

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

2018, Multiethnic Multicultural Mission and
Ministry
Year One
CHMN 723, THEOLOGICAL AND
SOCIAL SCIENCE FOUNDATIONS FOR
MULTIETHNIC MULTICULTURAL
MISSION AND MINISTRY
2018

Kenley Hall, DMin



Andrews University

CHMN723

THEOLOGICAL AND SOCIAL SCIENCE FOUNDATIONS FOR MEMC MISSION & MINISTRY

MEMC MISSION AND MINISTRY 2018

GENERAL MODULE INFORMATION

Intensive location: Newbold College, Bracknell, England
Intensive Dates: May 21-31, 2018
Credits offered: 4

INSTRUCTOR CONTACT

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BULLETIN MODULE DESCRIPTION

This module will focus on a systematic study of Old Testament and New Testament principles for multiethnic and multicultural mission and ministry. It will explore the history of immigration and changing demographic trends in the United States and address issues of cross-cultural communication. A sociological foundation for understanding the various ethnic and cultural groups that make up the rich American tapestry will be explored along with issues of racism, prejudice and racial reconciliation.

MOODLE ACCESS, 365-DAY LIMIT

Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

MODULE MATERIALS

Required:

1. Blount Brian K. and Tisdale, Leonora T. *Making Room at the Table: An Invitation to Multicultural Worship*. Louisville, KY: WJK, 2001.
2. Bruinsma, Reinder. *The Body of Christ*. Hagerstown, MD: Review and Herald, 2013.
3. Emmerson, Michael O. and Smith, Christian. *Divided by Faith: Evangelical Religion and the Problem with Race in America*. New York: Oxford University Press, 2000.
4. Gane, Roy E. *Old Testament Law for Christians: Original Context and Enduring Application*. Grand Rapids: Baker Academic, 2017.
5. Hibbert, Evelyn and Richard. *Leading Multicultural Teams*. New Kensington, PA: William Carey Library, 2014.
6. Livermore, David A. *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World*. Grand Rapids: Baker Academic, 2009.
7. Yancey, George. *Beyond Racial Gridlock: Embracing Mutual Responsibility*. Downers Grove, IL: IVP, 2006.
8. Hearn, M. "Color-Blind Racism, Color-Blind Theology, and Church Practices." *Religious Education*, 104 (3) 2009, pp. 272-288., DOI: 10.1080/00344080902881298 **(This Article can be accessed on the Learning Hub site for this course.)**

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore. (this statement must remain in the syllabus)

Recommended:

1. Bosch, David J. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis Books, 2006.
2. Campolo, Tony, and Michael Battle. *The Church Enslaved: A Spirituality of Racial Reconciliation*. Minneapolis: Fortress Press, 2005.
3. Chetkow-Yanoov, Benyamin. *Celebrating Diversity: Coexisting in a Multicultural Society*. New York: Haworth, 1999.
4. Copher, Charles B. "The Black Presence in the Old Testament." In *Stony the Road We Trod*, ed. Cain Hope Felder, 146-64. Minneapolis: Fortress, 1991.
5. Crespo, Orlando. *Being Latino in Christ*. Downers Grove, IL: InterVarsity, 2003.
6. Davis, David Brion. *In Human Bondage: The Rise and Fall of Slavery in the New World*. New York: Oxford University Press, 2006.
7. Diller, Jerry V. *Cultural Diversity: A Primer for Human Services*. Boston: Brooks/Cole Wadsworth, 1999.
8. Dodd, Carley H. *Dynamics of Intercultural Communication*. 5th ed. Boston: McGraw-Hill, 1998.
9. Dudley, Roger L., Wayne Martin, Serena Gui, and Des Cummings Jr. "A Study of Racial Transition in the Seventh-day Adventist Church." A research study commissioned by the Office of Human Relations. Silver Spring, MD: General Conference of Seventh-day Adventists, 1983.
10. George, Timothy, and Robert Smith Jr. *A Mighty Long Journey: Reflections on Racial Reconciliation*. Nashville: Broadman and Holman Publishers, 2000.
11. Glasser, Arthur F., Charles E. Van Engen, Dean S. Gilliland, and Shawn B. Redford. *Announcing the Kingdom: The Story of God's Mission in the Bible*. Grand Rapids: Baker, 2003.

