***HJ International Graduate School for Peace and Public Leadership***

MIN 8103: The Changing Face of Society: The Nature of

Diversity and Its Impact on Ministry. Fall 2025 “3 credits”

 **Professor:** Dr. Dexter A. Honora, MA, MS, M.Div., D.Min., BCC

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 **Time: 9-5 pm M-F**



**Image Description:** Eight circles in a row, all outlined in black. Each circle features a different color and a corresponding religious symbol. **From left to right:** An orange circle containing the Om symbol. Ōṁ is the sound of a sacred spiritual symbol in Indian religions, mainly in Hinduism, wherein it signifies the essence of the Ultimate Reality, which is consciousness. More broadly, it is a syllable that is chanted either independently or before a spiritual recitation in Hinduism, Buddhism, and Jainism. The second circle is blue with a menorah inside representing Judaism. The menorah is described in the Bible as a seven-lamp ancient Hebrew lampstand made of pure gold, used in the Tabernacle set up by Moses in the wilderness and later in the Temple in Jerusalem. The third circle is yellow with a Dharma Wheel. The dharma wheel, or dharma chakra in Sanskrit, is one of the oldest symbols of Buddhism. The fourth circle is a deep, bluish-purple containing a cross that represents Christianity. The fifth circle is green and contains the crescent moon and star representing the religion of Islam. The sixth circle is a lighter green and contains the khanda, the symbol of the Sikh faith. The seventh circle is a burgundy color representative, containing a flaming chalice, and represents Unitarian Universalism. Finally, the final white circle contains a nine-pointed star for the Baha’i faith. The star is often portrayed in Baha’i temples, which are nine-sided.

**Course Description:**

This course explores the dynamic concept of diversity and its potential to enhance or challenge contemporary religious and spiritual ministry. It broadens the understanding of ministry to encompass care for congregants, their families, and the wider society and nation. Recognizing that ministry does not occur in isolation, the course emphasizes the importance of understanding the evolving nature of diverse communities and its impact on interpersonal relationships and group dynamics within ministerial contexts.

Students will delve into intercultural changes, socio-economic shifts, generational differences, evolving family structures, and the changing ways people interact. The course encourages reflection on political, ideological, cultural, and socio-economic transformations both within the broader society and within students' own communities, assessing their effects on individuals and communities.

Central to our discussions will be the influence of postmodernism and its cultural implications. By examining their congregations and communities, students will learn to assess the needs of today’s diverse "congregations" and develop effective ministry strategies to address these needs, keeping in mind that congregations are a microcosm of the world we live in.

**II. OUTCOMES**

**By the end of this course, students will be able to:**

1. **Analyze and assess** their congregation, community, and ministerial context, identifying significant shifts that impact ministry practice.
2. **Articulate a framework f**or ministerial effectiveness through contextual evaluation of social, cultural, and theological change.
3. **Design and justify** ministry strategies tailored to diverse settings, aligning with specific congregational needs and pastoral goals.
4. **Compare and apply** various leadership models within differing ministerial contexts to enhance effective spiritual leadership.
5. **Reflect critically** on personal values in relation to justice, morality, and ethical responsibility in a diversely embodied world.
6. **Identify and evaluate community** resources—including local agencies, organizations, and houses of worship—that support holistic ministry.
7. **Demonstrate competency** in pastoral care through respectful, inclusive engagement with congregants across lines of difference.
8. **Strengthen practices** of theological reflection and discernment to support both personal spiritual growth and professional ministerial development.

