

Global Mission Leadership, AUA 2011 Cohort
Year Three
MSSN 732
CULTURAL AND RELIGIOUS ANALYSIS, II
2013

Wagner Kuhn, PhD



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CULTURAL AND RELIGIOUS ANALYSIS, II
GLOBAL MISSION LEADERSHIP
AUA 2011 COHORT

GENERAL MODULE INFORMATION

Intensive location: Adventist University of Africa, Ongata Rongai, Kenya
Intensive Dates: July 03-30, 2013
Credits offered: 4

INSTRUCTOR CONTACT

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BULLETIN MODULE DESCRIPTION

Mission is always practiced and understood in a social, cultural, religious, and historical context—in the place where people live. Using the insights and tools of cultural, social, anthropological, and religious analysis, a specific context and set of challenges to mission will be analyzed and described in depth as a basis for ministry.

This course explores mission principles with an emphasis on the cultural and religious context, and the development of cultural sensitivity and cross-cultural communication skills for Christian witness. It also aims at providing a comprehensive understanding and knowledge of the social sciences and research methodologies within an Adventist framework shaped by a biblical and holistic worldview and specific for a ministry context.

MODULE MATERIALS

Textbooks required:

1. Bauer, Bruce L., editor. 2010. *Diversity: Challenges and Opportunities* (Papers and Responses from the Second Adventist Mission in Africa Conference; October 15-18, 2009). ISBN 978-0-9827849-0-7. Berrien Springs, MI: Department of World Mission, Andrews University.
2. Elmer, Duane H. 2006. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. ISBN 978-0-8308-3378-8. Downers Grove, IL: IVP Books.
3. Hiebert, Paul G. 2009. *The Gospel in Human Context: Anthropological Explorations for Contemporary Missions*. ISBN 978-0-8010-3681-1. Grand Rapids, MI: Baker Academic.
4. Maier, Rudi, compiler. 2008. *Theology in the Context of Africa: A Reader*. Berrien Springs, MI: Department of World Mission, Andrews University.
5. Other specific articles assigned by the teacher.

Textbooks Recommended:

1. Baker, Susan S. and Manuel Ortiz. 2002. *The Urban Face of Mission: Ministering the Gospel in a Diverse and Changing World*. Phillipsburg, NJ: P&R Pub.
2. Bauer, Bruce L., editor. 2011. *A Man of Passionate Reflection: A Festschrift Honoring Jerald Whitehouse*. Berrien Springs, MI: Department of World Mission, Andrews University.
3. Babbie, E. 2006. *The Practice of Social Research* (11th ed.). Belmont, CA: Wadsworth.
4. Doss, Gordon R., editor. 2011. *Adventist Mission in Africa: Challenges and Prospects* (Papers from the First Adventist Mission in Africa Conference; October 19-21, 2007). Berrien Springs, MI: Department of World Mission, Andrews University.
5. Elliston, Edgar J. 2011. *Introduction to Missiological Research Design*. Pasadena, CA: William Carey Library.
6. Maier, Rudi, editor. 2010. *Encountering God in Life and Mission: a Festschrift Honoring Jon L. Dybdahl*. Berrien Springs, MI: DWM, Andrews University.
7. Montgomery, Robert L. 1999. *Introduction to the Sociology of Missions*. Westport, CT: Praeger.
8. Pierson, Paul. 2009. *The Dynamics of Christian Mission: History Through a Missiological Perspective*. Pasadena, CA: William Carey Library.
9. Rommen, Edward and Gary Corwin, editors. 1996. *Missiology and the Social Sciences: Contributions, Cautions, and Conclusions*. Pasadena, CA: William Carey Library.
10. Rynkiewicz, Michael A. 2011. *Soul, Self, and Society: a Postmodern Anthropology for Mission in a Postcolonial World*. Eugene, OR: Cascade Books.
11. Taber, Charles R. 2000. *To Understand the World, to Save the World: the Interface Between Missiology and the Social Sciences*. Harrisburg, PA: Trinity Press International.
12. Van Engen, Charles E., Darrell Whiteman, and J. Dudley Woodberry. 2008. *Paradigm Shifts in Christian Witness: Insights from Anthropology, Communication, and Spiritual Power*. Maryknoll, NY: Orbis Books.
13. Walls, Andrew. 2002. *The Cross-Cultural Process in Christian History: Studies in the Transmission and Appropriation of Faith*. Maryknoll, NY: Orbis Books.
14. Journal: *Social Sciences and Missions*: <http://www.brill.nl/social-sciences-and-missions> (ISSN 1874-8937, Online ISSN: 1874-8945).