12. Gonzalez, Alberto, Marsha Houston, and Victoria Chen. *Our Voices: Essays in Culture, Ethnicity, and Communication*. Los Angeles: Roxbury, 1994.
13. Gonzalez, Justo L. *For the Healing of the Nations: The Book of Revelation in an Age of Cultural Conflict*. Maryknoll, NY: Orbis, 1999.
14. Graybill, Ronald D. *Ellen G. White and Church Race Relations*. Washington, DC: Review and Herald, 1970.
15. Hall, Kenley D. "Ministry in a diverse society." *Ministry* (November 2010), 17-20.
16. _____. "Multi-ethnicity/multiculturalism and the life and writings of Ellen G. White." *Journal of Adventist Mission Studies* 9 (1) 2010, 96-104.
17. Hanson, Marci J. "Families with Anglo-European Roots." In *Developing Cross-Cultural Competence: A Guide to Working with Young Children and Their Families*, ed. Eleanor W. Lynch and Marci J. Hanson, 65-87. Baltimore: Paul H. Brooks, 1992.
18. Harris, Paula, and Doug Schaupp. *Being White: Finding Our Place in a Multiethnic World*. Downers Grove, IL: InterVarsity, 2004.
19. Hauerwas, Stanley, and William H. Willimon. *Resident Aliens*. Nashville: Abingdon, 1989.
20. Hiebert, Paul G. *Anthropological Insights for Missionaries*. Grand Rapids: Baker, 1985. .
21. Leistikow, Nichole. "The Most Segregated Hour in America." 5 November 2001. <http://inthe fray.com/200111/identify/church8/church8.html> (7 August 2007).
22. Loss, Myron. *Culture Shock: Dealing with Stress in Cross-cultural Living*. Winona Lake, IN: Light and Life Press, 1983.
23. Lynch, Eleanor W., and Marci J. Hanson, eds. *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. 3d ed. Baltimore: Paul H. Brooks, 2004.
24. McNeil, Brenda Slater, and Rick Richardson. *The Heart of Racial Justice: How Soul Change Leads to Social Change*. Downers Grove, IL: InterVarsity, 2004.
25. Mitchell, Henry H. *Black Church Beginnings: The Long-Hidden Realities of the First Years*. Grand Rapids: William B. Eerdmans, 2004.
26. Okholm, Dennis L. *The Gospel in Black and White: Theological Resources for Racial Reconciliation*. Downers Grove, IL: InterVarsity, 1997.
27. Peart, Norman Anthony. *Separate No More: Understanding and Developing Racial Reconciliation in Your Church*. Grand Rapids: Baker, 2000.
28. Pollard, Leslie N. "The Cross-Culture: Challenging a Church as It Begins a New Millennium." *Adventist Review*, February 5, 2004, 23.
29. _____. *Embracing Diversity: How to Understand and Reach People of All Cultures*. Hagerstown, MD: Review and Herald, 2000.
30. Raboteau, Albert J. *Salve Religion: The Invisible Institution in the Antebellum South*. New York: Oxford University Press, 1978.
31. Reynolds, Sana, and Deborah Valentine. *Guide to Cross-Cultural Communication*. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.
32. Rhodes, Stephen A. *Where the Nations Meet: The Church in a Multicultural World*. Downers Grove, IL: InterVarsity, 1998.
33. Roley, Scott, and James Isaac Elliott. *God's Neighborhood: A Hopeful Journey in Racial Reconciliation and Community Renewal*. Downers Grove, IL: InterVarsity, 2004.
34. Rosado, Caleb. *Broken Walls: Race, Sex, Culture—In Christ All Barriers Fall*. Boise, ID: Pacific Press, 1990.
35. Sanneh, Lamin. *Translating the Message: The Missionary Impact on Culture*. Maryknoll, NY: Orbis Books, 1989.
36. Schuler, Clarence. *Winning the Race to Unity: Is Racial Reconciliation Really Working?* Chicago: Moody, 2003.

