

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

2015 Missional Church
Year One
CHMN 704, INCARNATIONAL
MISSIONAL CHURCH
2015

Michael F. Cauley
Michael Richard Cauley



Andrews University

CHMN704

INCARNATIONAL MISSIONAL CHURCH

MISSIONAL CHURCH 2015

GENERAL MODULE INFORMATION

Intensive location: Orlando, Florida, Florida Conference Office
Intensive Dates: January 26 – February 3
Credits offered: 4

INSTRUCTOR CONTACT

Instructors: Dr. Michael F. Cauley
Dr. Michael Richard Cauley
Telephone: 615-766-7766
Email: cauley@andrews.edu

BULLETIN MODULE DESCRIPTION

Investigates 21st century western culture and corresponding mission praxis. Includes theological reflection, literature, theory, and practices in ministry. Prepared for leaders who desire to engage the church in effective mission to Western culture; pastors, church planters and administrative leaders who wish to gain an understanding of the implications of missional church.

A seismic shift has occurred within Christendom. Once the center of Christian thought and mission, Western culture is rapidly becoming alien to Christianity, both in its institutional form and its biblical construct. Today, outside of the 10-40 window, Western culture is the greatest mission field that the Christian church faces. Therefore, those who lead ministry in the 21st Century must learn how to reposition their thinking and practice in order to accomplish Christian mission according to the biblical mandate.

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

MODULE MATERIALS

Required:

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

PROGRAM OUTCOMES

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

The Doctor of Ministry Missional Church 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.

Knowing: The knowledge base has the four following components:

1. A current understanding of 21st century mission praxis in western culture
2. The development of the spiritual life as the foundation for mission
3. Leading transformation for mission; systems thinking
4. Transacting the vision of missional church through leadership development

Being: In the process of the missional church concentration, participants will experience development in the following seven areas:

1. One's identity formed through spiritual discipleship
2. An exemplar of wholeness as defined by spiritual, emotional, and physical well-being
3. Incarnational mission as a way of life
4. A shaper of missional culture
5. A lifelong learner
6. Agent of transformation and restoration
7. Appreciation of multi-ethnic collaboration for mission

Doing: Participants in the missional church concentration also incorporate skills which demonstrate competency in areas fitting their context selected from the fourteen missional practices listed below:

1. Implementing spiritual discipleship into the fast paced life of the 21st century
2. Forming habits for spiritual and emotional renewal
3. Discerning and following the Spirit's movement
4. Modeling incarnational ministry
5. Abiding with broken people
6. Establishing a "dashboard" of critical indicators for missional church leadership
7. Utilizing systems thinking to create a process model
8. Processing change
9. Developing a team for Biblical church leadership
10. Utilizing coaching as a platform for leadership development
11. Developing organic discipleship as a foundation for developing leaders
12. Leading a movement of multiplication
13. Facilitating community transformation through collaboration and networking
14. Creating a culture of inclusivity for missional practice

THE COHORT

This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Missional Church Concentration in their DMin program.

Participants in the Missional Church Concentration 2015 Cohort take the following modules and the project seminar in the following sequence:

- CHMN704 Incarnation Missional Church (January 26-February 3, 2015)
- GSEM790 Project Seminar (February 4-12, 2015)
- GSEM706 Spiritual and Theological Foundations for Ministry (May 9-19, 2016)
- CHMN708 Transformational Leadership and Organic Systems Thinking (April 30-May 5, 2017)
- CHMN709 Discipling Leaders for Mission (February 4-9, 2018)

CHMN704 Incarnational Missional Church

This module investigates a current understanding of 21st century mission praxis in western culture. It includes theological reflection, literature review, theory, and practical application of learning in the context of professional ministry. The course is prepared especially for leaders who desire to move from maintenance to mission; church planters and administrative leaders who wish to gain an understanding of the implications of a missional church strategy.

GSEM706 Spiritual and Theological Foundations for Ministry

This module looks at theological and spiritual foundations as a basis for engagement in ministry. Ministry is based on being as well as doing. This module builds the spiritual and theological foundation from which the practice of mission and ministry grows and seeks to lead the participant into a self-reflection and examination of life and belief.

CHMN708 Transformational Leadership and Organic Systems Thinking

Participants continue personal and theological reflection with integration principles for leading change. Systems thinking, transformation of the organizational culture, and human development theory are investigated in the context of missional leadership. The module also pursues further development and application of missional-lifestyle modeling. Practical focus on incarnational mission skills is initiated.

CHMN709 Discipling Leaders for Mission

Leaders must transact the vision through developing disciples to become the church according to the Biblical model for creating an apostolic movement. Those whom missional servants lead must become mature in Christ in order for a missional movement to be multiplied. Skills such as coaching and mentoring will be taught so that the leader can develop broken people to maturity in Christ.

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:

A journal is due the first day of the teaching intensive for each of the seven required pre-session titles. The journal (there will be seven, 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.

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

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. Formation of a Ministry Development Plan will begin during the intensive.
- E. A cohort field experience (will or may) be planned for Saturday and/or Sunday.

III. Post Intensive

A. Journal and report the following three books in the same manner as for the pre-intensive books.

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

B. 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, 12th 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 April 3, 2015. 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 October 3, 2015.
2. The first group meeting must occur on or before May 3, 2015, and review the work of each student on their chapter three.
3. The second group meeting must occur on or before August 3, 2015, 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. Each participant will select an effective community, business, education, or church leader, seek permission of that person to write a **case study** based on their experience, observe critical incident roles and behavior of the subject leader within the context of their ministry, sit for an interview of at least 35 minutes with the subject leader or an affiliate, interview a minimum of three persons who interact within the subject leader within their community, and write a four to five page case study documenting the observations and interviews.

