

DSRE 503 Marriage, Family and Interpersonal Relationships

Fall 2020

David Sedlacek, PhD, LMSW, CFLE

SYNOPSIS OF THE COURSE: This course covers the full range of issues related to marriage and family through a Christian lens.

CLASS & CONTACT INFORMATION

Class location:	Online, distance education
Class meeting times:	September 27 – October 1, 2020 5:00 pm – 8:00 pm Sunday 8:00 am – 12:30 pm and 1:30 pm – 6:00 pm Monday to Thursday
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-471-6375
Instructor Email:	sedlacek@andrews.edu
Office location:	Seminary N216
Office hours:	Monday and Wednesday 1:00 – 4:00

BULLETIN DESCRIPTION OF COURSE

Current issues in marriage and family are discussed, and available resources are explored. The dynamics of interpersonal relationships are examined and students are challenged to emulate Christ's example as they interact with persons from all segments of society.

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:

Program Learning Outcomes (PO)

Masters of Divinity (MDIV) Program Outcomes

1. Engage in biblical and theological reflection as the basis for ministry.
2. Apply the principles of pastoral care to all aspects of ministry.

MA Religious Education Program Outcomes

1. Uses appropriate methodologies to disciple.
2. Engages consistently with Scripture in biblical and spiritual disciplines to be open to the transforming work of the Holy Spirit in his or her life.

(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:

Course Learning Outcomes (CLO): By the end of this course, the student should be able to:

1. Articulate a Christian view of marriage and family dynamics through an exploration of Biblical principles and supporting research from the professional community.
2. Model transparency and vulnerability about one's own family history by sharing their personal story in writing and with one other person, thereby initiating a process of personal and familial healing.
3. Summarize each of the events from the Adventist Conference on Family Research and Practice (ACFRP) and make application to their ministry.
4. Identify generational patterns in their families of origin (physical, emotional, relational, behavioral) and make their best efforts to address any observed irregularities or dysfunctions while affirming and strengthening their healthy ways of relating to others.
5. Evaluate their interpersonal skills and make their best efforts to address skill deficiencies and to enhance skill proficiencies.
6. Conduct pre-marital preparation for couples, addressing the sensitive issues that typically arise as people prepare for marriage and as they make adjustments in the early years of marriage.
7. Develop competence in the areas of singleness, addiction, divorce, and domestic violence so that they will be able to address these challenges effectively in pastoral ministry.

NAD Student Learning Outcomes:

1. Articulates a biblical theology of family and the implications of family systems theory for personal and congregational life.
2. Demonstrates growing ability to experience and share God's unconditional love.
3. Demonstrates growing understanding of personal sinfulness, as well as ability to give and receive forgiveness.
4. Articulates best practices for learning adaptability to change in spiritual, church and social life.
5. Articulates best practices of hospitality for pastoral ministry.
6. Articulates best practices for effective communication and demonstrates growing ability to listen empathetically and communicate sensitively.
7. Demonstrates personal growth in the character traits of humility, honesty and trustworthiness

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

1. Balswick, J. O. & Balswick, J. K. (2014). *The Family*, (4th Ed.). Grand Rapids, MI: Baker Academic.
2. Sedlacek, D. & B. (2018). *Cleansing the Sanctuary of the Heart: Tools for Emotional Healing* (3rd Ed.). San Diego, CA: Readers Magnet.
3. Bolton, R. (1979). *People Skills*. New, York NY: Simon & Schuster.

Recommended Course Materials

1. Sedlacek, B. & D. (2019). *Cleansing the Sanctuary of the Heart: Tools for Emotional Healing Workbook* (3rd Ed.). Buchanan, MI: Resting Heart Publishers.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

PRE-INTENSIVE COURSE REQUIREMENTS

1. Students must bring the three required textbooks with them to class. It is suggested that students read all of the textbooks prior to the intensive so that they will be familiar with the material being discussed.
2. Assignment I – Personal Story must be completed by the beginning of the first day of class, **9/27/2020**
3. Pre-Intensive Requirement (6 hours)

Brief instructions: Go to the Adventist Learning Community website. Then click on the link for Pastors. Then click on the link for Departments. Then click onto NAD Family Ministries or any other Marriage and Family topic that is available such as the Adventist Conference on Family Research and Practice (ACFRP). You are required to do 6 hours of pre-work for this course.

