

**MSSN 546-116 Mission in Cultural and Religious Contexts
Spring 2025**

Yuri N. Drumi, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	SECC Office, RCCII room 11330 Pierce Street Riverside CA 92513-1990
Class meeting times:	Feb 23-27, 2025 Sunday: 5 p.m. – 8 p.m. Monday – Thursday: 8 a.m. – 12:30 p.m.; 2 p.m. – 6 p.m.
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-471-6505
Instructor Email:	drumi@andrews.edu
Office location:	Seminary S211
Office hours:	Tuesday-Thursday 10-12 a.m.

BULLETIN DESCRIPTION OF COURSE

This class explores missiological principles with an emphasis on the cultural and religious contexts, the development of cultural sensitivity, and cross-cultural communication skills for Christian witness. Required of all MDiv students.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. This course contributes to the following four outcomes:

- 1) (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.
- 2) (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.
- 3) (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.
- 4) (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.

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:

- SLO # 1** Understand and explain major demographic dimensions of the task of world mission
- SLO # 2** Summarize assigned chapters and specified class lectures
- SLO # 3** Analyze reading and lecture content and state reasons for agreement or disagreement
- SLO # 4** Demonstrate ability to apply concepts and principles to ministry situations
- SLO # 5** Value cultural differences and show sensitivity to those of other cultures
- SLO # 6** Explain basic mission principles

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

Required Course Materials

In this course there is no required textbook. Instead, there is a list of articles and book chapters that the students will be required to read and report on. The list of titles they should read along with the reports' due dates are found below. Each article/book chapter is available on LearningHub in pdf format.

Recommended Course Materials for Personal Reading

Craig Ott. *The Church on Mission: A Biblical Vision for Transformation among All People*. Grand Rapids, MI: BakerAcademic, 2019. ISBN-13: 978-1540960887.

Kraft, Charles H. *Anthropology for Christian Witness*. New York: Orbis Books, 1996.

Tennent, Timothy C. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-first Century*. Grand Rapids, MI: Kregel, 2010.

Winter, Ralph D., and Steven C. Hawthorne, editors. *Perspectives on the World Christian Movements: A Reader*. Fourth edition. Pasadena, CA: William Carey Library, 2009.

PRE-INTENSIVE COURSE REQUIREMENTS

Reading and Critical Journaling (20 points for each entry)—30%

A two-page reflection is required for each journal entry. This should be typed in a Word document in Times New Roman Font, size 12, double spaced and submitted on LearningHub on the due date. The critical journal entries should be written following the format below:

- (1) A statement on whether you have read the assigned articles/book chapters in their entirety or not.
- (2) Outline and reflect on what you have learned from the assigned reading. Be careful to cover all the assigned articles.
- (3) Reflect on ways you can implement what you have learned to enhance your ministry. Be practical.

All three points in the outline need to be covered in your reflection.

Reflections are to be turned in on LearningHub before 11:59 pm on the day they are due. Please do not email any assignment to the course instructor. Assignments lose 10% for each late day up to 50% of the total. After the last class day assignments have no value.

Articles/Book Chapters	Due Dates
<p>Sanou, Boubakar. “<i>Missio Dei</i> as Hermeneutical Key for Scriptural Interpretation.” <i>Andrews University Seminary Studies</i> 56, no. 2 (2018): 301-316.</p> <p>Teasdale, Mark R. “A Bias for the Gospel.” <i>International Bulletin of Mission Research</i> 47, no. 1 (2022): 69-77.</p> <p>Moskala, Jiri. “Bible Writers and Contextualization: The Missional Purpose of God’s Message. In <i>Mission Vision in Action: Perspectives on Global Missiology</i>. Edited by Wagner Kuhn and Boubakar Sanou, 155-178. Berrien Springs, MI: Department of World Mission, Andrews University, 2022.</p>	Jan 13
<p>Kate, Tyler. “In, Not Of: The Theological Task and the Mission of the Church.” <i>Missiology</i> 46, no. 4 (2018): 320-332.</p> <p>Doss, Richard. “Eschatology and Mission: Hope in Tension.” In <i>Mission Vision in Action: Perspectives on Global Missiology</i>. Edited by Wagner Kuhn and Boubakar Sanou, 261-271. Berrien Springs, MI: Department of World Mission, Andrews University, 2022.</p>	Jan 13

