

Millennial Church (NAD), 2016 Cohort  
2019, Year Four

CHMN752

# DISCIPLING CONGREGATIONAL LEADERS

*Kleber D. Gonçalves, PhD*  
*A. Allan Martin, PhD*



Andrews  
University  
Seek. Affirm. Change.

# Andrews University

CHMN752

## DISCIPLING CONGREGATIONAL LEADERS

MILLENNIAL CHURCH (NAD – 2016)

---

### GENERAL COURSE INFORMATION

---

Class location: Seminary Building, S215  
Class time/day: April 22 – May 2, 2019; 8:00am-12:00pm, 2:00pm-5:30pm  
Credits offered: 5

---

### INSTRUCTORS CONTACT

---

Instructor: Kleber D. Gonçalves, PhD  
Telephone: Office: 269-471-3190  
Email: [kleber@andrews.edu](mailto:kleber@andrews.edu)

Instructor: A. Allan Martin, PhD  
Telephone: Office: 817-483-4837, ext. 113  
Email: [amartin@ygchurch.com](mailto:amartin@ygchurch.com)

---

### BULLETIN COURSE DESCRIPTION

---

Developing disciples according to the biblical model for an apostolic movement. Congregational leaders become mature in Christ and thus a mission oriented movement is multiplied. Includes cross-cultural leadership. Coaching and mentoring skills are taught so that the congregational leader can develop people who practice mature repentance and forgiveness in Christ.

---

### MOODLE ACCESS, 365-DAY LIMIT

---

Moodle access (through AU - LearningHub) for this module is limited to 365 days. Registered students generally have access to LearningHub 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.

---

---

## COURSE MATERIALS AND ASSIGNMENTS

---

### Required reading:

1. Breen, Mike. 2017. *Building a Discipling Culture: How to Release a Missional Movement by Discipling People Like Jesus Did*. Greenville, SC: 3DM
2. Kinnaman, David and Aly Hawkins. 2011. *You Lost Me: Why Young Christians Are Leaving Church... and Rethinking Faith*. Grand Rapids, MI: Baker.
3. Martin, A. Allan. *Next Steps: Adventist Millennial Research Empowering Young Adult Ministry*. <http://nextsteps.youngadultlife.com>: Online course, Adventist Learning Community.
4. Matthaiei, Sondra. 2008. *Formation in Faith: The Congregational Ministry of Making Disciples*. Nashville, TN: Abingdon.
5. Powell, Kara and Steven Argue. 2019. *Growing With: Every Parent's Guide to Helping Teenagers and Young Adults Thrive in Their Faith, Family, and Future*. Grand Rapids, MI: Baker.
6. Powell, Kara, Jake Mulder, and Brad Griffin. 2016. *Growing Young: Six Essential Strategies to Help Young People Discover and Love Your Church*. Grand Rapids, MI: Baker.
7. Seel, John. 2018. *The New Copernicans: Millennials and the Survival of the Church*. Nashville, TN: Thomas Nelson.
8. Webb, Keith. 2012. *The Coach Model for Christian Leaders: Powerful Leadership Skills for Solving Problems, Reaching Goals, and Developing Others*. New York, NY: Morgan James.

### Recommended reading:

1. Arnett, Jeffrey J. 2014. *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*. New York, NY: Oxford University Press.
2. Bonhoeffer, Dietrich. 1995. *The Cost of Discipleship*. New York, NY: Touchstone.
3. Campbell, Regi. 2009. *Mentor Like Jesus: His Radical Approach to Building the Church*. Atlanta, GA: RM.
4. Dudley, Roger L. 1999. *Why Our Teenagers Leave the Church: Personal Stories from a 10-Year Study*. Hagerstown, MD: Review and Herald.
5. Erikson, Erik H. 1980. *Identity and the Life Cycle*. New York, NY: Norton.
6. General Conference of Seventh-day Adventists. 2014. "Together Growing Fruitful Disciples." <https://www.growingfruitfuldisciples.com>).
7. Group, Barna. 2018. *Gen Z: The Culture, Beliefs and Motivations Shaping the Next Generation*. Ventura, CA: Barna Group.
8. Hull, Bill. 2004. *Jesus Christ, Disciplemaker*. Grand Rapids, MI: Baker.
9. \_\_\_\_\_. 2006. *The Complete Book of Discipleship: On Being and Making Followers of Christ*. Colorado Springs, CO: NavPress.
10. Inter-European Division of Seventh-day Adventists. 2018. *Icor Study Guide – Building Spiritual Home: Living Our Values Together*. Bern, Switzerland: Inter-European Division of Seventh-day Adventists.