The report on the videos is due the first day of class, **9/27/2020**. The video report must be done in the format suggested by the Adventist Learning Community. That includes the following three sections for each video: 1. What? – Briefly describe the video. 2. So what? – Discuss what you learned. 3. Now what? – Reflect on how you will apply what you have learned to your ministry setting or personal life?

REQUIREMENTS DURING THE INTENSIVE

1. Assignment II must be submitted by 11:59 p.m. on Tuesday, **9/29/20**.
2. Assignment III, the genogram assignment must be submitted by 11:59 on Thursday, **10/1/20**. Therefore, it is suggested that the student begin this assignment prior to the beginning of the intensive. There are several excellent online resources for completion of a genogram. If more

time is needed to complete this assignment, a request must be submitted by e-mail to the professor.

POST-INTENSIVE COURSE REQUIREMENTS

1. Assignment IV – Textbook reading assignment. The suggested completion date for this assignment is **11/9/20**. After this date, the assignment will be considered to be late.
2. Assignment V – Course Experience. The suggested completion date for this assignment is **11/16/20**. After this date, the assignment will be considered to be late.
3. All assignments must be completed by **December 6, 2020**.

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

Date	Topic	Assignment Due	CLOs Addressed
9/27/20	Introduction to the Course, syllabus review	Select spiritual companion	CLO2 NAD SLO
	Embracing your personal story The Sanctuary Model	Read Sedlacek, Chapters 1-3	CLO2 NAD SLO 4
9/28/20	Cycle of Dysfunction and Sin	Read Balswick Chapter 1-2	CLO2 NAD SLO 4
	Sharing of Personal Story	Read Sedlacek Chapters 9-11 (SLO 2)	CLO2 NAD SLO 4
	Family Systems Diversity and Difference	Read “Embracing the Other” by Volf (in Learning Hub)	CLO2 NAD SLO 4
	Emotional Healing	Read Sedlacek Chapters 4-5	CLO4, 6 NAD SLO 2
9/29/20	Genograms Mate Selection	Read Balswick Chapter 3	CLO4, 6 NAD SLO 2
	Pre-marital Counseling	Read Pre-marital Counseling Handouts on Learning Hub	CLO4, 6 NAD SLO 2
	Biblical Christian Marriage	Read Balswick Chapters 4-5	CLO1, 7 MDiv PO1, 2 NAD SLO 1
	Divorce Domestic Violence	Read Balswick Chapter 17	CLO1, 7 MDiv PO1, 2 NAD SLO 1

Date	Topic	Assignment Due	CLOs Addressed
9/30/20	Healthy Christian Sexuality	Read Balswick Chapters 11-12	CLO1 CLO4
	Communication and Helping Skills	Read Bolton Parts I and II Read Balswick Chapter 13	CLO5 NAD SLO 6
	Assertion and Conflict Resolution Skills	Read Bolton Parts III and IV Read Balswick Chapter 14	CLO5 NAD SLO 6
	Singleness	Read Balswick Chapter 7	CLO1, 7 NAD SLO 3, 7
10/1/20	Forgiveness	Read Sedlacek Chapter 7	CLO1 CLO4
	Addictions Adventist Recovery Ministries	Read Balswick Chapters 18 – 20	CLO2 NAD SLO 4
	Parenting	Read Balswick Chapters 6-10	CLO2 NAD SLO 4

MORE ABOUT THE COURSE

In your personal lives, relationship and ministries, you will need to know how to have and promote healthy relationships. One of Satan’s main attacks has been on marriage and the family. You will need to address your own issues before you will be able to effectively minister to others. The teaching style in this course will be interactive dialogue as well as presentation. The professor does not pretend to have all of the answers, but rather by seeking God together, we learn and grow together, sharing our experiences, strength and hope in Jesus.

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 [Religious Education]) 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		Academic Masters' Doctoral Programs	
		2 Credits	3 Credits	2 Credits	3 Credits
Instructor Contact Hours	Face to Face Instructional Time	30 hrs	45 hrs	30 hrs	45 hrs
	Other Instructor-Directed Activities	60 hrs	90 hrs	90 hrs	90 hrs
Independent Learning Activities	Personal Story	0 hrs	4 hrs	4 hrs	4 hrs
	Difficult Person Assignment	3 hrs	3 hrs	3 hrs	3 hrs
	Genogram Assignment	17 hrs	17 hrs	17 hrs	17 hrs
	Textbook Reading Assignment	35 hrs	51 hrs	51 hrs	51 hrs
	Course Experience Assignment	5 hrs	5 hrs	5 hrs	5 hrs
	Research Paper	0 hrs	20 hrs	20 hrs	20 hrs
Total Hours:		90 hrs	135 hrs	135 hrs	135 hrs

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

- Average reading speed: 15-20 pages/hour for light reading not to be tested on
10-15 pages/hour for heavy reading for exams
- Writing time: 2.5 – 3 hours/double spaced page, from start to finished product
- Reflective Writing Assignment: 0.5 hour per page
- An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

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.

