



**Master of Arts**

**PC741D4-6**  
**Multicultural Church and**  
**Leadership**

**Note: This Unit Guide is indicative only. Please download the final Unit Guide from the Moodle in the first week of Semester.**

**Semester 2, 2017**

**Malyon College**  
is an approved institution of the  
**Australian College of Theology**

*PC741D4-6* is offered by Malyon College as part of the *Master of Arts* authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).

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## About Malyon College

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

## About The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

- (1) the Anglican Primate of Australia and the Dean of the ACT,
- (2) the principals of 10 Anglican Theological Colleges,
- (3) 21 persons elected by the House of Bishops of the General Synod,
- (4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
- (5) 5 graduates holding an ACT research degree,
- (6) 5 graduates holding any other degree of the ACT.

## Unit Details

### Unit Description

The overall course objective of the MA (Min/Theol) at Malyon College is to better equip practitioners for the task of leading churches. The purpose of this unit is to equip pastors to lead churches in an increasing multicultural society. The unit is especially relevant for pastors and leaders who already have significant cultural diversity in their churches. The overall objective of the unit is to facilitate student interaction with theology and scholarship related to multi-cultural churches and application of learning to their personal context.

### Credit Points

This unit is valued at 6 credit points for 48 cps MA courses and 4 cps for 32 cps MA courses.

### Co- and Pre-Requisites

None

### Exclusions

None

## Unit Content

The unit is made up of the following sections and sub-sections:

1. Context
  - a. The multicultural context of Australia
  - b. Personal cultural context
  - c. Cultural Dimensions
  
2. Multicultural Church
  - a. Theological perspectives on multicultural church
  - b. Sociological perspectives on multicultural church
  - c. Models of multicultural church
  - d. Principles of successful multicultural churches
  
3. Multicultural Leadership
  - a. The Character of the Multicultural Leader
  - b. The Activities of the Multicultural Leader

## Learning Outcomes

At the end of the unit students should:

### Knowledge and understanding

Know and understand:

- a) the theological and sociological issues related to multi-cultural churches including the theological justification for their existence
- b) the sociological issues related to multicultural church leadership
- c) the various models of multicultural church
- d) the factors that contribute to successful multicultural churches

### Skills

Be able to:

- e) write their own cultural biography
- f) analyse their own culture of leadership
- g) become a student of culture
- h) critically apply the principles of successful multicultural churches to their context

### Application

And be in a position to:

- i) lead a healthy multicultural church
- j) build effective multicultural teams

## Workload Requirement

A 4 cps unit is reckoned at a notional time value of 130 hours (10 hours per week over 13 weeks). This generally should be distributed as follows:

- a. Home study – 40 hours (about 3 hours per module);
- b. Reflection and forum activities – 40 hours (about 3 hours per module);
- c. Extra Reading and Assignments – 50 hours.

A 6 cps unit is reckoned at a notional time value of 195 hours (15 hours per week over 13 weeks).

- a. Home study – 40 hours (about 3 hours per module);
- b. Reflection and forum activities – 40 hours (about 3 hours per module);
- c. Extra Reading and Assignments – 120 hours.

## Required Resources

You will need access to reference books to complete the assignment work. There will be quite a few resources on the Moodle site that should provide an excellent start, but you will still have to read more widely. The Malyon College Library will send you books you request.

The article “Extra Assignment Resources” (downloadable from the Moodle) may provide other options to access books.

You will need to reference journal articles in the assignments. Malyon has access to almost 300 online, full text, journal articles through EBSCO which is an online database.

## Unit Schedule

Mod	Week Beginning	Topics
1	17 Jul	The multicultural context of Australia
2	24 Jul	Cultural Dimensions
3	31 Jul	Multicultural Communication
		Assessment Task 1a – 6cps** Book Review due 6 August
4	7 Aug	Theological perspectives on multicultural church #1
5	14 Aug	Theological perspectives on multicultural church #2
		Assessment Task 1 - Cultural Autobiography due 20 August
6	21 Aug	Sociological perspectives on multicultural church #1
7	28 Aug	Sociological perspectives on multicultural church #2
		Assessment Task 2 – Worship Experience due 3 September
8	4 Sep	Models of Multicultural Church
9	11 Sep	Principles of successful multicultural churches #1
	18 Sep	<i>Study Week</i>
	25 Sep	<i>Study Week</i>
		Assessment Task 3 – Theoretical Essay due 1 October
10	2 Oct	Principles of successful multicultural churches #2
11	9 Oct	The Multicultural Leader #1
12	16 Oct	The Multicultural Leader #2
13	23 Oct	The Multicultural Leader #3
	30 Oct	<i>Study Week</i>
		Assessment Task 4 – Practical Essay due 1 November

## Structure of Unit

You should work through the Learning Guides completing the reflection activities as you go. You should also make the required forum posts as you work through the material.

