Leading for Growth and
Church Multiplication (NAD), 2017 Cohort
2019, Year Three

CHMN779
LEADING GROWTH

Tom Evans, DMin

Andrews University
Seek. Affirm. Change.

Andrews ⬥ University

CHMN 779
LEADING FOR GROWTH
LEADING FOR GROWTH AND CHURCH MULTIPLICATION 2017

GENERAL MODULE INFORMATION

Intensive location:	Riverside, CA
Intensive Dates:	February 18-27, 2019.
	- February 18-20 location will be in San Diego, CA for the NAD eHuddle (please arrive on February 17),
	- February 21-27 will be at Riverside, CA (please only depart after 7:00 p.m. on February 27.
Credits offered:	5

INSTRUCTOR CONTACT

Instructor:	Tom Evans, DMin.
	Guest Presenters, John T. Boston II, Jack Ryder, Rome Ulia, Ashley Smith, Boris Jovinov, and Daron Pratt.
Telephone:	011-61-448-278-197 (international call to Australia). 15 hours ahead of Eastern Standard Time. You can also call on Facebook Messenger or send a message on Messenger and I will call you back (I have free calls to USA)
Email:	TomEvans@adventist.org.au

BULLETIN MODULE DESCRIPTION

Explores the role of leadership in the evangelistic ministry of the local church. This module includes vision, equipping, and influence dynamics issues relative to the leader as a change agent and as a catalyst for turnaround churches and strategic growth initiatives. Techniques to lead a church from decline/plateau to vibrancy will be examined with participants applying methods in their own context, leadership insights, and peer coaching to identifying next steps for growth.

MOODLE ACCESS, 365-DAY LIMIT

Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

MODULE MATERIALS

REQUIRED (see Pre-Intensive and Post-Intensive requirements as some of the following are required and others are options to select from):

Church Health:

Burrill, Russell and Evans, Tom. *Creating Healthy Adventist Churches through Natural Church Development*. Self-published, NADEI, 2014. 85 pages.

Schwarz, Christian A. *The All By Itself Adventist: An Introduction to Natural Church Development*. Self-published, NCD Media, 2015. 96 pages.

Schwarz, Christian A. *The 3 Colors of Leadership*. Self-published, ChurchSmart Resources, 2012. 144 pages. Note: The leadership evaluation must be completed before class.

Coaching:

Ogne, Steve and Roehl, Tim. *TransforMissional Coaching*. Nashville, TN: B&H Publishing House, 2008. 286 pages.

Creswell, Jane. *Christ-Centered Coaching: 7 Benefits for Ministry Leaders*. St. Louis, MO: Chalice Press, 2006. 147 pages.

Hastings, J. Val. *The Next Great Awakening: How to Empower God's People with a Coach Approach to Ministry*. Self-published, Coaching4Clergy, 2010. 89 pages.

Collins, Gary R. *Christian Coaching*. Colorado Springs, CO:NavPress, 2002. 411 pages.

Comiskey, Joel; Scaggs, Sam; Wong, Ben. *You Can Coach: How to Help Leaders Build Healthy Churches Through Coaching*. Moreno Valley, CA: CCS Publishing, 2010. 154 pages.

Webb, Keith E. *Coaching in Ministry: How Busy Church Leaders Can Multiply Their Ministry Impact*. Self-published, Active Results, LLC, 2015. 86 pages.

McGervey, Mike and Cosby, Tom. *Coaching Based Ministry: Transforming Ministry Through Empowerment Coaching*. Grand Rapids, MI: Credo House Publishers, 2011. 92 pages.

Change:

Kotter, John P. *Leading Change.* Boston, MA: Harvard Business Review Press, 2012. 194 pages.

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable.* San Francisco, CA: Jossey-Bass, 2002. 228 pages.

Multiplication:

Addison, Steve. *Movements That Change the World: Five Keys to Spreading the Gospel.* Downers Grove, IL: InterVarsity Press, 2011. 191 pages.