37. Sepulveda, Ciro, ed. *Ellen White on the Color Line: The Idea of Race in the Christian Community*. Leominster, MA: Biblos Press, 1997.
38. Smelser, Neil J., William Julius Wilson, and Faith Mitchell. *American Becoming: Racial Trends and the Consequences*. Vol. 1. Washington, DC: National Academy Press, Chicago: Moody, 2003.
39. Yoon, Won. "Leadership Insight for Asians in the Twenty-First Century." In *Embracing Diversity: How to Understand and Reach People of All Cultures*, ed. Leslie N. Pollard, 33-41. Hagerstown, MD: Review and Herald, 2000.
40. Zuniga, Maria E. "Families with Latino Roots." In *Developing Cross-Cultural Competence: A Guide to Working with Young Children and Their Families*, ed. Eleanor W. Lynch and Marci J. Hanson, 151-75. Baltimore: Paul H. Brooks, 1992.

PROGRAM LEARNING OUTCOMES

The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a glocal context, related to the primary field of service
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

PRIMARY EDUCATIONAL OBJECTIVES

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students.

Being:

- a) Seek deeper Christ-like biblical spirituality
- b) Experience enrichment of personal and family life
- c) Intensify commitment to ministry
- d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

Knowing:

- a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
- b) Foster a holistic view of society and its needs
- c) Articulate theological and theoretical understandings that advance global ministry
- d) Understand the biblical model of servant leadership

Doing:

- a) Enhance the ability to evaluate ministerial practices through theological reflection
- b) Use appropriate tools to analyze the needs of churches and communities
- c) Refine skills that facilitate ministerial effectiveness
- d) Reinforce habits of study that contribute to lifelong learning

CONCENTRATION OBJECTIVES

The outcomes for the Multiethnic/Multicultural Mission and Ministry concentration include; 1) a knowledge base, 2) a transformational emphasis on being, and 3) doing evidenced in skill training for missional church practitioners.

Knowing: The knowledge base has the eleven following components:

1. Understanding of the biblical and sociological foundations for multiethnic/multicultural mission and ministry
2. The four levels at which racism exists
3. The best practices for multiethnic/multicultural mission and ministry
4. A primary reason for the challenge of 2nd and 3rd generation immigrants
5. The changing worldwide demography
6. Postmodern and Metamodern views on racial inclusivity
7. The principles of racial reconciliation
8. Appreciation and awareness of the personal spiritual life as foundational for mission and ministry
9. Systems thinking and change theory
10. Leadership development as the framework for multiethnic/multicultural mission and ministry
11. The principle of reflective practice

Being: In the process of the concentration, participants will experience development in the following seven areas:

1. One's identity formed through discipleship
2. Multiethnic/Multicultural mission and ministry as a way of life
3. Commitment to multi-ethnic/multicultural collaboration for mission and ministry
4. Awareness of one's Cultural Intelligence
5. A consciousness of personal and corporate racism
6. Attentiveness to one's personal prejudices
7. A life-long learner

Doing: Participants in the concentration demonstrate competency in areas fitting their context selected from the nine practices listed below:

1. Implementing spiritual health into the fast paced life of the 21st century
2. Applying the principles of racial reconciliation in their church and local community
3. Modeling multiethnic/multicultural mission and ministry
4. Transitioning a church for multiethnic/multicultural mission and ministry
5. Planting a multiethnic/multicultural church
6. Implementing best practices in multiethnic/multicultural mission and ministry
7. Establishing clear indicators for assessing multiethnic/multicultural mission and ministry
8. Processing and managing change
9. Utilizing the principles of reflective practice

STUDENT LEARNING OBJECTIVES

The Doctor of Ministry in MEMC Mission & Ministry Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are objectives that are important to the student development. These objectives should be reflected in the Ministry Development Plan developed by the participant.

