

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
DOCTOR OF MINISTRY PROGRAM
CHANGING PEOPLE THAT CHANGE THE WORLD

2013, In-residence International Leadership Cohort
Year One
CHMN747, CHRISTIAN LEADERSHIP
2013

Instructor: Stanley E. Patterson, PhD





CHMN747

CHRISTIAN LEADERSHIP

LEADERSHIP CONCENTRATION

2013 International In-Residence Cohort

GENERAL MODULE INFORMATION

Intensive location: Seventh-day Adventist Theological Seminary, Room N215
Intensive Dates: September 16-19, 8.00am – 5.00pm
September 20, 8.00am – 12.00pm,
September 23-26, 8.00am – 5.00pm
Credits offered: 4

INSTRUCTOR CONTACT

Instructor: Stanley E. Patterson, PhD
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Office location: Seminary Hall S228
Office hours: by appointment

BULLETIN MODULE DESCRIPTION

This course module investigates principles, challenges, and practices of Christian leadership, emphasizing the issues that make leadership in the context of the church, education, and non-profit service organizations unique. It includes theological reflection, literature review, theory, and practical application of learning in the context of professional ministry. (AU 2011-2012 Bulletin)

The course is prepared especially for leaders and managers of church, community, education, and non-profit organizations.

Each course participant will integrate essential leadership principles and administrative practices into their context of leadership and demonstrate competencies in a portfolio of experience. Participants will share accountability for their development in peer groups that meet outside of the two week intensive.

Participants take this course with a cohort, CHMN 747 (July 24-25; Oct 9-14, 2009), as the part of a sequence of GSEM 706 (May 4-14), GSEM 730 (May 17-21), GSEM790 (Oct 18-22), CHMN 760 (Jan 10-18, 2008) and CHMN780 (July 18-26) to form a leadership concentration.

PROGRAM OUTCOMES

1. Develop deeper biblical spirituality.
2. Experience enrichment of personal and family life.
3. Intensify commitment to ministry.
4. Develop an Adventist perspective of evangelism, mission, and ministry.
5. Experience positive collegial relationships.
6. Develop a global view of society and ministry.
7. Gain theoretical knowledge that contributes to advanced ministry.
8. Develop an understanding of the biblical model of servant leadership.
9. Evaluate ministerial practices through theological reflection.
10. Use appropriate tools to analyze the needs of churches and communities.
11. Develop skills that facilitate more effective ministry.
12. Articulate theological and theoretical understandings that advance global ministry.
13. Develop habits of study that contribute to lifelong learning.

STUDENT LEARNING OUTCOMES

The Doctor of Ministry Leadership Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum, should be reflected in the Ministry Development Plan developed by the participant, and evident in the portfolio.

Being

The graduate will be engaged in a learning process aimed at enhancing personal spirituality, enriching the personal life, and improving professional relationships through an expanding awareness of what God has called them to be.

1. Spiritual maturity
2. Living by the Spirit (Galatians 5:22-26)
3. Enrichment of personal and family life
4. Greater commitment to ministry

5. A biblical perspective of evangelism, mission, and ministry
6. Positive collegial relationships
7. A global view of society and ministry

Assessed by: Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

Knowing

The graduate will be expected to exhibit an advanced understanding of sound theological and theoretical foundations that support Christian leadership and how they contribute to responsible ministry for the worldwide church.

1. Exceptional theoretical knowledge of leadership
2. An understanding of a biblical theology of leadership
3. An understanding of organizational culture and systems thinking

Assessed by: Completing two theoretical chapters in their project dissertations (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject and the direct assessments in module one and two on assignments dealing with literature research and theological reflection administered by faculty, and of literature research in all modules.

Doing

The graduate will model Christ-like ministry and demonstrate the ability to effectively contribute to the mission of the church by wise and competent application of leadership theology and theory to practical and innovative solutions for ministry challenges.