Addison, Steve. *Pioneering Movements: Leadership That Multiplies Disciples and Churches.* Downers Grove, IL: InterVarsity Press, 2011. 190 pages.

Ferguson, Dave and Bird, Warren. *Hero Maker.* Grand Rapids, MI: Zondervan, 2018. 229 pages.

Moore, Ralph. *How to Multiply Your Church*. Ventura, CA: Regal, 2009. 254 pages.

Smith, Steve with Kai, Ying. *T4T: A Discipleship Revolution.* Monument, CO: WIGTake Resources, 2011. 349 pages.

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

DMIN PROGRAM LEARNING OUTCOMES

The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a glocal context, related to the primary field of service.
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

DMIN PROGRAM PRIMARY EDUCATIONAL OBJECTIVES

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are general primary educational objectives which are indispensable for all students. They are:

Being:
  a) Seek deeper Christ-like biblical spirituality
  b) Experience enrichment of personal and family life
  c) Intensify commitment to ministry
  d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

Knowing:
  a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
  b) Foster a holistic view of society and its needs
  c) Articulate theological and theoretical understandings that advance global ministry
  d) Understand the biblical model of servant leadership

Doing:
  a) Enhance the ability to evaluate ministerial practices through theological reflection
  b) Use appropriate tools to analyze the needs of churches and communities
  c) Refine skills that facilitate ministerial effectiveness
  d) Reinforce habits of study that contribute to lifelong learning

CONCENTRATION OBJECTIVES

The Doctor of Ministry Leading for Growth and Church Multiplication concentration seeks to develop the same three areas (person, being; knowledge, knowing, and practice, doing) in each 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.

1. Knowing: An intellectual body of knowledge based on reading, lectures, interaction, and research, including

   a. The biblical imperative to make reproducing disciples
   b. A theology of spiritual renewal and biblical growth
   c. Understanding of church growth principles and practice
   d. The role of leadership development and equipping principles leading to growth
   e. Strategic development as the roadmap for revitalization and growth
   f. Increasing awareness of available resources for growth

2. Doing: Competency for individual ministry contexts based on field ministry and ministry exposure, by
   a. Engaging in a process of personal ministry development
   b. Thinking, planning, and communicating biblically about evangelism and church growth
   c. Experiencing personal spiritual renewal
   d. Acquiring leadership skills for renewal and growth
   e. Developing strategic thinking abilities to create effective growth processes
   f. Coaching reproducible ministry teams with the aim to reach the lost

g. Creating a culture of evangelism responsible to reach every person
h. Reaching specific people groups responsive to the gospel
i. Capturing and communicating an evangelistic vision for change and renewal
j. Utilizing coaching skills to develop outreach-oriented leaders
k. Translating various growth principles and practices to the church's mission
l. Identifying and bringing together influential leaders to guide the church for growth
m. Practicing incarnational ministry with the surrounding culture
n. Leading the church to health

3. Being: Spiritual development based on personal and group reflection as well as praxis, through
    a. A continuing process of self-evaluation and standing with God and others
    b. Personal responses to the Bible's unique calling of one's giftedness
    c. A commitment to evangelistic equipping and being an agent of reconciliation
    d. A personal experience of the love God has for reaching lost people
    e. An incarnational approach to the ministry of evangelism
    f. A faith-based optimism about reaching people and renewing struggling churches
    g. Becoming a reproducing disciple for God's kingdom
    h. The expansion of ministry vision and an openness to adopt current biblically-faithful and effective models for church growth

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 Leading for Growth and Church Multiplication Concentration in their DMin program.

