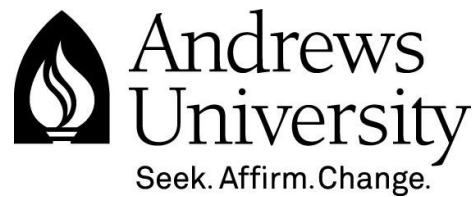


Leadership (NAD), 2016 Cohort
2019 Year Four

CHMN780 LEADING & MANAGING
THE CHURCH ORGANIZATION

Stanley E. Patterson, PhD



Andrews University

CHMN 780 LEADING AND MANAGING THE CHURCH ORGANIZATION LEADERSHIP 2016

GENERAL MODULE INFORMATION

Intensive location: Riverside, CA;
Intensive Dates: January 7- 17, 2019
Credits offered: 5

INSTRUCTOR CONTACT

Professor: Stanley E. Patterson, PhD
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SKYPE: stanley.patterson

BULLETIN MODULE DESCRIPTION

Local churches and denominational organizations present challenges in leadership, management, and administration. This module combines previous requirements of the Doctor of Ministry leadership concentration and an informed foundation of biblical leadership to help participants excel in skills like strategic planning, managing change, team building, resource management, communication, mentoring, and coaching.

LEARNING HUB ACCESS, 365-DAY LIMIT

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

MODULE MATERIALS

Required:

1. Hersted, L., & Gergen, K. J. (2013). *Relational leading: Practices for dialogically based collaboration*. Chagrin Falls, OH: Taos Institute Publications. ISBN: 9781938552069. 197 pages
2. Hornstrup, C., Loehr-Petersen, J., Madsen, J. G., Johansen, T., & Jensen, A. V. (2012). *Developing relational leadership: Resources for developing reflexive organizational practices*. Chagrin Falls, Ohio: Taos Institute Publications. ISBN: 9780981907697. 225 pages.
3. Crossan, M. M., Seijts, G. H., & Gandz, J. (2016). *Developing leadership character* (1 Edition. ed.). New York, NY: Routledge. ISBN: 9781138825673. 220 pp.
4. Hirsch, A. (2006). *The forgotten ways: Reactivating the missional church*. Grand Rapids, MI: Brazos. ISBN: 978-1-4412-0003-7; 295 pp.
5. Scott, S. (2004). *Fierce conversations: Achieving success at work & in life, one conversation at a time*. New York, Berkley Books. ISBN: 0425193373. 287 pp.
6. Burns, J. (2014). *Organizational leadership: Foundations & practices for Christians*. Downers Grove, Illinois: IVP Academic. ISBN: 0830840508. 287 pp.
7. Friedman, E. H. (2011). *Generation to generation: Family process in church and synagogue*. New York: Guilford Press. ISBN: 1609182367. 319 pp.
For price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

Recommended:

1. Branson, M. L., & Martínez, J. F. (2011). *Churches, cultures, and leadership: A practical theology of congregations and ethnicities*. Downers Grove, Ill.: IVP Academic. Pages 258. ISBN: 9780830839261
2. Bell, S. ed. (2014). *Servants and friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press. ISBN: 978-1-883925901; 453 pages.
3. Clinton, J. R. (1988). *The Making of a leader: Recognizing the lessons and stages of leadership development*. Colorado Springs: NavPress.
4. Conger, J. A., Spreitzer, G. M., & Lawler, E. E. I. (eds.). (1999). *The leader's change handbook: An essential guide to setting direction and taking action*. San Francisco: Jossey-Bass.
5. Cosgrove, C. H., & Hatfield, D. D. (1994). *Church conflict: The hidden system behind the fights*. Nashville: Abingdon.
6. Duarte, D. L., & Snyder, N. T. (2001). *Mastering virtual teams: Strategies, tools, and techniques that succeed* (Second ed.). San Francisco: Jossey-Bass.
7. Elmer, D. (2006). *Cross-cultural servanthood: Serving the world in Christlike humility*. Downers Grove, Ill.: IVP Books.
8. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York: Guilford Press.
9. Friedman, E. H., Treadwell, M. M., & Beal, E. W. (2007). *A Failure of Nerve: Leadership in the Age of the Quick Fix*. New York: Seabury Books. ISBN: 978-1596270428. 260 pages.
10. Fryling, R. (2010). *The leadership ellipse: shaping how we lead by who we are*. Downers Grove, Ill.: IVP Books.