1. Practice of the following core leadership essentials:
 - A God-given, Passion-stirring Shared Vision
 - Demonstrating Faith-based Hope
 - Exercising Solid Integrity
 - Courage to Challenge the Status Quo
 - Unswerving Commitment to Empowering People
 - Abundance Mentality
 - Appreciation of Diversity
2. Proficiency in a minimum of 5 of the following administrative skills:
 - Facilitating Effective Planning
 - Managing Resources Responsibly

Communicating Effectively
Building Effective Teams
Managing Change
Managing Conflict
Evaluation and Assessment
Making Meetings Matter
Coaching
Mentoring Others

Assessed by: Successful defense of their project before peers and their respective dissertation committees as well as direct assessments of case studies administered by faculty.

THE COHORT

This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Leadership Concentration in their DMin program.

List all the modules and the project seminar for the cohort in sequence with intensive dates, starting with the words “Participants in the International In-residence Leadership Cohort take the following modules and the project seminar in the following sequence:”

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. Pre-Intensive

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the (insert number) required pre-session titles. The journal (there will be 5, one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values,

experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book. (*Sample available upon request from Dr. Patterson*)

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

II. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. On some evenings a daily journal will be required.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. Formation of a Ministry Development Plan will begin during the intensive.
- E. A cohort field experience (will or may) be planned for Saturday and/or Sunday.

III. Post Intensive

- A. Journal and report the following book in the same manner as for the pre-intensive books.

- 1. (2 leadership books of your choosing for book review assignments. No written reflections required. See III, D. below for details)

B. A Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan will have four sections; a description of your current situation, your vision for your life and ministry following the program, the steps you propose to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas.

C. Chapter three of your project document, a paper of at least 16 but no more than 22 pages, will be required providing a review of literature relevant to your project challenge. **This is the work required in year one that integrates your 6 credits of project learning into the program.**

The Andrews University Standards for Written Work, 12th Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

D. **Book Reviews:** Choose 2 leadership/management books written after 2010 and submit them to Dr. Patterson for approval. Read each and write a short review (500 words+/-) for consideration of publication in the Journal of Applied Christian Leadership. If the book length

exceeds 300 pages you may submit a single review of 800 words length instead of 2 separate reviews. The reviews should conform to the following standard: (See rubric on page 12)

- a. **Thesis statement:** The key to identifying what you want to say is an effective **thesis statement**. The thesis statement is the main idea of your critique and should be contained in one to three (maximum) concise sentences. This thesis statement defines your point of view about the ideas, theme(s), or meaning(s) of the arguments presented by the author of the book.
- b. **Writing the critique:**
 - i. **Introduction:** Introduce the book—state the author, title, and reason for writing. Introduce the one paragraph summary created at the end of your reading, and, finally lead into the thesis sentence.
 - ii. **Body:** Three to five points should adequately support your thesis statement. These may include questions you asked yourself as you read and answers you arrived at, the author's credentials/credibility or lack thereof, the audience, bias, logic of argument, integration of ideas, and so on. You may cite directly, summarize, or paraphrase selected texts from the book to support your point/argument.
 - iii. **Conclusion:** Summarize the main points, restate the thesis statement in fresh words, and address the author's success/failure at addressing the intended audience/reader. Include a clearly articulated statement of recommendation or rejection. Note the significance of the work to the intended audience/reader. Keep the summary short and succinct. Focus more on your analysis of the article.
- c. Some key **words** to use in a critique: Evidence, Statistics, Logical appeal, Reasonable, Logical, Relevant, Expert opinions, Facts, Opinions, Emotional appeal, Representative, Fallacies, Flawed, Accurate, Ethical appeal. **Book reviews due November 15, 2013 and February 15, 2014 respectively.**

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by March 1, 2014.
2. The first group meeting must occur on or before November 1, and review the work of each student on their chapter three.
3. The second group meeting must occur on or before March 1, 2014, and review the case study done by each student

- F. Each participant will select an effective community, business, education, or church leader, seek permission of that person to write a **case study** based on their experience, observe critical incident roles and behavior of the subject leader within the context of their ministry, arrange an interview of at least 35 minutes (face to face, phone, Skype, etc.) with the subject leader or an affiliate, interview a minimum of three persons who interact within the subject leader within their community, and write a four to five page case study documenting the observations and interviews. Case study should include a description of the organization and the target leader, an analysis of likely leadership theory, theology of leadership, ethics, and a summary of your perception of the leader.