Participants in the Leading for Growth and Church Multiplication NAD 2017 Cohort take the following modules and the project seminar in the following sequence:

2017-
- CHMN763 Effective Strategic Growth (4 cr)
  Eduard Schmidt March 6-14, 2017 Andrews University
- GSEM790 DMin Project Seminar (4 cr)
  David Penno March 15-21, 2017 Andrews University

2018-
- GSEM706 Spiritual & Theological Foundations for Ministry (8 cr)
  Allan Walshe, April 17-May 3, 2018 Andrews University
- (Field Research Symposium April 17-18, Petr Cincala) Andrews University
- Implementation Symposium David Penno December 11, 2018,
  2:00-4:00 pm EST Virtual meeting via Zoom

2019-
- CHMN779 Leading Growth
  Tom Evans, February 18-27, 2019, Riverside, CA

- GSEM796 DMin Project (3 cr) Spring Semester 2019

2020-
- CHMN7 Church Multiplication (5 cr)
  Tom Evans, March 23- April 3, 2020 Andrews University
- GSEM796 DMin Project (3 cr) Spring Semester 2020

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

MODULE REQUIREMENTS

I. Pre-Intensive

Pre-Intensive Project 1:

Read the following book and conduct the "Empowering Leadership Evaluation" with a minimum of 10 individuals who have known and worked with you for many years. Key code is in the front of the book. Submit on Moodle by **January 31, 2019**. Also, submit a statement that you have read the book.

Before sending out the email requests for evaluation, read the book entirely:

Schwarz, Christian A. *The 3 Colors of Leadership.* Self-published, ChurchSmart Resources, 2012. 144 pages.

Pre-Intensive Project 2:

Conduct the Natural Church Development survey with ONE church (a church you pastor if this is your context). This should be completed in **January of 2019** so that the results are fresh and relevant for classroom reflection in a triad context. The survey can be ordered through Andrea at NADEI, 269-471-8303 (Canada surveys are to be ordered from the NCD partner in Canada). Please order by early March. Please verify the cost of the survey with NADEI. Churches typically cover the cost of the survey. Some conferences participate in sharing the cost. If your church has taken the survey within the past six months, this will be adequate. Please have the results of your churches NCD survey available in electronic form for class. When taking the survey, 30 individuals who are involved in ministry should take it. Do not send surveys home. If you have any complications, please email Dr. Tom L. Evans, tomevans@adventist.org.au

Forward your NCD results to tomevans@adventist.org.au, along with a statement that you have read the booklets by **January 31, 2019.**

Before conducting these survey, these two booklets are to be read:

Burrill, Russell and Evans, Tom. *Creating Healthy Adventist Churches through Natural Church Development*. Self-published, NADEI, 2014. 85 pages.

Schwarz, Christian A. *The All By Itself Adventist: An Introduction to Natural Church Development*. Self-published, NCD Media, 2015. 96 pages.

These booklets are available from the NADEI bookstore.

Pre-Intensive Reading/Power Point:

A statement is due on the first day of class that you have read each of the following books.

Additionally, select **one of the five books** and create a 20-slide power point/keynote teaching the content of the book. Feel free to add relevant scripture, EGW, quotes, video clip, etc. to enhance the presentation. Your audience for the power point is local church leaders. The presentation must be engaging. Slides should not be too wordy. Also, include relevant (non-copyright) photos and backgrounds to enhance the presentation. Bring the power point the first day of class (on your computer and copied on a memory stick). There will be opportunity to share your presentation in a triad context.

1. Creswell, Jane. *Christ-Centered Coaching: 7 Benefits for Ministry Leaders.* St. Louis, MO: Chalice Press, 2006. 147 pages.
2. Comiskey, Joel; Scaggs, Sam; Wong, Ben. *You Can Coach: How to Help Leaders Build Healthy Churches Through Coaching.* Moreno Valley, CA: CCS Publishing, 2010. 154 pages.
3. Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable.* San Francisco, CA: Jossey-Bass, 2002. 228 pages.
4. Ferguson, Dave and Bird, Warren. *Hero Maker.* Grand Rapids, MI: Zondervan, 2018. 229 pages.
5. Addison, Steve. *Pioneering Movements: Leadership That Multiplies Disciples and Churches.* Downers Grove, IL: InterVarsity Press, 2011. 190 pages.