Being: In the process of the concentration, participants will experience development in the following seven areas:

1. Awareness of one's Cultural Intelligence
2. A consciousness of personal and corporate racism
3. Attentiveness to one's personal prejudices

Knowing: The knowledge base has the eleven following components:

1. Understanding of the biblical and sociological foundations for multiethnic/multicultural mission and ministry
2. The changing demography of the United States
3. Postmodern and Metamodern views on racial inclusivity
4. The principles of racial reconciliation

Doing: Participants in the concentration demonstrate competency in areas fitting their context selected from the nine practices listed below:

1. Applying the principles of racial reconciliation in their church and local community
2. Modeling multiethnic/multicultural mission an ministry
3. Establishing clear indicators for assessing multiethnic/multicultural mission and ministry

THE 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 MEMC Mission & Ministry Concentration in their DMin program.

Participants in the MEMC Mission & Ministry take the following modules and the project seminar in the following sequence:

2018-

- CHMN723 Theological and Social Science Foundations for MEMC Mission & Ministry (4 cr)
Kenley Hall May21-31, 2018 Newbold College, Bracknell England
- GSEM790 DMin Project Seminar (4 cr)

David Penno June 1-8, 2018 Newbold College, Bracknell England

2019-

- GSEM706 Spiritual & Theological Foundations for Ministry (8 cr) Allan Walshe DATES TBD, 2019 Newbold College, Bracknell England
- (Field Research Symposium Sept. 10-11, 2019 Petr Cincala) Newbold College, Bracknell England
- Implementation Symposium David Penno December DATES TBD, 2019
Virtual meeting via Zoom

2020-

- CHMN731 Essential Principles and Practices in MEMC Mission & Ministry (5 cr) Kenley Hall DATES TBD, 2020 Newbold College, Bracknell England
- GSEM796 DMin Project (3 cr) 2020

2021-

- CHMN712 Transformational Leadership (5 cr) Stan Patterson January DATES TBD, 2021
Newbold College, Bracknell England
- GSEM796 DMin Project (3 cr) 2021

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

Pre-Intensive Reading:

A journal is **due the first day of the teaching intensive** for each of the five required pre-session titles. The journal (there will be five, one for each book and one for the journal article) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity. Journals 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 the Book Journal Rubric**

1. Bruinsma, Reinder. *The Body of Christ*. Hagerstown, MD: Review and Herald, 2013.
2. Emmerson, Michael O. and Smith, Christian. *Divided by Faith: Evangelical Religion and the Problem with Race in America*. New York: Oxford University Press, 2000.

3. Livermore, David A. *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World*. Grand Rapids: Baker Academic, 2009.
4. Yancey, George. *Beyond Racial Gridlock: Embracing Mutual Responsibility*. Downers Grove, IL: IVP, 2006.
5. Hearn, M. "Color-Blind Racism, Color-Blind Theology, and Church Practices." *Religious Education*, 104 (3) 2009, pp. 272-288., DOI: 10.1080/00344080902881298 **(This Article can be accessed on the Learning Hub site for this course.)**

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

II. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. On some evenings a daily journal will be required.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. Formation of a Ministry Development Plan will begin during the intensive.
- E. A cohort field experience (will or may) be planned for Saturday and/or Sunday.

III. Post Intensive

- A. Journal and report the following three books in the same manner as for the pre-intensive books.
 1. Blount Brian K. and Tisdale, Leonora T. *Making Room at the Table: And Invitation to Multicultural Worship*. Louisville, KY: WJK, 2001.
 2. Gane, Roy E. *Old Testament Law for Christians: Original Context and Enduring Application*. Grand Rapids: Baker Academic, 2017.
 3. Hibbert, Evelyn and Richard. *Leading Multicultural Teams*. New Kensington, PA: William Carey Library, 2014.

Due no later than **November 1, 2018**

B. A Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan will have four sections; a description of your current situation, your vision for your life and ministry following the program, the steps you propose 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. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program.