Assignment Description	Weighting
ASSIGNMENT 0: SPIRITUAL COMPANION/MENTOR Select a person from the class as a spiritual companion for the semester. You and your spiritual companion are expected to meet regularly (at least weekly) throughout the	0 points

<p>semester. In your times together you can fellowship with one another (and families) for the purpose of developing a trusting relationship with one another. As you feel comfortable, share your story with your spiritual companion. You may find that you will disclose more as you become more comfortable in the relationship. Share your real challenges throughout the semester. Pray for one another. Also, share your drawings of your trauma egg, self-defeating worksheets, reflections on what you are learning through the textbooks and other readings. Report on your experience with your spiritual companion on in Part E of Assignment IV.</p>	
<p>Assignment I: Personal Story</p> <p>A. Write a paper that includes the following five elements. Often these papers range in length from 8 to 25 pages. (Please structure your paper answering each of the five elements in order using a separate heading for each):</p> <ol style="list-style-type: none"> 1. Write the history of your childhood, adolescence, and young adulthood, and adulthood up to the present. 2. Specify hurts and wounds that you have experienced. How were you hurt, and by whom? How did you respond to that hurt? <p>Example:</p> <p style="padding-left: 40px;">Hurt: My parents' divorce</p> <p style="padding-left: 40px;">How: I felt that my family was not complete. I missed a male role model. By Whom: I blamed my mother for a long time, but realize that my father also bears responsibility.</p> <p style="padding-left: 40px;">My response: I misbehaved in school.</p> <ol style="list-style-type: none"> 3. Give five references to scripture and/or the writings of Ellen White that show how Jesus was hurt similar to those of your experience. <p>Example:</p> <p style="padding-left: 40px;">A. Jesus was betrayed by his disciples the way I felt betrayed.</p> <p style="padding-left: 80px;">Luke 22:46 "But Jesus said unto Him, 'Judas, are you betraying the Son of Man with a kiss?'"</p> <ol style="list-style-type: none"> 4. Discuss how Jesus responded when He was hurt. 5. Describe your experience of Jesus in your own life. How has He ministered to you in times of pain, brokenness and sin? 	<p>100 points</p>
<p>Assignment II: Difficult Person Assignment</p> <p>Write a paper (1-2 pages, double-spaced) that includes the following:</p> <p>Part A. Identify and describe one individual or group of individuals whom you avoid, with whom you do not normally choose to associate, or against whom you feel dislike or prejudice. Reflect on the reasons, beliefs and attitudes that underlie these feelings. <i>Examples of individuals may include bossy people, flirtatious people, shy people, nosey people, rude people, etc. Examples of</i></p>	<p>100 points</p>

groups of people include people from particular ethnic, cultural, religious or political groups.

Example: Person/Group

One group of people that I find irritating is the foreign family who lives in the apartment next to mine. They are from a culture that is loud and noisy. They stay up late talking and laughing with friends, as well as playing music or watching TV, until late at night. They just seem to be thoughtless and inconsiderate, completely oblivious to the fact that their neighbors might be trying to study or sleep. And they're always cooking food that smells awful, even late at night, and the smell seems to somehow come through the walls, straight into my apartment. I wish that they were more considerate, and not so clueless about the way their actions impact others.

Reasons for selecting this person/group

As I've reflected on the way I feel about these people, I recognize that I'm pretty bigoted. And though I hate to admit it, I realize that some of this is prejudice that I was not aware of. I think some of this might be related to the way I grew up . . . etc.

Parts B and C. Outline how Jesus interacted with the type of individual or group that you find difficult, by outlining the following:

- Identify the principle of interpersonal interaction exemplified in the life of Christ in one succinct statement, i.e., ten or fewer words.
- Describe this principle in one or two sentences.
- Refer to several scriptural passages that illustrate how this principle was exemplified in Jesus' interactions with people

Example:

Principle

Jesus had no prejudice toward people

Description of principle

Jesus associated with all classes and types of people and treated them all with compassion and respect.