11. Goleman, Daniel, Boyatzus, Richard and McKee, Annie. (2004). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Publishing. 336 pages.
12. Greenleaf, R. (1991). *Servant leadership: A journey into the nature of legitimate power and greatness*. Indianapolis, IN: The Greenleaf Center.
13. Hagberg, J. O. (2003). *Real power: Stages of personal power in organizations* (3rd ed.). Salem, WI: Sheffield.
14. Heifetz, R. A., A. Grashow, et al. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business. ISBN: 9781422105764. 978-1422105764. 352 pages.
15. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
16. Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.
17. Smith, F. (1998). *The book of learning and forgetting*. New York, NY: Teachers College Press.
18. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs: NavPress.
19. Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world* (3rd ed.). San Francisco, CA: Berrett-Koehler.
20. Whitworth, L., Kimsey-House, K., Kimsey-House, H., & Sandahl, P. (2007). *Co-active coaching: New skills for coaching people toward success in work and, life* (2nd ed.). Mountain View, CA: Davies-Black.
21. White, Ellen G. (1985). *Christian leadership*. Silver Spring, MD: Ellen G. White Estate.

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

PROGRAM OUTCOMES

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.

STUDENT LEARNING OUTCOMES

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

Ministry Development Plan developed by the participant (*previous L'ship outcomes replaced by the 3 below will be accepted for the MDP*).

The graduate will...

1. Competently apply biblical principles to the organizational leadership context (Assessment: case study; reading reflections; ministry development plan; chapter 2 of project report)
2. Integrates theory and practice in dealing with the challenges confronted in diverse ministry contexts (Assessment: project report; oral assessment; ministry development plan)
3. Evaluates the effectiveness achieved in the application of theory and practice to ministry (Assessment: project report)

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 Organizational Leadership Concentration in their DMin program.

Participants in the 2016 Leadership Cohort take the following modules and the project seminar in the following sequence:

2016

- CHMN747 Christian Leadership (4 cr)
Skip Bell, Feb 1-9, 2016, SE California Conference Office
- GSEM790 DMin Project Seminar (4 cr)
David Penno Feb 10-16, 2016 SE California Conference Office

2017-

- GSEM706 Spiritual & Theological Foundations of Ministry (8 cr)
Allan Walshe, March 16-30, 2017, Andrews University

2018-

- CHMN760 Advanced Leadership Competencies (5 cr)
Skip Bell, Jan 18-28, 2018, Riverside, CA
- GSEM796 DMin Project (3 cr), Spring Semester 2018

2019-

- CHMN780 Leading and Managing the Church (5 cr)
Stanley Patterson, Jan 15-26, 2019, Riverside, CA
- GSEM796 DMin Project (3 cr), Spring Semester 2019

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

Reading Assignments: (Learning Hub Book Forum Discussions)

Do the required reading for all 7 texts and participate in the Learning Hub Forum reflection discussion for each book (see specific instructions on the three discussion blocks on the main Learning Hub page for this course). Reflection discussions should be facilitated by responding to posted questions by posting reflective comments and questions for discussion in the Learning Hub Forum dedicated to each book. Dialog is the secret to learning!! Engage the questions and clarify and even challenge the thoughts and questions other participants are posting. Contribute to robust dialog that reflects your analysis of the book, how the book has impacted your leadership, and what applications you envision in the context of your ministry. Include conversations of evaluation practices that can determine whether you are achieving the desired outcomes. Total pages assigned: 1,882.

Due January 7, 2019. Forum discussions on Learning Hub/Learning Hub will provide evidence of your participation and substance for the grade given for the reading assignments.

Write a simple statement in the Learning Hub feedback box that you have read the assigned books in the January 7 block of the Learning Hub site.

1. Hersted, L., & Gergen, K. J. (2013). *Relational leading: Practices for dialogically based collaboration*. Chagrin Falls, OH: Taos Institute. ISBN: 9781938552069. 197 pp.
2. Hornstrup, C., Loehr-Petersen, J., Madsen, J. G., Johansen, T., & Jensen, A. V. (2012). *Developing relational leadership: Resources for developing reflexive organizational practices*. Chagrin Falls, Ohio: Taos Institute. ISBN: 9780981907697. 225 pp.
3. Crossan, M. M., Seijts, G. H., & Gandz, J. (2016). *Developing leadership character* (1 Edition. ed.). New York, NY: Routledge. ISBN: 9781138825673. 220 pp.
4. Hirsch, A. (2006). *The forgotten ways: Reactivating the missional church*. Grand Rapids, MI: Brazos. ISBN: 978-1-4412-0003-7; 295 pp.
5. Scott, S. (2004). *Fierce conversations: Achieving success at work & in life, one conversation at a time*. New York, Berkley. ISBN: 0425193373. 287 pp.
6. Burns, J. (2014). *Organizational leadership: Foundations & practices for Christians*. Downers Grove, IL: IVP Academic. ISBN: 0830840508. 287 pp.
7. Friedman, E. H. (2011). *Generation to generation: Family process in church and synagogue*. New York: Guilford. ISBN: 1609182367. 319 pp.