C. Chapter three of your project document, a paper of at least 16 but no more than 22 pages, will be required providing a review of literature relevant to your project challenge. **This is the work required in year one that integrates your 6 credits of project learning into the program.**

The Doctor of Ministry Project Writing Manual 2nd Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian Parenthetical style.

D. Students will form a context support group of five to nine persons from their specific ministry context who will meet face-to face annually with them to review their MDP. The meetings will center on personal and professional progress. The first meeting must occur on or before **September 1, 2018**. The group will review the MDP and its role with materials provided during the intensive.

E. 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 **March 1, 2019**
2. The first group meeting must occur on or before **October 1, 2019** and review the work of each student on their chapter three.
3. The second group meeting must occur on or before **February 1, 2019** and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.
5. F. Each participant will select an effective community, business, education, or church leader, seek permission of that person to write a **case study** based on their experience, observe critical incident roles and behavior of the subject leader within the context of their ministry, sit for an interview of at least 35 minutes with the subject leader or an affiliate, interview a minimum of three persons who interact within the subject leader within their community, and write a four to five page case study documenting the observations and interviews. **See the Case Study Rubric** Due no later than **March 1, 2019**
6. G. Select an appropriate field mentor, develop the contract for mentoring, 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. Due no later than **October 1, 2018**

GRADING AND ASSESSMENT

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are three outcomes in the area of being, four in the area of knowing, and three outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Competency of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Awareness of one's Cultural Intelligence	CQ Inventory, Reading, Lectures, Self-Reflection	CQ Inventory, Journaling
A consciousness of personal and corporate racism	Reading, Lectures, Self-Reflection	Journaling
Attentiveness to one's personal prejudices	Reading, Lectures, Self-Reflection	Journaling & MDP
Understanding of the biblical and sociological foundations for multiethnic/multicultural mission and ministry	Reading, Lectures, Self-Reflection	Journaling & Case Study and Chapter 3
The changing demography of the United States	Reading, Lectures, Self-Reflection	Journaling
Postmodern and Metamodern views on racial inclusivity	Reading, Lectures, Self-Reflection	Journaling
The principles of racial reconciliation	Reading, Lectures, Self-Reflection	Journaling and Chapter 3
Applying the principles of racial reconciliation in their church and local community	Reading, Lectures, Self-Reflection	MDP, Case Study and Context Support Group and

Modeling multiethnic/multicultural mission an ministry	Reading, Lectures, Self-Reflection	MDP, Case Study and Context Support Group
Establishing clear indicators for assessing multiethnic/multicultural mission and ministry	Reading, Lectures, Self-Reflection	MDP, Case Study and Context Support Group

B. Grade Points

Case Study – (100 Points)
 Reading Journals – (40 x 8 = 320 Points)
 Ministry Development Plan – (100 Points)
 Chapter 3: Literature Review – (500 Points)
 Context Support Group – (75 Points)
 Work Group Meetings – (100 x 2 = 200 points)
 Report Regarding Mentor – (75 Points)
 Journal During Intensive – (20 x 8 = 160 points)
 Total (1490 Points)

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

C. Assignment Submission deadlines will be applied as follows:

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: (no credit for the assignment)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive. If submitted late, the work will be discounted 10%. The remainder of the

