

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

Millennial Church  
2016 Cohort  
Year One

CHMN 709  
THE CHANGING CHURCH  
2016

*Allan Walshe, D.Min*



CHMN 709  
**THE CHANGING CHURCH**  
MILLENNIAL CHURCH  
2016 COHORT

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## GENERAL MODULE INFORMATION

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Intensive location: Altamonte Springs, FL  
Intensive Dates: April 19-29, 2016  
Credits offered: 4

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## INSTRUCTOR CONTACT DETAILS

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Professor: Dr. Allan Walshe  
Telephone: (269) 471-6186  
Email: [walshe@andrews.edu](mailto:walshe@andrews.edu)

Graduate Assistant: Jon Campbell  
DiscipleshipGA@gmail.com

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## BULLETIN MODULE DESCRIPTION

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The Millennial Church Concentration prepares participants for the specific challenges of transforming congregations for mission and ministry in the context of millennial disciples serving in a western secular culture. The concentration is intended to provide a significant and terminal professional doctoral experience for those who lead churches in generational transition, providing biblically sound and theologically informed leadership in churches that engage millennials in faithful discipleship. In doing so they will offer practical models of churches throughout the division transitioned to places of discipleship for youth and young adults. Participants in the cohort will be required to experience association and support in their learning journey through linking with a church-formed initiative targeting millennials.

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## MOODLE ACCESS, 365-DAY LIMIT

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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.

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## MODULE MATERIALS

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The required reading list will be sent as part of your registration package.

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## PROGRAM OUTCOMES

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

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## STUDENT LEARNING OUTCOMES

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### Outcomes

The outcomes of the concentration include; 1) a knowledge base, 2) a transformational emphasis on being, and 3) doing, evidenced in skill training for ministry among the millennial generation of disciples of Christ.

**Knowing:** The knowledge base has the five following components:

A current understanding of the worldview and culture of millennials living in the 21st century in western cultures

An understanding of biblical spirituality and the spiritual decision process among these young adults

1. A faithful theology of ministry
2. An advanced understanding of a theology of the church
3. An advanced understanding of ecclesiology
4. An understanding of the leadership issues--especially change theory--involved in the challenge of

- transforming congregations for ministering to millennials
- Identifying the culture and worldview of millennials, especially in the context of religion and religious institutions.

**Being:** In the process of the millennial church concentration, participants will experience transformational development in the following essentials:

- Transformation through personal biblical spirituality and theological formation
- A compassionate vision for youth and young adults
- A vision for mission to youth and young adults
- Valuing diversity
- Commitment to renewal of the church
- Courage to graciously challenge the status quo.

**Doing:** Participants in the millennial church concentration form skills for effective ministry in the context of the congregation. Those include:

- Articulating a biblical theology of the church, its mission and ecclesiology
- Fostering shared vision for church renewal
- Facilitating planning within the systems effecting renewal in the congregation
- Leading and managing change in the process of congregational renewal
- Leading congregations to effective mission to millennials
- Engaging millennials in mission
- Managing conflict effectively
- Developing competencies for leadership in diversity and multiculturalism

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## THE COHORT

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This module is open to members of the 2016 Millennial Church 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 Millennial Church Concentration in their DMin program.

Participants in this cohort take the following modules in order listed below:

<b>2016 NAD Cohort</b>				
Course requirements and schedule for the cohort forming in 2016:				
Course #	Course Name	Instructors	Intensive Dates	Intensive Locations
CHMN 709	The Changing Church (4 credits)	Allan Walshe	April 19- 29, 2016	<u>Altamonte Springs, FL</u>
GSEM 790	<u>DMin Project Seminar</u> (4 credits)	James Wibberding	May 2-8, 2016	<u>Altamonte Springs, FL</u>

GSEM 706	Spiritual and Theological Foundations for Ministry (8 credits) (Field Research Symposium March 29-30, Petr Cincala)	Allan Walshe	March 16-30, 2017	<u>Andrews University</u>
	Implementation Symposium	David Penno	December 12, 2017 1:00-5:00 pm, EST	virtual meeting via Zoom
CHMN 713	Transformational Leadership and Organic Systems Thinking (5 credits)	Skip Bell	April 23-May 3, 2018	<u>Riverside, CA</u>
GSEM 796	DMin Project (3 credits)		spring semester 2018	
CHMN 773	Discipling Congregational Leaders (5 credits)	Gilbert Cangy	April 22-May 2, 2019	<u>Andrews University</u>
GSEM 796	DMin Project (3 credits)		spring semester 2019	

Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.