One Scriptural example

John 4:7 ff. Jesus spoke to the woman of Samaria whose life was characterized by sexual promiscuity, and who was from a people who were hated by the Jews.

Part D. Develop a specific detailed plan and strategy that you intend to use to develop a relationship with the individual or group of people that you identified as difficult for you. This section is not a report of what you have done, but a description of what you intend to do.

Example:

<p>I recognize that I need to become more aware of my prejudices and that I need to change the way I relate to people who are different from me. During this semester I will try to befriend my noisy, foreign neighbors. I want to see things from the perspective of those from a culture that is noisy and exuberant, and whose food smells so different. This means I'll have to work on getting to know them, and asking them to introduce me to their customs, activities and friends. I'll also ask them if they go to an ethnic church, and will attend at least once with them. I think this might help me to understand other cultures and ethnicities better. I will also keep a record of incidents when I treat people less well just because they are different from me, and I'll reflect on these incidents and write down better ways of treating them. I'll also keep a record of what works well, and the ways in which people respond. I'll reflect on my experiences in light of what I know about the way Christ exemplified a lack of prejudice. I will discuss what I discover with my peer-mentor, in order to gain additional insights about my progress. I'll keep a careful record of all my learning so I can give a good report at the end of the semester.</p> <p>Make diligent efforts to implement your plan by the end of the semester. Do not report on the implementation of your plan in this assignment. You will report on it at the end of the semester in Assignment IV, Part A.</p>	
<p><u>Assignment III: Genogram Assignment</u></p> <p>A. Prepare a Genogram in a format that illustrates patterns of interpersonal interaction across at least three generations of your family not including your children. Using symbols, on the Genogram itself identify the strength of relationship, broken relationships, death, etc. Also, indicate generational patterns (physical, e.g. heart disease or cancer; emotional, e.g. depression; relational, e.g. infidelity; or addictive, e.g. drugs, pornography, gambling) using symbols. You can use symbols that you find on a Genogram program you are using or use the symbols in the Genogram symbols file that is in Learning Hub. The Genogram must include a legend explaining the symbols you have used. Some students find a Genogram program helpful. Others draw the Genogram on a paper or poster board.</p> <p>B. Provide descriptions of five persons on your Genogram that have had, or continue to have considerable influence in your life. The 1-2 page descriptions of each person should include a brief history that provides a context for each person's life and that shows influences and forces that shaped the person.</p> <p>C. Write a description of noteworthy personality characteristics of each of the five persons you wrote about above, and discuss how these characteristics compare and contrast with your personality, including a discussion of how your personality may be similar to or different from what you think each person's personality might be.</p> <p>D. Using specific terminology from the Family Systems Terminology handout on Learning Hub, describe the dynamics of your family of origin. Those who are married may also want to reflect on dynamics of your current family as well.</p>	200 points

<p><u>Assignment IV</u></p> <p>Important: While providing persuasive evidence that you have indeed read the books, do <u>not</u> write critical reviews of these books. Your reports must focus on the personal and professional benefits you have derived from your study of the books. Cite sections of each book that have been personally useful to you but at a minimum those that have been required reading for the class.</p> <p>A. Report on your reading of the text by Balswick and give particular attention to a description of the integration of the material into practice in your own family and ministry. (± 17 hours reading time).</p> <p>B. Report on your reading of the text by Sedlacek focusing on how this book has impacted your life and how you can see it being used in your ministry. (± 14 hours reading time).</p> <p>C. Report on your reading of the text by Bolton and explain how you have applied what you read to your primary relationships and to your ministry. (± 22 hours reading time).</p>	<p>100 points</p>
<p>Assignment V: Course Experience Assignment</p> <p>Write an essay describing your experience during this course as you have attempted to integrate what you have learned into your relationships with others. This essay should be no less than five pages.</p> <p>A. Describe your attempts to develop relationships with individuals or groups you avoid, or with whom you do not normally choose to associate, against whom you feel dislike or prejudice. This portion of this assignment is a report of Part D from Assignment I – the Difficult Person Assignment. You developed a specific plan in Part D of Assignment I. Report here on the results of the specific plan you developed for one individual or group that you wrote about in Assignment I.</p> <p>B. How do you see Jesus having suffered in the same or similar ways that you have suffered (Hebrews 4:15) and how have you experienced Jesus’ presence in your own life especially during difficult times (Isaiah 63:9).</p> <p>C. Report about your spiritual companion experience. Name your spiritual companion and describe your mutual efforts at developing a trusting relationship and supporting one another on the journey of healing. What did you find particularly helpful or challenging about this experience?</p>	<p>100 points</p>

* For grading rubrics that specify grading criteria in more detail, see Appendix 2.

