

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

PATH538
BILINGUAL MINISTRY
Spring 2025

Carlos Camarena, PhD



Andrews University

PATH538
BILINGUAL MINISTRY
SPRING 2025

GENERAL CLASS INFORMATION

Class location: NAD Headquarters, 9705 Patuxent Woods Drive, Columbia, MD
Class date: March 10-13, 2025
Class days/times: Monday – Thursday, 8:00 a.m. to 6:00 p.m. (1 hour noon break)
Credits offered: 3 credits

INSTRUCTOR CONTACT

Instructor: Carlos Camarena — PhD
Telephone: (619) 962-7188 (si el estudiante desea hablar con el profesor, el instructor recomienda enviar mensaje de texto antes de llamar para identificarse. El instructor no contesta a números de teléfono desconocidos).
Email: ccarlos@andrews.edu

COURSE DESCRIPTION

A study of a contextualized ministry among bicultural/bilingual (English/Spanish-speaking Hispanics born and/or raised in the US, and the generally monolingual and monocultural adults, normally multigenerational Adventist upon arrival to this country, or first-generation ones (those converts in the US). Emphasis will be placed on ministry notions/attitudes (service and worship) of both groups with a view of exploring the retention of young and young adults (who prefer English as their primary language) in the Hispanic churches they grow up in, against the trend in which most of our young people, when reaching a certain age (should they do remain in the church), enrich English-speaking churches with their gifts and talents over the Spanish-speaking churches that nurtured them in their formative years. This course counts as one of the core courses students need to complete the MAPMin program—Hispanic track.

COURSE MATERIALS

Pre-course requirement (30 hours of pre-course reading, listening, and watching):

A. Entregar un mínimo de 30 citas selectas de uno o más de los libros abajo** que destaquen pensamientos útiles para el ministro en su ministerio:

Nibbs, G. Faith & Caroline B. Brettell, eds. *Identity and the Second Generation: How Children of Immigrants Find Their Space* (Vanderbilt University, 2016).

Rodríguez, Daniel A. *A Future for the Latino Church: Models for Multilingual, Multigenerational Hispanic Congregations* (IVP Academic, 2011).

Sánchez, Daniel, R. *Hispanic Realities Impacting America: Implications for evangelism*. (Church Starting Network, 2010).

** Books available on Amazon. Used ones are relatively better priced.

B. A minimum of one-page report/reaction to each of the two following articles and podcast:

1. “7 Elements of Effective Bilingual Worship Services”:
<https://research.lifeway.com/2024/04/24/7-elements-of-effective-bilingual-worship-services/>

2. “The Language of Heaven: How to Build a Bilingual Church”:
<https://www.theartofleadership.com/blog/the-language-of-heaven>

3. Podcast: “How to Start a Multilingual Church”:
<https://www.theotech.org/2021/09/28/how-to-start-a-multilingual-church/>

Recommended books to broaden the student’s world towards understanding bilingualism and biculturalism:

Baker, Colin; Wayne Wright, & Barbara Cook, *Foundations of Bilingual Education and Bilingualism* (6th Edition, 2011).

Paradis, Johanne; Fred Generesee, & Martha Crago, *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning* (2nd Edition, 2011).

Portes, Alejandro, & Rumbaut, Rubén. *Immigrant America: A portrait*. (Berkeley, CA: University of California Press, 2006).

Rainer, Thom S. *Where Have All the Church Members Gone? How to Avoid the Five Traps That Silently Kill Churches* (Tyndale Momentum, 2024).

Romaine, Suzanne (1995, 2004). *Bilingualism*. Oxford, UK: Blackwell Publishing.

Suárez-Orozco, C., Suárez-Orozco, M., & Todorova, *Learning a new land: Immigrant students in American Society*. Cambridge, MA: The Belknap Press of Harvard University Press, 2008.

During the intensive:

1. El curso consistirá del estudio y desarrollo de conceptos descritos en el “*Course Description*” (ver página anterior). La participación interactiva del alumno durante la clase y con su grupo son esenciales para aprobar el curso.

2. Uso del celular: el salón de clase es considerado “santuario” por el instructor. Así como el estudiante-predicador se incomoda ver feligreses en sus teléfonos mientras predica, este instructor lo considera irreverente, antiacadémico e irrespetuoso. Habrán 10 minutos de receso cada 50 minutos de clase en el cual el estudiante tendrá la libertad de atender asuntos personales o relacionados con su iglesia/distrito.

D. Post-class requirements:

1. Copia de las notas de clase, tanto de las exposiciones del instructor como de los temas grupales.

2. Un informe (2-3 páginas) demográfico racial del área donde su iglesia (iglesia principal para el pastor distrital) esté ubicada. Enfocarse en hispanos nacidos/criados en los EE. UU. y de primera generación. Puede consultar Google bajo “Demographic study of first and second-generation Hispanics by area” o algo similar.