<p>Magagula, Zondi Paul. “Retrieving and Articulating Liberative Aspects of the Sabbath Doctrine in the Context of the Seventh-day Adventist Church in South Africa.” <i>Studia Historiae Ecclesiae</i> 46, no. 3 (2020): 1-17.</p> <p>Twibell, Simone Mulieri. “Reversing the Flow of Short-Term Missions within a Partnership Model: Perceptual Outcomes.” <i>Missiology</i> 49, no. 2 (2020): 176-188.</p>	<p>Jan 13</p>
<p>Chow, Alexander. “What has Jerusalem to Do with the Internet? World Christianity and Digital Culture.” <i>International Bulletin of Mission Research</i> 47, no. 1 (2022): 23-31.</p> <p>Bauta, Sung. “Mission for the Ages: How Christian Widows are Shaping the Future of Christian Missions in Northern Nigeria.” <i>International Bulletin of Mission Research</i> 45, no. 4 (2020): 366-374.</p> <p>Presler, Titus. “The Poverty Captivity of Mission in the Churches—and Strategies for Its Liberation.” <i>International Bulletin of Mission Research</i> 46, no. 1 (2022): 81-90.</p>	<p>Jan 27</p>
<p>Yang, Xiaoli. <i>Canaan Hymns: Songs from the Fields—A Grassroots Missiology of the Chinese Church Movement.</i> <i>Missiology</i> 50, no. 3 (2022): 229-239.</p> <p>Drumi, Yuri. “The Dichotomy of Christ vs. Sin in Paul’s Approach to Mission: Missiological Lessons.” In <i>Mission Vision in Action: Perspectives on Global Missiology</i>. Berrien Springs, MI: Department of World Mission, SDA Seminary, Andrews University, 2022, pp. 229-242.</p> <p>WagenerSmith, Anthony. “The Decline and Recovery of Apostolic Leadership in Adventist Ministry.” <i>The Journal of Adventist Mission Studies</i> 17, no. 1 (2021): 19-42.</p>	<p>Feb 17</p>

REQUIREMENTS DURING THE INTENSIVE

Class attendance

Notes taking

Participation in discussions

Building up the **Final Paper and Its Presentation in the Class, due Feb 13, 2025**

The final paper (5-6 double-spaced pages) will be a creative application of the ideas learned in the class. To finalize the paper, two hours will be allocated in the last day of the class. However, the main work on the paper will be done during the intensive. Each student will have spelled out his/her vision under the title, “Creating an Externally

Focused and Culturally Sensitive Missional Church.” The vision must necessarily include the following:

1. Introduction [Briefly introduce yourself, your position and ministry responsibilities]
2. Background of your ministry [Describe the context of your ministry, your ministry team and structure]
3. Problem Statement [As far as reaching your missional goals is concerned, what satisfies and dissatisfies you and your team?]
4. Your resources
5. The steps your team and you are going to take to create an externally focused and culturally sensitive missional church
 - a. –
 - b. –
 - c. ...
6. Include your tentative plan to implement the vision within next 6 months:
 - a. What will be done
 - b. When
 - c. Who is responsible for the implementation
 - d. Resources needed
 - e. Expected results
7. Conclusion [Summary and short prayer]
8. 15-min presentation of your vision in the class

For the assignment rubric see Appendix 1.

POST-INTENSIVE COURSE REQUIREMENTS

No post-intensive course requirements

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
Jan 13	<i>Missio Dei</i> and Contextualization	Reading the articles and writing a two-page reflection	SLO #3, SLO #6
Jan 13	Eschatology and Critical Contextualization	Reading the articles and writing a two-page reflection	SLO #3, SLO #5
Jan 13	Short-term Missions	Reading the articles and writing a two-page reflection	SLO #3, SLO #4
Jan 13	Poverty and Mission	Reading the articles and writing a two-page reflection	SLO #3