## Unit Lecturers and Preparers



**Rev Dr Ian Hussey** is married to Lynette who is the principal of a school for disengaged youth. They have two daughters. Between 1993 and 2010 Ian was solo/Senior Pastor of Nundah/North-East Baptist church during which time the church grew from 35 to 500 people, including people of 15 different nationalities. Ian commenced at Malyon College in 2012 and is the Director of Postgraduate Studies and the Online Content Developer. He also teaches preaching, pastoral leadership and New Testament survey. Ian is part of Windsor Road Baptist Church, an international church in the inner north of Brisbane and has taught conversational English as a cross-cultural outreach for over 15 years. He has degrees in science, education, theology and management and a PhD on the topic: "The engagement of newcomers in church attendance." His other research interests include church vitality and leadership formation. Ian is an ordained Minister of Queensland Baptists. Prior to pastoral ministry he was a school teacher in NSW and Queensland. His interests include music, reading novels and swimming.

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**Emil Rahimov** is has led churches in both Azerbaijan and Australia. He presently pastors a Russian Baptist church as well as supporting all the Qld Baptist ethnic churches in his role as Regional Consultant. Emil is a Malyon graduate who has recently completed a law degree and is completing a Doctor of Ministry in multicultural ministry.



## Unit Assessment

### Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.
2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.
3. The **due date** is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 5% per College week. The Assignment Style Guide contains details of the protocols to be followed.
4. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.
5. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
  - a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
  - b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.
6. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
  - a. Body of assignment:
    - i. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> and subsequent levels – 2%
  - b. List of References and referencing:
    - i. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> and subsequent levels – 2%

## Grade Criteria

The marking scale used for all ACT instruments is as follows:

High Distinction (HD)	= 85-100%
Distinction (D)	= 75-84%
Credit (C)	= 65-74%
High Pass (P+)	= 58-64%
Pass (P)	= 50-57%
Fail (F)	= 0-49%

Candidates in Master's courses will be expected to demonstrate superior knowledge and skills in their analysis of texts and ideas, and to arrive at independent judgments appropriate to early postgraduate level in their select area of study. Candidates are expected to demonstrate a developing capacity for further postgraduate research.

Guidelines pertinent to each grade listed above are as follows:

### ***Pass***

The candidate demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline as that intersects with the topic, and an ability to critically evaluate a range of scholarly viewpoints.

### ***Credit***

The candidate demonstrates a pronounced ability in the analysis of primary sources and in the tasks of evaluating and assessing empathically a range of scholarly points of view, and evidences ability to arrive at genuinely independent scholarly judgments in a select area of study.

### ***Distinction***

The candidate demonstrates superior ability in the analysis and critique of primary sources and ideas in dialogue with a wide range of scholarly points of view reporting these empathically, to the extent that genuinely independent scholarly judgments are beginning to emerge in a select area of study.

### ***High Distinction***

The candidate demonstrates superior knowledge and skills in the analysis and critique of primary sources and ideas, and evidences genuinely independent scholarly judgments appropriate to early postgraduate level in a select area of study.

## Assessment Requirements

### Requirement 1a: Book Review - 6cps Students only\*

Read the following book (available as an e-book through the Malyon College Library), review its contents and identify three insights it gave you on multicultural ministry.

Cabellon, Margarita R.; Anderson, David A. *Multicultural Ministry Handbook: Connecting Creatively to a Diverse World*. Downers Grove, IVP Books. 2010

**Length: 1000 words**

**References: Nil**

**Due: Sunday 6<sup>th</sup> August by electronic submission on Moodle**

**Mark allocation: 6cps - 15%**

### Requirement 1: Cultural Autobiography

With reference to the document "Writing a Cultural Biography" (downloadable from the Moodle), write a personal "cultural autobiography" noting your history, transitions in understanding & practices, the interaction of faith, identity, church, and world. Come prepared to present highlights in the intensive class (750 words). (Learning outcomes e, f).

The **key assessment criteria** for this requirement are as follows:

1. Evidence of Interaction with the questions detailed in the "Writing a Cultural Autobiography" document.
2. Identification of key events in the student's sense of cultural awareness.
3. Honest reflection on the student's journey to cultural awareness.
4. Theological reflection on the student's journey to cultural awareness.

**Length: 750 words / 15 hours**

**References: Nil**

**Due: Sunday 20<sup>th</sup> August by electronic submission on Moodle**

**Mark allocation: 4cps – 12.5%; 6cps - 10 %**

## Requirement 2: Worship Experience

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Visit a worship service of **either** a culture other than your own, **or** a multicultural church, that you have not visited before. Discuss and reflect both what you observe and personally experience (750 words). (Learning outcomes b, e, g)

The **key assessment criteria** for this requirement are as follows:

1. Description of the cross cultural worship event.
2. Description and discussion of the student's experience of the student's cross-cultural worship experience.
3. Theological reflection on the cross-cultural worship experience.