Books may 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. A reflection forum post is expected each evening as a daily journal discussion.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. Write a 2-3-page reflective critique of your Sabbath, January 28 worship experience in light of all elements of the service that projected a dimension of leadership—both positive and negative. This should embrace a broad spectrum of dimensions associated with the Sabbath experience at the church you attended. **Due January 14, 2019.**

III. Post Intensive

A. Project Chapters

1. Chapter 1: *June 15, 2019*

- a. Description of the Ministry Context (this would include their role in the context, and could include the student's particular passion for ministry)
- b. Statement of the Problem
- c. Statement of the Task
- d. Delimitations of the Project
- e. Description of the Project Process
- f. Definition of Terms (Optional)

Rubric for this assignment found on page 12.

2. Chapter 5: *August 15, 2019*

This chapter focuses on the outcomes of your intervention, whether successful or not, and an explanation of the project implementation strategy you followed. Recommendations and Conclusions emerging from your project are reported in Chapter 6 which you will do without submitting it as a course assignment.

Chapter five of your project document, a paper of 16-22 pages, no more than 25 pages, will be required providing the narrative of your project challenge. Follow the instructions of your project seminar for the form of chapter five.

The Andrews University Standards for Written Work, 13th Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

- B. **Book Review:** Choose a book broadly related to leadership published in 2017 or later. Read it and write a short review (800 words+/-) for consideration of publication in the *Journal of*

Applied Christian Leadership; Ministry Magazine; or Bridge Journal of Christian Ministry. The expectations for this assignment are in the rubric on page 10 and should guide you in terms of content and organization of the paper. If the book length exceeds 250 pages you may collaborate with another student to share the reading and submit a co-authored review of 1000 words length. Check with me by emailing the bibliographic info to avoid duplicating someone else's choice. *Rubric for this assignment is found on page 13. Due May 15, 2019.*

- C. **Ministry Development Plan (MDP) Reflection Paper** of five to seven pages, double spaced. The MDP should have four sections: (a) deepening of your spiritual life (b) enriched personal and family life (c) professional growth in specific areas of your ministry and (d) a listing of the helping as well as hindering forces that shaped those changes. The MDP reflection paper will be read at your project assessment interview. **September 30, 2019**
- D. **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 **August 30, 2019**. The group will review the MDP and its role with materials provided during the intensive.
- E. **Students** will participate in a minimum of two sessions of a work group for peer support and sharing of experience.
 1. A journal and attendance record of the group meetings will be required from a secretary for each group by **August 15, 2019**.
 2. The first group meeting must occur on or before **April 15, 2019** and review the work of each student on their chapter five.
 3. The second group meeting must occur on or before **July 31, 2019** and review the case study done by each student. (or other assignment)
 4. Groups may meet by phone conference, face-to-face, or via electronic conference.
- F. **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.

COURSE TOPICS AND PROGRAM OUTCOME ASSESSMENT

Day	Date	Course Topic	Outcomes
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Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are 3 program outcomes (PLO) and 3 student learning outcomes (SLO) specific to this intensive. 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.

OUTCOME OF THE CONCENTRATION	LEARNING RESOURCES PROVIDED IN THIS MODULE	PROCESS OF ASSESSMENT
Competently apply biblical principles to the organizational leadership context	Advanced biblical foundations lectures, handouts, daily worship topics;	Learning Hub book forum discussions; ministry development plan (MDP); chapter 2 of project report; book review
Integrates theory and practice in dealing with the challenges confronted in diverse ministry contexts	Classroom lectures; handouts including PPTX files; field mentoring;	Learning Hub book forum discussions; Classroom discussion; Chapter 1 of project report; MDP paper; book review
<ul style="list-style-type: none"> Relational leadership theory appropriate to the free-association context of the church organization 	<ul style="list-style-type: none"> Books: <i>Relational leading: Practices for dialogically based collaboration</i> (Hersted & Gergen); <i>Developing relational leadership: Resources for developing reflexive organizational practices</i> (Hornstrup, Loehr-Petersen, Madsen, Johansen, & Jensen) 	
<ul style="list-style-type: none"> Systems theory applied competently to congregation and organization 	<ul style="list-style-type: none"> Books: <i>Generation to Generation</i> (Friedman); <i>Organizational leadership: Foundations & practices for Christians</i> (Burns). 	
<ul style="list-style-type: none"> Innovatively integrates theory with practice 	<ul style="list-style-type: none"> Book: <i>The Forgotten Ways</i> (Hirsch) 	
<ul style="list-style-type: none"> Implement an Organizational Communication model consistent with relational paradigm 	<ul style="list-style-type: none"> Book: <i>Crucial Conversations</i> (Scott); Book: <i>Generation to Generation</i> (Friedman); Classroom dialog 	
Evaluates the effectiveness achieved in the application of theory and practice to ministry	<ul style="list-style-type: none"> Course lectures and handouts including PPTX files of presentations; Book: <i>Return on Character</i> (Kiel); Classroom dialog 	Project report; Classroom discussion; Discussion forums; Book review

