

## CHMN 523-118

# Worship: Word & Music

Fall 2019

*David A. Williams, PhD*

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Burman University
<b>Class meeting times:</b>	September 8–12, 2019 <b>Sunday 3-7 pm;</b> Mon–Wed, 8:00 am - 12:00 pm; 1:30 – 6:00 pm Thursday, 8:00 am – 12:00 pm; 1:30 – 3:00 pm
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	269-471-6021
<b>Instructor Email:</b>	<a href="mailto:w david@andrews.edu">wdavid@andrews.edu</a>
<b>Office location:</b>	Seminary, Christian Ministry Suite, S229
<b>Office hours:</b>	Monday–Thursday, 8:30 am–3:00 pm

#### BULLETIN DESCRIPTION OF COURSE

*Explores the theology of worship and the interrelatedness of preaching, music, worship environment and other elements of corporate worship. Various worship styles and practices are considered and principles are presented that guide worship within local contexts.*

#### PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

- MDiv: (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- MAYYAM: Pastor-Teacher: Uses appropriate methodologies to disciple youth and young adults

(The full set of program learning outcomes for your degree program is listed in [Appendix 3.](#))  
 The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Explain a theology of worship, liturgy, music, and worship ministry from Scripture and Ellen White.
2. Possess principles and methods for planning corporate worship.
3. Plan a meaningful worship experience for a diverse congregation.
4. Experience and reflect upon worship outside of the Adventist context.
5. Develop greater personal biblical and spiritual growth in personal and corporate worship.
6. Know how to evaluate and teach the faith through worship practices.

## COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Time	Total Time	Topic	Assignment Due	CLOs
Pre-session		10	9 Lectures (10 hours) <i>Church Manual</i> <i>Doukhan, In Tune with God</i>	September 1: First Online Doukhan Discussion	
Sunday 9/8/19	3:00 – 7:00 pm	14	Worship Planning Project Local Bulletins & 5-fold Pattern Getting Practical Hymn Assignment	Pre-Session Work Due: 1. Notes on All 9 lectures 2. <i>Church Manual</i> reflection 3. Doukhan Online Discussion 4. Quizzes 1-5	
Monday 9/9/19	8:00 – 10:00	16	10. Enlivening Scripture in Worship		
	10:00 – 12:00	18	Planning Traditional Worship		
	1:30 – 2:30	19	11. Ethics & Creativity		
	2:30 – 4:00	20.5	12. God’s Purpose for Music & Musicians		
	4:00 – 6:00	22.5	Planning Blended Worship		
Tuesday 9/10/19	8:00– 10:00	24.5	13. Worship Committee & Teams	Rough Draft of Hymn	
	10:00 – 12:00	26.5	Planning Convergent Worship		

Date	Time	Total Time	Topic	Assignment Due	CLOs
	1:30 – 3:30	28.5	14. Worship Ministry		
	3:30 – 4:30	29.5	15. What is Music?		
	4:30 – 6:00	31	16. Going Deeper Discussion		
Wednesday 9/11/19	8:00 – 10:00	33	17. Meaning in Music Discussion		
	10:00 – 12:00	35	Creative Worship Planning		
	1:30 – 3:30	37	18. Morality and Music Discussion		
	3:30 – 4:30	38	19. Dynamics of Art		
	4:30 – 6:00	39.5	Exam Review	Quiz 6: Music	
Thursday 9/12/19	8:00 – 10:00	41.5	Final Exam	Final Draft of Hymn	
	10:00 – 12:00	43.5	Hymn Sing		
	1:30 – 3:00	45	Consultation		
Friday, 9/19/19		Lecture Notes			
Friday, 11/1/19		Post-Session Book (Cherry) Log & Online Discussion			
Friday, 12/13/19		Worship Planning Project			

## ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

## COURSE MATERIALS

### Required Course Materials

- Cherry, Constance M. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services*. Grand Rapids, MI: Baker Academic, 2010. (320 pp)  
ISBN: 9780801038747; Print, new: \$25.00; Print, used: \$18.75 (25% Savings); Print, new rental: \$17.00 (32% Savings); Print, used rental: \$11.75 (53% Savings); eBook, buy: \$25.00
- Doukhan, Lilliane. *In Tune with God*. Hagerstown, MD: Autumn House Publishing, 2010. (300 pp)  
ISBN: 9780812705003; Print, new: \$25.00; Print, used: \$18.75 (25% Savings); Print, new rental: \$22.50 (10% Savings); Print, used rental: \$10.50 (58% Savings)