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.

(The AU Bulletin states that: “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.)

Submission of Assignments

Assignments are to be turned in on Learning Hub by 11:59 on the dates they are due unless otherwise announced by the professor.

Late Submission

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 80% of possible points. 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.

ABOUT YOUR INSTRUCTOR

David Sedlacek

Education

- 1979 Case Western Reserve University, Cleveland, OH
Doctor of Philosophy – Social Welfare
- 1976 Case Western Reserve University, Cleveland, OH
Master of Science in Social Administration
- 1972 Cleveland State University, Cleveland, OH
Bachelor of Science in Biology, Minor in Chemistry



Experience

- 2011-present Professor of Family Ministry and Discipleship, Department of Discipleship and Religious Education of the Seventh-day Adventist Theological Seminary, Andrews University
- 2010-2012 Professor of Social Work, Coordinator of MDiv/MSW and MAYYAM/MSW Collaboratives, Andrews University
- 2004-2009 Associate Professor of Social Work and Coordinator of New Beginnings Resource Center for Single Parents, Oakwood University, Huntsville, AL
- 2002-present Licensed Clinical Social Worker in private practice and Director of Into His Rest Ministries
- 1993-1996 Pastor, Ashtabula Seventh-day Adventist Church, Ashtabula, OH
- 1976-2004 Various clinical and administrative positions in the areas of addiction, abuse, marriage and family, and relationships

Professional Memberships, Licensure, and Ordination

National Council on Family Relations (NCFR).
North American Association of Christians in Social Work (NACSW).
Licensed social worker at the clinical level in Michigan.
Certified Family Life Educator (CFLE).
Credentialed Commissioned Minister, Ordained Elder.

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

Academic Accommodations

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

Use of Electronics

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	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

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.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

- A = 96-100 A- = 91-95 B+ = 87-90 B = 81-86 B- = 76-80 C+ = 71-75 C = 66-70
C- = 61-65 F = 60% or less

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: ASSIGNMENT RUBRIC(S)

GRADING RUBRIC FOR ASSIGNMENT I: PERSONAL STORY

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
Story of childhood, adolescence, young adulthood, and adulthood. (Maximum 40 pts)	All four elements are clear and succinct.	All four elements are present and are mostly clear and succinct	Statements are wordy and vague or elements are missing with no explanation.	No history is given or story appears to be not a reflection of reality.
Hurts and wounds specified. How hurt, and source of hurt. Response to hurt. (Maximum 15 pts)	Clear description of hurts and wounds. Clear description nature and source of hurt. Honest description of response to hurt.	Hurts and wounds described but student appears to be disconnected from them. Description of hurts mostly clear. Response is adequate	Vague description of hurts and wounds. Description of nature and source of hurt unclear. Some insight into personal response to hurt.	Little or no description of hurts and wounds. Little or no description of nature or source of hurt. Little or no insight shown.

References to Scripture or EGW writings re: Jesus' hurt. (Maximum 15 pts)	Five Scripture and/or Ellen G. White references that clearly relate to Jesus' pain are included.	Four Scripture and/or Ellen G. White references that clearly relate to Jesus' pain are included.	Fewer than four Scripture and/or EGW references are given or references are not clear.	Scripture and/or EGW references absent.
Discussion of how Jesus responded when He was hurt. (Maximum 15 pts)	Jesus' responses are clearly stated. Reasons are clearly linked to principles	Jesus' responses are mostly clear. Reasons are linked to principles	Discussion of Jesus' responses is vague or unconvincing. Linkage to principle unclear.	Discussion missing or weak. Linkage to principle lacking
Description of personal experience of Jesus. (Maximum 15 pts)	Personal experience of Jesus is specific and well described.	Personal experience with Jesus is mostly theological and somewhat connected to experience	Description of experience with Jesus is vague.	Description of experience with Jesus is missing.