C. Grade Points

Pre-intensive Reading Forum Discussions	(7x20=140)
Chapter 1 (Introduction)	(70)
Chapter 5 (Results)	(100)
Book Review	(50)
Book Essays	(15 x 2= 30)
Mentor Report	(15)
Context Support Report	(15)
MDP	(30)
Small Group Meetings	(2x15=30)
Journal During Intensive	(45)

L'ship Assessment of local Congregation (20)
Total 545 points

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

D. Assignment Submission

All assignments will be submitted as uploads in the Learning Hub Learning Hub site dedicated to this course. No hard copies or email submissions accepted. Place your name, AU ID #, and full course description in header of each assignment.

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 the assignment)

Reading forum posts and reading reports for pre-intensive books are due the first session of the teaching intensive, (**Jan 23, 2017**). If submitted late, the work will be discounted 10%. The remaining assignments are due as indicated at the end of each assignment description

F. Student grades will be recorded by or before **January 30, 2020**.

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

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper				
Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Contents	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and Definition of Terms.	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.
Description of the Ministry Context	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
Statement of the Problem	The problem is clearly defined in one half-page and supported by clear, objective evidence.	The problem is clearly defined in a one half-page and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence and/or more than one half-page.	The problem is not clearly defined, not supported by evidence, and more than one half-page.
Statement of the Task	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
Delimitations of the Project	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
Description of the Project Process	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
Definitions of Terms	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Terms central to the study and used through the project document are not defined.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	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 are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 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	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

Rubric for Assessing the CHMN543 Book Review			
	Grade range-90-100%	Grade range-80-89%	Grade Range < 80%
Focus: <i>author's thesis; book's content</i>	Clearly communicates the author's thesis/main idea and succinctly summarizes the book's content	Adequately communicates the author's thesis and summarizes the book's content	Does not clearly communicate the author's thesis and/or summarize the book's content
Critique: <i>evaluation on behalf of the leadership community; Includes specific language about strengths and weaknesses; not a personal reaction</i>	Interacts with and critiques the author's ideas at a high level on behalf of the leadership community	Adequately critiques the author's ideas on behalf of the community	Does not offer a helpful critique, and/or does not critique on behalf of the community, and/or too much personal reviewer bias
Application: <i>applied aspect for Christian leaders; not limited to reviewer's personal context</i>	Shares clear and practical application of the author's ideas for Christian leaders	Adequately applies the author's ideas for Christian leaders	Does not sufficiently apply the author's ideas for Christian leaders, and/or application limited to reviewer's personal context
Recommendation: <i>to read this book or not, and why</i>	Clearly and strongly recommends whether or not to read the book, including a summary of reasons why	Adequately recommends whether or not to read the book	Does not strongly recommend whether or not to read the book and/or include reasons why
<p>Note: "Author" refers to the book author; "reviewer" refers to the book reviewer. If appropriate, some information about the author might be included: Who is he/she? Why write this book? Any information about what makes the author an authority on the book's subject is helpful, especially if the author is relatively unknown. Things that should <i>not</i> be in a review: ❖ Rants about negative or positive aspects of the book. ❖ Expressions of personal prejudices: "I liked/didn't like X aspect of the book..."</p>			

Note: "Author" refers to the book author; "reviewer" refers to the book reviewer.

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.

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

Stanley E. Patterson, PhD

Title: Professor of Christian Ministry, Department of Christian Ministry
Organization: Andrews University, Seventh-day Adventist Theological Seminary

"Do not go where the path may lead, go instead where there is no path and leave a trail."

- Ralph Waldo Emerson

Dr. Patterson currently teaches and mentors ministry professionals at the SDA Theological Seminary. He serves as Chair of the Christian Ministry Department and teaches classes in Christian leadership and pastoral practices. He also serves as executive director of the Christian Leadership Center of Andrews University which is dedicated to providing Christian Leadership development and guidance to organizations and ministry teams around the world.

He began his pastoral ministry in 1975 in Texas, then Wyoming, Colorado, and Georgia. He served as ministerial director and evangelism coordinator in the Greater New York Conference and for twelve years in the Georgia-Cumberland Conference as ministerial director and later as vice-president for pastoral ministries and evangelism.

He was granted a Ph.D. in Leadership and Administration from Andrews University in 2007 and responded to a call to serve the Seminary in 2008. He has published numerous academic and professional articles on Christian Leadership and has assisted in the development of Christian leaders throughout the world field.

Glenda and he make their home in Berrien Springs, Michigan and have four children, eight grandchildren, and 1 great grandson.

10/16/2018