***Length: 750 words / 15 hours***

***References: Nil***

***Due: Sunday 3<sup>rd</sup> September by electronic submission on Moodle***

***Mark allocation: 4cps – 12.5%; 6cps – 10%***

## Requirement 3: Theoretical Essay

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“All churches should be multi-cultural.” Respond theologically and sociologically to this assertion (2500 words). (Learning outcome a)

The **key assessment criteria** for this requirement are as follows:

How well the student demonstrates:

1. An ability to **engage** and empathetically report on a *wide* range of sources: Students are required to read widely in order to encounter a range of disparate views in biblical, theological concepts, models or approaches. This reading must encompass ideas and perspectives not included in the provided content. Sources should include books and journal articles and must be accurately referenced.
2. An ability to **analyse** a range of scholarly viewpoints: Students should be able to break down viewpoints into their component parts with particular reference to their biblical foundations and to the different contexts that may account for their development.
3. Critical **evaluation** of a range of scholarly viewpoints: Students should recognize the basic distinctives of the concepts or views and discern any essential common ground and/or incompatible differences. They need to evaluate the strengths and weaknesses of the various concepts or views, with particular reference to their biblical foundations and to the different contexts that may account for their development.

4. An ability to **synthesise** a range of scholarly viewpoints: On the basis of their evaluation, students are required to synthesise their own theological position. A clear justification should be given for their conclusions.
5. Genuinely **independent scholarly thought** appropriate to an early postgraduate level in theology: Students should sustain an extended and sophisticated argument.

***Length: 2500 words***

***References: 15 or more***

***Due: 1<sup>st</sup> October by electronic submission on Moodle***

***Mark allocation: 4cps - 40%; 6cps- 35%***

#### **Requirement 4: Practical Essay**

Develop a model of multicultural ministry for a church that you are aware of (2000 words). (Learning outcomes a, b, c, d, f, h, i, j)

- a) Describe the context (200 words)
- b) Develop a model based on the key features of successful multicultural churches and critically evaluate its appropriateness to the context (1300 words)
- c) Describe the leadership issues related to the implementation of the model (500 words).

The **key assessment criteria** for this requirement are as follows:

How well the student demonstrates:

1. An ability to **engage** and empathetically report on a *wide* range of sources: Students are required to read widely in order to encounter a range of disparate views in biblical, theological concepts, models or approaches. This reading must encompass ideas and perspectives not included in the provided content. Sources should include books and journal articles and must be accurately referenced.
2. An ability to **analyse** a range of scholarly viewpoints: Students should be able to break down viewpoints into their component parts with particular reference to their biblical foundations and to the different contexts that may account for their development.
3. Critical **evaluation** of a range of scholarly viewpoints: Students should recognize the basic distinctives of the concepts or views and discern any essential common ground and/or incompatible differences. They need to evaluate the strengths and weaknesses of the various concepts or views, with particular reference to their biblical foundations and to the different contexts that may account for their development.

4. An ability to **synthesise** a range of scholarly viewpoints: On the basis of their evaluation, students are required to synthesise their own theological position. A clear justification should be given for their conclusions.
5. Genuinely **independent scholarly thought** appropriate to an early postgraduate level in theology: Students should sustain an extended and sophisticated argument.

***Length: 2000 words***

***References: 10 or more***

***Due: 1<sup>st</sup> November by electronic submission on Moodle***

***Mark allocation: 4cps - 35%; 6cps – 30%***

## Unit Contribution to Graduate Attributes

### Developing Christians of Influence

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.” (Jeremiah 3:15)

	1.	2.	3.	4.
<b>Graduate Attribute 1: Personal Formation (Shepherds with God’s heart)</b>				
a. grows a mature relationship with God				✓
b. seeks and builds healthy relationships	✓			
c. is self-aware and maintains self-care		✓		
d. is secure in God’s call but wanting and able to learn and grow				✓
e. committed to living with God-dependence and character			✓	
<b>Graduate Attribute 2: Theological Formation (Knowledge and understanding of God’s heart)</b>				
a. knows and trusts the Bible	✓			
b. understands the context of diverse theological ideas	✓			
c. forms a thoughtful, biblical, personal theology	✓			
d. reflects theologically and applies the Bible to real life	✓			
e. committed to helping others know and live God’s way			✓	
<b>Graduate Attribute 3: Ministry Formation (Knowledgeable and wise shepherds)</b>				
a. understands how to have godly influence	✓			
b. possesses skills needed for chosen ministry path	✓			
c. able to adapt to and minister in a range of ministry contexts	✓			
d. able to work with and lead a team	✓			
e. committed to serving, evangelising and mentoring others			✓	
Scale: 1. A major thrust of this unit 2. A contribution that this unit should make 3. A possible function of this unit, but not targeted 4. An unlikely product of this unit				

**Note:** Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.

## Recommended Readings

Specific readings and bibliographies of further resources are stipulated in the Learning Guides on Moodle.

## ACT Policies and Procedures

### Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct Policy.
3. Academic Appeals Policy.

### Accessing Documents

These and other policy documents are publically available in the following handbooks, through links on ACT's home page ([www.acttheology.edu.au](http://www.acttheology.edu.au)):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the 'Recent Updates' link found on the ACT website.