RUBRIC FOR ASSIGNMENT II: DIFFICULT PERSON

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
Describe one individual or group you usually avoid and reasons (Maximum 25 points)	Types of Individual clearly identified and discerningly described Thoughtful reflection about why persons are avoided	Types of Individual identified and described Some reflection about why persons are avoided	Individual/type description vague Non-specific reasons why persons are avoided.	Directions not followed or unrelated material presented Reflection missing and/or reasons not given
A succinct statement of appropriate principle and description of the principle (Maximum 25 points)	Statement is clear and succinct Principle applies broadly to human relationships Clear description of principle, which closely corresponds with the principle statement	Statements is wordy and vague Principle generally applies to human relationships Relatively clear description corresponds with the principle statement relatively well	Statement is unclear Principle is stated as a rule, or applies narrowly to certain situations Description lacks clarity and linkage between description and the principle statements is weak	Statement is not a principle Statement lacks significance with respect to human relationships No clear linkage between description and the principle statement Description is unclear
Illustration of the principle from Christ's interactions with people. (Maximum 25 points)	Several examples clearly illustrate the principle. Multiple Scripture references are included for each example	One example illustrates the principle. More than one Scripture reference is included for each example	Examples are imprecise and only loosely related to the principle Only one Scripture reference is included for each example	Examples are unrelated to the principle. Scripture references are missing
Specific, detailed plans and strategies to	Plans are 1. individualized 2. precise	Plans are individualized realistic	Plans are vague and/or unrealistic	Plans are not outlined or are unworkable

develop relationships (Maximum 25 points)	3. realistic and hold promise for success			
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Grading Rubric for Assignment III: GENOGRAM ASSIGNMENT

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
Three Generational Genogram (Maximum 70 points) (SLO 4)	Approved symbols are used and conventions are properly followed Detailed information about individuals is provided Superior layout	Symbols are mostly used properly and conventions are followed Some information about individuals provided Acceptable layout	Symbols are used fairly well and conventions are mostly followed Minimal information about individuals provided Some layout problems	Symbols misplaced or not properly used and conventions not followed properly Needed information about individuals is largely lacking Very poorly laid out
History and context of five individuals on your genogram (Maximum 70 points)	Superior personal histories of all five individuals are provided Social context is clearly described for each person	Good quality personal histories of all five individuals are provided Social context is well described for each person	Medium quality personal histories are provided Ordinary quality descriptions of the social context of individuals	Too few personal histories, poorly presented and lacking in detail Social context not described or poorly presented
Noteworthy personality characteristics compared and contrasted (Maximum 30 points)	Superior quality descriptions of characteristics Similarities and differences are clearly identified	Good quality descriptions of characteristics Similarities and differences are identified	Medium quality descriptions of characteristics Some similarities and differences noted	Few descriptions poor quality Few similarities and differences are noted
Family systems dynamics in family of origin and present family (Maximum 30 points)	Superior descriptions of family of origin dynamics Superior descriptions of current family dynamics	Good quality descriptions of family of origin dynamics Good quality descriptions of current family dynamics	Medium-quality descriptions of family of origin dynamics Average quality descriptions of current family dynamics	Poor-quality descriptions of family of origin dynamics Poor-quality descriptions of current family dynamics
			Total Points:	/200

Grading Rubric for Assignment IV: TEXTBOOK READING ASSIGNMENT

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
A. <i>The Family</i> by Balswick	Convincing evidence presented of the student's comprehensive	Good evidence presented of the student's familiarity	Some evidence presented that selected portions of the book were read	The evidence presented indicates that few pages of the book were read

