

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

Intergenerational Church (NAD), 2019 Cohort
2019, Year One

CHMN707

THE CHURCH IN
INTERGENERATIONAL CONTEXTS

Steve Case, PhD



Andrews
University
Seek. Affirm. Change.

CHMN707

THE CHURCH IN INTERGENERATIONAL CONTEXTS

INTERGENERATIONAL CHURCH (NAD – 2019)

GENERAL MODULE INFORMATION

Intensive location: Loma Linda, California
Intensive Dates: September 30-October 8, 2019
Credits offered: 4

INSTRUCTOR CONTACT

Instructor: Steve Case, PhD
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BULLETIN MODULE DESCRIPTION

Discover a proper tension of unity and diversity utilizing the principles and practices of life cycle stages for individuals and churches. This includes those who join, are born into, and/or those who leave church involvement. Develop clarity in theological foundations for church, ecclesiology, ministry, and mission. Assess current situations and creative change for a more wholistic participation that results in an integrated rather than segregated church.

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:

BEFORE THE INTENSIVE

1. Allen, Holly Catterton, and Christine Lawton Ross. *Intergenerational Christian Formation*. Downers Grove, IL: InterVarsity Press, 2012.
2. Bengtson, Vern L. *Families and Faith: How Religion is Passed Down Across Generations*. New York: Oxford University Press, 2013.
3. Powell, Kara, Jake Mulder, and Brad Griffin. *Growing Young: 6 Essential Strategies to Help Young People Discover and Love Your Church*. Grand Rapids, MI: Baker Books, 2016.
4. Smith, Christian. *Religion: What It Is, How It Works, and Why It Matters*. Princeton, NJ: Princeton University Press, 2017.
5. White, James Emory. *Meet Generation Z*. Grand Rapids, MI: Baker Books, 2017.

AFTER THE INTENSIVE

1. Martineau, Mariette, Joan Weber, and Leif Kehrwald. *Intergenerational Faith Formation: All Ages Learning Together*. New London, CT: Twenty-Third Publications, 2008.
2. Kinnaman, David, and Gabe Lyons. *Good Faith*. Grand Rapids, MI: Baker Books, 2016.
3. Shaw, Haydn. *Generational IQ*. Carol Stream, IL: Tyndale House Publishers, 2015
4. Sider, Ronald J., and Ben Lowe. *The Future of Our Faith: An Intergenerational Conversation on Critical Issues Facing the Church*. Grand Rapids, MI: Brazos Press, 2016.
5. Vanderwell, Howard, ed. *The Church of All Ages: Generations Worshiping Together*. Herndon, VA: The Alban Institute, 2008.

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

Recommended:

Additional resources will be recommended during the first intensive. Read the first five entries before the first intensive and the other five after the intensive.

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 global 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 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 outcomes we feel are important to evaluate as outcomes for all students. The following are those program outcomes.

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 Intergenerational Ministry graduate will demonstrate these outcomes in the following ways:

1. Competently apply biblical principles to the intergenerational context (Case Study; Reading Reflections; Ministry Development Plan; Chapter 2 of Project Document)
2. Integrate theory and practice in dealing with the challenges confronted in diverse ministry contexts (Project Document; Oral Assessment; Ministry Development Plan)
3. Evaluate the effectiveness achieved in the application of intergenerational theory and practice to ministry (Project Document)

STUDENT LEARNING OBJECTIVES

Following are objectives important for student development through this course. These objectives should be reflected in the Ministry Development Plan developed by the participant.

The graduate will:

1. Develop a perspective of church as an intergenerational model
2. Engage in collaborative learning
3. Deepen understanding on the lifecycle as parts, as a whole, and its interplay
4. Grow spiritually through personal commitment and investment
5. Identify principles and dynamics of church involvement throughout the stages of life
6. Develop writing skills for sharing with others, including publishing
7. Participate in intergenerational ministry
8. Glean intergenerational church insights, experiences, and perspectives from others
9. Pursue an aspect of intergenerational church for deeper understanding and sharing
10. Join a cohort that is a spiritually vibrant, supportive, and expectant faith community

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 an Intergenerational Concentration (NAD – 2019) in their DMin program.