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## MODULE REQUIREMENTS

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### I. Pre-Intensive

#### A. Pre-Intensive Reading:

A journal (book report) is due the first day of the teaching intensive for each of the required pre-session titles. The journal (there will be one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. **Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity.** Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state how much you have read of the book.

Choice of books for reading does not mean that the professor or Andrews agrees with their content. All books must be brought to the class session. Journaling on the first books must be completed and submitted on Learning Hub by April 19, 2016.

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. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- C. A cohort field experience will occur on the weekend of the intensive. Do not plan any other activities for this time.

## III. Post Intensive

- A. Journal and report on the post intensive books in the same manner as for the pre-intensive books.
- B. Students will create a Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan will have four sections; a description of your current situation, your vision for your life and ministry following the program, the steps you propose to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas.
- C. Chapter three of your project document, a paper of at least 16 but no more than 22 pages, will be required providing a review of literature relevant to your project challenge. **This is the work required in year one that integrates your 6 credits of project learning into the program.**

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

- D. Students will form a context support group of five to nine persons from their specific ministry context who will meet face-to face annually with them to review their MDP. The meetings will center on personal and professional progress. The first meeting must **occur on or before July 15, 2016**. 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. The first group meeting must occur on or before **August 1, 2016**, and review the work of each student on their chapter three.
  - 2. The second group meeting must occur on or before **Oct 28, 2016**.
  - 3. Groups may meet by phone conference, face-to-face, or via electronic conference.
  - 4. A journal and attendance record of the group meetings will be required from a secretary for each group by **Dec 15, 2016**.
- F. Select an appropriate field mentor, develop the contract for mentoring, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions by the final assignment due date.

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## GRADING AND ASSESSMENT

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### A. Credit-Hour Definitions and Calculations

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

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

The time for this module is calculated as follows:

Ministry Development Plan	16 hours
Reading and journaling Intensive	(92 reading + 24 journaling) = 115 hours
Journaling during the intensive	60 hours
Context support group	2 hours
Peer group attendance and journaling	2 hours
Mentoring	4 hours
Spiritual Retreat	10 hours
MBTI	8 hours
<b>Total</b>	<b>224 hours</b>
Post intensive paper – (60 hours relate to the project credits registered in years 3 and 4)	

### B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are five outcomes in the area of being, three in the area of knowing, and six outcomes in the area of doing. 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.

### C. Grade Points

Reading Journals and Reports (9x15 pts)	135
Ministry Development Plan	80
Literature Review (chapter 3)	175
Context Support Group	40
Peer Group Attendance and Journaling	40
Report Regarding Mentor	40
Journal During Intensive	55
<b>Total points</b>	<b>565</b>

96- 100%	A
93 - 95%	A-

90 - 92%	B+
85 - 89%	B
82 - 84%	B-
79 - 81%	C+
75 - 78%	C
72 - 74%	C-

D. Assignment Submission

Submission of **all assignments** must be submitted via Learning Hub (Moodle) before or on the deadlines listed.

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

Assignment due date:	(possible A grade)
Late up to 30 days:	(no more than A- grade)
Late 31 to 60 days:	(no more than B+ grade)
Late 61 to 90 days:	(no more than B grade)
Late 91 days or more:	(DN deferred and not completable*)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, **April 19, 2016**. If submitted late, the work will be discounted 10%. Post-intensive reading reports and journals are due **June 30, 2016**. The remaining assignments are due **Jan 31, 2017**. DGs (deferred grades) are provided in the semesters before assignments are due.

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



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## ASSESSMENT GUIDELINES

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### Chapter Assessment Rubric for the Post Intensive Paper

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

<b>Conclusion</b>	The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses questions for further research and provides insight into the relationship between the review and the central topic of the research.	The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship between the review and the central topic of the research.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
<b>Format</b>	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.
<b>Style</b>	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.
<b>Language Conventions</b>	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.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The statement is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

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## UNIVERSITY POLICIES

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### **Disability Accommodations**

If you qualify for accommodations under the American Disabilities Act, please see the instructor for a referral to assist you in arranging accommodations.

### **Late Assignment Submission**

Please refer to Section E under Grading and Assessment.

### **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*

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## INSTRUCTOR PROFILE

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Dr. Allan R. Walshe

Current ministry emphasis—Discipleship and Biblical Spirituality

Brief summary of ministry:

Local pastor—3 different conferences

Conference Dept. Director: Youth/Young Adults & Various Departments

Union Dept. Director: Youth/Young Adults & Various Departments

Conference President: SPDiv

Union President: SPDiv

University Teaching Professor: Andrews University

Department Chair: Dept. Discipleship and Religious Education,  
Adventist Theological Seminary, Andrews University