(Maximum 34 points) (SLO 5)	understanding of the book contents Convincing evidence presented of skill development and the application of many concepts to the student's life and ministry	with the content of the book Good evidence presented of skill development and the application of many concepts to the student's life and ministry	Some evidence of skill development and the application of some concepts to the student's life and ministry	The evidence presented indicates that skill development was limited and few, if any, of the concepts were applied to the student's life and ministry
<i>B. Cleansing the Sanctuary of the Heart by Sedlacek</i> (Maximum 33 points)	Convincing evidence presented of the student's comprehensive understanding of the book contents Convincing evidence presented of meaningful steps taken toward forgiveness and reconciliation	Good evidence presented of the student's familiarity with the content of the book Persuasive evidence presented of meaningful steps taken toward forgiveness and reconciliation	Some evidence presented of the student's familiarity with the content of the book Some evidence of some steps taken toward forgiveness and reconciliation	The evidence presented indicates that few pages of the book were read Evidence not persuasive that meaningful steps were taken toward forgiveness and reconciliation
<i>C. People Skills by Bolton</i> (Maximum 33 points) (SLO 1)	Convincing evidence presented of the student's comprehensive understanding of the book contents Convincing evidence presented of the application of many concepts to the student's life and ministry	Good evidence presented of the student's familiarity with the content of the book Good evidence presented of the application of concepts to the student's life and ministry	Some evidence presented that selected portions of the book were read and understood Some evidence presented that some concepts were applied to the student's life and ministry	The evidence presented indicates that few pages of the book were read and understood The evidence presented indicates that few, if any, of the concepts were applied to the student's life and ministry
Three book total: _____/100				

Grading Rubric for Assignment V: COURSE EXPERIENCE

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
Relationships developed with difficult and culturally different person (SLO 3) (Maximum 34 points)	Compelling evidence presented that documents diligent attempts to develop one relationship	Evidence presented that documents attempts to develop one relationship	Satisfactory description of attempts to develop relationship	Evidence not presented and/or evidence is unconvincing
Discussion of Jesus' suffering like student's and Jesus ministry to student (Maximum 33 points)	In depth and detailed discussion of Jesus' suffering like student's and Jesus ministry to student. Specific examples given	Good discussion of Jesus' suffering similar to those of the student. More general examples given	Some discussion of Jesus' suffering given with few examples of how this relates to the student's life	Superficial, nonspecific discussion of Jesus' suffering with no examples given of how it relates to the student

Your report about spiritual companion (SLO 5) (Maximum 33 points)	Convincing evidence of superior student engagement with spiritual companion Student clearly identified what was helpful or challenging	Good evidence of superior student engagement with spiritual companion Good discussion of what was helpful or challenging	Some evidence of the student's engagement with spiritual companion Some discussion of what was helpful or challenging	Insufficient engagement with spiritual companion No discussion of what was helpful or challenging
			Total points	_____/100

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 Pastoral Ministry (MAPM)

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

3. 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

4. MA (Religious Education)

- 1) Christian Apologist: who articulates a philosophy of Christian education
- 2) Pastor-Teacher: who uses appropriate methodologies to disciple
- 3) Servant-Leader: who demonstrates the ability to apply the principles of servant leadership
- 4) Evaluator-Researcher: who understands the basic terminology, potential contributions, and limitations of scholarly research in the evaluation and implementation of discipleship initiatives
- 5) Maturing Christian: who engages consistently with Scripture in biblical and spiritual disciplines to be open to the transforming work of the Holy Spirit in his or her life
- 6) Lifelong Scholar: who demonstrates on-going personal and professional development
- 7) Area of Emphasis: demonstrates the ability to apply all relevant core competencies to the area of emphasis

APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

Bibliography:

1. Bethel, T. M. (2017). *Before We Say, I Do... A Marriage Preparation Guide: Bible Based Pre-Marital Counseling*. Books by Bethel.
2. Deal, R.L. (2014). *The Smart Stepfamily: 7 Steps to a Healthy Family*. Grand Rapids, MI: Bethany House.
3. Köstenberger, A. J. & Jones, D.W. (2010). *God, Marriage, and Family (2nd Ed)*. Wheaton, IL: Good News Publishers.
4. McGoldrick, M., Gerson, R., Shellenberger, S. & Petry, S. (2008). *Genograms Assessment and Intervention (3rd Ed)*. New York, NY: W.W. Norton & Company.
5. Darling, C. A. and Cassidy, D. (2014). *Family Life Education: Working with Families Across the Lifespan (3rd Ed)*, Long Grove, IL: Waveland Press.
6. Stoop, D. & Masteller, J. (2011). *Forgiving Our Parents, Forgiving Ourselves: Healing Adult Children of Dysfunctional Families (2nd Ed)*, Ann Arbor: Servant Publications.
7. Stahmann, R. F. & Hiebert, W. J. (1997). *Premarital and Remarital Counseling*. San Francisco, CA: Jossey-Bass.
8. Tibbits, D. & Halliday, S. (2016). *Forgive to Live (10th Anniversary Edition)*. Orlando, FL: Florida Hospital Publishing.

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