11. Kinnaman, David and Gabe Lyons. 2012. *Unchristian: What a New Generation Really Thinks About Christianity-- and Why It Matters*. Grand Rapids, MI: Baker.
12. Nelson, C. Ellis. 2008. *Growing up Christian: A Congregational Strategy for Nurturing Disciples*. Macon, GA: Smyth & Helwys.
13. Ogden, Greg. 2016. *Transforming Discipleship: Making Disciples a Few at a Time*. Downers Grove, IL: InterVarsity.
14. \_\_\_\_\_. 2019. *Discipleship Essentials: A Guide to Building Your Life in Christ*. Downers Grove, IL: InterVarsity.
15. Pokluda, Jonathan and Kevin McConaghy. 2018. *Welcome to Adulthood: Navigating Faith, Friendship, Finances, and the Future*. Grand Rapids, MI: Baker.
16. Putman, Jim. 2010. *Real-Life Discipleship: Building Churches That Make Disciples*. Colorado Springs, CO: NavPress.
17. Rainer, Thom S. 2013. *I Am a Church Member: Discovering the Attitude That Makes a Difference*. Nashville, TN: B&H.
18. Skeldon, Grant and Ryan Casey Waller. 2018. *The Passion Generation: The Seemingly Reckless, Definitely Disruptive, but Far from Hopeless Millennials*. Grand Rapids, MI: Zondervan.
19. Talbot School of Theology. Spring 2008. "Guest Editorial Introduction to the Mini-theme Issue: College & Young Adult Ministry." *Christian Education Journal* 5, no. 1.
20. Twenge, Jean M. 2017. *Igen: Why Today's Super-Connected Kids Are Growing up Less Rebellious, More Tolerant, Less Happy--and Completely Unprepared for Adulthood--and What That Means for the Rest of Us*. New York, NY: Atria.
21. Warren, Rick. 2012. *The Purpose Driven Life: What on Earth Am I Here For?* Grand Rapids, MI: Zondervan.
22. Watson, David and Paul Watson. 2014. *Contagious Disciple-Making: Leading Others on a Journey of Discovery*. Nashville, TN: Thomas Nelson.
23. White, James Emery. 2017. *Meet Generation Z: Understanding and Reaching the New Post-Christian World*. Grand Rapids, MI: Baker.
24. Willard, Dallas. 2006. *The Great Omission: Reclaiming Jesus's Essential Teachings on Discipleship*. San Francisco, CA: Harper.

---

## 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.

**1) 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

**2) 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

**3) 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 OUTCOMES

---

Following are Millennial Church concentration outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

Being

In the process of the Millennial Church concentration, the participant will experience transformational development in the following essentials:

1. Transformation through personal biblical spirituality and theological formation
2. A compassionate vision for youth and young adults
3. A vision for mission to youth and young adults
4. Valuing diversity
5. Commitment to renewal of the church
6. Courage to challenge the *status quo*

**Assessed by:** Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to

grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

### Knowing

The graduate will develop a knowledge base that includes the following components:

1. A current understanding of the worldview and culture of millennials living in the 21st century in western cultures
2. An understanding of spirituality and the spiritual decision process among these young adults
3. A faithful theology of ministry
4. An advanced understanding of a theology of the church
5. An advanced understanding of ecclesiology
6. An understanding of the leadership issues, especially change theory, involved in the challenge of transforming congregations for ministering to millennials
7. Identifying the culture and worldview of millennials, especially in the context of religion and religious institutions

**Assessed by:** The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject assessed with the project.

### Doing

Participants in the Millennial Church concentration form skills for effective ministry in the context of the congregation. Those include:

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

**Assessed by:** Successful presentation and assessment of their project before peers and their respective project committees as well as direct assessments of case studies and journals administered by faculty in the modules.

---

## THE COHORT

---

This course 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 Millennial Church Concentration in their DMin program.

Participants in the 2016 Millennial Church Concentration take the following modules and the project seminar in the following sequence:

<b>Doctor of Ministry (DMin) - Andrews University</b> <b>Millennial Church (NAD - 2016)</b> <b>Coordinator: Dr. Kleber Gonçalves</b>				
<b>Course/Credits Professors</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
CHMN709 The Changing Church (4 credits) Dr. Allan Walshe	April 19-29 Altamonte Springs, FL			
GSEM790 DMin Project Seminar (4 credits) Dr. James Wibberding	May 2-8 Altamonte Springs, FL			
GSEM706 Spiritual and Theological Foundations for Ministry (8 credits) Dr. Allan Walshe (Field Research Symposium March 29-30, Petr Cincala)		March 16-30 Andrews University		
Implementation Symposium Dr. David Penno		December 12 2:00-4:00 pm, EST Virtual meeting via Zoom		
CHMN713 Transformational Leadership and Organic Systems Thinking (5 credits) Dr. Skip Bell			March 19-30 Riverside, CA	

GSEM796 DMin Project (3 credits)			Spring Semester	
CHMN752 Discipling Congregational Leaders (5 credits)  Dr. Kleber Gonçalves Dr. A. Allan Martin				April 22- May 2  Andrews University
GSEM796 DMin Project (3 credits)				Spring Semester

