

## **PATH 543-132, CRN:1880**

### **Christian Leadership in a Changing World** Spring Semester 2023

*Sung Kwon, Ph.D., D.Min.*

#### **CLASS & CONTACT INFORMATION**

**Class location:** Blended - Online via Zoom and In-person

**Class meeting times:** **Six Virtual Class Sessions via Zoom Meeting:**  
6:00 p.m. to 8:00 p.m., Eastern Time  
Jan. 19; Feb. 2; March 2, 30; April 13, and 27

**Intensive Class (In-person): February 13-16, 2023**  
North American Division of Seventh-day Adventists  
9705 Patuxent Woods Drive  
Columbia, MD 21046

Monday, Feb. 13: 8:00 a.m.-5:30 p.m.  
Tuesday, Feb. 14: 8:00 a.m.-5:30 p.m.  
Wednesday, Feb. 15: 8:00 a.m.-5:30 p.m.  
Thursday, Feb. 16: 8:00 a.m.-5:30 p.m.

**Course Website:** [learninghub.andrews.edu](https://learninghub.andrews.edu)

**Instructor Telephone:** 301-758-2793

**Instructor Email:** [kwons@andrews.edu](mailto:kwons@andrews.edu)

**Office location:** Bell Hall, Room 173C

**Office hours:** By appointment

**Web:** [www.andrews.edu/go/LeadSI](https://www.andrews.edu/go/LeadSI)

**LinkedIn:** <https://www.linkedin.com/in/sungkwon2021/>

## BULLETIN DESCRIPTION OF COURSE

This course explores biblical and theological principles of Christian Leadership, organizational theory, and systems thinking appropriate to the church and seeks to instill in students the servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, Christian education, and conflict management.

## PROGRAM & COURSE LEARNING OUTCOMES

- A. **Philosophic Approach:** The course is presented in the context of the conceptual framework of Christian Leadership to demonstrate an understanding of how to empower church members for leadership.
- B. **Learning Outcomes – Upon completion of this course, students will be able to:**
1. Demonstrate an advanced understanding of the biblical and theological principles of Christian leadership.
  2. Apply leadership and organizational theory to the church and its administration.
  3. Describe the behavior necessary to minister and empower people for ministry in diverse and multi-cultural settings.
  4. Evaluate their effectiveness in organizing, equipping, and mobilizing others appropriately for mission and ministry.
  5. Create a narrative that reflects the character of Christ and exemplifies personal integrity and professional ethics.
  6. Generate a creative working model of the reconciling ministry of Christ as a peacemaker.

## COURSE OVERVIEW

### COURSE MATERIALS

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#### **Required Course Materials**

Blackaby, H., & Blackaby, R. (2011). *Spiritual Leadership: Moving People on to God's Agenda* (Revised and Expanded). B&H Publishing Group.  
ISBN-10: 1433669188; ISBN-13: 978-1433669187

Lussier, R. N., & Achua, C. F. (2022). *LEADERSHIP* (7th ed.). SAGE Publications, Inc. (US).  
ISBN-13: 978-1544389172; ISBN-10: 1544389175

Kwon, Sung K. (2017). *Burst the Bubble: Finding Your Passion for Community Outreach*. Pacific Press Publishing Association.  
ISBN-13: 978-0816363414; ISBN-10: 0816363412

Bell, S. ed. (2014). *Servants and friends: A theology of leadership*. Berrien Springs, MI: Andrews University Press.  
ISBN10:1883925908; ISBN 13: 9781883925901

### ***Recommended Course Materials***

Valentine, G. M. (2011). *The prophet and the presidents: Ellen G. White and the processes of change, 1887-1913: A study of Ellen White's influence on the administrative leadership of the Seventh-day Adventist Church*. Oshawa, ON, Canada: Pacific Press.  
ISBN10: 0816324859; ISBN 13: 9780816324859

### ***PRE-INTENSIVE COURSE REQUIREMENTS***

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#### **The Assignment I: Online Discussion/Reflective Writing (*Burst the Bubble: Finding Your Passion for Community Outreach*)**

60 points total - 10 points per Chapter: 5 points for reflective writing and 5 points for two responses to fellow students' posts. Reflective writing should be a minimum of 100 words and the response should be at least 50 words.