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

### MORE ABOUT THE COURSE

*This course is an introduction to the theological principles and practices of Christian worship and worship music. It establishes a biblical foundation for a theology of worship and liturgy, and the relationship between God's Word and music in the worship experience. The course focuses on pastoral leadership in worship ministry and the central issues involved in effective worship leading and planning. Within the broader context of worship ministry, special emphasis is placed on music's role in diverse worship contexts*

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		Professional Masters' Programs
		<b>3 Credits</b>
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	35 hrs
	<b><u>Other Instructor-Directed Activities</u></b>	46 hrs

	<b>[Pre-Session] 9 Online Video Lectures: 10 hours</b> <b>Worship Planning Project: 35 hours</b> <b>Hymn Text: 1 hour</b>	
<b>Independent Learning Activities</b>	<b>[Pre-Session] Doukhan Log &amp; Online Discussion</b>	20 hrs
	<b>[Post-Session] Cherry Log &amp; Online Discussion</b>	20 hrs
	<b>Quizzes</b>	4 hrs
	<b>Final Exam</b>	10 hrs
<b>Total Hours:</b>		135 hrs

## GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

### 3-Credit Assessment

<b>Assignment Description</b>	<b>Weighting</b>
Lecture Notes	10%
Doukhan Log & Online Discussion	15%
<i>Church Manual</i> Reflection	5%
Cherry Log & Online Discussion	15%
Hymn Text	5%
Worship Planning Project	25%
Quizzes	10%
Final Exam	15%

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

## AU Incomplete Policy

*“An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for most types of courses.*

## Criteria for Grades

- Critical engagement with course material. Demonstrate that you have critically read the required reading and have thoughtfully processed classroom lectures and discussions. You can only be graded on knowledge that is apparent in the assessments you submit. Whenever referencing assigned reading, you must **indicate the author and page number(s)** – e.g., “(Doukhan, 17).”
- Creative integration of course material and ministry praxis. Provide evidence that you understand the relationship between course material and your worship ministry practices. Apply theoretical and theological material in a way that indicates pastoral sensitivity regarding the people you serve in a given context.
- Excellent language and grammar. There is an expectation that a person who holds a Master’s degree will have advanced written language skills, particularly in the language in which their Master’s was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek assistance from Andrews University’s writing lab or secure the services of a professional academic editor prior to the submission of their assessment.
- Evidence of focused and thorough attention to assignment guidelines. Assessment items in this course are designed to facilitate critical thinking about the central issues that shape worship ministry praxis. Be sure to follow the guidelines provided and answer the questions asked. **You cannot receive credit for writing that does not contribute, in a focused way, to the assignment.**

## Paper Standards

- **All papers must be submitted electronically.**
- **Font:** All type-written assignments must be in Times New Roman font, 12 pt, Double-spaced.
- **Papers must be submitted in MS Word (.docx) format or Portable Document Format (PDF).** The Worship Schedule and the Reading/Viewing Logs require the PDF format.
- **Document titles:** Please include your name and title of the assignment, such as Williams–Worship Rationale.docx.

## Submission of Assignments

- All assignments are to be uploaded to Learning Hub. Do NOT email your assignments. If Learning Hub is down, please contact the instructor. If Learning Hub fails at the time of your due date, your email will verify that you contacted the instructor. When Learning Hub comes available again, you can submit your assignment without penalty.

## Late Submission

- Because student assignments are an essential part of class activities, assignments turned in after the time they are due will incur a loss of 10% per day. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

## Resubmission of Assignments

- In order to facilitate maximum learning, students who receive a poor grade on the final project & presentation may resubmit the assignment one additional time. Resubmissions will be worth up to 80% of the original total possible score.

## Reading Logs:

- The two books require a reading log in which the seminarian records the date, pages and time spent reading. An excel template will be provided on Learning Hub. Please submit document as PDF.
- A Template is available on LearningHub.
- It is essential and imperative that you have completed Pre-Session readings, reading logs, and discussions online BEFORE the Intensive.
- For each of the reading assignments, please complete a reading log for each date, time, duration, and pages, signing the integrity stating that you have completed the reading.