DMin Chapter Rubric

CHAPTER THREE: LITERATURE REVIEW

500 Points

Category	Target 500	Acceptable 415	Needs Improvement 350	Unacceptable 250
Introduction	The chapter begins with an introduction that establishes an appropriate context for reviewing the literature, defines and justifies the scope of the review, and provides a roadmap for the progression of the chapter.	Same as target, but less defined.	The context for reviewing the literature is unclear, or the scope of the review is not defined, or there is not a roadmap for the progression of the chapter.	There is no introduction or no clear connection between the introduction and the body of the chapter.
20%	.20 x 500 = 100	.20 x 415 = 83	.20 x 350 = 70	.20 x 250 = 50
Relevance of the Literature to the problem/topic	The problem/topic is identified and the chosen literature is clearly related.	The problem/topic is identified and the chosen literature is related.	The literature chosen is only loosely related to the problem/topic.	There is no connection between the problem/topic and the selected literature.
8%	.08 x 500 = 40	.08 x 415 = 33	.08 x 350 = 28	.08 x 250 = 20
Currency of the Literature	The literature represents the latest work done in the field. The focus is on literature written over the last five years. Specific reasons are given for the use of any literature that is not current.	The literature represents the latest work done in the field. The focus is on literature written over the last ten years. Specific reasons are given for the use of any literature that is not current.	Numerous sources of literature reviewed are over ten years old and no specific reason is given for the use of this noncurrent literature.	Most of the literature reviewed was written over ten years ago.
8%	.08 x 500 = 40	.08 x 415 = 33	.08 x 350 = 28	.08 x 250 = 20
Primary Literature is Emphasized	Primary Literature is emphasized and secondary literature is used selectively.	Primary and secondary sources are distinctively identified and come from reputable sources.	There is no distinction between primary and secondary sources but sources are reputable.	There is no evidence that the literature comes from reputable sources.
8%	.08 x 500 = 40	.08 x 415 = 33	.08 x 350 = 28	.08 x 250 = 20
Logical Organization of the Content	The literature review is organized around ideas, not the sources themselves. The ideas are presented in either a chronological or a thematic structure.	The literature review is organized around ideas, not the sources and there is a logical structure.	The review is organized by author without a logical structure.	There is no organization at all, just a list of abstracts or disconnected reports.
8%	.08 x 500 = 40	.08 x 415 = 33	.08 x 350 = 28	.08 x 250 = 20
Comparison and Contrast of Studies	The researchers whose works are being reviewed are put into conversation with each other and their studies are	The studies are compared and contrasted.	There is some type of description of the relationship between studies.	There is no analysis of the relationship of the different studies to each other.
8%	.08 x 500 = 40	.08 x 415 = 33	.08 x 350 = 28	.08 x 250 = 20
Conclusion	The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses	The chapter ends with a conclusion that summarizes the major insights gained from the review and	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the	There is no conclusion or the conclusion does not capture the main points of the chapter.

	questions for further research and provides insight into the relationship between the review and the central topic of the research.	provides insight into the relationship between the review and the central topic of the research.	body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	
20%	.20 x 500 = 100	.20 x 415 = 83	.20 x 350 = 70	.20 x 250 = 50
Format	The chapter formatting follows proper Andrews Standards for Written Work.	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
5%	.05 x 500 = 25	.05 x 415 = 21	.05 x 350 = 17	.05 x 250 = 12
Style	The chapter follows APA style, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
5%	.05 x 500 = 25	.05 x 415 = 21	.05 x 350 = 17	.05 x 250 = 12
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.
5%	.05 x 500 = 25	.05 x 415 = 21	.05 x 350 = 17	.05 x 250 = 12
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The statement 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.
5%	.05 x 500 = 25	.05 x 415 = 21	.05 x 350 = 17	.05 x 250 = 12

Book Journal Rubric 40 Points

Category	Target 40	Acceptable 32	Needs Improvement 28	Unacceptable 24
Content Accuracy 30%	The journal entries focus on the contents covered in the book; the student writes only relevant entries. .30 x 40 = 12	Generally journal entries remain relevant to the topics covered in the book. .30 x 32 = 10	Often the journal entries stray from the topics covered in the book .30 x 28 = 8	Journal entries tend to be random writings with little or no relevance to the contents of the book .30 x 24 = 6
Ideas 35%	Ideas were expressed in a clear and organized fashion. It was easy to figure out the student's opinions. .35 x 40 = 14	Ideas were expressed in a pretty clear manner, but the organization could have been better. .35 x 32 = 11	Ideas were somewhat organized, but were not very clear. It was difficult to figure out the student's opinions. .35 x 28 = 10	The journal seemed to be a collection of unrelated sentences. It was very difficult to figure out what it was about. .35 x 24 = 9
Insight 35%	The student consistently shows thoughtfulness and interest in the content of the book .35 x 40 = 14	The student generally shows thought and interest in the content of the book. .35 x 32 = 11	The student often gives short, uninterested responses to the content in the book. .35 x 28 = 10	The student hardly focuses on the content of the book, and writes as little as possible. .35 x 21 = 9

