2015 PREACHING COHORT
Year One
CHMN743 PROPHETIC PREACHING IN THE WORSHIP CONTEXT
2015

Dr. Hyveth Williams

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CHMN 743
PROPHETIC PREACHING IN THE WORSHIP CONTEXT
PREACHING COHORT 2015

GENERAL MODULE INFORMATION

Intensive location: Seventh-day Adventist Theological Seminary
                       Ken Stout Media Center - Preaching Lab
Intensive Dates: June 8-16, 2014
Credits offered: 4

INSTRUCTOR CONTACT

Instructor: Hyveth Williams, D.Min.
Telephone: 269-471-6363
Email: Hyveth@andrews.edu

BULLETIN MODULE DESCRIPTION

Participants will develop a biblically based Adventist theology of prophetic preaching and worship. Use of Scripture, communication theory, and cognitive psychology to connect with contemporary audiences, and diverse preaching expressions will be examined. Includes advanced work in the area of hermeneutics, exposition, contextualization, and sermon design.

Participants will also be introduced to rhetorical theories and resources for interpreting and preaching Scriptures. The Western European tradition of preaching God's Word was heavily influenced by the secular practices of ancient Greek and Roman oratory. A survey of the prominent Greek and Roman approaches to persuasive public speaking, the tension between these approaches and the development of Christian preaching in the early Church will be discussed. A brief survey will be presented of contemporary approaches to rhetorical practice, considering how the persuasive resources of language, dialogue, and culture affect the proclamation of the Gospel.

MODULE MATERIALS

Required Reading - **BEFORE THE CLASS BEGINS**: 7 books

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

Required Reading - **AFTER THE INTENSIVE – 6 books**

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

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

Recommended:

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

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.

The Doctor of Ministry Preaching 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, and should be reflected in the Ministry Development Plan developed by the participant.

Being

The graduate will experience the power of prophetic preaching in the following ways:

1. Passion for prophetic preaching
2. Deeper spirituality from biblical models of prophetic preaching
3. Positive collegial relationships
4. Greater commitment to preaching with power

Knowing

The graduate will develop knowledge of:

1. Exceptional understanding of prophetic preaching and rhetoric in worship
2. The ability to identify homiletical methods and types of sermons as well as to evaluate practices in preaching
3. The skill to analyze the need for prophetic preaching in churches and communities
4. Various methods of biblical perspectives of evangelism, mission and ministry as they relate to prophetic preaching
5. The theology of worship and preaching

Doing

The graduate will:

1. Describe multiple techniques –from both ancient and contemporary rhetorical theories--for persuading an audience
2. Identify two alternative rhetorical traditions useful for the Christian preacher
3. Formulate a preliminary "philosophy of rhetoric" that may be used to guide sermon preparation and delivery
4. Exegete a biblical passage using rhetorical terminology
5. Discuss the rhetorical strengths and weaknesses of a sermon
6. Journal and report theological reflections on articles, videos
7. Prepare 2 prophetic preaching sermons/manuscripts and preach one during the Intensive

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 Preaching concentration in their Doctor of Ministry program.

Participants in this Preaching cohort take the following modules and the project seminar in the following sequence to be held at the Seventh-day Adventist Theological Seminary (SDATS):

Year 1: CHMN 743 – 4 credits (June 8-16) 2015, GSEM 790 – 4 credits (June 17-25, 2015
Year 2: GSEM 706 - 8 credits (May 9-19, 2016)
Year 3: GSEM 796 – 3 credits (July 8-18, 2017)
Year 4: CHMN 796 – 3 credits (July 7-17, 2018)

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 seven required pre-session titles**. The journal (**there will be seven, 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.

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

Books can be purchased in any manner convenient to the participant.

Journal reports on all of the required books should be given at the beginning of this intensive module. However, four may be given and the remaining three must be emailed to Dr. Hyveth Williams by the end of September 2015. SEE PAGE 3.

II. The Intensive

    A. Punctual attendance is required for all intensive sessions. A maximum of 10% absences 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 may be planned for Saturday and/or Sunday.

