

Master of Arts

PC741iD-4/6

Multicultural Church and Leadership

Unit Guide

INTERIM UNIT GUIDE ONLY – Make sure you download the final Unit Guide from the Moodle in February.

Semester 1, 2019

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

PC741iD-4/6 is offered by Malyon Theological 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 Theological 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 and leaders 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. Character of the Multicultural Leader
 - b. 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

Distance Mode

A 4-cps unit is reckoned at a notional time value of 150 hours (10 hours per week over 15 weeks). This generally should be distributed as follows:

- a. Home study – 40 hours (about 3 hours per module);
- b. Reflection and forum activities – 20 hours
- c. Assessment – 90 hours.

A 6-cps unit is reckoned at a notional time value of 225 hours (15 hours per week over 15 weeks).

- a. Home study – 60 hours (about 4 hours per module);
- b. Reflection and forum activities – 30 hours;
- c. Assessment – 100 hours.
- d. Extra Reading and Assessment – 35 hours.

Intensive Mode

A 4-cps unit is reckoned at a notional time value of 150 hours (10 hours per week over 15 weeks). This generally should be distributed as follows:

- a. Participation in Intensive classes – 26 hours
- b. Reading and reflection on module Learning Guides – 34 hours
- c. Assessment – 90 hours.

A 6-cps unit is reckoned at a notional time value of 225 hours (15 hours per week over 15 weeks).

- a. Participation in Intensive classes – 26 hours
- b. Reading and reflection on module Learning Guides – 64 hours
- c. Assessment – 100 hours.
- d. Extra Reading and Assessment – 35 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

Distance Mode

Mod	Week Beginning	Topics
1	11 Feb	The multicultural context of Australia
2	18 Feb	Cultural Dimensions
3	25 Feb	Multicultural Communication
4	4 Mar	Theological perspectives on multicultural church #1
5	11 Mar	Theological perspectives on multicultural church #2
		Assessment Task 1a – 6cps** Book Review due 17 March
		Assessment Task 1 - Cultural Autobiography due 17 March
		Assessment Task 2 – Worship Experience due 17 March
6	18 Mar	Sociological perspectives on multicultural church #1
7	25 Mar	Sociological perspectives on multicultural church #2
8	1 Apr	Models of Multicultural Church
	8 Apr	<i>Study Week</i>
	15 Apr	<i>Study Week</i>
9	22 Apr	Principles of successful multicultural churches #1
10	29 Apr	Principles of successful multicultural churches #2
		Assessment Task 3 – Theoretical Essay due 30 April
11	6 May	The Multicultural Leader #1
12	13 May	The Multicultural Leader #2
13	20 May	The Multicultural Leader #3
	27 May	<i>Study Week</i>
		Assessment Task 4 – Practical Essay due 30 May

Intensive Mode

Intensive Dates: 18-22 March

Day	Section	Module
Mon	1. The multicultural context	Introduction 1. The multicultural context of Australia 2. Cultural Dimensions 3. Multicultural Communication Personal Cultural Context – “Cultural Autobiography” Class Presentations
Tue	2. Multicultural Church	4. Theological perspectives on multicultural church #1 5. Theological perspectives on multicultural church #2 6. Sociological perspectives on multicultural church #1 Worship Experience Class Presentations

Wed	2. Multicultural Church	7. Sociological perspectives on multicultural church #2 8. Models of Multicultural Church 9. Principles of successful multicultural churches #1 Guest: Ethnic Church Leader
Thu	2. Multicultural Church 3. Multicultural Leadership	10. Principles of successful multicultural churches #2 11. The Multicultural Leader #1 12. The Multicultural Leader #2 Guest: Anglo Church leader
Fri	3. Multicultural Leadership	13. The Multicultural Leader #3 Multicultural Leadership in Qld Churches Review

Time	
9:30am	Session 1
10:20am	Session 2
11:10am	Morning Tea
11:30am	Session 3
12.20-1:20pm	Lunch
1:20-2:10pm	Chapel/Research time
2:10pm	Session 4
3:00-3:15pm	Afternoon Tea
3:15-4:10pm	Session 5

Structure of Unit

Distance Mode

Work through the module Learning Guides and readings from the Moodle completing the reflection activities and Forums as you go.

Intensive Mode

Pre-Intensive Preparation.

Before the Intensive, you will need to:

1. Read the Learning Guides from the Moodle and peruse the set readings.
2. Have a grasp of the content and should be personally reflecting on this content in your ministry context.
3. Complete Assessment Requirements 1 & 2 as these will form a basis for discussion.