Participants in the 2019 Intergenerational Concentration take the following modules and the project seminar in the following sequence:

Doctor of Ministry (DMin) - Andrews University				
Intergenerational Church (NAD - 2019)				
Coordinator: Dr. Steve Case				
Course/Credits Professors	2019	2020	2021	2022
CHMN707 The Church in Intergenerational Contexts (4 credits)	September 30- October 8			

Dr. Steve Case	Loma Linda, CA			
CHMN751 Relational Dynamics and the Intergenerational Church (4 credits) Dr. Angela Li	October 9-17 Loma Linda, CA			
GSEM706 Spiritual and Theological Foundations for Ministry (4 credits) Dr. Allan Walshe Dr. Kleber Gonçalves		September 28- October 7 Andrews University		
GSEM790 DMin Project Seminar (2 credits) Dr. David Penno		October 8-15 Andrews University		
GSEM796 DMin Project (2 credits)		Fall Semester No intensive- work with project advisor		
CHMN762 The Challenge of 2 nd and 3 rd Generations (4 credits) Dr. Steve Case			September 27- October 6 Columbia, MD	
GSEM793 DMin Research Methods (2 credits) Dr. David Penno			October 7-13 Columbia, MD	
GSEM796 DMin Project (2 credits)			No intensive- work with project advisor	
CHMN783 Hearing and Responding to God Throughout Life (5 credits) Dr. Stephen Yeagley				September 26- October 7 Andrews University
GSEM796 DMin Project (3 credits)				Fall Semester

				No intensive- Work with project advisor
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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:

For each of the five (5) books listed below, write a 4-6 page reflective journal that includes a background of the author(s), a brief synopsis of the book, the student’s reaction to what was read (agree, disagree, unsure, etc.), and what the student will implement in ministry from this reading (if anything). A sample reading journal will be provided to each student as well as a template for journal reflection of each book. The deadline for these to be sent via Moodle is Sunday, September 29, 2019. They can be turned in as each is completed or as a group. Start with *Intergenerational Christian Formation*.

1. Allen, Holly Catterton, and Christine Lawton Ross. *Intergenerational Christian Formation*. Downers Grove, IL: InterVarsity Press, 2012.
2. Bengtson, Vern L. *Families and Faith: How Religion is Passed Down Across Generations*. New York: Oxford University Press, 2013.
3. Powell, Kara, Jake Mulder, and Brad Griffin. *Growing Young: 6 Essential Strategies to Help Young People Discover and Love Your Church*. Grand Rapids, MI: Baker Books, 2016.
4. Smith, Christian. *Religion: What It Is, How It Works, and Why It Matters*. Princeton, NJ: Princeton University Press, 2017.
5. White, James Emory. *Meet Generation Z*. Grand Rapids, MI: Baker Books, 2017.

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

II. The Intensive

A. Write a reflective journal each day (about one page/day). Each of these is due by the start of class the next day. Write a journal reflection for each of the following days of the intensive: September 30, October 1, 2, 3, 4, the weekend experience, 7, and 8—a total of 8 journal reports, each due by the start of class the next morning. These are to be posted via Moodle.

- B. Participate in discussion, group activities, journaling, and compilation of notes.
- C. Begin the formation of a Ministry Development Plan during the intensive. This will be explained in more detail during the intensive, as will the Context Support Group.
- D. Participate in weekend field experiences on Sabbath and Sunday of the intensive. These will be discussed in more detail during the intensive. Students should keep the full weekend open for field experiences rather than planning personal or professional time on their own.
- E. Because of the nature of the intensive, full attendance and participation is expected, with a maximum absence of 10% allowed in order to receive credit for the course.

III. Post Intensive

A. Reading and Journal Reports

Post-intensive reading includes the following five (5) books with journal reporting in the same manner as for the pre-intensive books. The due date for all five of these to be completed and turned in for grading via Moodle is March 1, 2020.

1. Kinnaman, David, and Gabe Lyons. *Good Faith*. Grand Rapids, MI: Baker Books, 2016.
2. Martineau, Mariette, Joan Weber, and Leif Kehrwald. *Intergenerational Faith Formation: All Ages Learning Together*. New London, CT: Twenty-Third Publications, 2008.
3. Shaw, Haydn. *Generational IQ*. Carol Stream, IL: Tyndale House Publishers, 2015.
4. Sider, Ronald J., and Ben Lowe. *The Future of Our Faith: An Intergenerational Conversation on Critical Issues Facing the Church*. Grand Rapids, MI: Brazos Press, 2016.
5. Vanderwell, Howard, ed. *The Church of All Ages: Generations Worshiping Together*. Herndon, VA: The Alban Institute, 2008.