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

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. A cohort field experience will be planned for Saturday and Sunday. The Mystery Evaluation Forms related to the church visits will be **due on Tuesday, February 26, 2019**. These reports can be turned in handwritten.

III. Post Intensive

A. Pre-Intensive Follow-up: Empowering Leadership Survey
Write a four-page reflection on the results of your leadership survey. Include three very specific changes you will implement to bring greater balance and effectiveness to your leadership role, particularly as related to church growth. This **report is due by August 15, 2019.** Please submit on Moodle.

B. Pre-Intensive Follow-up: NCD
Journal and report on the NCD follow-up plan identified in class through triad coaching. Report should be six pages and include the following components: how you processed the survey with the church, what their reaction was, the leadership you provided to move the process forward, the areas identified to work on, the initial implementation of those improvements, your future plans concerning NCD. Implementation must have taken place for two months before writing this report. **Report is due by September 23, 2019.** Please submit on Moodle.

C. Submit a statement that you have read all four selected books on Moodle by **September 23, 2019**. Additionally, select **one of the four books** and create a 20-slide power point/keynote teaching the content of the book. Feel free to add relevant scripture, EGW, quotes, video clip, etc. to enhance the presentation. Your audience for the power point is local church leaders. The presentation must be engaging. Slides should not be too wordy. Also include relevant (non-copyright) photos and backgrounds to enhance the presentation. Submit electronically on Moodle by **September 23, 2019** (see also letter D below).

One of the following two:

Ogne, Steve and Roehl, Tim. *TransforMissional Coaching.* Nashville, TN: B&H Publishing House, 2008. 286 pages.

Collins, Gary R. *Christian Coaching.* Colorado Springs, CO:NavPress, 2002. 411 pages.

One of the following three:

Hastings, J. Val. *The Next Great Awakening: How to Empower God's People with a Coach Approach to Ministry.* Self-published, Coaching4Clergy, 2010. 89 pages.

Webb, Keith E. *Coaching in Ministry: How Busy Church Leaders Can Multiply Their Ministry Impact.* Self-published, Active Results, LLC, 2015. 86 pages.

McGervey, Mike and Cosby, Tom. *Coaching Based Ministry: Transforming Ministry Through Empowerment Coaching.* Grand Rapids, MI: Credo House Publishers, 2011. 92 pages.

Two of the following four:

Kotter, John P. *Leading Change.* Boston, MA: Harvard Business Review Press, 2012. 194 pages.

Addison, Steve. *Movements That Change the World: Five Keys to Spreading the Gospel.* Downers Grove, IL: InterVarsity Press, 2011. 191 pages.

Moore, Ralph. *How to Multiply Your Church*. Ventura, CA: Regal, 2009. 254 pages.

Smith, Steve with Kai, Ying. *T4T: A Discipleship ReRevolution.* Monument, CO: WIGTake Resources, 2011. 349 pages.

D. Share one of the two presentations you have prepared (for Pre-Intensive or Post-Intensive) with you church board or leadership team. Submit a statement with your report that is turned in by **September 23, 2019** that you have done this. Write one paragraph describing the impact that is had on the leaders.

E. Complete your DMin project proposal, obtain DMin Committee and IRB approval, and begin implementing your project. The project coach will work with you on these objectives during and after the Implementation Symposium. The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you completed your proposal and have begun implementation of your project.

F. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take 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 three to five page reflection paper describing your spiritual, relational, and professional growth during the program at the time of your assessment at the end of the program.

G. Chapter four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. **This is the work required in year three that partially integrates your 6 credits of project learning into the program. Due date is January 15, 2020.**

The Doctor of Ministry Project Writing Manual 2ⁿᵈ Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian Parenthetical style.

H. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional

progress. The meeting must occur on or before **July 15, 2019**. The group will review the MDP and its role with materials provided during the intensive.