READINGS	ASSIGNMENTS	DUE DATE
Personal Introduction	Online Discussion: Personal Introductions	January, 9

<p align="center"><b>Course Overview</b></p>	<p align="center"><b>ZOOM Meeting</b> 6:00 p.m. to 8:00 p.m. Eastern Time</p>	<p align="center"><b>January, 19</b> <b>ZOOM Meeting #1</b></p>
<p align="center"><b>Burst the Bubble (2017)</b> <b>By Sung Kwon</b></p>	<p align="center"><b>Online Discussion:</b> Ch. 1: Why Do We Exist? Ch. 2: Inevitable Holistic Ministry Engagement</p>	<p align="center"><b>Jan. 22-27</b></p>
<p align="center"><b>Burst the Bubble (2017)</b> <b>By Sung Kwon</b></p>	<p align="center"><b>Online Discussion:</b> Ch. 3: The Missional Church Movement Ch. 4: Learning Through Serving</p>	<p align="center"><b>Jan. 29 – Feb. 3</b></p>
	<p align="center">Reflective Learning</p> <p align="center"><b>ZOOM Meeting</b> 6:00 p.m. to 8:00 p.m. Eastern Time</p>	<p align="center"><b>February, 2</b> <b>ZOOM Meeting #2</b></p>
<p align="center"><b>Burst the Bubble (2017)</b> <b>By Sung Kwon</b></p>	<p align="center"><b>Online Discussion:</b> Ch 5: How to Measure the Effectiveness of Ministry Ch 6: Leadership and Discipleship Development</p>	<p align="center"><b>Feb. 5 - 10</b></p>

**REQUIREMENTS DURING THE INTENSIVE**

<p><b>Intensive Class in Person</b>  <b>North American Division HQ</b>  <b>Columbia, MD</b></p>	<p><b>Intensive Class:</b>  <b>North American Division</b></p>	<p><b>Feb. 13 - 16</b></p>
<p><b>Leadership (2022)</b>  <b>By Lussier, R.N. &amp; Achua, C.F.</b></p>	<p>Introduction  Ch. 1: Who is a Leader and What Skills Do Leaders Need?  Ch. 2: Leadership Traits and Ethics  Ch. 3: Leadership Behavior and Motivation</p>	<p><b>Feb. 13</b>  <b>Monday</b>  <b>8:00 a.m.</b>  <b>to</b>  <b>5:30 p.m.</b></p>
<p><b>Leadership (2022)</b>  <b>By Lussier, R.N. &amp; Achua, C.F.</b></p>	<p>Ch. 4: Contingency Leadership Theories  Ch. 5: Communication, Coaching, and Conflict Skills  Ch. 6: Influencing – Power, Politics, Networking, and Negotiation</p>	<p><b>Feb. 14</b>  <b>Tuesday</b>  <b>8:00 a.m.</b>  <b>to</b>  <b>5:30 p.m.</b></p>
<p><b>Leadership (2022)</b>  <b>By Lussier, R.N. &amp; Achua, C.F.</b></p>	<p>Ch. 7: Leader – Member Exchange and Followership  Ch. 8: Team Leadership and Self-Managed Teams  Ch. 9: Managing Change and Crisis Leadership</p>	<p><b>Feb. 15</b>  <b>Wednesday</b>  <b>8:00 a.m.</b>  <b>to</b>  <b>5:30 p.m.</b></p>

<p><b>Leadership (2022)</b> By Lussier, R.N. &amp; Achua, C.F.</p>	<p>Ch. 10: Charismatic, Transformation, and Servant Leadership</p> <p>Ch. 11: Leadership of Culture, Diversity, and Inclusion</p> <p>Ch. 12: Strategic Leadership and High-Performance Organizations</p> <p>The Logic Model Development</p>	<p><b>Feb. 16</b> <b>Thursday</b> <b>8:00 a.m.</b> <b>to</b> <b>5:30 p.m.</b></p>
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### ***POST-INTENSIVE COURSE REQUIREMENTS***

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#### **Assignment II: Online Discussion (Spiritual Leadership: Moving People on to God’s Agenda)**

130 points total – 10 points per Chapter: 6 points for answering questions (2 points per question) and 4 points for two responses to fellow students’ posts (2 points per response). All writings and responses should be at least 50 words.