Date	Topic	Assignment Due	CLOs Addressed
Jan 27	Christ vs Sin: Missiological Lessons	Reading the articles and writing a two-page reflection	SLO #3, SLO #4, SLO #5
Feb 9	The Concepts of Mission and Culture	Notes taking, discussion	SLO #2, SLO #6, SLO #5
Feb 10	The Concept of Worldview	Articulating the implications for mission	SLO #2, SLO #4, SLO #5
Feb 11	Towards a Theology of Mission	Creating theological framework for mission	SLO #2, SLO #4
Feb 12	Contextualization	Developing critical skills	SLO #2, SLO #4, SLO #5
Feb 13	SDA Mission across the Cultures	Widening the perspectives and articulating answers to the present-day challenges	SLO #1, SLO #4

MORE ABOUT THE COURSE

Hardly anything can be properly understood without paying attention to the context, especially in religious studies and missional practice. The course navigates students in their chosen vocation as it teaches how to function in cultural and religious contexts. Understanding the context means understanding yourself in that context, both personally and spiritually.

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

Instructor Contact Hours	Face to Face Instructional Time	45 hrs
	Other Instructor-Directed Activities	5 hrs
Independent Learning Activities	Name of Assignment #1 Reading and Critical Journal Entries	65 hrs
	Name of Assignment #2 Writing the Final Paper	20 hrs
Total Hours:		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
1. Reading and Critical Journaling	30%
2. Final Paper and Its Presentation in the Class	50%
3. Attendance	20%

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

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

(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

Critical reading and journaling assignments are to be turned in on Learning Hub before the beginning of the class period at which they are due. The final paper is to be turned in on Learning Hub on the final day of the intensive.

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 50% 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

Yuri Drumi worked mostly at Zaoksky Adventist University (Russia) in various capacities that included theology Professor, Master and Dmin Programs Coordinator and the University President. He is currently Associate Professor of Mission and Intercultural Studies at the Seventh-day Adventist Theological Seminary at Andrews University. Yuri is married to Natalia, they have two daughters and son.



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.

“Submitting Artificial Intelligence (AI) generated text for your different assignments is not permitted. AI-generated content constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students. Student assignments will be submitted to AI and/or plagiarism detection tools to ensure that the student work product is human-created, not AI-generated.

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.

AI Use at The Seventh-day Adventist Theological Seminary: Guidelines, Ethical Considerations, and Risk Awareness

At The Seventh-day Adventist Theological Seminary, we acknowledge the transformative impact of Artificial Intelligence (AI) on education and research. AI tools offer a range of capabilities that can enhance accessibility, streamline learning processes, and support academic excellence. From grammar correction and logical flow analysis to brainstorming and idea lookup, AI tools may help students sharpen their thinking and present their ideas more effectively. For instance, AI can support self-quizzing, assist in the pre-reading of materials, and aid in the development of structured thesis statements.

However, the benefits of AI must be balanced with awareness of its limitations and risks, as well as a commitment to ethical use. While AI can serve as a powerful tool, its application must uphold our seminary's values of originality, integrity, and accountability.

Appropriate Uses of AI in Academic Work:

- AI-powered tools may be used to enhance students' understanding of complex ideas, assist in logical flow analysis, and provide support with grammar, syntax, and thesis development.
- AI tools can help students brainstorm, create structured outlines, and analyze data patterns for research projects, offering vital support for academic rigor.
- Students using AI for academic purposes are required to document its use clearly in a footnote, specifying the tool and purpose to ensure transparency. Students need to clearly also state the source, usage, tools as well as the amount/quantity of AI generated text they included in the paper.

Inappropriate Uses and Accountability:

- AI-generated content must not be presented as original work. Any attempt to pass off AI-generated text as one's own or to use AI to fabricate sources will be considered academic dishonesty, with serious consequences. When a case of academic dishonesty is identified, the faculty member formally reports the incident to the academic dean. The Associate Dean reviews the case and may refer it to the seminary's conduct committee for further investigation. The committee evaluates the evidence, hears from the involved parties, and determines the appropriate consequences based on the severity of the violation. Depending on the findings, disciplinary actions may range from formal warnings to suspension or, in the most severe cases, if it's recurring, expulsion from the program. This process underscores the seminary's commitment to academic integrity and the ethical development of its students.
- AI cannot be used for completing exams, take-home tests, or assignments intended to assess students' independent understanding.

