
Spring 2025

Forest Lake SDA Church

515 Harvey Lester Lane

Apopka, FL 32703-6129

Feb.16-20, 2025

Sunday 6: 5:00 pm - 8:00 pm

Monday 7 - Thursday 10: 8:00 am - 12:30 pm; 2:00-6:00 pm

3 credits

learninghub.andrews.edu

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

The MAPM program seeks to help you achieve the Program Learning Outcomes fundamental to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

Class Attendance and Participation (5% of total grade)

Final Exam (100 points) – February 20, 2025 (40% of total grade)

This exam will be timed and closed book. Each student will have 2 hours to complete the exam. The exam will include true or false, matching, short answer, and essay-style questions.

Reading and Critical Journaling: 25 % - Due March 20, 2025.

Scazzero, P. (2021).

. Grand Rapids, MI: Zondervan

Please keep in mind the following instructions:

You must write a separate four-page, double-spaced critical journal entry for this book. This should be typed in Word using Times New Roman font, size 12, and submitted on LearningHub by the due date.

Each critical journal entry should follow the format below:

Not more than ½ page

Provide your critical perspective on each book by addressing the following questions: (1) What new insights have you gained? and (2) If you were to re-edit the book, what would you add and why?

Suggest practical implications and applications, i.e., how you intend to apply the insights you have gained from the assigned reading to your personal life and ministry.

Please refer to *Appendix 2* for more details.

Grades are based on the independent learning activities below, which provide practice toward and assessment of the learning outcomes of this course. Assignments are to be turned in on LearningHub before 11:59 pm on the day they are due. Please do not email any assignments to the course instructor.

Advanced theological education immerses the learner in deep theological study and introspective reflection. The seminary course expects to challenge the student by examining their premises against the study, research, and inspiration of biblical scholarship. This will take intentionality and time on your part. Course load is guided by the expectation that students will spend 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines. To achieve the outcomes of this course, learning time will be distributed as follows:

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	Face to Face Instructional Time	45 hrs
	Pre-intensive Reading and Critical Journal Entries	50 hrs
	Final Exam Preparation Post-	5

To facilitate maximum learning, students who receive a poor grade on their reading assignments may resubmit the assignment one additional time. Resubmissions will be worth up to 80% of the original possible score.



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 is when one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or 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 are 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 without the instructors' permission 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 the student work product is human-created, not AI-generated.

For additional details, see: https://www.andrews.edu/academics/academic_integrity.html

An Incomplete (I) can be assigned only if the following stipulations are met (Note: Students will be charged an incomplete fee for each incomplete grade issued):

when the major portion (approximately 70%) of the work for the course has been completed

student's work is incomplete because of illness or unavoidable circumstances; incompletes cannot be assigned because of negligence or inferior performance.

student will earn a passing grade if no additional work is submitted.

As a learning community, we will work intentionally to ensure everyone feels a sense of inclusion, love, respect, and value. We will purposely work to fight against racism, misogyny, xenophobia, and all other forms of discrimination.

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

94-100%	A	81-84%	B	69-72%	C
89-93%	A-	77-80%	B-	65-68%	C-
85-88%	B+	73-76%	C+	57-64%	D

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 B GRADE

The B grade indicates that you have competently fulfilled all assessment or competency evaluation requirements. 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 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 an 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 and 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, the use of English as a second language, or a personal issue 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 improve their performance significantly.

THE F GRADE

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

- Suggest practical implications and applications, focusing on how you intend to apply the insights you have gained from the assigned reading to your personal life and ministry.
- Be specific in describing how the book's ideas will shape your leadership approach, decision-making process, or interactions with others in your ministry context.
- Provide concrete examples of situations or challenges in your ministry where the book's insights could be particularly relevant or helpful.
- Reflect on how the book's message might impact your long-term goals and vision for your ministry and how you plan to integrate its teachings into your ongoing personal and professional development as a Christian leader.

Remember, the goal is to engage deeply and critically with the content of each book rather than simply providing general comments or impressions. Your reflection papers should demonstrate a thorough understanding of the book's main ideas, a thoughtful evaluation of its arguments, and a clear vision of how its insights

	thoughtfully on the book's potential impact on their long-term goals and vision for ministry.			
	Writing is clear, well-organized, and free of grammatical and spelling errors. Proper formatting and APA style are used throughout.	Writing is mostly clear and well-organized, with minor grammatical or spelling errors. Formatting and APA style are generally correct.	Writing may be unclear or poorly organized, with several grammatical or spelling errors. Formatting and APA style may have inconsistencies or errors.	Writing is disorganized and contains numerous grammatical and spelling errors.

Note: Failing to submit a reflection paper or submitting a paper that does not meet 8Qq235.01 565.18 109.94

- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts, and potential of others 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, financesf

9. Irving, J. A., & Strauss, M. L. (2019). *Leadership in Christian Perspective: Biblical Foundations and Contemporary Practices for Servant Leaders*. Baker Academic.
10. Knight, G. R. (2017). *Adventist Authority Wars, ordination, and the Roman Catholic Temptation*. Westlake Village, CA: Oak and Acorn.
11. Kotter, J. (2012). *Leading Change*. Boston, MA: Harvard Business Review Press.
12. Kouzes, J. M., & Posner, B. Z. (2023). *The Leadership Challenge* (7th ed.). San Francisco, CA: Jossey-Bass.
13. Lencioni, P. (2020). *The Motive: Why So Many Leaders Abdicate Their Most Important Responsibilities*. Hoboken, NJ: Jossey-Bass.
14. Maxwell, J. C. (2019). *Leadershift: The 11 Essential Changes Every Leader Must Embrace*. HarperCollins Leadership.
15. McNeal, R. (2000). *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass.
16. Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). Los Angeles, CA: Sage Publications.
17. Platt, D. (2013). *Follow Me: A Call to Die. A Call to Live*. Tyndale House Publishers.
18. Rendle, G. (2018). *Quietly Courageous: Leading the Church in a Changing World*. Rowman & Littlefield.
19. Sanders, J. O. (2017). *Spiritual Leadership: Principles of Excellence for Every Believer*. Moody Publishers.
20. Scazzero, P. (2021). *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Grand Rapids, MI: Zondervan.
21. Stanley, A. (2003). *Next-5100*. San Jose, CA: Next-5100.

24. 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.

25. White, E. G. (1985). *Christian Leadership*. Silver Spring, MD: Ellen G. White Estate.

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

For additional books and articles, see the Seminary Library Portal at <http://libguides.andrews.edu/religion>.