Case Study Rubric

300 Points

Category	Target 300 points	Acceptable 240 points	Needs Improvement 210 points	Unacceptable 180 points
Introductory material	The introduction provides a well-developed context for the project. The significance of central questions is illustrated by references to course materials.	The introduction provides an adequate context for the project. The purpose is identified through reference to one or more central questions.	The introduction is present. Identification of the purpose and central questions is sketchy.	There is no introduction. The purpose is not identified
20%	.20 x 300 = 60	.20 x 240 = 48	.20 x 210	.20 x 180 = 36
Descriptions of the setting and data collection process	The narrative contains well-developed descriptions of the setting and the data collection process (which is built upon concepts from current research, theory, and course materials).	The narrative contains adequate descriptions of the case study setting and the data collection process.	The narrative contains an adequate description of the setting, but an incomplete description of the data collection process	The narrative contains an incomplete or vague description of the setting, and no description of the data collection process
30 %	.30 x 300 = 90	.30 x 240 = 72	.30 x 210 = 63	.30 x 180 = 54
Record of observations	The narrative contains observations from multiple sources, includes qualitative or quantitative data, and makes references to models of appropriate practice that are supported by current research and theory.	The narrative contains observations from multiple sources or includes qualitative or quantitative data.	The narrative contains observations from at least two sources.	The narrative contains observations from only one perspective, or of a single type of data
20%	.20 x 300 = 60	.20 x 240 = 48	.20 x 210	.20 x 180 = 36

Discussion, logic, and conclusions (Conflict Theory, Theory, Styles, etc.)	The discussion seems complete. Conclusions are logical; they address the central questions, suggest possible strategies and methods for addressing conflicts, and are tied to the course work.	The discussion seems complete. Conclusions are logical and address the central questions related to the conflict.	The discussion is adequate, but conclusions- if present--do not match the central questions. •	The discussion is incomplete or illogical, and conclusions are missing or unrelated to the central questions.
20%	.20 x 300 = 60	.20 x 240 = 48	.20 x 210	.20 x 180 = 36
Presentation clarity and style	All of the following are true: •The project contains no serious errors in grammar, spelling or mechanics. •The page layout facilitates understanding of the narrative. ” •Navigation between sections is clear. •APA format is used for in-text and bibliographic references to external resources.	One (1) of the following is true: •The project contains multiple or serious errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA format is not used for in-text and bibliographical references to external resources	Two (2) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA format is not used for in-text and bibliographical references to external resources.	At least three (3) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA format is not used for in-text and bibliographical references to external resources
10%	.10 x 300 = 30	.10 x 240 = 24	.10 x 210 = 21	.10 x 180 = 18

Intensive Reflective Journal Rubric
20 Points

	Target 20	Acceptable 16	Needs Improvement 14	Unacceptable 12
Weekly journals	Not only fulfills the criteria stipulated in the assignment, but demonstrates an advanced aptitude for reflection, critique, synthesis and independent insight.	Competently fulfilled the requirements stipulated in the assignment.	Work is submitted but a limited level of reflection or insight and critique is observable.	Work is submitted but very limited or no reflection is observed.