B. Ministry Development Plan (MDP)

A Ministry Development Plan (MDP) of five to seven pages, double-spaced. The Ministry Development Plan describes the student's professional and personal vision, goals, and plans for the next five years. Include four sections in your MDP: 1) A description of your current situation; 2) Your vision for your life and ministry during the DMin program and following; 3) The steps you propose to move in the direction of that vision during your program; and 4) A listing of the forces you anticipate will help as well as those that might hinder this process. The MDP should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. Each year of the program the student will refer to and revise the MDP for evaluation, learning, and planning as an individual and in consultation with one's Context Support Group. At the end of the program, the most recent MDP will conclude the DMin project assessment. This first version of your MDP is due via Moodle by December 13, 2019.

C. 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, which includes their personal and professional vision, goals, and processes. The meetings will center on feedback, including progress toward the MDP. The first meeting must occur on or before December 6, 2019. Please note that during the holiday season it often is difficult to gather a full context support group, so it is strongly suggested to schedule this prior to the year-end holiday season. The group will review the MDP and its role with materials provided during the intensive. The Context Support Group will be explained in more

detail during the first intensive. A 2-5 page reflective journal of this experience is due by December 13, 2019, sent via Moodle.

D. Students will participate in a minimum of three sessions of a Work Study Group (WSG) for peer support and sharing of experience. These will be assigned in consultation with the lead professor during the first intensive.

1. A journal and attendance record of the group meetings will be required from each person in the group. This will be a reflection of the group meeting itself and will be two-three pages in length.
2. The first group meeting must occur on or before December 13, 2019 and review the work of each student on their respective MDP and also their meeting with their Context Support Group. Turn this in via Moodle by December 13, 2019.
3. The second group meeting must occur on or before February 21, 2020 to review the papers for the 180 Symposium and the book review submission for publication. Turn this in via Moodle by March 1, 2020.
4. The third group meeting must occur on or before May 3, 2020, and review the student's personal involvement with intergenerational church ministry. This includes the student's submission of this experience for publication as well as the book review submitted for publication sometime between the intensive and May 17, 2020. Turn this in via Moodle by May 17, 2020.
5. Groups may meet by phone conference, face-to-face, or via electronic conference.

E. Each student will become personally involved in a ministry that is intergenerational (a minimum of three generations) in its target and implementation. One good example is a short-term mission trip that is purposefully intergenerational. Two such projects that would qualify are Maranatha's Christmas Family Project December 19-29, 2019 (tentative) in Peru or Maranatha's Multiple Group Project March 19-29, 2020 in Bolivia. Intergenerational ministry can happen in almost any setting. The student might already be involved in this, or this assignment may spur such involvement. It could be evangelistic, worship, community service, small groups, or other ministry venues. Time during the intensive will be spent brainstorming possibilities. The student will need to write up and submit this experience for publication and include a copy of the write up to the lead professor via Moodle. This will be discussed in the Work Study Groups before May 3, 2020. The deadline for the completion of this project is May 17, 2020.

F. Select an appropriate field mentor, develop the contract for mentoring, be involved in at least monthly sessions with your mentor, starting in November, 2019, and continuing through April, 2020. Secure your mentor and write up your agreement and a review of the mentor and why you selected this person to be your mentor. This is due December 13, 2019 via Moodle. After each monthly session (November-April), write a one-page reflective journal. Collect these and turn in all six of them to the lead professor via Moodle on the final assignment due date—May 17, 2020.

G. A specific paper of your choosing under the broad category of this concentration: Intergenerational Church. This paper should be 8-15 pages, double spaced, with 10-20 endnotes. The purposes for this paper are to orient the student to written expression, prepare to choose a DMin project by the second year of the program, and contribute to the Andrews University 180° Symposium May 12-14, 2020 on the topic of "Intergenerational Church." The paper is due March 1. Send it via Moodle to the lead professor. The paper will be reviewed by the student's Work Study Group for revision before submitting it to the lead professor. The final paper will also be submitted for inclusion in the 180° Symposium May 12-14, 2020. The student may choose to present the paper in person and be part of the 180° Symposium experience, or simply send it without being present personally.

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. A book review of one of the required books for this intensive, or an article based on the content of one of the books, and submission for publication. This should be reviewed by the student's Work Study Group and then sent for publication. The submission should also be sent via Moodle to the lead professor by May 17, 2020.