---

## COURSE REQUIREMENTS

---

### I. Pre-Intensive

Pre-Intensive Reading:

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

1. Breen, Mike. 2017. *Building a Discipling Culture: How to Release a Missional Movement by Discipling People Like Jesus Did*. Greenville, SC: 3DM
2. Kinnaman, David and Aly Hawkins. 2011. *You Lost Me: Why Young Christians Are Leaving Church... and Rethinking Faith*. Grand Rapids, MI: Baker.
3. Martin, A. Allan. *Next Steps: Adventist Millennial Research Empowering Young Adult Ministry*. <http://nextsteps.youngadulthoodlife.com>: Online course, Adventist Learning Community.
4. Powell, Kara, Jake Mulder, and Brad Griffin. 2016. *Growing Young: Six Essential Strategies to Help Young People Discover and Love Your Church*. Grand Rapids, MI: Baker.
5. Webb, Keith. 2012. *The Coach Model for Christian Leaders: Powerful Leadership Skills for Solving Problems, Reaching Goals, and Developing Others*. New York, NY: Morgan James.

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. **Write** a 2-3-page reflective **critique of your worship experience on April 27** in light of all elements of discipleship—both positive and negative. This should embrace a broad spectrum of dimensions associated with the Sabbath experience at the church you attended. ***Due April 29.***

## III. Post Intensive

A. Journal and report the remaining four books of the required reading list (below) in the same manner as for the pre-intensive books. ***Due November 30, 2019.***

1. Matthaëi, Sondra. 2008. *Formation in Faith: The Congregational Ministry of Making Disciples*. Nashville, TN: Abingdon.
2. Powell, Kara and Steven Argue. 2019. *Growing With: Every Parent's Guide to Helping Teenagers and Young Adults Thrive in Their Faith, Family, and Future*. Grand Rapids, MI: Baker.
3. Seel, John. 2018. *The New Copernicans: Millennials and the Survival of the Church*. Nashville, TN: Thomas Nelson.

B. Reviewed version of the **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 is 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 DMin program. The MDP reflection paper will be read at your project assessment at the end of the program. ***Due August 30, 2019.***

C. **Chapter FIVE** of your project document, a paper of 16 - 22 pages, no more than 25 pages, will be required focusing 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. Follow the instructions of your project seminar for the form of chapter five. *The Andrews University Standards for Written Work, 13<sup>th</sup> Edition* (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers in the Millennial Church concentration are done in APA style. ***Due January, 31, 2020.***

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 ***July 8, 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. The first group meeting must occur on or before *September 16, 2019* and review the work of each student on their chapter five.
2. The second group meeting must occur on or before *October 14, 2019* and review Seel, J. *The new Copernicans: Millennials and the survival of the church*. Nashville. Groups may meet by phone conference, face-to-face, or via electronic conference.
3. A journal and attendance record of the group meetings will be required from a secretary for each group by *October 31, 2019*.

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. *Due December 9, 2019*.

---

## 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: As a rule of thumb, below is a guide for your reading, research, and academic writing for Seminary courses:

- Average reading speed 15-20 pages/h
- Average academic writing speed (research paper) 3h/pages

For this course it is estimated that the total of 280 hours will be distributed as follows:

Intensive - time in class	75h
Reading and journaling	180h
Ministry Development Plan	03h
Journaling during intensive	02h
Critique worship experience	05h
Context support group	05h
Peer support meetings	04h
Mentoring	06h

**Total** **280 h**

---

Obs: Post-intensive paper (the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits)

### B. Criteria for Grades

The final grade will be computed on the following basis:

Reading and journaling (8x30)	240 pts
Ministry Development Plan	50 pts
Journaling during intensive	25 pts
Critique worship experience	35 pts
Context support group	35 pts
Peer support meetings (2x25)	50 pts
Mentoring	35 pts
Chapter Five	150 pts
<b>Total</b>	<b>620 pts</b>

---

Letter grades will be given based on the following percentages of the above total points:

A	96-100%	B+	90-92%	C+	79-81%	D	60-71%
A-	93-95%	B	85-89%	C	75-78%	F	0-59%
		B-	82-84%	C-	72-74%		

### C. Assignment Submission

Upload all assignments in the LearningHub link dedicated to this course. No hard copies or email submissions will be accepted. Place your name, AU ID #, and full course description in header of each assignment.