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| **Criteria** | **Exemplary (A)** | **Proficient (B)** | **Developing (C)** | **Beginning (D/F)** |
| **1. Analyze and assess ministerial context** | Provides a thorough and insightful analysis of the congregation, community, and ministerial context, identifying complex changes with clear implications for ministry. | Provides a clear and accurate analysis of the ministerial context, identifying key changes that impact ministry. | Provides a basic analysis with limited insight into context or implications for ministry. | Provides little or no relevant analysis; fails to identify changes impacting ministry. |
| **2. Articulate a framework for ministerial effectiveness** | Clearly articulates a well-developed framework rooted in contextual understanding and theological insight. | Articulates a framework for ministerial effectiveness with some contextual and theological connection. | Framework is vague or lacks sufficient contextual/theological support. | Framework is missing or lacks clarity and relevance to ministry. |
| **3. Design and justify ministry strategies** | Designs creative, context-specific ministry strategies with strong, evidence-based justification. | Designs appropriate strategies with rationale aligned to ministry goals and context. | Strategies are present but lack clarity or full contextual alignment. | Strategies are incomplete, unclear, or disconnected from ministerial goals. |
| **4. Compare and apply leadership models** | Compares multiple leadership styles and applies them with sophistication to diverse ministry settings. | Compares and applies leadership models appropriately to a variety of contexts. | Compares leadership styles in a limited way; application is basic. | Little or no meaningful comparison or application of leadership models. |
| **5. Reflect on values and ethical responsibility** | Offers deep personal reflection with thoughtful engagement in issues of justice, morality, and ethical responsibility. | Reflects on personal values with adequate engagement in ethical issues. | Reflection is present but lacks depth or meaningful ethical engagement. | Reflection is superficial or absent; fails to engage with ethical dimensions. |
| **6. Identify and evaluate community resources** | Identifies and critically evaluates a wide range of relevant community resources, demonstrating strong connection to ministry. | Identifies and evaluates appropriate local resources that support ministerial goals. | Identifies some resources but provides limited evaluation or relevance. | Fails to identify or meaningfully evaluate relevant resources. |
| **7. Demonstrate inclusive pastoral competency** | Demonstrates advanced pastoral care skills with consistent inclusivity, respect, and cultural awareness. | Demonstrates appropriate pastoral skills and respectful engagement with diverse congregants. | Shows some pastoral awareness but inconsistent application of inclusive practices. | Demonstrates minimal pastoral competency and lacks inclusive engagement. |
| **8. Strengthen theological reflection and discernment** | Engages in rich theological reflection and discernment, clearly applying insights to ministerial growth. | Demonstrates consistent theological reflection that supports personal and professional development. | Some theological reflection is present but lacks depth or application. | Little or no evidence of reflection or discernment; minimal relevance to ministry. |

**III. REQUIREMENTS & EVALUATION**

**All times are US Eastern Standard Time.**

**1) Participation/In-Class Discussion: *You must regularly come prepared to participate actively in discussions.*** Your participation will not be evaluated based on the number or volume of words spoken. Rather, the emphasis is on how your participation, in terms of comments, ideas, and questions, helps to enhance and advance our overall collective understanding through critical discussion and listening. The occasional good question or thoughtful comment on the material being discussed will serve us all better than unsupported opinions.

**2) Virtual Tour In-Class Presentation:** **(Due 10/06)** Each student will prepare a 15-minute slideshow presentation examining the macro, mezzo, and micro lenses of their ministerial lives. You may utilize PowerPoint, Google Slides, or Canva to complete your presentation. Be sure to **include pictures and imagery**. You must include the following slides:

* **Title Slide (1 Slide):** Your name, Seminary’s Name, Professor’s Name, Course Information, Title of Virtual Tour (Indicating Location)
* **Macro (5 Slides):** For your macro lens, you must describe the geographic catchment area where you work. ***Please note that this location may be different from where you currently live.*** Describe your community, providing a snapshot of the overall population (breakdown of age, race, gender, and disability). You can include information relating to income/poverty, employment, education, and housing. Consider any data relating to health issues, including rates of specific diseases or food insecurity, that will help us better understand your ministry. Finally, include any existing resources that are a benefit to your ministerial work (local non-profits, community-based organizations (CBOs), or faith-based organizations (FBO’s). An example of an NYC report for Staten Island can be found here: <https://thestatenislandfoundation.org/wp-content/uploads/2018/09/North-Shore-Report.pdf>
* **Mezzo (5 Slides):** For your mezzo lens, please describe the current location of your ministerial work. This could be a house of worship (HOW) or a non-profit organization. Describe your HOW or nonprofit. Share its history, mission, and/or vision statement. Describe any ministries or programs it provides.
* **Micro (5 Slides):** For your micro lens, explain how you fit into your community and your HOW/non-profit. What is your role? Are you a pastor? Program coordinator? Describe how you embody your role. Be sure to indicate any resources/services you feel are missing from your community that may help your ministry and the people you serve.
* **Bibliography Slide (1 Slide):** Cite any resources you may have utilized using APA style.