- Chapter 1: The Leader’s Challenge (p. 28-29) – Questions #3, 4, and 7
- Chapter 2: The Leader’s Role: What Leaders Do (p. 48-49) – Questions #2, 6, and 10
- Chapter 3: The Leader’s Preparation (p. 83-84) – Questions #1, 5, and 6
- Chapter 4: The Leader’s Vision (p. 118) – Questions #3, 4, and 5
- Chapter 5: The Leader’s Goal (p.144-145) – Questions #2, 4, and 6
- Chapter 6: The Leader’s Character (p. 179-180) – Questions #1, 6, and 7
- Chapter 7: The Leader’s Influence (p. 216-217) – Questions #2, 4, and 8
- Chapter 8: The Leader’s Decision Making (p. 240-241) – Questions #1, 3, and 5
- Chapter 9: The Leader’s Schedule (p. 273) – Questions #2, 4, and 5
- Chapter 10: Leadership and Change (p. 291) – Questions #1, 3, and 5
- Chapter 11: Building Effective Teams (p. 311) – Questions #2, 3, and 4
- Chapter 12: The Leader’s Pitfalls (p. 349-350) – Questions #1, 6, and 8
- Chapter 13: The Leader’s Rewards (p. 370) – Questions #1, 3, and 4

#### **Assignment III: The Logic Model Development and Presentation**

10 points total - Develop a Logic Model and present it on April 27 during the Zoom Meeting  
Each student should prepare a 5-minute presentation with 5 minutes of Q&A. The logic model is based on each student’s Social Innovation project in Social Entrepreneurship, Social Advocacy, or Social Services/Development.

**Assignment IV: Four Reflective Papers – due on May 4**

**Four Reflective Papers (25 points per assignment, a total of 100 points) are based on any four chapters of Bell, S. ed. (2014). Servants and friends: A theology of leadership.**

Each written assignment must be a maximum of **TWO** pages, not counting the title page, double-spaced, and using 12-point font. Make sure the page numbers are centered at the bottom. Follow the formatting required in Andrews University Standards for Written Works and use APA style for citations and references. The reflective papers are graded based on the rubric in the syllabus.

	<p>Reflective Learning  <b>ZOOM Meeting</b>          6:00 p.m. to 8:00 p.m.          Eastern Time</p>	<p><b>March 2</b>  <b>Zoom Meeting #3</b></p>
<p><b>Spiritual Leadership (2011)</b>  <b>By Henry &amp; Richard Blackaby</b></p>	<p><b>Online Discussion:</b>  <b>Ch. 1: The Leader’s Challenge</b>          Questions #3, 4, and 7   <b>Ch. 2: The Leader’s Role</b>          Questions #2, 6, and 10</p>	<p><b>March 5 - 10</b></p>
<p><b>Spiritual Leadership (2011)</b>  <b>By Henry &amp; Richard Blackaby</b></p>	<p><b>Online Discussion:</b>  <b>Ch. 3: The Leader’s Preparation</b>          Questions #1, 5, and 6  <b>Ch. 4: The Leader’s Vision</b>          Questions #3, 4, and 5</p>	<p><b>March 12 - 17</b></p>
	<p><b>Spring Break</b>  <b>March 19-24</b></p>	

<p style="text-align: center;"><b>Spiritual Leadership (2011)</b> <b>By Henry &amp; Richard Blackaby</b></p>	<p style="text-align: center;"><b>Online Discussion:</b> <b>Ch. 5: The Leader's Goal</b> Questions #2, 4, and 6 <b>Ch. 6: The Leader's Character</b> Questions #1, 6, and 7</p>	<p style="text-align: center;"><b>March 26 – 31</b></p>
	<p style="text-align: center;">Reflective Learning <b>ZOOM Meeting</b> 6:00 p.m. to 8:00 p.m. Eastern Time</p>	<p style="text-align: center;"><b>March 30</b> <b>ZOOM Meeting #4</b></p>
<p style="text-align: center;"><b>Spiritual Leadership (2011)</b> <b>By Henry &amp; Richard Blackaby</b></p>	<p style="text-align: center;"><b>Online Discussion:</b> <b>Ch. 7: The Leader's Influence</b> Questions #2, 4, and 8 <b>Ch. 8: The Leader's Decision Making</b> Questions #1, 3, and 5</p>	<p style="text-align: center;"><b>April 2 - 7</b></p>
<p style="text-align: center;"><b>Spiritual Leadership (2011)</b> <b>By Henry &amp; Richard Blackaby</b></p>	<p style="text-align: center;"><b>Online Discussion:</b> <b>Ch. 9: The Leader's Schedule</b> Questions #2, 4, and 5 <b>Ch. 10: Leadership and Change</b> Questions #1, 3, and 5</p>	<p style="text-align: center;"><b>April 9 - 14</b></p>