Following are the chronological due dates for all assignments related to this course:

- Reading journals/reports (first 4 books) **April 22, 2019**
- Journaling during intensive Per instructor's request during classes
- Critique worship experience **April 27, 2019**
- Context support group **July 8, 2019**
- Ministry Development Plan **August 30, 2019**
- Peer support meetings
  - First meeting (On or before) **September 16, 2019**
  - Second meeting (On or before) **October 14, 2019**
  - Report **October 31, 2019**
- Reading journals/reports (last 4 books) **November 30, 2019**
- Mentoring reports **December 9, 2019**
- Chapter Five **January 31, 2020**

### D. 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)

E. Student final grade for this course will be recorded by May 1, 2020.

---

## ASSESSMENT GUIDELINES

---

### Chapter Assessment Rubric for the Post Intensive Paper

#### 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>Contents</b>	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.
<b>Description of the Ministry Context</b>	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.
<b>Statement of the Problem</b>	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.
<b>Statement of the Task</b>	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.
<b>Delimitations of the Project</b>	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.
<b>Description of the Project Process</b>	The section is well organized. It outlines a	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.

<b>Definitions of Terms</b>	clear and logical sequence of steps. 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.
<b>Format</b>	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.
<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 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.
<b>Clearly Written</b>	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.
<b>Length</b>	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

---

## 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](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged in a timely manner.

### **Eating and Drinking**

Since eating and drinking can distract oneself and others, it would be appreciated if in-class consumption could be limited to water only.

### **Use of Computer and Other Devices**

Computers should be used in class only for taking notes. Web searches should be done only if they are part of the class activities. Be mindful that “multi-tasking” in class (emailing, surfing the web, social media, etc.) reduces participation and learning. Also, to maximize your learning experience, we ask that all cell phones be turned off or placed on the silent mode while in class. This is a basic courtesy that will be appreciated by the course instructor as well as the other class members.

### **Special Circumstances**

Students with special situations should inform the instructor before the event or as soon as possible after the event. The teacher values verbal explanations but a written request will ensure consideration at grading 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*

### **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 member 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: KLEBER D. GONÇALVES

---

Born in Brazil, Kleber D. Gonçalves has served the Seventh-day Adventist Church in the areas of publishing work, church planting, teaching, and pastoral ministry.

He graduated from the Adventist Latin American Theological Seminary (São Paulo, Brazil) in 1991 with a B.Th. in biblical languages. After his ordination to the pastoral ministry in 1996, he moved to the United States to continue his studies at the graduate level. He concluded his M.Div. (equivalency) from the Seventh-day Adventist Theological Seminary in 1998, and received a MSA in Church Administration from the School of Business in 2000. Five years later, he earned a Ph.D. in Missiology also from the Seventh-day Adventist Theological Seminary at Andrews University. His dissertation is entitled: “A Critique of the Urban Mission of the Church in the Light an Emerging Postmodern Condition”.



His interest took him back to Brazil after he accepted a call from Sao Paulo Conference to start the New Seed SDA Church, an innovative church-planting project focusing secular/postmodern/unchurched people. From 2005 to 2015 he developed and implemented a new evangelistic concept and strategy leading the change from the traditional “30-day” evangelistic series to a permanent Evangelistic Center, where he is the Founding and Emeritus Pastor.

Since 2011 he serves as the director of the Global Mission Center for Secular and Postmodern Studies (CSPS) assisting the work of vision casting and planning of postmodern sensitive church-plant projects around the world under the coordination of the Office of Adventist Mission at the General Conference of Seventh-day Adventists. This has given him the opportunity for cross-cultural church-planting experiences in various parts of the world.

In August 2015, Kleber Gonçalves joined the faculty at the Seventh-day Adventist Theological Seminary as an Associate Professor in the Department of World Mission. Few months later he was appointed as the director of the Doctor of Ministry program at the Seminary.

Areas of particular interest to him are urban missiology, contemporary cultures, church planting, leadership, and discipleship. To relax he enjoys walking and playing golf.

Kleber is married to Nereida, a registered nurse born and raised in Bolivia. They have three beautiful children; Isabella (17), Nichollas (15), and Gabriella (12).



---

INSTRUCTOR PROFILE: A. ALLAN MARTIN

---

A Allan Martin, PhD, is the teaching pastor of Younger Generation Church [ygchurch.com], the vibrant young adult ministry of the Arlington Seventh-day Adventist Church in Texas [USA]. Dr. Martin serves the North American Division of Seventh-day Adventists [NAD] as point for the Growing Young Adventists initiative in collaboration with Young Adult LIFE and the Fuller Youth Institute.



Recently, Martin served the NAD, in partnership with the Barna Group, as the lead research facilitator for the Adventist Millennial Study. Dr. Martin continues as adjunct faculty for the Seventh-day Adventist Theological Seminary, specializing in discipleship and young adult ministry. He and his wife, Deirdre, tour internationally, speaking about relationships as well as equipping new generations in Christian lifestyle and leadership. Their daughter, Alexandria, recently graduated from Southern Adventist University with her nursing degree, while Allan and Deirdre continue to reside in the Dallas/Fort Worth Metroplex.