**3) Gracism Midterm Paper:** **(Due 11/10)** A gracist reaches out across ethnic lines and racial borders to lend assistance and “extra grace” to those who are different or marginalized. This person or group can be of any color, culture, or gender. Using your knowledge of the Bible, do you think the term “gracist” is legitimate in today’s world? Include at least two examples of biblical scripture to support your claim. Your paper must be between 7-10 pages in length and be written in APA format. ***Your cover page and bibliography DO NOT count towards your 7-10 page minimum.***

**4) Leadership Interview Final Paper:** **(Due 12/15)** Choose someone in your ministerial career that you consider to be a “leader.” Your chosen leader can be from the religious, business, or social sectors. Avoid selecting politicians. Next, conduct thorough research on this individual, utilizing articles, interviews, and/or books. Your paper must be a minimum of 12-15 pages in length and be written in APA format. ***Your cover page and bibliography DO NOT count towards your 12-15 minimum.*** Write a comprehensive analysis of their leadership, addressing each of the following key points:

* Describe your leader’s personal background in detail. Please include relevant information about their upbringing, family life, and any personal/spiritual mentors they may have had.
* Describe their educational and professional background.
* Indicate your leader’s faith denomination and how their spiritual/religious life impacted their leadership identity.
* Discuss any opportunities and/or challenges they encounter in developing their leadership style. Include any gender differences in the way leadership is applied. (Did your leader’s gender help or hurt them in their career?) Provide examples.
* Describe your leader’s base of power (legitimate, referent, coercive, reward, expert). How did you come to this conclusion?
* Describe how your leader can influence others. Please provide evidence of their impact (Did they start a program, training, or bring awareness to a specific issue?)
* Analyze the measures of their success (How do you know this person is an effective leader?)
* Indicate how interviewing this leader helped develop your leadership style and cultivate your ministry.

**GRADING/EVALUATION**

1. Participation/In-Class Discussion (10%)
2. Virtual Tour In-Class Presentation (20%)
3. Gracism Midterm Paper: (30%)
4. Leadership Interview Final Paper: (40%)

Grades are recorded by letter.

A Excellent

B Good

C Acceptable

D Acceptable, but below expectations

F Failure

Grading Rubric:

In calculating the final grade for the course, letter grades for assignments are converted into the following numerical equivalents, and the total is then converted back to a letter grade. **A detailed rubric for each assignment has been provided beginning on page 13 of the syllabus.**

A        97                 A-        91.5             B+      87

B        82                 B-        77                C+     72.5

C        67.5              C-        62.5             D+     57.5

D        53                 D-        50                F        0

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all.

In computing the cumulative grade point average (G.P.A.), the following quality point scale is used:

A 4.00 A- 3.67 B+ 3.33

B 3.00 B- 2.67 C+ 2.33

C 2.00 C- 1.67 D+ 1.33

D 1.00 D- 0.67 F 0.00

Incompletes are given only when there are compelling medical or personal reasons.

\*See HJI catalog for a detailed grading policy.

**NETIQUETTE**

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The HJI’s LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission from the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI maintained sites that are considered insensitive, harassing, or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

**ACADEMIC INTEGRITY**

Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own.  This can range from failing to cite an author for ideas incorporated into a student's paper, to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the Internet. It also includes buying or submitting a paper written by a third party. All are considered forms of “plagiarism” and a violation of the Seminary’s academic integrity policy. The instructor has the option of having the student repeat or fail the assignment. In cases of serious or repeated violations, the instructor has the option of having the student fail the course or of reporting the student to the Academic Dean for disciplinary action. Possible disciplinary actions include probation, suspension, or withdrawal.

**AI USE POLICY**

Students are permitted to use AI tools, such as ChatGPT, to assist with coursework. However, the use of AI must comply with the following guidelines:

1. **Originality**: AI tools can help generate ideas, clarify concepts, and assist in drafting responses. However, **all final submissions must reflect your own understanding and critical analysis. Copying or submitting AI-generated content as your own is prohibited.**

2. **Citation**: If AI tools contribute significantly to your work, acknowledge how you used. Include a statement at the end of your assignment.

3. **Critical Engagement:** AI should support—not replace—your engagement with course readings and materials. Always review AI-generated content critically to ensure it aligns with ethical theories and concepts covered in the course.

4. **Plagiarism Detection**: This course uses Turnitin, which can detect AI-generated content. Any submission found to rely excessively on AI or lack proper citation will be subject to academic integrity review

5. **Integrity**: Misuse of AI to bypass critical thinking or generate misleading content is considered academic dishonesty and will result in disciplinary action (see ACADEMIC INTEGRITY section above).

By following these guidelines, you ensure ethical and responsible use of AI in your academic work.

**CITATIONS**

All citations MUST BE DONE in APA Style.

**Attendance Policy:** Regular attendance and participation in this class are the best ways to grasp the concepts and principles being discussed. However, if a class must be missed due to an illness, the policy in this class is as follows:

* *For every necessary absence from class, a reasonable effort should be made to notify me in advance. An email should be sent to me explaining why you are unable to attend, so I can document your absence with the seminary.*
* *If a student is absent more than 3 times, the student is required to provide documentation of the illness signed by a healthcare professional.*
* *If a student is absent on days when papers are due, their assignment must still be provided to the instructor.*

**Diversity and Inclusion:** The instructor of this course values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the instructor prohibits and will not engage in any discrimination or harassment based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, or disability. The instructor is committed to providing all students with an excellent course experience within an atmosphere of mutual respect and trust and expects that all students abide by the policies of HJ International Graduate School for Peace and Public Leadership.