GRADING AND ASSESSMENT

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 4 hours, so the entire course module is to require 224 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- The time for this module is calculated as follows:

Post intensive paper – (60 hours relate to the project credits registered in years three and four)

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Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are (provide the number) outcomes in the area of being, (provide the number) in the area of knowing, and (provide the number) outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Competency of the Concentration	Learning Resources Provided in this Module	Process of Assessment
Spiritual maturity	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Living by the Spirit (Galatians 5:22-26)	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Enrichment of personal and family life	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Greater commitment to ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A biblical perspective of evangelism, mission, and ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Positive collegial relationships	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A global view of society and ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP

Exceptional theoretical knowledge of leadership	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
An understanding of a biblical theology of leadership	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
An understanding of organizational culture and systems thinking	Intensive presentation and exercise The literature and journaling assigned, especially The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
Practice of the following core leadership essentials	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study
Proficiency in administrative skills	Intensive presentation and exercise The Ministry Development Plan The Case Study	Evaluation of the quality of intensive participation, including daily journaling Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study

C. Grade Points

Case Study – 130 points

Reading Journals and Reports: 25 points each x 6 books - 125 points

Ministry Development Plan - 80 points,

Literature Review - 175 points

Context Support Group - 40 points

Small Group Meetings – 40 (20x2)

Journal During Intensive - 40 points

Report Regarding Mentor – 40 points
Total 670 points

96 - 100% - A
93 - 95% - A-
90 - 92% - B+
85 - 89% - B
82 - 84% - B-
79 - 81% - C+
75 - 78% - C
72 - 74% - C-

D. Assignment Submission

Give a brief description of how you would like your assignments submitted to you. Do you prefer hard copies, email, Moodle.

E. Assignment submission / Late Submission deadlines will be applied as follows:

Assignment due date: (possible A grade)

Late up to 30 days: (no more than A- grade)

Late 31 to 60 days: (no more than B+ grade)

Late 61 to 90 days: (no more than B grade)

Late 91 days or more: (DN deferred and not completable*)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, (enter date). If submitted late, the work will be discounted 10%. The remaining assignments are due (enter a date 8 months following the intensive). DGs (deferred grades) are provided in the semesters before assignments are due.

* Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

ASSESSMENT GUIDELINES

Rubric for Book Reviews

	Excellent	Adequate	Insufficient
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Focus: <i>author's thesis; book's content; 500-700 words in length.</i>	Clearly communicates the author's thesis/main idea and succinctly summarizes the book's content	Adequately communicates the author's thesis and summarizes the book's content	Does not clearly communicate the author's thesis and/or summarize the book's content
Critique: <i>evaluation on behalf of the leadership community; not a personal reaction; include specific language regarding strengths and weaknesses</i>	Interacts with and critiques the author's ideas at a high level on behalf of the leadership community	Adequately critiques the author's ideas on behalf of the community	Does not offer a helpful critique, and/or does not critique on behalf of the community, and/or too much personal reviewer bias
Application: <i>applied aspect for Christian leaders; not limited to reviewer's personal context</i>	Shares clear and practical application of the author's ideas for Christian leaders	Adequately applies the author's ideas for Christian leaders	Does not sufficiently apply the author's ideas for Christian leaders, and/or application limited to reviewer's personal context
Recommendation: <i>to read this book or not, and why</i>	Clearly and strongly recommends whether to read the book, including a summary of reasons why	Adequately recommends whether to read the book	Does not strongly recommend whether to read the book and/or include reasons why
<p>Note: "Author" refers to the book author; "reviewer" refers to the book reviewer.</p> <p>If appropriate, some information about the author might be included: Who is he/she? Why write this book? Any information about what makes the author an authority on the book's subject is helpful, especially if the author is relatively unknown.</p> <p>Things that should <i>not</i> be in a review:</p> <ul style="list-style-type: none"> ❖ Rants about negative or positive aspects of the book. ❖ Expressions of personal prejudices: "I liked/didn't like X aspect of the book..." 			