PROGRAM OUTCOMES

1. Develop an Adventist perspective of evangelism, mission, and ministry (PO 4).
2. Develop a global view of society and ministry (PO 6).
3. Gain theoretical knowledge that contributes to advanced ministry (PO 7).
4. Develop an understanding of the biblical model of servant leadership (PO 8).
5. Evaluate ministerial practices through theological reflection (PO 9).
6. Use appropriate tools to analyze the needs of churches and communities (PO 10).
7. Develop skills that facilitate more effective ministry (PO 11).
8. Articulate theological and theoretical understandings that advance global ministry (PO 12).
9. Develop habits of study that contribute to lifelong learning (PO13).

STUDENT LEARNING OUTCOMES

The Doctor of Ministry Global Mission Leadership Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

Upon completion of the course the graduate will

1. Know, understand, and be able to use social sciences as academic disciplines and their relationship to the practice and study of missiology, with its specific and distinct characteristics.
2. Understand the problems and opportunities Adventist missiologists face as they engage in ministry using an interdisciplinary approach to mission.
3. Develop skills that take into consideration the social sciences disciplines and understand why they are important as well as how they can directly impact Adventist mission and ministry.
4. Promote the respect and appreciation for missiological research and help them develop new and effective tools and methods adaptable and to be used in various ministry contexts. This in time will be able to inform strategic decision making for mission and ministry.
5. Interpret and communicate Scripture effectively for varied audiences to meet contemporary needs as they relate to mission challenges.
6. Be able to contextualize content and methods of missiological research to work effectively with various cultural and ethnic groups.
7. Integrate appropriate research methodologies used in various disciplines--effectively and wisely applying them to mission and ministry.
8. Encourage and support those who are involved in the study and practice of cross-cultural mission using a multidisciplinary approach.
9. Appreciate and respect the multi-faceted nature of the discipline of missiology.
10. Be involved in God's mission and able to teach and train students and church members to also engage in mission and ministry applying the tools from various disciplines, in order to enable, enhance, and improve the task of evangelization.

THE GLOBAL MISSION LEADERSHIP ADVENTIST UNIVERSITY OF AFRICA 2011 COHORT



This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Global Mission Leadership Concentration in their DMin program.

Participants in the Global Mission Leadership/AUA Cohort take the following modules and the project seminar in the following sequence:

GSEM790	DMin Project Seminar (2 cr)	June-July, 2011
GSEM730	Field Research for Ministry (2 cr)	June-July, 2011
MSSN741	Mission Strategy Development I (4 cr)	June-July, 2011
GSEM706	Spiritual & Theological Foundations for Ministry (6 cr)	June-July, 2012
MSSN731	Cultural & Religious Analysis I (4 cr)	June-July, 2012
MSSN742	Mission Strategy Development II (4 cr)	June-July, 2013
MSSN732	Cultural & Religious Analysis II (4 cr)	June-July, 2013
GSEM796	DMin Project/Dissertation (6 cr)	June-July, 2014

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. Pre-Intensive Reading Assignments:

A journal (critical book review) is due the first day of the teaching intensive for each of the 4 required pre-session titles (see below).

The journal (there will be 4, one for each book) is a serious reflection of your thoughts as you read each book. Reflection in this context suggests an analytical, cognitive, and imaginative process. Examine what you read in each chapter of the book and “bounce it off” what you have analyzed, experienced, or imagined. Consider the text in the light of your values, ideas, experiences, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and write the report with clarity.

Journals (critical book reviews) are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book. See instructions below for each of the four (4) pre-intensive assignments:

1. First: one journal (book review) of Duane Elmer, *Cross-Cultural Servanthood: Serving the World in Christlike Humility* (CCS-SWCH), 2006, will be submitted; 4-5 pages are required (at least 1500 words). *Note: it is important to note that this is NOT a book report. The majority of content in the review is for critique and analysis of the book; you can summarize the main points of each chapter, but must engage in analysis and critique of the main ideas of the entire book.
2. Second: one journal (book review) of Paul Hiebert, *The Gospel in Human Context: Anthropological Explorations for Contemporary Missions* (GHC-AECM), 2009, will be submitted; 4-5 pages are required (at least 1500 words). See *Note on paragraph above.
3. For the book: *The Acts of the Apostles* by Ellen G. White, instead of the traditional journal (book review) the assignment consists of an annotated reading identifying at least 20 lessons, ideas, and insights you will be able to analyze and apply in your ministry context. Enumerate and articulate each one in a separate paragraph of five to seven lines. At the end of each paragraph, indicate in parenthesis the page(s) number(s) referred to by the point made in the book *The Acts of the Apostles*. 4-5 pages required (1500 words).
4. Journal/annotated reading of the book: *Acts* (Bible); each student will read the 28 chapters and will do an annotated reading, meaning that in each occasion where the writer (Luke) is dealing with cultural issues, with certain traditions, customs, and values, and where an issue or challenge is presented. The student will write down the passage and the issue/case being dealt with, and the solution presented by the inspired writer. It will be of particular importance to highlight certain issues or problems (at least 15) where the gospel message has to confront the culture, and/or correct misconducts, wrong and sinful practices, and immoral behavior and values.