**Engaging in Controversy/ Academic Courtesy:**Undoubtedly, we will be discussing topics that may become contentious. The goal of these discussions in not for me, or other students, to change your mind, but to help enhance the course by showcasing a variety of different lenses to view the same civic issues. Please keep in mind:

1. *All of you are* ***WELCOME*** *in this course. Your opinions, beliefs, and perspectives are  part of you. They add value to* HJ International Graduate School for Peace and Public Leadership *and my classroom.*
2. *Disclosing your opinion on controversial topics is* ***VOLUNTARY****. You will not be  forced to share your position. However, participation is part of everyone’s grade, so contributing to the conversation is not optional. You can participate without disclosing personal beliefs or positions, if you choose.*
3. *Your participation is* ***VALUABLE*** *and enhances everyone’s learning.*
4. *My door is always open to students who wish to discuss their feelings on any topic this semester. Additional resources can be provided upon request.*

**Late or Missing Assignments:** All assignments are expected ON or BEFORE their due date**.** It is the responsibility of the student to make up any work or assignments missed. In the event a student will be absent for an extended period, they are urged to contact the instructor about makeup work as soon as possible, preferably before returning to campus/class after an absence. Failure to turn in any assignment without speaking to the instructor first will result in a “zero” and a significant reduction in the grade for the class, as described by the “Final Grade Calculation” of the syllabus. Late assignments will also impact grading.

**Institutional Policies:** Based upon individual needs, the seminary provides a wide range of services as delineated in the policy statement.

<https://www.hji.edu/institutional-policies/>

**Technology**: You should make sure to have consistent and reliable access to a computer and the Internet each week of the course. PLEASE turn off ALL cell phones during our class. If you must be accessible for a legitimate reason (emergency contact from children or caregivers, for instance), set your phone to silently notify you. If you receive an emergency call, quickly leave the virtual classroom to answer the call.

**Written Assignments:** All materials and ideas taken from other sources should be properly cited using APA format. All citations must have complete references in the bibliography. All quotations and extended paraphrasing must have citations. Please check all work for grammar/spelling and ensure it is formatted in a manner consistent with the assignment.

**STREAMING/SOFTWARE**

A Netflix or Amazon Prime account will be beneficial. Free trial options are available. Some videos will be found on YouTube. Students should be proficient in standard word processing software such as Microsoft Word, Apple Pages, and Google Docs. Proficiency in presentation software such as PowerPoint, Google Slides, or Canva is also recommended. The professor will indicate what file format (Word/PDF/PPT) he would like to receive for each assignment.

**VI. TEXTS**

**Required Texts:**

1. Anderson, D. A. (2007). *Gracism: The art of inclusion*. InterVarsity Press. $11.59 ISBN 9780830837373.
2. Burns, J., Shoup, J. R., & Simmons, D. C. (Eds.). (2014). *Organizational Leadership: Foundations & practices for Christians*. InterVarsity Press. $18.47 ISBN 9780830840502.
3. Hardwick, L. (2021). *Disability and the church: A vision for diversity and inclusion*. IVP $13.98. ISBN-9780830841608 (pdf download available).
4. Putnam, R. D., & Campbell, D. E. (2010). *American Grace: How Religion Divides and Unites Us*. Simon & Schuster. $12.99 ISBN 9781416566717.

**Recommended Books (not required)**

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). PDF downloads are available.
2. Anderson, David & Zuercher, Brent (2001). *Letters across the divide: Two friends explore racism, friendship, and faith.* Baker Books.

**Additional Readings:** You are required to read and review the materials listed on the syllabus each week in preparation for our class discussions. You will find additional journal articles, newspaper clippings, websites, and videos to explore each week in the syllabus.