Chapter Assessment Rubric for the Post Intensive Paper

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	The chapter begins with an introduction that establishes an appropriate context for reviewing the literature, defines and justifies the scope of the review, and provides a roadmap for the progression of the chapter.	Same as target, but less defined.	The context for reviewing the literature is unclear, or the scope of the review is not defined, or there is not a roadmap for the progression of the chapter.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Relevance of the Literature to the problem/topic	The problem/topic is identified and the chosen literature is clearly related.	The problem/topic is identified and the chosen literature is related.	The literature chosen is only loosely related to the problem/topic.	There is no connection between the problem/topic and the selected literature.
Currency of the Literature	The literature represents the latest work done in the field. The focus is on literature written over the last five years. Specific reasons are given for the use of any literature that is not current.	The literature represents the latest work done in the field. The focus is on literature written over the last ten years. Specific reasons are given for the use of any literature that is not current.	Numerous sources of literature reviewed are over ten years old and no specific reason is given for the use of this noncurrent literature.	Most of the literature reviewed was written over ten years ago.
Primary Literature is Emphasized	Primary Literature is emphasized and secondary literature is used selectively.	Primary and secondary sources are distinctively identified and come from reputable sources.	There is no distinction between primary and secondary sources but sources are reputable.	There is no evidence that the literature comes from reputable sources.
Logical Organization of the Content	The literature review is organized around ideas, not the sources themselves. The ideas are presented in either a chronological or a thematic structure.	The literature review is organized around ideas, not the sources and there is a logical structure.	The review is organized by author without a logical structure.	There is no organization at all, just a list of abstracts or disconnected reports.
Comparison and Contrast of Studies	The researchers whose works are being reviewed are put into conversation with each other and their studies are compared and contrasted with each other.	The studies are compared and contrasted.	There is some type of description of the relationship between studies.	There is no analysis of the relationship of the different studies to each other.
Conclusion	The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses questions for further research and provides	The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion	There is no conclusion or the conclusion does not capture the main points of the chapter.

	insight into the relationship between the review and the central topic of the research.	between the review and the central topic of the research.	presents new evidence or makes claims that are not substantiated in the body of the chapter.	
Format	The chapter formatting follows proper Andrews Standards for Written Work.	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The statement is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE DN GRADE

The DN grade is given when very limited or no demonstrable competency has been observed and exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

UNIVERSITY POLICIES

Classroom Seating

Provide a statement about your policy on classroom seating (e.g., In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise).

Disability Accommodations

Include a statement about how you fulfill disability accommodations (e.g., If you qualify for accommodations under the American Disabilities Act, please see the instructor for a referral to assist you in arranging accommodations).

Late Assignment Submission

Place your policy on late submission here.

Additional Policies

Include statements about other policies relevant to your class.

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.

AU Bulletin

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

AU Bulletin

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

AU Bulletin

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

AU Bulletin

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

AU Bulletin

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

Dr. Patterson serves the educational needs of ministry professionals engaged in graduate studies at the Seminary. His primary focus within the Christian Ministry Department apart from serving as department chair is master and doctoral level classes in leadership and administration. In addition he serves as the executive director of the Christian Leadership Center of Andrews University which is dedicated to providing Christian Leadership development and guidance to organizations and ministry teams around the world.

God has led him through seventeen years of pastoral ministry in Texas, Wyoming, Colorado, and Georgia. He has served the needs of pastors for two years as a ministerial director in the Greater New York Conference and for twelve years in the Georgia-Cumberland Conference as ministerial director and vice-president for pastoral ministries and evangelism.

He earned a Ph.D. in Leadership and Administration from Andrews University in 2007. His research and subsequent dissertation explored and reported the leadership roles and relationships of pastors and educators in the context of the SDA church school.

Glenda blesses his life as wife and they make their home in Berrien Springs, Michigan. They have four children and six grandchildren.

“The love given me by my family is a constant strength and a reminder of my humanity. The joy of cabinet and furniture making, tinkering with computers, genealogy research and birding are my hedge against imbalance.”