Books can be purchased in any manner convenient to the participant.

II. The Intensive

A. Two (2) Journals (critical book reviews) and reports of the following 2 books in the same manner as for the pre-intensive books are required.

1. Bauer, Bruce L., editor. 2010. *Diversity: Challenges and Opportunities* (D-CO), Papers and Responses from the Second Adventist Mission in Africa Conference; October 15-18, 2009. Berrien Springs, MI: Department of World Mission, Andrews University. This critical book review (journal) is **due on Monday, July 14, 2013.**
2. Maier, Rudi, compiler. 2008. *Theology in the Context of Africa: A Reader* (TCA-R), Berrien Springs, MI: Department of World Mission, Andrews University. This critical book review (journal) is **due on Monday, July 21, 2013.**

B. Area Study: this project will encompass a type of ethnographic research carried out by a pair of (two) students on a specific country (or region within a country) of the world assigned by the instructor. An area study template will be provided (to guide each student on completing this assignment). Area study assignment **due on Monday, July 29.**

C. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.

D. On some evenings a daily journal will be required.

E. Participation in discussion, group activities, journaling, and compilation of notes is expected.

III. Post Intensive

A. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas.

B. Chapter four (4) of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. **This is the work required in year three that partially integrates your 6 credits of project learning into the program.**

The Andrews University Standards for Written Work, 12th Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

C. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before **September 30, 2013**.

The group will review the MDP and its role with materials provided during the intensive.

D. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by **January 28, 2014**.
2. The first group meeting must occur on or before **November 30, 2013**, and review the work of each student on their chapter four.
3. The second group meeting must occur on or before **March 30, 2014**, and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

E. Continue your work with an appropriate field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

GRADING AND ASSESSMENT

A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 4 hours, so the entire course module is to require 224 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this course (module) is calculated as follows:

Reading (approximately 1,500 pages):	80 hours
Journaling:	40 hours
Class Intensive:	60 hours
Journaling during the intensive:	20 hours
Area Study	24 hours

Total (**not including the project credits**): 224 hours

Post intensive paper (**the writing time - 60 hours of chapter four, plus experiential and research time – 64 hours, satisfies the 124 hours for 2 project credits**)

B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are four outcomes in the area of being, four in the area of knowing, and four outcomes in the area of doing. The chart below describes the outcome of the concentration, with the learning resource provided in this module, and the process of learning and assessment. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Understands and applies social science research methods: gain theoretical knowledge that contributes to advanced ministry; use appropriate tools to analyze the needs of churches and communities	<ul style="list-style-type: none">-Research including current literature, assigned readings, case studies, field research-A dissertation project chapters that includes theological reflection, field research, and an intervention involving a specific challenge in a ministry context	<ul style="list-style-type: none">-Area Study-Classroom consultation including didactic and experiential learning, as well as networking with top practitioners and experts in the field of mission leadership
Able to analyze one's own culture and the culture of the organization: develop an Adventist perspective of evangelism, mission, and ministry; develop a global view of society and ministry	<ul style="list-style-type: none">-Videos-Breakout groups and interactive exercises-Class lectures and power-point presentations	<ul style="list-style-type: none">-Book reviews-Area study-Classroom interactions and discussion
Becomes more culturally sensitive, open, and caring to those outside one's own group: develop an understanding of the biblical model of servant leadership; develop skills that facilitate more effective ministry	<ul style="list-style-type: none">-Context support group-Learning groups including collective assignments, consultations, and accountability-Mentoring as a professional relationship	<ul style="list-style-type: none">-Reading-Book reviews-Journaling
Understands and appreciates the culture and worldview of a specific ministry context: evaluate ministerial practices through theological reflection; develop habits of study that contribute to lifelong learning	<ul style="list-style-type: none">-Praxis including implementation of leadership interventions in the context of ministry	<ul style="list-style-type: none">-Videos and book reports-Class presentation of area study

