Master of Transformative Ministry

Courses for the Master of Transformative Ministry, hereafter MTM, began in January 2024. Those who enter this program should expect by the end to have become competent in the eighteen program-level learning objectives listed below:

*Goal 1:* Ground students in a ***theology of transformation*** that proclaims the emerging Kingship of God.

*Objective 1.1:* Students summarize the biblical metanarrative and Christians’ role in it.

*Objective 1.2:* Students explain the concepts of the “emerging” Kingship of God (realized eschatology) and *Missio Dei* (mission of God) and their relevance for the Church and the world.

*Objective 1.3:* Students perceive the redemptive movement of God’s Spirit in large and small manifestations of His Kingship in the past, present, and future.

*Objective 1.4:* Students describe biblical and historical examples of the missional Church engaged in holistic ministry and transformative social action that embody God’s Kingship.

*Objective 1.*5: Students apply sound principles, methods, and strategies that facilitate transformative experiences with God’s written Word.

*Objective 1.6:* Students articulate a personal philosophy of ministry rooted in the Christian Scriptures and the *Missio Dei.*

*Goal 2:* Equip students to experience and promote ***personal and relational transformation*** through Christ-centered spiritual formation.

*Objective 2.1:* Students engage classic literature and exercise spiritual disciplines that promote spiritual formation—that is, being with Christ, becoming like Christ, and participating in the work of Christ.

*Objective 2.2:* Students develop and implement a “care for the caregiver” plan that promotes resilience and longevity of service for Christian leaders and their families.

*Objective 2.3:* Students integrate psychological principles, tools, and techniques in their ministries to help individuals, families, and communities overcome psychological and emotional challenges, leading to improved mental health, improved relationships, and overall well-being.

*Objective 2.*4: Students develop and articulate a biblical concept of holistic spiritual formation.

*Goal 3:* Equip students to promote ***community transformation*** by meeting physical, emotional, relational, and spiritual needs.

*Objective 3.1:* Students promote the Kingship of God through biblically-grounded, contextually appropriate communication.

*Objective 3.*2: Students critically evaluate contemporary worldviews and cultures from a Christian perspective as they develop and implement redemptive ministry strategies.

*Objective 3.3:* Students demonstrate “cultural agility” by articulating the key elements of a “culture,” analyzing the culture of a given community, and forming ministry strategies appropriate for the cultural context.

*Objective 3.4:* Students analyze and evaluate contemporary models of holistic ministry employed by “missional” churches and parachurch organizations.

*Goal 4:* Equip students to effect ***organizational transformation*** through Kingdom-oriented planning, innovative leadership, and effective management.

*Objective 4.1:* Students analyze and assess organizational, local, regional, and global Market Viability Index (MVI) trends that shape the future of organizations, the Church, and the world.

*Objective 4.2:* Students critically assess organizational behaviors as well as an organization’s adaptability and willingness to change using industry-standard tools.

*Objective 4.3:* Students develop strategic plans that address organizational adaptability and success measurements through case studies.

*Objective 4.4:* Students practice essential leadership functions that prepare churches and organizations for transformation, including analyzing organizational culture, vision casting, renewing the organizational life cycle, strategic planning, and change management.

Every course in the program has an assessment of at least one of the objectives built into one or more assignments. These are called “course embedded assessments.” For example, a capstone assignment in a class may be how students demonstrate their competency in a program objective. The instructor grades the assignment on the merits of the work, but also assesses whether students demonstrate competency in the program objective. The instructor assigns numbers 1-4 in which 1=Competency not Demonstrated, 2=Emerging, 3= Competent, and 4= Exemplary. To see this in detail go to the MTM [Program Outcome Data](https://www.dallas.edu/wp-content/uploads/2024/11/MTM-Assessment-Data-01-24-to-11-24.xlsx). The first worksheet tab, labeled “Program-level Assessments” shows the matrix of MTM courses with the corresponding program objectives that are assessed in each course. The “D” means “Demonstrate,” so students will demonstrate they have accomplished that objective in that course. The other worksheet tabs represent the actual outcomes gathered for each assessed objective. When reviewing that data, the intent is for every student to have at least a 3=Competent. If students are not reaching at least competence for an objective, DCC will analyze the possible reasons for that and make adjustments, so more students demonstrate competency.

At the time of this writing five courses have been offered and the outcome data provided. Since THEO 5310 *The Emerging Kingship of God* is a prerequisite to all other courses, it has been offered more than once. The lower assessment scores in the first offering prompted an adjustment that helped students in later offerings be more successful.

This data will be updated regularly.