## Pre/Post Session Online Discussion:

ONLINE Discussions are required for the Pre- and Post-Session BOOK Readings:

Pre-Session:

1. Book: Doukhan, *In Tune with God*

Post-Session:

1. Book: Cherry, *The Worship Architect*

### **1. PRE-Session Book, *In Tune with God*, by Lillianne Doukhan (20 hours reading):**

(SLO 1-2, 4-5; MAPM PO 1-3, 5-6; MDiv PO 3-4)

Read Lillianne Doukhan's book, *In Tune with God* (300 pages). The book is organized in five major sections. Seminarians should spend adequate time to especially understand the first two sections. Keep a reading log, recording pages read, dates read, and cumulate hours.

- 50 points total
- 35 points for Log
- 15 points for Online Discussion: Students must give a video, audio, or type-written synopsis of the book and give a discussion question to your colleagues.

This question should prompt active conversation, analysis, synthesis, or application. They should not be simplistic right/wrong, yes/no type of answers (5 pts). Students must give video, audio, or textual feedback to TWO other students (10 pts, 5 pts each).

**2. POST-Session Book, *The Worship Architect*, by Constance Cherry:**

(SLO 1-2, 4-5; MAPM PO 1-2; 4-6; MDiv PO 3-4, 6-7)

Read Constance Cherry's book, *The Worship Architect* (300 pages). Keep a reading log, recording pages read, dates read, and cumulate hours.

- 50 points total
- 35 points for Log
- 15 points for Online Discussion: Students must give a video, audio, or type-written synopsis of the book and give a discussion question to your colleagues. This question should prompt active conversation, analysis, synthesis, or application. They should not be simplistic right/wrong, yes/no type of answers (5 pts). Students must give video, audio, or textual feedback to TWO other students (10 pts, 5 pts each).

**3. Pre-Session Lectures:**

(SLO 1-2, 4-6; MAPM PO 1-2, 5-6; MDiv PO 1-3, 5-7)

Students will view and take active notes on 9 pre-session lectures. These lectures must be included in course lecture notes. NO LOG.

**4. Pre-Session Church Manual, selected pages (94-95, 121-27, 145, 149, 179-83):**

(SLO 1-2, 4-5; MAPM PO 1-3; MDiv PO 3-4, 6-7)

Read the ALL the pages regarding worship in the 2016 *Church Manual*.

Write a 1-page Reflection on how this reading will help you in your ministry.

**5. Lecture Notes:**

(SLO 1-2, 4-6; MAPM PO 1-2, 5-6; MDiv PO 1-3, 5-7)

All students must take notes for all lectures, including the online video lectures.

- Notes must represent student's own writing, not only verbatim from the lectures.
- Not all notes must be in sentence form, though they should be substantial enough to recall the information.

Notes must be type-written and submitted to Turn-It-In. 100 points

\*\*\*Students will receive 2.5% extra credit points by first hand-writing all notes, then typing them into digital notes. This method encourages the student to actively engage with the course material twice, helping internalize the content.



**6. Hymn Text:**

(SLO 3, 5; MAPM PO 1-2; 5-6; MDiv PO 1-4; 7)

Students will compose a hymn (text, NOT tune) following specific conventions of hymnody: Long Meter, Iambic Tetrameter, Four Lines, with a Rhyme Scheme of AABB. A need exists for new hymn texts to be written that are relevant for the present culture and are biblically and theologically sound. Today's seminarians possess the skills for bringing renewal to the world church through meaningful new songs. Please see Learning Hub for a document to help you get started. (25 points)

This assignment takes place wholly within the Intensive. No preparation is necessary. The instructor will ensure that everyone completes this assignment with success!

Student groups will select a topic or theme to guide the group in writing their individual four lines of poetry. These four lines of poetry will comprise one stanza of the hymn, resulting in 3-5 stanzas per hymn.

**7. Worship Planning Project:**

(SLO 2-3, 5-6; MAPM PO 1-6, 4; MDiv PO 4)

Students will plan, execute, and reflect on a regular Sabbath worship service in the local church context. Students who do not have a typical local ministry context must consult with the instructor on how to complete the assignment.