OUTCOMES

Program Outcomes (PO)

MA in Pastoral Ministry (MAPMin) English & Spanish Program Outcomes

1. Delivery of effective sermons grasped by both “cultures”.
2. Use of proper biblical interpretation that may be understood and applied to both “cultures”.
3. Train church members to be effective evangelists to both “cultures”.
4. Empower church members for leadership in a multi-cultural setting.
5. Teaching to be sensitive to the cultural milieu of both groups in order to create unity.

Student Learning Outcomes (SLO) for this class are based on PO #4 & 6) Student will be able to:

1. Explain the effects of language mixing resulting from immigration.
2. Understand the communication challenges of Hispanics born in the U.S.
3. Minister to SDA born Hispanics versus those who join the church as adults.
4. Consider strategies to reach bilingual Hispanics in the NAD.

TOPICS AND ASSIGNMENTS

Month	Date	Class Topic	Assignments Due
March 2025	10	<ul style="list-style-type: none"> • Pre-course assignments 	<ul style="list-style-type: none"> • (1) Turn in selected quotes from reading • (2) Articles and podcast reports
	10	<ul style="list-style-type: none"> • Getting to know each other— Formal introductions • Verify electronic class registration • Review course requirements • Group presentation schedule • Course introduction 	A student is expected to be present on the first day of class (ver “Criteria for Grades” abajo).
	11	<ul style="list-style-type: none"> • Immigration and language mixing • Hispanic immigration and bilingualism • Hispanic-Americans—Brief history and growth 	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
	12	<ul style="list-style-type: none"> • Hispanic-American profile • Language among immigrants • Bilingualism 	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject

- Post-intensive class notes 30 hours/points
- Post-Intensive Demographic Report: 15 hours/points
- **Total: 135 hours**

Criteria for Grades

A. Se requiere *asistencia puntual a todas las clases*. El estudiante que exceda el 10% (medio día de clases) del total de las clases asignadas, deberá presentar una justificación por escrito a la oficina del decano, de otra manera habrá de repetir el curso.

B. Reading – podcast reports: 35 horas/puntos

- Students need to invest a minimum of 30 hours reading from required and recommended books (see list above). The student will submit a selected quote for each hour of reading. The same is expected on the required podcast.
- This report is due on **March 10, 2025** on the first day of class. The reports must be posted on the Learning Hub and also sent to the instructor via email.

C. Class notes: An organized order of the material presented in class integrated with those themes/issues discussed by groups are to be posted on the Learning Hub as well as sent to the instructor via email.

D. Demographic guided report

- Students are to submit a demographic report on the generational composition of the community where the church is located and of the percentages between first generation (those born or raised in the US) versus first generation of the membership of the local church. The student may create something similar to the graph below.

Language dominance among student’s church members (%)

Generation	Spanish Only Monolingual	English Only Monolingual	Domina nt Bilingua l Spanish	Domina nt Bilingua l English	Fully Bilingual Like native in both languages	Total %
First	%	%	%	%	%	%
1 ½ (Came under age 12)	%	%	%	%	%	%
Second	%	%	%	%	%	%
Third	%	%	%	%	%	%

- “B” and “D” above must be posted to the Learning Hub and a copy sent via email to the instructor by **September 10, 2025**.

Grading Scale

A (95-100%)	B (83-86%)	C (73-76%)
A- (90-94%)	B- (80-82%)	C- (70-72%)
B+ (87-89%)	C+ (77-79%)	D (not a passing grade)

ANDREWS POLICIES

Classroom Seating

In order to facilitate learning everyone’s name please select a permanent seat until instructed otherwise.

Disability Accommodations

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

Late Assignment Submission

All late assignments incur the penalties specified under the heading Grading and Assessment.

Additional Policies

During the preaching practicum, when students preach a sermon before their peer, the classroom door will be closed to avoid distractions to the preacher. Once closed, students will not be allowed into the classroom until the sermon ends.

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.

AU Bulletin

Class Attendance

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

AU Bulletin

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”.

AU Bulletin

Class Absences

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

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

AU Bulletin

Excused Absences

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

AU Bulletin

Academic Integrity

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

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

AU Bulletin

Emergency Protocol

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

INSTRUCTOR PROFILE

Carlos Camarena has a long history of teaching and pastoring in the US and abroad. Spent six+ years as a missionary in Brazil teaching varied courses related to church ministry as well as in biblical studies, especially related to the New Testament. Professor Camarena taught Greek and New Testament introductory courses for the SDA Theological Seminary at Andrews University, and as well as for the undergraduate religion department. He taught New Testament courses for the Seminary’s masters extension programs abroad (Russia and India), and has been teaching in the Master in pastoral ministry program - Hispanic track - in the US since its inception over 20 years ago. He has also taught for SETAI (Seminario Teológico Adventista de Interamérica) in México, Puerto Rico, Colombia, and Costa Rica. For the last 14 years, professor Camarena pastored a bilingual church in California until his semi-retirement in 2023, as he continues to teach at a seminary near his home in California, the US and abroad. Professor Camarena holds a PhD in New Testament Interpretation from the Seventh-day Adventist Theology.