    F.   The selection of your Advisor, Second Reader & Project will be discussed.

III. Post Intensive

A.   Journal and report the following six books in the same manner as for the pre-intensive books. **These are to be emailed to Dr. Hyveth Williams by May 31, 2016.**

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

B.

1. **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. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program.

2. **FYI - 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.

3. **Students will form a context support group of five to nine persons** from their specific ministry context who will meet face-to face annually with them to review their MDP. The meetings will center on personal and professional progress. The first meeting must occur on or before (provide a date 60 days following the intensive). The group will review the MDP and its role with materials provided during the intensive.

4. S**tudents will participate in a minimum of two sessions of a work group** for peer support and sharing of experience.

C.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by is **February 16, 2016**.

2. The first group meeting must occur on or before **September 16, 2015,** and review the work of each student on their chapter three.
3. The second group meeting must occur on or before **December 31, 2015**, and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.
5. Select an appropriate field mentor, develop the contract for mentoring, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

D.
Select an appropriate field mentor, develop the contract for mentoring, be involved in at least monthly sessions with your mentor, report the 1) name 2) contact information and 3) a one page journal of session date and reactions to the sessions to the leader teacher on the final assignment due date.

GRADING AND ASSESSMENT

A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. Professor contact time is to be 15 hours per credit within that number. 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:

- Average reading speed   15-20 pages/hr.
- Average writing speed   3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan:	16 hours
Reading and journaling (approximately 1,650 pages):	92 hours (reading) and 23hrs (journal)
Intensive:	60 hours
Journaling during the intensive:	2 hours
Context support group:	2 hours
Peer group attendance and journaling:	4 hours
Sermon Preparation:	20 hours
Mentoring:	6 hours
Total	**225 hours**

Post-Intensive paper - 60 hours relate to the project credits registered in years three and four

C. Grade Points

Sermons:	100x2 = 200 points
Sermon Preparation Papers & Manuscript:	100x2 = 200 points
Reading Journals and Reports:	30x6 = 180 points
Ministry Development Plan:	80 points
Literature Review:	75 points
Context Support Group:	75 points
Small Group Meetings:	10x7 = 70 points
Report Regarding Mentor:	50 points
Journal during Intensive:	10x7 = 70 points
Total:	**1,000 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

Pre-intensive reading reports are due on the first day of the intensive in hard-copy format. All other assignments must be emailed to hyveth@andrews.edu.

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	No credit for assignment will be given

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, **June 8, 2015**. If submitted late, the work will be discounted 10%. The remaining assignments are due **March 31, 2016**.

F. Student grades will be recorded by June 30, 2016

G. Graduation requires a 3.0 or better program GPA. Students who receive a DN for a module must seek permission from the Din office to restart with another cohort and seek a new program time limit. Such

requests are considered by the Din program committee and not guaranteed. No tuition refunds are considered.

Sermon Preparation Paper Formant Guide
70 points

1. Determine and describe the *parameters of the text* that your are preaching from?

2. What is the **genre/literary form** of the text?

3. What is the **rhetorical function** of this genre? What does the text do for and to the reader?

4. What literary devices does this genre employ to achieve its rhetorical effect? How does the text do what it does? What literary features are present in the text that allows it to accomplish its rhetorical work?

5. How does the text under consideration, in its own literary setting, embody the characteristics and dynamics described in the previous question?

6. How may the sermon in a new setting, say and do what the text says and does in its original setting? What portion of the text will you try to regenerate the impact of? What does that portion of the text say and do for a new and unique set of people?

7. Summarize the **original message** of the text to its original hearers—as you understand it into one clear concise sentence.

8. Interpret the **contemporary meaning** of the text and then express it in a clear concise sentence.

9. Shape the contemporary message of the text into a clear **sermon theme** and write it out as a single complete sentence.