MDP Rubric 100 Points

Category	Target 100	Acceptable 80	Need Improvement 70	Unacceptable 60
Current Situation	Clearly describes where the participant is currently in their professional role as a leader, in their spiritual life, in their important relationships, and in significant life roles.	Describes where the participant is currently in their professional role as a leader, in their spiritual life, in their important relationships, and in significant life roles.	Vaguely describes where the participant is currently in their professional role as a leader, in their spiritual life, in their important relationships, and in significant life roles and/or only covers 3 of the 4 categories	Vaguely describes where the participant is currently in their professional role as a leader, in their spiritual life, in their important relationships, and in significant life roles and/or only covers 2 or less of the 4 categories
25%	.25 x 100 = 25	.25 x 80 = 20	.25 x 70 = 14	.25 x 60 = 15
Vision	Develops a clear personal vision statement that describes their preferred future.	Develops a personal vision statement that describes their preferred future.	Develops a vague personal vision statement that describes their preferred future.	Develops a vague personal vision statement that does not describe their preferred future.
25%	.25 x 100 = 25	.25 x 80 = 20	.25 x 70 = 14	.25 x 60 = 15
Action Plan	Articulates a detailed plan of action accounting of how the participant expects to get from where they are currently to where they hope to be at the time their degree is conferred. Their action plan addresses spiritual and personal life goals as well as professional goals. It describes practical experience in the area of their project. The action plan also includes attendance at one or more major development events outside of the program curriculum. The course map of the concentration outlines four modules. These modules include two-to-three-week intensives. The modules are a part of	Articulates a plan of action accounting of how the participant expects to get from where they are currently to where they hope to be at the time their degree is conferred. Their action plan addresses spiritual and personal life goals as well as professional goals. It describes practical experience in the area of their project. The action plan also includes attendance at one or more major development events outside of the program curriculum. The course map of the concentration outlines four modules. These modules include two-to-three-week intensives. The modules are a part of	Articulates a vague plan of action accounting of how the participant expects to get from where they are currently to where they hope to be at the time their degree is conferred. Their action plan addresses spiritual and personal life goals as well as professional goals. It describes practical experience in the area of their project. The action plan also includes attendance at one or more major development events outside of the program curriculum. The course map of the concentration outlines four modules. These modules include two-to-three-week intensives. The modules are a part of their action	Lacks a clear plan in any of the required areas.

	their action plan, but the action plan will include more than the formal curriculum.	their action plan, but the action plan will include more than the formal curriculum.	plan, but the action plan will include more than the formal curriculum.	
25%	.25 x 100 = 25	.25 x 80 = 20	.25 x 70 = 14	.25 x 60 = 15
Helping and Hindering Forces	Clearly describes the personal and professional circumstances anticipated that will provide assistance or challenge to achievement of their vision.	Describes the personal and professional circumstances anticipated that will provide assistance or challenge to achievement of their vision.	Vaguely describes the personal and professional circumstances anticipated that will provide assistance or challenge to achievement of their vision.	Vaguely describes the personal and professional circumstances anticipated that will provide assistance or challenge to achievement of their vision and/or only deals with one of the forces
25%	.25 x 100 = 25	.25 x 80 = 20	.25 x 70 = 14	.25 x 60 = 15

CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE DN GRADE

The DN grade is given when very limited or no demonstrable competency has been observed and exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from

your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

UNIVERSITY POLICIES

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission

All late assignments incur a 2% daily penalty.

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. *AU Bulletin*”

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.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”. *AU Bulletin*

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”. *AU Bulletin*

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

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

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 (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); 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 during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. 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”.

AU Bulletin

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

Kenley Hall spent 15 years in pastoral ministry primarily within the rich ethnic/cultural diversity of the Oakland/San Francisco Bay area in northern California. He received his DMin in Homiletics in 2008 from the Seventh-day Adventist Theological Seminary at Andrews University. His project dissertation was titled "A Model for Preaching in a Multiethnic/Multicultural Context: Understanding and Connecting with 'Every Nation, Kindred, Tongue, and People' in the Preaching Event." He currently serves as an associate professor of Christian Ministry and Discipleship and Religious Education and is the Director of Theological Field Education at the Seventh-day Adventist Theological Seminary. Kenley is married to Roshelle. They have three children and one grandson. Kenley also serves as Lead Pastor at One Place a worshipping community on the campus of Andrews University.



Bibliography:

See required reading and recommended reading list.