Competency of the Concentration	Learning Resources Provided in this Module	Process of Assessment
Knowing		
A current understanding of 21st century mission praxis in western culture	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned Chapter 3	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Case Study
The development of the spiritual life as the foundation for mission	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned Chapter 3	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Case Study
Leading transformation for mission; systems thinking	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned Chapter 3	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Case Study
Transacting the vision of missional church through leadership development	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned Chapter 3	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
Being		
One's identity formed through spiritual disciplines	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP

An exemplar of wholeness as defined by spiritual, emotional, and physical well-being	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Incarnational mission as a way of life	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A shaper of missional culture	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A lifelong learner	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Agent of transformation and restoration	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Appreciation of multi-ethnic collaboration for mission	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Doing		
Implementing spiritual discipleship into the fast paced life of the 21st century	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study
Forming habits for spiritual and emotional renewal	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of

		Analysis and Learning Reflected in the Case Study
Discerning and following the Spirit's movement	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study
Modeling incarnational ministry	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Case Study
Abiding with broken people	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Case Study
Establishing a "dashboard" of critical indicators for missional church leadership	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Case Study
Utilizing systems thinking to create a process model	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Case Study
Processing change	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of

		Analysis and Learning Case Study
Developing a team for Biblical church leadership	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Case Study
Utilizing coaching as a platform for leadership development	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Case Study
Developing organic discipleship as a foundation for developing leaders	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study
Leading a movement of multiplication	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study
Facilitating community transformation through collaboration and networking	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study
Creating a culture of inclusivity for missional practice	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of

		Analysis and Learning Reflected in the Case Study
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G. 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 to the lead teacher on the final assignment due date.

GRADING AND ASSESSMENT

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 – 18 hours
 Reading and journaling (approximately 1,650 pages) – 92 hours for the reading and 23 for the journaling - 115
 Intensive - 50 hours
 Journaling during the intensive – 2 hours
 Context support group - 3 hours
 Peer group attendance and journaling - 5 hours
 Case study - 25 hours
 Mentoring – 7 hours
 Total 225 hours
 Post intensive paper – (60 hours relate to the project credits registered in years three and four)

B. Criteria for Grades

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

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
An exemplar of wholeness as defined by spiritual, emotional, and physical well-being	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Incarnational mission as a way of life	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A current understanding of 21st century mission praxis in western culture	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned Chapter 3	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study

Modeling incarnational ministry	<p>Intensive presentation and exercise</p> <p>The Ministry Development Plan</p> <p>All the literature and journaling assigned.</p> <p>Exponential Reflection/First Steps Action Plan</p>	<p>Evaluation of the quality of intensive participation, including daily journaling</p> <p>Journaling of literature: evaluation of critical thinking</p> <p>Evaluation of the MDP</p> <p>The Quality of Analysis and Learning</p>
Discerning and following the Spirit's movement	<p>Intensive presentation and exercise</p> <p>The Ministry Development Plan</p> <p>All the literature and journaling assigned.</p> <p>Case Study</p>	<p>Evaluation of the quality of intensive participation, including daily journaling</p> <p>Journaling of literature: evaluation of critical thinking</p> <p>Evaluation of the MDP</p> <p>The Quality of Analysis and Learning</p> <p>Reflected in the Case Study</p>
Abiding with broken people	<p>Intensive presentation and exercise</p> <p>The Ministry Development Plan</p> <p>All the literature and journaling assigned.</p> <p>Exponential Reflection/First Steps Action Plan</p>	<p>Evaluation of the quality of intensive participation, including daily journaling</p> <p>Journaling of literature: evaluation of critical thinking</p> <p>Evaluation of the MDP</p> <p>The Quality of Analysis and Learning</p> <p>Reflected in the Case Study</p>

C. Grade Points

- Case Study – 50 points
- Reading Journals and Reports – 150 points
- Ministry Development Plan – 30 points
- Literature Review – 150 points
- Context Support Group – 10 points
- Small Group Meetings – 10 points
- Report Regarding Mentor – 15 points
- Journal During Intensive – 10 points
- Total 425 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-

D. Assignment Submission

Assignments are to be submitted via email to cauley@andrews.edu.

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

October 3, 2015:	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 reports and reading journals for pre-intensive books are due the first session of the teaching intensive, January 26, 2015. If submitted late, the work will be discounted 10%. The remaining assignments are due October 3, 2015.

F. Student grades will be recorded by January 3, 2016.

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
CHAPTER THREE: LITERATURE REVIEW

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Introduction	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.
Relevance of the Literature to the problem/topic	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.
Currency of the Literature	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.
Primary Literature is Emphasized	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.
Logical Organization of the Content	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.
Comparison and Contrast of Studies	The researchers whose works are being reviewed are put into conversation with each	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.

	other and their studies are compared and contrasted with each other.			
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CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Conclusion	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.
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, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The 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.
Length	20-25 pages	26-30 pages	31-40 pages	More than 40 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 or 269-471-6096) as soon as possible so that accommodations can be arranged.

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 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

Michael F. Cauley served for 15 years as a local church pastor and 22 years as a conference administrator. He has studied and practiced leading organizational transformation toward a culture of mission.



Michael R. Cauley has served as a local church pastor and a church planter for 12 years. He has studied and practiced a biblical response to western culture in the 21st Century.

