytical reading skills and engage imaginatively with literary texts.
- E2. Critical Reasoning: Recognize, follow, and construct logical arguments.

- E3. Historical Inquiry: Define essential issues in human history, identify ways others have addressed those issues, and explore the applicability of those approaches to other intellectual, political, social, and/or spiritual contexts.
- E4. Research & Analysis: Evaluate research, analyze data, and articulate arguments according to accepted methodologies in the liberal arts and sciences.
- E5. Technological Proficiency: Use current technology to search and communicate information and enhance professional practice.

INTEGRATIONAL THEME

- I1. Integrational Philosophy: Articulate the integration of faith, learning, and life.
- I2. Artistic Expression: Identify and/or perform a variety of artistic expressions and analyze their value as reflections of the human condition.
- I3. Health & Fitness: Participate in health and fitness activities and explain their importance in maintaining a strong intellectual, emotional, and spiritual life.
- I4. Strengths & Callings: Articulate the ways in which their personal strengths and the proficiencies they acquire through a well-rounded, interdisciplinary, liberal arts education contribute to the fulfillment of their callings.
- I5. Science & Faith: Relate Christian faith to the concepts, theories, and practices of science.

GLOBAL THEME

- G1. Effective Communication: Employ effective communication appropriate to audience, context, and purpose.
- G2. Healthy Relationships: Recognize and demonstrate healthy relationships in civic and personal life.
- G3. Global Cultures: Demonstrate knowledge of nations and regions of the world and key historical and cultural events in those regions.
- G4. Worldview Awareness: Articulate his or her own worldview and respect, understand, and evaluate the worldviews of other individuals and people groups, historic and contemporary.
- G5. Service & Witness: Articulate a personal Christian testimony and demonstrate compassionate, hospitable service in a manner appropriate for the social and cultural context.

FAITH, WORK AND ECONOMIC (FWE) LEARNING OUTCOMES

FWE Outcome 1: Integrated lives

Demonstrated excellence in articulating how pastors, Christian leaders and local churches prioritize helping people live integrated lives wholly centered on discipleship to Christ, not limiting “mission” and “ministry” to church activities.

FWE Outcome 2: Stewardship of God’s world

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people live as stewards of God’s world, responsible to work with integrity for its flourishing – individually and collaboratively in communities.

FWE Outcome 3: Value creation

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people discern and support systems and practices that promote value creation while challenging systems and practices that extract value from others or borrow it from the future instead of creating it.

FWE Outcome 4: Recognize the poor & marginalized

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people recognize the poor, the marginalized and the culturally different as fellow stewards whose work is equally important in God’s plan, cultivating trust and economic opportunity rather than division and dependency.

FWE Outcome 5: Economic flourishing

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people find meaning and fulfillment outside the walls of the church that create value for others, provide for their households and help communities and economies flourish.

FWE Outcome 6: Pursuing justice and mercy

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people take responsible action, individually and as communities – energetically pursuing justice, mercy and flourishing while recognizing the complex challenges and limitations we face in the present age.

ADDENDUM 2OBSERVATIONS AND RECOMMENDATIONS
ON THE MISSIONARY BIOGRAPHY

The purpose for including a missionary biography in the reading (besides being great inspirational fun) is that research indicates that the more followers of Christ engage missionary stories whether through personal testimony or biographies, the more likely they will be committed to obedience to God's mission in the world. The reason that I have not specified a particular biography is simply because I want you to choose something that strikes your interest or helps in the fulfillment of your call (e.g. if you feel called to the Muslim world, find a missionary biography of a missionary that has worked among Muslims, or someone from your faith tradition). What follows are some missionary classics along with a few personal favorites, but let the Spirit guide you to the story that will impact your future. (I used Amazon to facilitate this short list in somewhat random order, but the library has many more options.)

- Peace Child: An Unforgettable Story of Primitive Jungle Treachery in the 20th Century by Don Richardson
- Through Gates of Splendor by Elisabeth Elliot
- Bruchko: The Astonishing True Story of a 19-Year-Old American, His Capture by the Motilone Indians and His Adventures in Christianizing the Stone Age Tribe by Bruce Olson
- Strategy of the Spirit: J. Philip Hogan and the Growth of the Assemblies of God Worldwide by Everett A. Wilson
- Afghanistan: My Tears by David Leatherberry
- High Adventure in Tibet by David V. Plymire
- From Jerusalem to Irian Jaya: A Biographical History of Christian Missions by Ruth Tucker
- The Life and Diary of David Brainerd by David Brainerd
- Hudson Taylor's Spiritual Secret by Hudson Taylor
- Hudson Taylor and Maria by John Pollock
- King of The Cannibals: The Story of John G. Paton, Missionary To The Hebrides by Jim Cromarty
- William Carey and the Missionary Vision by Daniel Webber
- To the Golden Shore: The Life of Adoniram Judson by Courtney Anderson
- C. T. Studd: Cricketer & Pioneer by Norman P. Grubb
- The Cambridge Seven by John Pollock
- Lottie Moon: Giving Her All for China (Christian Heroes: Then & Now) by Janet Benge

- Eric Liddell: Pure Gold: A New Biography of the Olympic Champion Who Inspired Chariots of Fire by Dave McCasland
- Henry Martyn: Pioneer Missionary to India and Islam by Jesse Page
- A Chance to Die: The Life and Legacy of Amy Carmichael by Elisabeth Elliot
- End of the Spear by Steve Saint
- The Triumph of John and Betty Stam by Geraldine Taylor
- Hudson Taylor and the China Inland Mission: The Growth of a Work of God by Dr. & Mrs. Howard Taylor
- Shadow of the Almighty: The Life and Testament of Jim Elliot (Lives of Faith) by Elisabeth Elliot
- Out of the Jaws of the Lion by Homer E Dowdy
- Jungle Pilot by Russell T. Hitt
- Raymond Lull, First Missionary to the Moslems by Samuel Marinus Zwemer
- Lillian Trasher: The Greatest Wonder in Egypt (Christian Heroes: Then & Now) by Geoff and Janet Bengé
- Mission Legacies: Biographical Studies of Leaders of the Modern Missionary Movement (American Society of Missiology) by eds. Gerald H. Anderson, Robert T. Coote, James M. Phillips
- Robert Moffat: the Missionary Hero of Kuruman by David J Deane
- Robert Morrison: A Master-builder (The modern series of missionary biographies) by Marshall Broomhall
- The Life and Diary of David Brainerd by David Brainerd and Jonathan Edwards
- Cameron Townsend: Good News in Every Language (Christian Heroes: Then & Now) by Geoff and Janet Bengé
- David Livingstone: Africa's Trailblazer (Christian Heroes: Then & Now) by Geoff and Janet Bengé

ADDENDUM 3**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%					

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

ADDENDUM 4

TIPS FOR WRITING BETTER PAPERS

*Apply the principles below 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 usually overworked. Regular active verbs make stronger sentences. If in doubt about a long sentence construction, break into two or more sentences.
 8. 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.
 9. 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.
 10. 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.
 11. The bibliography should be strongly represented in the references notes. Avoid “stuffing” the bibliography with little used resources.
 12. 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.
 13. Use headings, as well as sub-headings (if necessary). Do not use “chapters”; those would be for theses and dissertations.
 14. 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.
 15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
 16. Gender inclusive language should always be used except when referring to the members of the Trinity.