C. Grade points / percentage

The following scale is used in evaluating assignments and determining grades:

A	96-100%	B+	90-92%	C+	79-81%
A-	93-95%	B	85-89%	C	75-78%
		B-	82-84%	C-	72-74%

The final grade will be based on the following assignments (for 4 credits):

-Course attendance, class presentations, and participation	10%
-Book reviews/report and reading: CCS-SWCH (by D. Elmer) and GHC-AECM (by P. Hiebert)	25%
-Journal entries/reports and reading: Acts (Luke-Bible) and AA (by E. G. White)	25%
-Book reviews/reports and reading: D-CO (by B. Bauer, ed.) and TCA-R (by R. Maier, comp.)	25%
-Area Study (ethnography of a region or country) done by two students	15%
Final Grade Total	100%

D. Assignment Submission

Assignments should be submitted to the instructor in hard copy. Submissions through e-mail will be accepted; send them to kuhn@andrews.edu.

E. Assignment submission deadlines:

Assignment due date:	possible A grade
Late up to 30 days:	No more than A- grade)
Late 31 to 60 days:	No more than B+ grade):
Late 61 to 90 days:	No more than B grade
Late 91 days or more:	DN deferred and not completable*

Reading reports and reading journals for pre-intensive on assigned books **are due on Wednesday, July 3, 2013**, the first session of the teaching intensive. If submitted late, the work will be discounted 10%. The remaining assignments are due **during the intensive as indicated by assignments due dates**. DGs (deferred grades) are provided in the semesters before assignments are due.

* Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Profile of the Ministry Context	A concise profile is given of the ministry context that relates specifically to the task of the project.	A concise profile is given of the ministry context that relates to the task of the project.	A profile of the ministry context is given that does not relate specifically to the task of this project.	There is no profile of the ministry context.
Development of the Intervention	An intervention is developed that clearly builds upon the theological foundation and the literature review.	An intervention is developed that seems to build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review.	No intervention is developed.
Description of the Intervention	A concise description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
Conclusion	The chapter ends with a conclusion that clearly reiterates the main points, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection.	One of the main points is not in the conclusion. Or the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.

Language Conventions	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

A Research Project / Paper (Evaluation)

Items	Score
<i>Research Paper, Case Study, or Research Instrument</i> <ul style="list-style-type: none"> • Outlines a well-conceptualized research plan • Describes research activities and data in detail • Reports research results accurately and completely • Research relates to and reflects an understanding of missiology as a multidisciplinary discipline. 	
<i>Conceptual Base for Missiological Research</i> <ul style="list-style-type: none"> • Concepts and theories are accurately explained, drawing on relevant literature • Applications are made to illuminate ideas • Methodologies are clearly identified and applied • Insightfully integrates Jesus' methods and principles into the discipline of missiology • Reveals an ability to think critically and to do missiological research academically 	
<i>Missiological Research Plan</i> <ul style="list-style-type: none"> • Based on multidisciplinary methods <ul style="list-style-type: none"> --in order of presentation (phases) --in content --in application • Based on the research findings • Responsive to the personal, cultural, and socio-historical needs of the research subjects/groups • Practical & do-able • States desired outcomes • Includes a simple assessment plan or form 	
<i>Methodology within the Research Plan</i> <ul style="list-style-type: none"> • Creates or adapts missiological methods to use in the context <ul style="list-style-type: none"> --Methods should be contextualized --Methods should relate to the discipline of missiology • Gives rationale for the above methods based on the literature for the chosen methods • Methods show creativity with realism 	
<i>Format, Organization, and Style</i> <ul style="list-style-type: none"> • Follows AU writing standards (or adopted style – approved by instructor) • Writing is clear and concise • Ideas are logically developed & linked with transitions • Sources are completely and correctly documented 	
Total	