I. 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 **December 31, 2019.**
2. The first group meeting must occur on or before **August 15, 2019** and review the work of each student on their chapter five.
3. The second group meeting must occur on or before **November 15, 2019** and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

I. Continue work with your field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date. **Turn in by October 15, 2019**

J. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The 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.

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 5 hours, so the entire course module is to require 280 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed   15-20 pages/h
- Average writing speed   3h/page

The time for this module is calculated as follows:

Ministry Development Plan   3 hours
Reading and journaling (approx.. 2700 pages) 150 hours reading & 40 for journaling=190 hours
Intensive   75 hours
Journaling during the intensive   2 hours
Context support group   2 hours
Peer group attendance and journaling   3 hours
Mentoring   5 hours
Total   280 hours_____

*The 280 hours are not including the project credits

Post intensive paper **(the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits)**
Implementation Symposium assignments: attendance, proposal completion and approval, and IRB approval-(15 hours relate to the project seminar credits)

B. Criteria for Grades

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 invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Profile of the Ministry Context	A **concise** profile is given of the ministry context that relates specifically to the task of the project.	A concise profile is given of the ministry context that relates to the task of the project.	A profile of the ministry context is given that does not relate specifically to the task of this project.	There is no profile of the ministry context.
Development of the Intervention	An intervention is developed that **clearly** builds upon the theological foundation and the literature review.	An intervention is developed that **seems to** build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review.	No intervention is developed.
Description of the Intervention	A **concise** description of the intervention is given, including how participants were recruited, what kind of	A description of the intervention is given, including how participants were recruited, what kind of	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.

	sessions, how many, objectives, and content.	sessions, how many, objectives, and content		
Conclusion	The chapter ends with a conclusion that **clearly** reiterates the main points, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection.	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 Turabian Parenthetical 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 chapter 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

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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.

Late Assignment Submission

Late submission will receive a 10% grade deduction for up to 15 days beyond the due date. They will be reduced by 20% between 16-30 day late.

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. Tom Evans currently serves as President of the NNSW Conference in Australia. He has a passion for initiating evangelistic models in the first world context that are reproducible. Several initiatives have been launched including: School Evangelism, Church Revitalization, Young Adults and Next Generation Minister.
In 2017, the NNSW Conference had a 40% increase in baptisms.

Prior to his assignment in Australia, Dr. Evans was an Associate Director of the North American Division Evangelism Institute. He taught classes in the areas of Church Growth, Field Evangelism, Church Planting, Natural Church Development, and Coaching.

Dr. Evans received a B.A. in Theology and Speech Communications from Walla Walla University in 1990. He obtained a M.Div. degree in 1995 from Andrews University. He completed his D.Min. in Evangelism and Church Growth from Andrews University in 2013.

Dr. Evans' professional experience includes serving as President of the NNSW Conference in Australia from 2017 to present, as an Associate Director at NADEI from 2011 to 2017. He served as departmental director of church planting and stewardship in Texas from 2001-2010. He was senior pastor of the Richardson SDA Church in Richardson, Texas from 1998-2001. He also served as associate pastor at the Wenatchee SDA Church in Wenatchee, Washington from 1995-1998 and at the Spokane Valley SDA Church from 1990-1992. In 1993 and 1994 he had the privilege of serving as interim Youth Director in the South New South Wales Conference in Australia.

Dr. Evans was director of the SEEDS church planting conferences from 2011-2017, with approximately 12 SEEDS events held annually in North America and internationally. In 2011, he published, "Steps to Planting: From Inception to Launch." Dr. Evans is requested to give presentations in the North American Division and worldwide. He was a network co-facilitator for Focusing Leaders in the Texas Conference for five years. He also worked in the development of an intern training program.

Dr. Evans is a fifth generation Seventh-day Adventist on his mother's side of family. His grandparents served as church planters among Native Americans in Mission, Oregon. He is married to Silmara who is originally from Brazil (and has two brothers who are pastors) and has five children: Alexis, Charela, Rachel, Lukas, and JJ.

11/29/2018