**VII. COURSE OUTLINE (PLAN)**

**Session 1: 8/25 - Introductions**

* Class introductions & context of individual ministries
* Overview of syllabus & assignments

**Session 2: 9/1 –** Labor Day – no classes

**Session 3: 9/8 - Leadership in a Diverse World**

* Defining Leadership and DEI (Diversity, Equity, Inclusion)
* Types of leadership styles: Democratic, Autocratic, Laissez-Faire, Transformational, Transactional Leadership, Bureaucratic Leadership, Servant Leadership.
* 6 Bases of Power: Referent, Expert, Legitimate, Reward, Coercive, Information Power
* **Read Chapters 1 through 3:**Burns, J., Shoup, J. R., & Simmons, D. C. (Eds.). (2014). *Organizational Leadership: Foundations & Practices for Christians*. IVP Academic.
* **Watch Video:** This is What Makes a Great Leader Stand Out: <https://www.youtube.com/watch?v=a6aSHfwQzsg>
* **Watch Video:** DEI: Overview of Diversity, Equity, & Inclusion: <https://www.youtube.com/watch?v=kGd8seSSQH8>
* **Watch Video:**How to Be a Godly Leader: <https://www.youtube.com/watch?v=2JdGXafK_ds>
* **Watch Video:** Notes to Self-Jimmy Carter: <https://www.youtube.com/watch?v=aWANdLaeJIk>

**Session 4: 9/15 - Determining Your Leadership Style**

* **Read Chapters 4 through 6:**Burns, J., Shoup, J. R., & Simmons, D. C. (Eds.). (2014). *Organizational Leadership: Foundations & Practices for Christians*. IVP Academic.
* **Read:** Characteristics of a Bad Leader That Can Harm Your Organization and What to Do About Them: <https://businesstrainingexperts.com/characteristics-of-a-bad-leader/>
* **Read:**Congregational Leadership: Whose job is it? <https://www.thebanner.org/features/2013/04/congregational-leadership-whose-job-is-it>
* **Read:**Congregational Leadership: 10 Observations from a Practitioner and Teacher: <https://alban.org/archive/congregational-leadership-ten-observations-from-a-practitioner-and-teacher/>
* **Watch Video:**Samson & The Philistines: In class.

**Session 5: 9/22 *–* Biblical Theology of Leadership – Old & New Testament**

* **Read Chapters 1 through 3:** Anderson, D. A. (2023). *Gracism: The art of inclusion*. IVP Academic.
* **Class Discussion:**Each student will come to class prepared to discuss two biblical leaders (from both the Old & New Testaments). Students should be ready to address the following:
1. Name your biblical leaders and provide some biographical background about who they are.
2. Explain how they illustrate leadership traits in the biblical text. Be sure to provide specific scripture and verse.
3. Identify the type of leader you believe they are. Be prepared to defend your answer.
4. Why do you believe God chose this individual to be a leader?

**Session 6: 9/29 *–* Guest Speaker, *: Diversity in the workplace***

 **Read**: Cultural Diversity: Implications for Workplace Management.

* <https://growthorientedsustainableentrepreneurship.wordpress.com/wp-content/uploads/2016/07/gl-cultural-diversity-implications-for-workplace-management.pdf>
* **Read:** Cultural Diversity in the workplace: the state of the Field.
* <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=c95ad98901a6a0e37e8e432ff7a69bffa875f40e>

 **Watch:**

* <https://www.youtube.com/watch?v=_ZkxjAGlP9Q>
* <https://www.youtube.com/watch?v=lHStHPQUzkE>
* <https://www.youtube.com/watch?v=VYpTCinRTDg>
* <https://www.youtube.com/watch?v=R9RUQF7FKOc>

**Session 7: 10/6 *–* Virtual Tour Presentations**

* **Read Chapters 4 & 5:** Anderson, D. A. (2023). *Gracism: The art of inclusion*. IVP Academic.

**Celebrating diversity and inclusion through art, amplifying the voices of underrepresented individuals.**

* <https://cosimo.art/blog/diversity-and-inclusivity-in-art/>
* <https://www.pta.org/docs/default-source/files/programs/reflections/current_reflections-21-22/diversity-arts-celebration-guide.pdf>

**Session 8: 10/13 *–* VirtualTour Presentations**

* **Read Chapters 6 & 7:** Anderson, D. A. (2023). *Gracism: The art of inclusion*. IVP Academic.

**Session 9: 10/20 *–* Diversity, Ethnicity & Religion-- Read: Chapters 9 &10:** Putnam, R. D., & Campbell, D. E. (2010). *American Grace: How Religion Divides and Unites Us*. Simon & Schuster.