OUTLINE OF TOPICS AND ASSIGNMENTS

Week	Date	Class Schedule – Topics	Assignments Due
1	July 3	Overview of course & assignments; the contemporary context of the world & mission	Pre-Intensive book reviews / journals on the 4 books are due
1	July 4	Status and analysis of Christianity in the world; challenges and opportunities for SDA mission	
1	July 5	Missiological education and Adventist mission; the <i>Missio Dei</i> concept in the Bible and in missions / biblical basis for mission	
2	July 8	Social sciences and mission: Lessons from the history of Christian / Adventist mission – case studies	
2	July 9	SDA Church mission history: Current trends in SDA mission	
2	July 10	Mission studies and socio-cultural analysis: culture, values, and ministry	
2	July 11	Religion and culture: understanding worldview	
2	July 12	Worldview in cultural and religious contexts; our view and understanding of Scriptures in ministry	
3	July 15	Ministry transition/change Missiological research	Book review on D-CO (by B. Bauer) is due
3	July 16	Critical and practical contextualization Mission practice: case studies / the excluded middle	
3	July 17	Studying the Bible for mission The incarnation as mission model	
3	July 18	Communication: building bridges of understanding; the local church as mission basis	
3	July 19	Roles and relationships in ministry: cultural and religious factors	
4	July 22	Building a multi-cultural team: religious, cultural, and organizational perspectives	Book review on TCA-R (by R. Maier) is due
4	July 23	Conflict management in cultural and religious contexts	
4	July 24	Cross-cultural mission career; long term service (LTS); missionary vocation	
4	July 25	Short-term mission (STM) in cross-cultural and religious perspectives; STM training	
4	July 26	STM challenges, pitfalls, benefits: long term partnerships	
5	July 29	Tentmaking and Business as Mission (BAM)	Area study is due
5	July 30	Relief and development/holistic ministries in context (ADRA, Dorcas, etc.)	Final day of classes

UNIVERSITY POLICIES

Late Assignment Submission

See the “Grading and Assessment: section; (see E. Assignment submission deadlines).

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

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Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

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Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

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The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements; using media from any source or medium, including the Internet with the intent to mislead, deceive or defraud; presenting another’s work as one’s own; using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student, or falsifying attendance records.

Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

See AU Bulletin, page 38

INSTRUCTOR PROFILE

Originally from Brazil, Wagner Kuhn has extensive cross-cultural experience. He has worked in three continents and in various capacities with the SDA Church, and traveled in the other three. In Brazil he started his pastoral career working for the Publishing Department, and later he served as professor of Mission and Theology for the SDA Theological Seminary in São Paulo.

His first missionary post as a pastor was in the United States where he helped establish the Framingham SDA Portuguese Speaking Church, Massachusetts. A couple of years later Wagner worked in Central Asia, first as ADRA's regional and program director in the Autonomous Republic of Naxçivan and later as Country Director for ADRA Azerbaijan (1994-2003). In this capacity he coordinated several large relief and development programs and learned from and interacted with dozens of expatriate colleagues from various nationalities as well as hundreds of national co-workers.



In 1986, Wagner graduated with a B.Th. degree from Seminário Adventista Latino-Americano de Teologia (São Paulo). His major study interest has been missions, and in 1994 he obtained a Masters of Arts degree in Religion (Mission Studies) from Andrews University. Ten years later he completed his PhD in Missiology (2004), from the School of Intercultural Studies, Fuller Theological Seminary. His dissertation: "Toward a Holistic Approach to Relief, Development, and Christian Witness: with Special Reference to ADRA's Mission to Naxçivan, 1993-2003," won the Missiology Award from Fuller.

From his studies the book *Christian Relief and Development: Biblical, Historical and Contemporary Perspectives of the Holistic Gospel* (2005), was published in English by UNASPRESS, and in Portuguese by CePLiB (2008). Wagner has written several scholarly and popular articles, which have been published in academic journals, magazines, and books. In 2012 Kuhn contributed a couple of articles and also edited the volume: *The Book and the Student: Theological Education as Mission* published by the Department of World Mission (SDATS), Andrews University.

From 2005 to 2011, Wagner has worked as Associate Director of the Institute of World Mission, and Associate Professor of the Department of World Mission, Andrews University. Since 2007 he has been the director of Global Partnerships, an initiative that provides cross-cultural training for tentmakers (self-supporting missionaries) in restricted access countries. In June 2011, he became a full time faculty (Professor of World Mission) at the Department of World Mission of the Seventh-day Adventist Theological Seminary, Andrews University.

His particular areas of interest are missiological education, holistic ministries, tentmaking training, and cross-cultural communication and witnessing. For hobbies he likes to travel, language learning, cooking, counseling, walking, swimming, and some gardening. Wagner is married to Gisele Kuhn (a full-time faculty of Andrews University Nursing Department). The couple has two daughters, Gielle (17) and Gillian (13), fruit of the mission field, with much love. His life's purpose is to honor and serve God by ministering, teaching, and serving the people of this world, God's people.