- Students are expected to verify any information generated by AI and are responsible for inaccuracies or unsupported claims that may result from AI's occasional "hallucinations" or fabrication of sources.

Risks and Limitations of AI: AI's potential risks in academic settings must be carefully managed. Overdependence on AI can impair students' ability to think critically and independently. Students must also be vigilant against AI's tendency to create false or fabricated references, a risk that could lead to accidental plagiarism. Additionally, without proper oversight, AI's design can sometimes inadvertently spread misinformation, undermining the reliability of academic work.

Faculty need to review AI-related submissions carefully, with an understanding of AI's strengths and weaknesses. AI can serve as a beneficial supplement to learning but should not replace essential academic skills or undermine the authentic voice and insight students bring to their work.

Commitment to Ethical Standards and Academic Integrity: At the Seventh-day Adventist Theological Seminary, our commitment is to foster an environment where AI enhances, rather than diminishes, the academic experience. Both students and faculty share responsibility in using AI thoughtfully and ethically. We continue to reassess AI's role in academic settings, ensuring it aligns with our mission to support both intellectual and moral development.

In conclusion, AI has the potential to enrich academic work when used responsibly. By combining its advantages with a commitment to integrity, accountability, and critical thought, we can create a balanced approach to AI in education that supports, rather than detracts from, true learning.

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 *(optional)*

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
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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: ASSIGNMENT RUBRIC(S)

Rubric for the final paper and its presentation in the class

1. Introduction [Briefly introduce yourself, your position and ministry responsibilities]
2. Background of your ministry [Describe the context of your ministry, your ministry team and structure]
3. Problem Statement [As far as reaching your missional goals is concerned, what satisfies and dissatisfies you and your team?]
4. Your resources
5. The steps your team and you are going to take to create an externally focused and culturally sensitive missional church
 - a. –
 - b. –
 - c. ...
6. Include your tentative plan to implement the vision within next 6 months:
 - a. What will be done
 - b. When
 - c. Who is responsible for the implementation
 - d. Resources needed
 - e. Expected results
7. Conclusion [Summary and short prayer]
8. 15-min presentation of your vision in the class

	Unsatisfactory (0-59%)	Emerging (60-79%)	Proficient (80-89%)	Exemplary (90-100%)	Points
Written text	<ul style="list-style-type: none"> • The paper doesn't follow suggested outline • Sloppily written • The paper lacks consistency, clarity, reveals a limited level of knowledge and experience on the topic • The vision includes vague suggestions for practical application of concepts to ministry where applicable 	<ul style="list-style-type: none"> • By and large, the paper follows suggested outline • The paper reveals a partial but satisfactory breadth of knowledge and experience on the topic • The vision includes satisfactory suggestions for practical application of some concepts learned in the class to ministry where applicable 	<ul style="list-style-type: none"> • The paper shows a very good level of conceptual knowledge of the topic • The paper demonstrates a proficient level of knowledge and experience on the topic • The vision includes adequate suggestions for practical application of concepts learned in the class to 	<ul style="list-style-type: none"> • The paper shows an outstanding level of conceptual knowledge of the topic. • The paper written in a comprehensive manner • The vision provides clear and practical application of concepts learned in the class to ministry where applicable 	

			ministry where applicable		
Presentation in the class	<p>A rambling presentation</p> <p>No clear structure</p> <p>Superficiality</p> <p>No connection with the class lectures and materials</p>	<p>Satisfactory presentation</p> <p>Satisfactorily structured</p> <p>Satisfactory knowledge and experience</p> <p>Demonstrates very few lessons learned from the class lectures and materials</p>	<p>Good presentation</p> <p>Well-structured</p> <p>Demonstrates good knowledge of the subject</p> <p>Lessons learned from the class are integrated</p>	<p>An outstanding presentation</p> <p>Clear structure</p> <p>Depth of knowledge and experience, creativity</p> <p>Demonstrates lessons learned from the class lectures and materials, being well integrated</p>	
				Total	

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

See the article and book chapters assigned for required reading.

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)

- 5) (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.
- 6) (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.
- 7) (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.
- 8) (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.
- 9) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 10) (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.
- 11) (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.

3.