10. Brainstorm about possible **sermon illustrations**. Select the one(s) that best connect with the sermon theme.

[Each of the first 10 questions is worth 4 points each]

11. **List six principles** from your *assigned reading* that you utilized in the preparation of this sermon. Be specific about both the principles and your application of the principles.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper Chapter 3 Literature Review:

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 Currency of the Literature	The problem/topic is identified and the chosen literature is clearly related. 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 problem/topic is identified and the chosen literature is related. 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.	The literature chosen is only loosely related to the problem/topic. Numerous sources of literature reviewed are over ten years old and no specific reason is given for the use of this noncurrent literature.	There is no connection between the problem/topic and the selected 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 insight into the relationship between the review and the central topic of the research.	The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship between the review and the central topic of the research.	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 presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points 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 |

GRADING RUBRIC FOR THE SPOKEN WORD

Elements	Exceptional 90-100 points	Proficient 60-89 points	Satisfactory 50-59 points	Emerging 30-49 points	Unsatisfactory 0-29 points	Pts %
Introduction	Audience is grabbed, main theme clear, Bible text very apparent.	Audience is caught, main theme somewhat clear, Bible text is apparent.	Audience is here, main theme almost clear, Bible text somewhat apparent.	Audience is wandering, main theme unclear, Bible text unclear.	Audience is lost, main theme unclear, wrong and unclear Bible text	**10**
Scripture	Text(s) are at the very center of the message. Main points are obviously derived from the text(s).	Text(s) are at the center of the message. Main points are derived from the text(s).	Text(s) are present in the message. Main points are somewhat derived from the text(s).	Text(s) not the center of the message. Main points not derived from the text(s).	Text(s) are distracting and not the center of the message. Main points not derived from the text(s).	**10**
Sermon Content, and Application	Demonstrates excellent exegesis; contains creative illustrations; clear alliterations; outstanding research; analysis of pericope, structure & organization of sermon. Applications are inspiring, relevant and meaningful. Conclusion & Appeal are very clear and persuasive	Demonstrates very good exegesis, illustrations, alliterations, research and analysis of pericope. Presents a very good structure & Organization of the sermon. Applications are relevant and meaningful; Conclusion and appeal persuasive	Demonstrates good exegesis, but lacks interesting illustrations, insightful research and analysis of periscope, has acceptable structure and organization. Applications, conclusion and appeal are good.	Demonstrates poor exegesis, has little or no illustrations; lacks good exercise of research and analysis; structure and organization lacking; conclusion and appeal poor	Uses eisegesis and proof-text methods; does not demonstrate understanding or adherence to any of the rules required for a passing grade	**40**
Method/Form/ Type (Mechanics)	Demonstrates excellent understanding and adherence to sermon definitions. Effective use of Inductive and/or Deductive methods and is devoid of eisegesis or Proof-texting. No grammatical errors. No umms, ahs, or other awkward	Demonstrates very good understanding/ adherence to sermon definitions. Clear use of Inductive and/or Deductive method with little or no eisegesis or Proof-texting. Few grammatical errors, umms, ahs, or other awkward hesitations.	Demonstrates good understanding and adherence to sermon definitions. Uses Inductive and/or Deductive method and has little or no eisegesis or Proof-texting. Many grammatical errors or umms, ahs, or other awkward hesitations.	Shows mediocre understanding and adherence to sermon definitions; does not demonstrate creativity and good use of the forms, methods or types of preaching as discussed in class. Grammatical errors or umms, ahs, other awkward hesitations, distractions	Does not demonstrate adherence or understanding of methods, types and sermon definitions discussed in class. Grammatical errors or umms, ahs, other awkward hesitations were unbearable.	**30**

	hesitations.					
Delivery Style: Expository; Narrative; Biographical; Black; Prophetic; Extemporaneous; Manuscript; Memorization; Noteless; Outline	Passion and flow is smooth, vocal variety was very helpful. Excellent employment of any of the styles of preaching.	Passion and flow is fairly smooth, vocal variety was helpful. Very good employment of any of the styles of preaching	Passion and flow is rough, vocal variety was lacking. Good employment of any of the styles of preaching	Passion and flow is lacking, vocal variety missing. Mediocre use of styles of preaching, voice and oral communications skills	Passion and flow is absent, vocal variety missing. Poor, demonstrates the spirit of a divine call, but needs intensive coaching to bring out the hidden gift or talent	
Conclusion	The point is summed up clearly concisely and the challenge is clear.	The point is summed up concisely and there was a challenge.	The conclusion is unclear or there was little challenge.	The point is left hanging or no challenge.	Conclusion is completely lacking	**10**
Total						**100**