	<p>Reflective Learning</p> <p><b>ZOOM Meeting</b> 6:00 p.m. to 8:00 p.m. Eastern Time</p>	<p><b>April 13</b> <b>ZOOM Meeting #5</b></p>
<p><b>Spiritual Leadership (2011)</b> <b>By Henry &amp; Richard Blackaby</b></p>	<p><b>Online Discussion:</b></p> <p>Ch. 11: Building Effective Teams Questions #2, 3, and 4</p> <p>Ch. 12: The Leader's Pitfalls Questions #1, 6, and 8</p> <p>Ch. 13: The Leader's Rewards Questions #1, 3, and 4</p>	<p><b>April 16 - 21</b></p>
<p><b>The Logic Model Presentation</b></p>	<p>The Logic Model Presentation</p> <p><b>ZOOM Meeting</b> 6:00 p.m. to 8:00 p.m. Eastern Time</p>	<p><b>April 27</b> <b>ZOOM Meeting #6</b></p>
<p><b>Four Reflective Papers</b></p>		<p><b>Due on May 4</b></p>

## 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		
3 Credits		
<b>Instructor Contact Hours</b>	Face-to-Face Instructional Time	37 hrs.
<b>Independent Learning Activities</b>	Online Discussion – Burst the Bubble: Finding Your Passion for Community Outreach Ministries by Sung Kwon	30 hrs.
	Quiz – Leadership: Theory, Application, and Skill Development by Robert N. Lussier and Christopher F. Achua	20 hrs.
	Online Discussion – Spiritual Leadership: Moving People on to God's Agenda by Henry & Richard Blackaby	20 hrs.
	The Logic Model Development and Presentation	8 hrs.
	Reflective Papers	20 hrs.
<b>Total Hours:</b>		<b>135 hrs.</b>

## 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.

	Sample Score/Points
Online Discussion - Burst the Bubble	60
Leadership Quizzes – Robert Lussier	120
Online Discussion -Spiritual Leadership	130
Four Reflective Papers (25 points each)	100
The Logic Model	10
<b>Total</b>	<b>420</b>

## LATE SUBMISSION

The following penalties will be applied for late submission of assessment items:

Delay up to 1 day:	5% penalty
Late 2-3 days:	10% penalty
Late 4-5 days:	15% penalty
Late 6-7 days:	20% penalty
Late more than 7 days: days late	Grade of zero: no assignments accepted beyond 7 days late

## RESUBMISSION OF ASSIGNMENTS

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

## ABOUT YOUR INSTRUCTOR



Sung Kwon (Ph.D., D.Min.) serves at Andrews University as an Associate Professor of the Leadership Department and Director of MA Leadership in Social Innovation.

Dr. Kwon served as the North American Division Adventist Community Services (ACS) executive director for over 20 years. He is an ordained minister of the Seventh-day Adventist Church. Though he grew up in a family with Buddhist and Catholic beliefs, he became a baptized member of the Seventh-day Adventist Church in 1991.

After becoming an Adventist, he served as the Executive Director of the Good Neighbor House, an ACS agency in Dayton, Ohio, for eight years. In 2000, he was recognized in the "40 Under 40 – Dayton's Brightest Young Business Leaders" by the Dayton Business Journal, Dayton, Ohio. He was also the vice president and, later, president of the North American Association of Community Services Directors (NAACSD).

Dr. Kwon serves as a Chaplain (Major) for Wolverine Composite Squadron in MI and has served as Maryland Wing Critical Incident Stress Management (CISM) & Resilience Officer, and National Diversity, Equity and Inclusion (DEI) Council Member for Civil Air Patrol, US Air Force Auxiliary. In May 2022, he was honored with the United States President's Volunteer Service Award for his special service commitment to disaster services.

He studied Business Administration and received a bachelor's degree in Theology from Washington Adventist University, earned a master's degree in Public Administration from Wright State University, received a Milton Murray Fellowship for Harvard University Business School's Executive Education, and received a Doctor of Philosophy (Ph.D.) in Leadership at Andrews University, and also a Doctor of Ministry (D.Min.) in Urban Ministry at Seventh-day Adventist Theological Seminary.