Intensive Week. This involves a solid week (26 hours) of lectures. The lectures include input and explanation of the content, but mainly involve reflection on the content and reading, with discussion and application facilitated by the lecturers. The main purpose of the intensive is to help you grapple with the content, grasp its application to various ministry contexts, and integrate appropriate principles into your leadership ministry.

Post-Intensive Reflection. Further reflection on the unit materials and assignments will be facilitated on the Moodle website.

Post-Intensive Assignments. The post-intensive assignments will be completed through the rest of the semester. They are designed to help you critically evaluate the input and apply your learning to your own ministry.

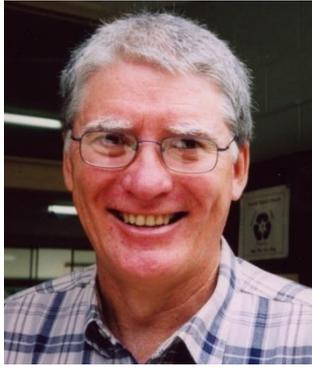
Unit Lecturers and Preparers



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. He also teaches Practical Theology and Research Methods. 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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Rev Dr Greg Peckman

Greg has been married to Ruth for 43 years. Greg and Ruth are both registered pastors with Queensland Baptists. Greg has served in pastoral ministry for 25 years, most as a senior pastor. Most recently Greg was the senior pastor of an African multi-ethnic church in Brisbane. Greg and Ruth currently attend Hosanna Brisbane Church which is a large multi-ethnic Baptist church with English, Samoan, Swahili and Indian congregations. Greg is assisting the church's leadership to develop discipleship strategies appropriate to a rapidly growing, ethnically-diverse church. Ruth teaches conversational English and supports several refugee families around our home. Greg has degrees in education, Bible and Ministry. In 2018, he graduated with a Doctor of Education (USQ) with research focussed on leadership development in multi-ethnic churches. His research interests focus on developing practical ways to develop healthy and authentic multi-ethnic churches. Greg has coordinated for several years Queensland Baptist's training of ethnic pastors and leaders through The Training Collaborative. Greg and Ruth are vitally interested in the church in South Sudan and have visited twice to support the leaders in a church in Bor. Prior to pastoral ministry, Greg was a HPE teacher and researcher with Education Queensland specialising in program evaluation. His interests include a lifetime interest in sport, camping and bush walking, working in the yard, and reading both serious and frivolous books.

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Unit Assessment

Assessment Instructions

Students should access, read and apply the *Malyon College Assignment Writing Guide*, available from the Unit's Moodle page.

All assessment items are to be submitted through the Unit Moodle page. Assignments can be submitted either as Word or .pdf documents. When saving an assignment for submission, the following file name format is to be used:

Format: Unit Code – Requirement number – Surname, Initial

Example 1: PC434D R1 Smith J

Example 2: PC634 R3 Smith K

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to 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. Assessment requirements are to be submitted through the hyperlinks on the Moodle page. The **Turnitin** software will screen your work for plagiarism. If you are concerned about the Originality Report, contact your lecturer.
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 3% per day. The Assignment Writing Guide contains details of the protocols to be followed.
4. With respect to **word length**, essays must be within a 10% variation of the set length; e.g. a 2000-word essay may range from 1800 words to 2200 words. The word count does not include the title page, abstract bibliography, but does include quotations, footnotes and appendixes. Additional items such as appendixes must not exceed 10% of the word limit. Essays that exceed the word length will be penalised by 10%.
5. With respect to the list of **references**, students should note that:
 - a. Devotional guides are not regarded as academic references.
 - b. Electronic sources should be used critically supplemented with other resources.

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.

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

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

1. Evidence of critical interaction with the book.
2. Summary of the key contents of the book.
3. Identification of three insights on multicultural ministry.
4. Presentation (spelling, grammar and referencing).

Length: 1000 words/ 35 hours

References: Nil

Due: Sunday 17th March 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.
5. Presentation (spelling, grammar and referencing).

Length: 750 words / 10 hours

References: Nil

Due: Sunday 17th March by electronic submission on Moodle

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

Requirement 2: Worship Experience

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 cross-cultural worship event.
3. Theological and sociological reflection on the cross-cultural worship experience.
4. Presentation (spelling, grammar and referencing).

Length: 750 words / 10 hours

References: Nil

Due: Sunday 17th March by electronic submission on Moodle

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

Requirement 3: Theoretical Essay

“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.
6. Presentation (spelling, grammar and referencing).

Length: 2500 words/ 40 hours

References: 15 or more

Due: 30 April 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.
6. Presentation (spelling, grammar and referencing).