* **Read:** Religious Diversity and Change in American Social Networks: How Our Social Connections Shape Religious Beliefs and Behavior <https://www.americansurveycenter.org/research/religious-diversity-and-change-in-american-social-networks/>

**Session 10: 10/27 – Religion & American Politics**

* **Read: Chapters 11 &12:** Putnam, R. D., & Campbell, D. E. (2010). *American Grace: How Religion Divides and Unites Us*. Simon & Schuster.
* **Read:**Churches, Synagogues, Mosques could help shelter migrants: <https://gothamist.com/news/churches-synagogues-mosques-could-help-nyc-shelter-migrants>
* **Read:**Jewish groups call for action from NYC council to address antisemitism amid protests <https://abc7ny.com/nypd-columbia-protest-jewish-groups-call-for-action-from-nyc-council-to-address-antisemtism-amid-demonstrations/14751222/>
* **Read:** A Look at the Protests of the war in Gaza that have emerged at US colleges <https://apnews.com/article/gaza-war-campus-protests-966eb531279f8e4381883fc5d79d5466>
* **Watch:**Advocates call on mayor to expand program allowing churches to house migrants <https://ny1.com/nyc/all-boroughs/politics/2023/12/19/advocates-call-on-mayor-to-expand-program-allowing-churches-to-house-migrants>
* ***Watch:*** White Evangelicals, Trump, and a church in crisis <https://www.cbs.com/shows/video/dq7LkRdMjWR4WL0bYl1YPfwBgYXEzELZ/>

**Session 11: 11/3 *–* Guest Speaker**. Serving in a multicultural perspective: Diversity in Faith.

* **Read:** Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations. <https://www.nsvrc.org/sites/default/files/2017-06/cultural-competence-guide.pdf>

**Session 12: 11/10 – Accessibility Survey/Making Faith Accessible**

* Review & Discuss Results from Accessibility Survey
* **Read: Chapters 1 &2:** Hardwick, L. (2021). *Disability and the church: A vision for diversity and inclusion*. IVP Academic.
* **Read Chapters 8 through 10:** Anderson, D. A. (2023). *Gracism: The art of inclusion*. IVP Academic.
* **Read:** Not Just a Ramp. “Worship Spaces Need More Accessibility.” <https://apnews.com/article/health-pandemics-religion-methodism-f4a42c59f3e17d5e6271b63f17fc44d9>
* **Review:** Distribution and Accessibility of Churches in New York City <https://storymaps.arcgis.com/stories/79ccb0600b494b3eb8b7a865a3d5e25a>
* **Watch:** Disability Ministry in the Church Mini Documentary <https://www.youtube.com/watch?v=cOguNeLUWfA>
* Show: PBS Faith Communities & Disability:
* **Watch:** Jesus Healed the Bleeding Woman

**Session 13: 11/17 – Guest Speaker, Accessible Interfaith Ministries (AIM); MPA, MAPCC, STM, CASAC, HS-BCP.**

* Gracism Midterm Paper Due
* Defining Disability/Ableism
* Defining Disability Theology
* The Miracles of Jesus and Ableism
* Accessibility Survey
* **Read: Chapters 3, 4, & 7:** Hardwick, L. (2021). *Disability and the church: A vision for diversity and inclusion*. IVP Academic.
* **Read:** Ableism 101: <https://www.accessliving.org/newsroom/blog/ableism-101/>
* **Watch:** Disability How You See Me: <https://www.youtube.com/watch?v=bwW6mYdJ7Xc>
* **Watch:** Our history: Disability: <https://www.youtube.com/watch?v=xFcH4lg62zE>

**Session 14: 11/24 Biblical Theology of Disability – Old & New Testament**

* ***Class Discussion:*** Each student will come to class prepared to discuss two biblical characters with disabilities (from both the Old & New Testaments). Students should be ready to address the following:
1. Name your biblical character and provide some biographical background about who they are.
2. Describe the type of disability they live with (physical, mental, visible/non-visible). Be sure to provide specific scripture and verses where they appear.
3. How did the person’s disability impact their life?
4. How did God’s and/or Jesus’ work through this individual despite their disability?
5. Do you think this person taught the world anything about diversity based on what you have learned?

**Session 15: 12/1 Gracism & Inclusivity**

* **Read Chapter 11:** Anderson, D. A. (2023). *Gracism: The art of inclusion*. IVP Academic.
* **Watch: The importance of inclusion:**[***https://www.youtube.com/watch?v=wZPtNA\_FxuE***](https://www.youtube.com/watch?v=wZPtNA_FxuE)
* **Watch: *What is inclusion:*** [***https://www.youtube.com/watch?v=6SnXBKEfr2s&t=106s***](https://www.youtube.com/watch?v=6SnXBKEfr2s&t=106s)
* **Read: Beyond the Backlash:**

[***https://theconversation.com/beyond-the-backlash-what-evidence-shows-about-the-economic-impact-of-dei-252143***](https://theconversation.com/beyond-the-backlash-what-evidence-shows-about-the-economic-impact-of-dei-252143)