GRADING RUBRIC FOR MANUSCRIPT & SERMON PREPARATION PAPER

Elements	Exceptional 90-100 points	Proficient 60-89 points	Satisfactory 50-59 points	Emerging 30-49 points	Unsatisfactory 0-29 points	Pts %
Introduction and thesis statement	Written introduction sets up sermon in a creative, interesting or captivating way. Thesis very succinctly stated and summarises sermon	Written introduction sets up sermon in an interesting way. Thesis clearly stated and summarizes sermon	Written introduction sets up sermon in an acceptable way. Thesis averagely stated and doesn't quite summarize sermon	Written introduction sets up sermon in a mediocre way. Thesis not clearly stated and fail to summarize sermon	Written introduction sets up sermon in a poor way. Thesis not stated	10
Communication and language	Very interesting, inspiring, thought provoking, well-articulated; no more than two spelling mistake and grammatical or style error per page.	Is articulate, holds the reader's attention – no more than three spelling, grammatical or style errors per page	Paper is generally well written, but sometimes lacks relevance to the topic. Has many spelling, grammatical, style errors	Paper is not well-written or focused on the subject, is full of grammatical, spelling and style errors	Paper is poorly written, lacks relevance and thoughtfulness. Has multiple mistakes in grammar, spelling and style	20
Development	Thesis very clearly and succinct developed: creative, unique insights making reading inviting. Demonstrates attention to author's concepts/insights on the subject. Discovers and	Thesis is clearly developed: insightful and demonstrates extensive reading and research of topic. Expresses personal, independent insights in response to the	Thesis not well developed, is unclear, demonstrates limited reading and research. Not all ideas flow logically, transitions weak and not clear evidence of	Thesis poorly developed, is unclear, demonstrates limited reading and research. Not all ideas flow logically, transitions weak and not clear evidence of comprehension of the subject	Thesis and reflections are unclear, references to reading and research poor and ideas irrelevant to topic	40

	summarizes the theme; expresses personal, independent insights and exhibits comprehensive reading and research of the topic. Ideas flow logically with excellent transitions	subject matter. Ideas flow logically, with good transitions	comprehension of the subject			
Content/ Sequence of Events	All necessary information was presented logically and recorded properly. Maintains clear focus.	Necessary information was covered logically and recorded in the proper order. Maintains clear focus.	Necessary information was covered, but not presented logically or recorded in proper order. Maintains adequate focus.	Some necessary information was covered but not in a logical sequence. Attempts to focus.	Minimal necessary information was covered but not in a logical sequence. Little or no focus.	20
Conclusion	A clear summary of personal reflections and/or reaction to review of the subject including likes or dislikes	Includes personal reflections and/or reaction to review of the subject	Has some merit, but weak in summation of subject	Reflections of DVD/CDs are comprehensive, but of articles lack personal reaction/responses	Reflections not well thought out or presented with poor documentation of ideas or facts	10
Total						100

UNIVERSITY POLICIES

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

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

A graduate of Columbia Union College with a Bachelor of Arts in Theology (1984), Dr. Williams recevied her Master of Divinity from the Seventh-day Adventist Theological Seminary, Andrews University (1989). She graduated from Boston University School of Theology with a Doctor of Ministry (1998) and holds the distinction of being the first non-Episcoplian to reeceive the prestigious Fellowship from the College of Preachers, National Cathederal, Washington, D.C.

The first female Senior Pastor in our denomination, Dr. Williams has served for over two decades in parish ministry. After more almost 14 years as Senior Pastor of Campus Hill Church in Loma Linda, California, Dr. Williams accepted the call to be Professor of Homiletics December, 19, 2009 and began her fulltime teach career in January 2010.

The author of four books, Dr. Williams currently writes a monthly column for the Review and Herald.