GRADING AND ASSESSMENT

A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are seven outcomes in the area of being, seven in the area of knowing, and eight 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
Develop a perspective of church as an intergenerational model	Literature, class presentations, Work Study Group, publication preparation	Reading journal reflections, book review publication, 180° Symposium paper
Engage in collaborative learning	Class intensive, Work Study Group, Mentoring sessions	Journaling reports
Deepen understanding on the lifecycle as parts, as a whole, and its interplay	Literature, class presentations, Intergenerational ministry experiences	Reading journal reflections, Journaling reports

Grow spiritually through personal commitment and investment	Literature, class presentations, Ministry Development Plan, Mentoring sessions	Reading journal reflections, Journaling reports, MDP
Identify principles and dynamics of church involvement throughout the stages of life	Literature, class presentations, Intergenerational ministry experiences, Work Study Group, Mentoring sessions, 180° Symposium Paper	Reading journal reflections, Journaling reports, paper
Develop writing skills for sharing with others, including publishing	180° Symposium Paper, Journaling, Book review for publication	Paper, Reading journal reflections, Journaling reports
Participate in intergenerational ministry	Existing ministry, new ministries, experiences during the intensive	Write up for publication of intergenerational ministry experiences
Glean intergenerational church insights, experiences, and perspectives from others	Literature, class presentations, Work Study Group, Mentoring sessions, Context Support Group, Intergenerational ministry experiences	Reading journal reflections, Journaling reports
Pursue an aspect of intergenerational church for deeper understanding and sharing	Literature, class presentations, 180° Symposium paper	Paper, Reading journal reflections, Journaling reports
Join a cohort that is a spiritually vibrant, supportive, and expectant faith community	Class intensive experiences, Work Study Group, Ministry Development Plan, Literature	Journaling reports, MDP

B. Grade Points

5 Reading & Journal Reflection: Pre-Session	125 Points
5 Reading & Journal Reflection: Post-Session	125 Points
Journaling during intensive	50 Points
Ministry Development Plan	100 Points
Context Support Group	50 Points
3 Work Study Group Sessions	100 Points
Intergenerational Ministry Write Up	100 Points
6 Mentor Sessions and Journals	100 Points
180° Symposium Paper	200 Points
<u>Book Review Published</u>	<u>50 Points</u>
TOTAL	1000 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-

C. Assignment Submission deadlines will be applied as follows:

Assignment due date:	(possible A grade)
<hr/>	
Late up to 30 days:	(no more than A- grade)
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Late 31 to 60 days:	(no more than B+ grade)
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Late 61 to 90 days:	(no more than B grade)
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Late 91 days or more:	(no credit for the assignment)

Reading reports and reading journals for pre-intensive books are due the night before the first session of the teaching intensive. If submitted late, the work will be discounted 10%. The remainder of the assignments are due as specified, with the final deadline being May 17, 2020. Assignments are to be submitted electronically to the lead professor via the Andrews University Learning Hub. Always keep copies. The grade of DG (deferred grade) will be given until the due date.

*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.

D. Course Time Parameters 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:

Reading & Journal Reflection: Pre-Session	45 hours
Reading & Journal Reflection: Post-Session	45 hours
Intensive (includes weekend)	75 hours
Journaling during intensive	4 hours
Ministry Development Plan	6 hours
Context Support Group	5 hours
Work Study Group	9 hours
Intergenerational Ministry write up	5 hours
Mentor Sessions and Journals	10 hours
180° Symposium Paper	15 hours
<u>Book Review Published</u>	<u>5 hours</u>
TOTAL	224 hours

E. Assignment Submission

Submit assignments electronically to the Andrews University Learning Hub. Always keep a copy, and confirm submissions after 30 days.

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 an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

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 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

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

Place your policy on late submission here.

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

Steve Case loves God and he loves young people. He considers these to be the two essential elements to be involved in youth ministry. The same could be said for young adult ministry. Steve has been doing this type of ministry for a long time, which means he knows a lot and he’s forgotten a lot, so he keeps learning (and re-learning). Over that time, youth ministry has morphed into a broader perspective to become intergenerational ministry. Steve especially enjoys the DMin program because of the rich exchange of ideas and practices by professional practitioners in ministry.

His wife and daughter keep him humble and also confident, as they journey in open and challenging pathways that intertwine in amusing and interesting ways.



SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

8/27/2019