**Session 16: 12/8 - Maintaining Grace & Final Reflections**

* **Watch: Grace of God:** [**https://www.youtube.com/watch?v=\_kYphHF6g78**](https://www.youtube.com/watch?v=_kYphHF6g78)
* **Watch: Show yourself grace:** [**https://www.youtube.com/watch?v=0qEfAZlQSKs**](https://www.youtube.com/watch?v=0qEfAZlQSKs)
* **Watch:** **Extending Grace:** [**https://www.youtube.com/watch?v=nUoLv5p1Efg**](https://www.youtube.com/watch?v=nUoLv5p1Efg)
* Leadership Interview Final Paper Due (12/15)

**Grading Rubrics:**

The following rubrics explain how each of the semester’s projects will be evaluated. Points will vary depending on the level of proficiency. To earn a good grade, study this rubric.  Ensure that your papers/presentations include all their necessary elements and meet all the relevant criteria.

**Grading Rubric for Virtual Tour In-Class Presentation:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion | Exemplary(16-20 Points) | Proficient (11-15 Points) | Needs Improvement(6-10 points) | Unsatisfactory(5-1 points) |
| **1. Macro Lens **(20 points)**** | Thorough description of geographic area, with comprehensive data and clear relevance to ministerial context. Excellent use of visuals. | Adequate description with relevant data. Good use of visuals. Some areas could be more detailed. | Basic description with minimal data. Some key elements missing. Limited use of visuals. | Lacks detail, minimal data, and poor visual presentation. |
| **2. Mezzo Lens **(20 points)**** | Detailed and insightful description of the HOW/non-profit, including history, mission, and programs. Engaging visuals. | Good description of HOW/non-profit with relevant details. Some visuals used effectively. | Basic description with some details missing. Visuals are present but not engaging. | Lacks detail, minimal information on HOW/non-profit, and poor visuals. |
| **3. Micro Lens **(20 points)**** | Clear and thorough explanation of role within the community/HOW. Identifies gaps and needs with well-supported arguments. Strong visuals. | Adequate explanation of role with some identification of gaps and needs. Good use of visuals. | Basic explanation of role with limited insight into gaps and needs. Visuals are average. | Poor explanation of role, lacks identification of gaps and needs, minimal or no visuals. |
| **4. Bibliography Slide **(20 points)**** | All sources cited correctly in APA format. Comprehensive and professional. | Most sources cited correctly with minor APA formatting issues. | Some sources cited, but several APA errors or missing citations. | Few or no sources cited, incorrect APA format, or incomplete. |
| **5. Delivery & Presentation Skills **(20 points)**** | Confident delivery, clear voice, appropriate pace, and good audience engagement. Professional demeanor throughout. | Good delivery with minor issues in voice, pace, or engagement. Professional demeanor with minor lapses. | Basic delivery with noticeable issues in voice, pace, or engagement. Professional demeanor needs improvement. | Poor delivery, lacks clarity, inappropriate pace, minimal audience engagement, or unprofessional demeanor. |

### Grading Rubric: "Gracist" Midterm Assignment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criterion | Exemplary(18-20 Points) | Proficient (15-17 Points) | Satisfactory(12-14 Points) | Needs Improvement(8-11 points)  | Unsatisfactory(0-3 points)  |
| **1. Understanding and Interpretation **(20 points)**** | Deep understanding and nuanced interpretation; insightful analysis. | Good understanding and clear interpretation; solid analysis. | Basic understanding; connections to the biblical context are superficial. | Limited understanding; interpretation is unclear or misaligned. | Lack of understanding; no coherent interpretation or connection. |
| **2. Use of Biblical Scripture **(20 points)**** | Uses at least two well-chosen scriptures; thorough explanation and integration. | Uses at least two relevant scriptures; clear explanation and adequate integration. | Uses two scriptures; relevance may be unclear; basic integration. | Uses fewer than two scriptures or irrelevant ones; weak integration. | No use of scripture or irrelevant ones; no integration. |
| **3. Argumentation and Critical Thinking **(20 points)**** | Compelling, well-reasoned argument; high-level critical thinking. | Clear, logical argument; solid critical thinking; addresses counterarguments. | Basic argument; logical but may lack depth; acknowledges counterarguments. | Weak or unclear argument; limited critical thinking; fails to address counterarguments. | No clear argument; lack of critical thinking; no counterarguments addressed. |
| **4. Organization and Structure **(20 points)**** | Well-organized; ideas flow logically with strong transitions. | Clear organization; good transitions; supports argument effectively. | Basic organization; ideas may lack clear transitions or full support. | Poor organization; ideas lack logical flow or clear transitions. | No clear organization; ideas do not flow logically. |
| **5. Writing Quality and Mechanics & Adherence to APA Format **(20 points)**** | Clear, concise writing; free of errors; vocabulary enhances argument. Strict APA adherence; properly formatted title page and bibliography. | Mostly clear; few grammatical errors; appropriate vocabulary. Mostly adheres to APA; minor errors; few formatting issues. | Moderately clear; some grammatical errors; basic vocabulary. Several APA errors; some formatting issues; follows basic guidelines. | Poor writing; frequent errors; limited vocabulary. Poor APA adherence; many errors; missing or improperly formatted elements. | Unclear writing; many errors; inappropriate vocabulary. No APA adherence; missing title page or bibliography. |