(2-credit students should work together in completing this assignment)

This assignment consists of 4 parts:

1. **Worship Schedule:** This document must include the location, date, time, platform leaders, praise team members, sequence, sequence timing, elements of the service, microphone needs, and special notes for each element. This is to be the internal document to be used by the platform leaders, AV, and praise team. Include all names of worship leaders, elders, pastors, etc. involved in the service at their respective location in the service. Students must follow the Excel template given by the professor. This document MUST fit on ONE landscape printed page. Submit as a PDF.
2. **Theological and Practical Rationale:**
  - a. In a separate document write up the description and the theological and practical rationale, giving reference to course material. Give a rationale for the order of worship, and each element of the service. Briefly describe the words, sounds, actions, gestures, and visual aspects involved in each element of the worship service order. Give reasons for your choices given the pastoral issues of the people involved as well as the theological material addressed in the course.
  - b. You will be graded on how you creatively incorporate the five-fold biblical pattern of the Sanctuary in the worship service. Give a rationale for the selection of all songs and scripture readings. Pay special attention to the way that each facet of worship (preaching, music, Scripture, symbol, gesture, order of service, etc.) reflects and embodies Adventist Christian beliefs.
  - c. A rationale must be given for the macro theology governing the entire service, the theme for the service, as well as each facet of the service (preaching, music,

Scripture, symbol, gesture, order of service, etc.). Students must give evidence of the particular topic/themes for the given service, creatively integrating the broader theology of the service with the particulars for the day. Students must creatively incorporate the biblical model for liturgy and worship, as discussed in class, for full credit.

- d. Include in the rationale the manuscript for prayers, transitions, etc. Worship leaders do not have to read word-for-word, but writing this out will help ensure preparedness in for worship. These words may be written by the student pastor and given to the worship leaders as ideas or suggestions for their role.
- e. This document is about 4-6 pages.

**Students may email their Schedule and Rationale in advance to the professor for dialogue, help, and support.**

3. **Pastor/Elder Evaluation**

Student will receive feedback and evaluation of the service from the pastor or elder. Evaluation form available on LearningHub.

**SCAN** this document and add it to your file for submission.

4. **Reflection**: Include a short reflection of **2 pages** on how you felt the service went, what you would do differently, and how your congregation received the worship experience. The Reflection must be written after the worship service is conducted.

**IMPORTANT**: Please combine **ALL** documents into **ONE PDF** and submit as one document. **PLEASE** see grading Rubric to aid in the completion of this project.

8. **Quizzes**:

Six Quizzes will be given. Quizzes will be based upon the Keynote lectures posted on LearningHub. Quizzes will be multiple choice, simple answer, and true and false. The quizzes are designed to prepare the student for the final exam. It is suggested that the student review the material presented in class each week to prepare for the quizzes and final exam.

9. **Final Exam**:

The final exam comprehensively covers the entire course materials, experiences, and readings. The quiz and lecture content will feature prominently in the exam. Exam questions will be multiple choice, short answer, short essay, and long essay.

## ABOUT YOUR INSTRUCTOR

**David A. Williams** is Assistant Professor of Worship and Sacred Music in Christian Ministry at the Seventh-day Adventist Theological Seminary. In 2018 he completed a PhD in Church History, Sacred Music History, and Theological Studies at Andrews University. His dissertation was entitled, "Worship Music as Spiritual Identity: An Examination of Music in the Liturgy among Black and White Adventists in the United States from 1840 to 1944."



David is also a professional musician, having received a Master of Sacred Music in 2010 from the University of Notre Dame in liturgical history, sacred music history, and organ performance. He earned a Bachelor of Arts in Theology and a Bachelor of Science in Organ Performance from Southern Adventist University in 2005. He has studied extensively in Europe with leading artists in organ, additionally spending a year in the Netherlands receiving instruction from Sietze de Vries in improvisation. He performs regularly, seeking to engage audiences through historical literature, improvisation, and congregational singing.

David ministered as a pastor in the Rocky Mountain Conference, gaining experience serving youth, directing worship and music, and leading as senior pastor. He has been called upon as speaker for youth meetings in Colorado and The Netherlands, and lecturer on worship and music in California, Canada, Maryland, Michigan, Texas, and Washington.