Length: 2000 words/30 hours

References: 10 or more

Due: 30 May by electronic submission on Moodle

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

Unit Contribution to Graduate Attributes

Malyon's Vision: To form faithful image-bearers of Christ, who love God, listen to His Word, serve the church, engage their culture, and are committed to the mission of God in this world.

	1.	2.	3.	4.
Graduate Attribute 1: Personal Formation (Shepherds with God's heart)				
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			✓	
Graduate Attribute 2: Theological Formation (Knowledge and understanding of God's heart)				
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			✓	
Graduate Attribute 3: Ministry Formation (Knowledgeable and wise shepherds)				
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 Resources

- Anderson, David A., and Margarita R. Cabellon, eds. 2010. *Multicultural ministry handbook: Connecting creatively to a diverse world*. Downers Grove, Ill: IVP.
- Barron, J. M. 2016. "Managed diversity: Race, place, and an urban church." *Sociology of Religion* 77 (1):18-36. doi: <http://dx.doi.org/10.1093/socrel/srv074>.
- Branson, Mark Lau, and Juan Francisco Martínez. 2011. *Churches, cultures & leadership: A practical theology of congregations and ethnicities*. Downers Grove, Ill.: IVP Academic.
- Bridges, B. 2015. "3 challenges multi-ethnic church leaders face." <http://www.bradbridges.net/>.
- Cruz, F. M. 2007. "Ministry for a multicultural church and society." *The Journal of supervision and training in Ministry* 27:43-60.
- DeYmaz, Mark, and Leadership Network (Dallas Tex.). 2007. *Building a healthy multi-ethnic church : mandate, commitments, and practices of a diverse congregation*. 1st ed. San Francisco, CA: Jossey-Bass/John Wiley.
- DeYmaz, Mark, and Harry Li. 2010. *Ethnic blends: Mixing diversity into your local church*. Grand Rapids, Mich.: Zondervan.
- Dougherty, Kevin D., and Michael O. Emerson. 2018. "The changing complexion of American congregations." *Journal for the Scientific Study of Religion* 57 (1):24-38. doi: 10.1111/jssr.12495.
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- Marti, Gerardo. 2008. "Fluid ethnicity and ethnic transcendence in multiracial churches." *Journal for the Scientific Study of Religion* 47 (1):11-16.
- McIntosh, Gary, and Alan McMahan. 2012. *Being the church in a multi-ethnic community: Why it matters and how it works*. Indianapolis, Ind.: Wesleyan Publishing House.

- Mullins, Mark. 1987. "The life-cycle of ethnic churches in sociological perspective." *Japanese Journal of Religious Studies* 14 (4):321-334.
- Ngulutu, Gabriel Maithya. 2009. "The healthy multiethnic church: The presence of three essential factors which describe healthy multiethnic congregations in Virginia Beach, Virginia". 3392176 D.Min., Regent University.
- Piper, J. 2011. *Bloodlines: Race, Cross, and the Christian*: Crossway.
- Prill, Thorsten. 2009. "Migration, mission and the multi-ethnic church." *Evangelical Review of Theology* 33 (4):332-346.
- Pritchard, G. 2015. Lessons learned from South Africa about multi-ethnicity in churches. *9Marks Multi-Ethnic Churches*. (Summer/Fall 2015): 52-55.
- Rosser, Russell C. 1998. "A multiethnic model of the Church." *DIRECTION: A Mennonite Brethren forum* 27:189-192.
- Sheffield, Dan. 2011. "Can multicultural social theory help us in leading multicultural faith communities?" In *Reflecting God's glory together: Diversity in evangelical mission*, edited by S. Moreau and B. Snodderly, 3-20. Pasadena: William Carey library.
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- Smuts, J. 2015. The joys and challenges of a multi-ethnic church. *9Marks Multi-Ethnic Churches*. (Summer/Fall 2015): 67-69.
- Williams, J. 2016. "How to avoid becoming an unhealthy, multi-ethnic church plantation." <https://www.raanetwork.org/>.
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Multi-ethnic Australian churches

- Hibbert, E. 2011. "Identifying essential characteristics and competencies of good multicultural team leaders: A pilot study." Doctor of Education Doctoral dissertation, University of New England.
- Duncum, Ian, Miriam Pepper, Nicole Hancock, and Ruth Powell. 2014. A comparison of the vitality of monocultural and multicultural churches. NCLS Occasional Paper 24. Strathfield, Australia: NCLS Research.
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Multi-ethnic church development

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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 publicly available in the following handbooks, through links on ACT's home page (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.