**Grading Rubric for Leadership Interview Final Paper:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criterion | Exemplary(18-20 Points) | Proficient (15-17 Points) | Satisfactory(12-14 Points) | Needs Improvement(8-11 points)  | Unsatisfactory(0-3 points)  |
| **1.** Educational & Professional Background ****(20 points)**** | Detailed description of the leader’s educational and professional background.  | Adequate description with relevant details. Some areas could be more detailed or better connected to leadership development. | Basic description with minimal details. Some key elements are missing or not clearly connected to leadership development. | Lacks detail and connection to leadership development. Major aspects of educational and professional background are missing or vague. | No mention of interviewee’s leadership development through professional background.  |
| **2. Faith Denomination & Impact **(20 points)**** | Thorough explanation of the leader’s faith denomination and detailed analysis of how their spiritual life impacted their leadership identity. | Good explanation with relevant details. Some minor connections between faith and leadership identity could be better explained. | Basic explanation with limited details. Some connections between faith and leadership are missing or not clearly explained. | Lacks detail and thoroughness. Minimal explanation of how faith impacted leadership. Major aspects are missing or inadequately covered. | No mention of interviewee’s faith denomination or its integration into their ministerial leadership. |
| **3. Base of Power **(20 points)**** | Clear and thorough description of the leader’s base of power. Provides strong evidence and well-supported conclusions. | Good description with relevant details. Some areas could be more detailed or better supported by evidence. | Basic description with limited evidence. Some key aspects of the leader’s base of power are missing or not clearly explained. | Lacks detail and evidence. Poor description of the leader’s base of power. Major aspects are missing or inadequately covered. | No mention of interviewee’s base of power; lack of critical thinking. |
| **4.** Personal Reflection ****(20 points)**** | Thorough reflection on how interviewing the leader helped develop the student’s leadership style and ministry.  | Good reflection with relevant insights. Some areas could be more detailed or better connected to the student’s development. | Basic reflection with limited insights. Some connections between the interview and the student’s development are missing or not clearly explained. | Lacks detail and insights. Poor reflection on how the interview helped the student’s development. Major aspects are missing or inadequately covered. | Did not include any personal reflection on how or why this individual impacted their ministerial journey. |
| **5. Research & Sources **(20 points)**** | Utilizes a variety of high-quality sources (articles, interviews, books). All sources are cited correctly in APA format. | Utilizes a good variety of sources. Most sources are cited correctly with minor APA formatting issues. | Moderately clear; some grammatical errors; basic vocabulary. Several APA errors; some formatting issues; follows basic guidelines. | Poor writing; frequent errors; limited vocabulary. Poor APA adherence; many errors; missing or improperly formatted elements. | Unclear writing; many errors; inappropriate vocabulary. No APA adherence; missing title page or bibliography. |

**Bibliography & Resources**

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Law, Eric H. F. (2000). *Inclusion: Making room for grace.* St Louis: Chalice Press.

McNeal, R. (1998). *Revolution in leadership: Training apostles for tomorrow’s church.* Nashville: Abingdon.

Merritt, Carol Howard. (2007). *Tribal church: Ministering to the missing congregation.* Herndon: Alban Institute.

Rendle, Gil (2010). *Journey in the wilderness: New life for mainline churches.* Nashville: Abingdon Press.

Thompson Dean K. and D. Cameron Murchison. (2018). *Mentoring: Biblical, theological, and practical perspective.* Grand Rapids: Eerdmans Publishing Co.

Wright, W. (2004). *Mentoring: The promise of relational leadership.* Secunderabad: Om-Authentic Media.

**Professional membership organizations**

Association of Professional Chaplains: <https://www.apchaplains.org>

Spiritual Care Association: <https://www.spiritualcareassociation.org/about.html>

American Baptist National Network of Chaplains, Pastoral Counselors & Specialized Ministers <https://abhms.org/ministries/developing-leaders/chaplaincy/>