He serves as Assistant Pastor for Worship and Music for the South Bend First Seventh-day Adventist Church. He directs worship for the Seminary and conducts the Seminary Chorus.

His wife, Lorelei, is a Women's Health Nurse Practitioner in South Bend. They are blessed to enjoy their daughter, Lily, who is five. David also enjoys trail running, Apple, and is an avid Denver Broncos fan.

## OTHER COURSE-RELATED POLICIES

### Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:

- Correctly designed and inserted footnotes each time one makes use of another individual’s research and/or ideas; and
- Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another’s work as one’s own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

**Academic Accommodations**

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

**Use of Electronics**

*The seminary-voted statement regarding recording of course lectures is below:*

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

**Communications and Updates**

*Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.*

**LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

## **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.

***Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu).***

## **APPENDIX 1: INTERPRETING LETTER GRADES**

### **Letter Grades and Percentages**

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

### ***THE B GRADE***

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

### ***THE A GRADE***

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a 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 by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

### ***THE D GRADE***

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's 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.

**THE F GRADE**

A failing grade is given when very limited or no demonstrable competency has been observed.

**APPENDIX 2: WORSHIP PLANNING PROJECT RUBRIC**

For other assignment rubrics, please see LearningHub.

Criteria	Outstanding	Proficient	Needs Improvement	Unsatisfactory	Score
<b>Worship Schedule</b>	The order of service is clear on Worship Schedule with 0-5 errors. All categories are included with detailed and relevant information. Sequence, Time, Element, Participant, Position, Audio, and Notes are all filled out. <b>(16-20 points)</b>	Worship Schedule has 6-10 errors.  <b>(11-15 points)</b>	10 or more errors.  <b>(6-10 points)</b>	Worship Schedule is not provided.  <b>(0-5 points)</b>	<b>Out of 20</b>  _____
<b>5-Fold Pattern</b>	The worship service creatively follows the biblical model of the sanctuary and its interconnectedness to SDA doctrine, liturgy, and worship. <b>(16-20 points)</b>	The model may be discerned in the liturgy but lacks creativity.  <b>(11-15 points)</b>	The model is present but obscure, unclear, or too dry.  <b>(6-10 points)</b>	Little to no reference is made to the model.  <b>(0-5 points)</b>	<b>Out of 20</b>  _____
<b>Rationale Document</b>	Deep integration of the course principles is demonstrated, giving an excellent and substantial	A moderate explanation is given for each element of the service. Only a	Rationale for some elements of the service is missing, weak, or illogical. Little	Little to no rationale is given for the project. No detail for	<b>Out of 30</b>

	rationale for every element of the service. Description of the liturgical actions is very clear and precise. <b>(23-30 points)</b>	few sentences explain the element. Some detail for liturgical action is given. <b>(15-22 points)</b>	comment is given for each element. Little detail the actions is given. <b>(8-14 points)</b>	liturgical actions given. <b>(0-7 points)</b>	_____
<b>Evaluation</b>	See learninghub.				<b>Out of 10</b>
<b>Reflection Paper</b>	Two full pages of thoughtful reflection given following the execution of the service. <b>(18-20 points)</b>	A moderate reflection is given in 1.5 pages. <b>(12-17 points)</b>	Paper needs more serious reflection or less than 1 page. <b>(6-11 points)</b>	Little to no reflection is given. <b>(0-5 points)</b>	_____
<b>Total Score</b>					<b>Out of 100</b>

## APPENDIX 3: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### 1. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.

- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

## 2. MA in Youth and Young Adult Ministry (MAYYAM)

- 1) Christian Apologist (a): Articulates effectively a theology and philosophy of youth ministry
- 2) Christian Apologist (b): Exposes students to general seminary content in order to provide an Adventist Christian foundation to the practice of youth and young adult ministry
- 3) Pastor-Teacher: Uses appropriate methodologies to disciple youth and young adults
- 4) Servant Leader: Demonstrates the ability to apply the principles of servant leadership in working with youth and young adults
- 5) Maturing Christian: Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life
- 6) Youth and Young Adult Specialist: Develop, direct, advocate for, and evaluate youth ministry for the broader church

## APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

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