Dr. Kwon is a licensed consultant for the Standards for Excellence Institute, a certified Cultural Intelligence Center facilitator specializing in Unconscious Bias and a certified International Critical Incident Stress Management (ICISF) instructor. He has published "Burst the Bubble: Finding Your Passion for Community Outreach."

He has served on the boards of the National Voluntary Organizations Active in Disasters (NVOAD), National Interfaith Coalition on Aging (NICA), National Mass Care Council, Maryland Nonprofits, and Adventist Development and Relief Agency (ADRA) International.

## OTHER COURSE-RELATED POLICIES

### **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.

### **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**

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: ASSIGNMENT RUBRIC(S)

<b>Rubric for Assessing the CHMN543 Case Study</b>					
	Excellent (90-100%)	Satisfactory (60-89%)	Emerging (30-59%)	Unacceptable (0-29%)	Score
<b>Introductory material (10)</b>	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.	
<b>Descriptions of the setting and data collection process (15)</b>	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.	
<b>Record of observations (15)</b>	The narrative contains observations from multiple sources, includes qualitative and 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 and 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	
<b>Discussion, logic, and conclusions (L'ship Theory, etc.) (20)</b>	The discussion seems complete. Conclusions are logical; they address the central questions, suggest possible strategies for addressing weaknesses, and are tied to the course work	The discussion seems complete. Conclusions are logical and address the central questions.	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.	
<b>Presentation's clarity and style (15)</b>	All of the following are true: <ul style="list-style-type: none"> <li>•The project contains no serious errors in grammar, spelling or mechanics.</li> <li>•The page layout facilitates understanding of the narrative. "</li> <li>•Navigation between sections is clear.</li> <li>•APA format is used for in text and bibliographical references to external resources.</li> </ul>	One (1) of the following is true: <ul style="list-style-type: none"> <li>•The project contains multiple or serious errors in grammar, spelling or mechanics.</li> <li>•The page layout is cluttered. Navigation between sections is unclear.</li> <li>•APA format is not used for in-text and bibliographical references to external resources</li> </ul>	Two (2) of the following are true: <ul style="list-style-type: none"> <li>•The project contains multiple errors in grammar, spelling or mechanics.</li> <li>•The page layout is cluttered. Navigation between sections is unclear.</li> <li>•APA format is not used for in-text and bibliographical references to external resources.</li> </ul>	At least three (3) of the following are true: <ul style="list-style-type: none"> <li>•The project contains multiple errors in grammar, spelling or mechanics.</li> <li>•The page layout is cluttered. Navigation between sections is unclear.</li> <li>•APA format is not used for in-text and bibliographical references to external resources.</li> </ul>	



Reference:

Adapted from: Using Rubrics to Grade Student Performance, Dawn M. Zimmaro, Ph.D. Center for Teaching and Learning  
Telephone: (512) 232-2662; Web: [www.utexas.edu/academic/ctl](http://www.utexas.edu/academic/ctl)

Location: Bridgeway Building, 2616 Wichita Street, Address: P.O. Box 7246, Austin, TX 78713-7246

## APPENDIX 2: 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 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

1. Anderson, K., & Reese, R. (1999). *Spiritual mentoring: A guide for seeking and giving direction*. Downers Grove, IL: Intervarsity Press.
2. Blanchard, K., Carlos, J. P., & Randolph, A. (1998). *Empowerment takes more than a minute*. San Francisco, CA: Berrett-Koehler.
3. Burns, J. M. (1978). *Leadership*. New York, NY: Harper and Row.
4. Conger, J. A., Spreitzer, G. M., & Lawler, E. E. I. (Eds.). (1999). *The leader's change handbook: A essential guide to setting direction and taking action*. San Francisco, CA: Jossey-Bass.
5. Drath, W. (2001). *The deep blue sea: Rethinking the source of leadership*. San Francisco, CA: Jossey-Bass.
6. Gardner, H., & Laskin, E. (1995). *Leading minds: An anatomy of leadership*. New York, NY: Basic Books.
7. Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston, MA: Little, Brown and Company.
8. Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ* (10th ann. ed.). New York, NY: Bantam.
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For additional books and articles, see also the Seminary Library Portal at <http://libguides.andrews.edu/religion> .

## APPENDIX 4: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### 1. 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

#### 2. 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.