

Urban Ministry (NAD), 2019 Cohort  
2019, Year One

CHMN774

THE CHURCH IN THE CITY

*Skip Bell, DMin*



Andrews  
University  
Seek. Affirm. Change.

# Andrews University

## CHMN 774 THE CHURCH IN THE CITY URBAN MINISTRY 2019

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### GENERAL MODULE INFORMATION

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Intensive location: Chicago, Illinois, Westin Hotel  
Intensive Dates: April 2–10, 2019  
Credits offered: 4

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### INSTRUCTOR CONTACT

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Instructor: Skip Bell, DMin  
Telephone: 269-208-9848  
Email: sjbell@andrews.edu

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### BULLETIN MODULE DESCRIPTION

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This module is an in-depth study of key biblical, theological, and contemporary insights into the church in the city. A compassionate vision for the city is fostered. Issues in urban life and corresponding systems are explored. It includes an emphasis on strategic planning that leads to economic and community development.

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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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Required (For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore)):

1. Bell, Skip. (2018). *Christ in the City: Six Essentials of Transformational Evangelism in the City Center*. Lincoln, Nebraska, AdventSource.
2. Conn, H. M. and Ortiz, M. (2010). *Urban Ministry: The Kingdom, the City, and the People of God*. Downers Grove, IL: Inter Varsity Press Academic.
3. Jacobsen, E. O. (2003). *Sidewalks in the Kingdom: New Urbanism and the Christian Faith*. Grand Rapids: Brazos Press.
4. Keller, T. (2012). *Center Church: Doing Balanced, Gospel Centered Ministry in Your City*. Grand Rapids, MI: Zondervan.
5. Livezey, L.W., ed. (2000). *Public Religion and Urban Transformation: Faith in the City*. New York City, NY: NYU Press.
6. Lupton, R. and Bakke, R. (2005). *Renewing the City: Reflections on Community Development and Urban Renewal*. Downers Grove, IL: Inter Varsity Press.

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## DMIN PROGRAM LEARNING OUTCOMES

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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 glocal context, related to the primary field of service.
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

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## DMIN PROGRAM PRIMARY EDUCATIONAL OBJECTIVES

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The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are general primary educational objectives which are indispensable for all students. They are:

**Being:**

- a) Seek deeper Christ-like biblical spirituality
- b) Experience enrichment of personal and family life
- c) Intensify commitment to ministry

- d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

**Knowing:**

- a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
- b) Foster a holistic view of society and its needs
- c) Articulate theological and theoretical understandings that advance global ministry
- d) Understand the biblical model of servant leadership

**Doing:**

- a) Enhance the ability to evaluate ministerial practices through theological reflection
- b) Use appropriate tools to analyze the needs of churches and communities
- c) Refine skills that facilitate ministerial effectiveness
- d) Reinforce habits of study that contribute to lifelong learning

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## CONCENTRATION OBJECTIVES

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

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

1. A faithful theology of urban ministry
2. A current understanding of issues in urban society including:
  - a. Housing
  - b. Education
  - c. Health care
  - d. Transportation
  - e. City Administration
  - f. Justice
  - g. Human relationships
  - h. Poverty
  - i. Violence
  - j. Cities as regional centers of influence
  - k. Cities as international connection points
  - l. Cities as global microcosms
  - m. Cities as points of international mission outreach
3. An understanding of urban culture
4. An understanding of how systems shape life and mission in the context of the city
5. An understanding of how to promote healthy cities

**Being.** In the process of the urban ministry concentration, participants will experience transformational development in the following essentials.

1. Clarify an Adventist perspective of evangelism, mission, and ministry
2. Cultivate a global view of society and ministry

3. A compassionate vision for people
4. A vision for mission in the city
5. Appreciation of diversity
6. Commitment to empowering people
7. Courage to challenge the status quo

**Doing.** Participants in the urban ministry concentration form skills for effective ministry in the context of the city. Those include:

1. Fostering vision for mission within the city context
2. Identifying needs of people and neighborhoods
3. Facilitating effective planning within the systems effecting life in the city
4. Leading and managing specific ministries appropriate to the urban context
5. Leading evangelistic ministries in the context of the city
6. Community organizing, including networking and cooperating with churches and other agencies
7. Managing change
8. Managing conflict effectively
9. Fostering appreciation for diversity and multiculturalism

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## STUDENT LEARNING OBJECTIVES

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Following are objectives that are important to the student development. These objectives should be reflected in the Ministry Development Plan developed by the participant.

The graduate will:

1. Be able to articulate a theology of urban ministry
2. Have an understanding of urban culture
3. Possess a current understanding of issues in urban society
4. Be able to articulate an Adventist perspective of evangelism, mission, and ministry
5. Be able to foster vision for mission within the city context
6. Have an understanding of how systems shape life and mission in the context of the city
7. Be able to lead effective planning within the systems effecting life in the city
8. Be able to lead ministries appropriate in the urban context
9. Have skills in community organizing, including networking and cooperating with churches and other agencies
10. Be able to foster appreciation for diversity and multiculturalism

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## THE COHORT

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

Participants in the Urban Ministry take the following modules and the project seminar in the following sequence:\*

### 2019

- CHMN774 The Church in the City (4 cr)  
Skip Bell, April 2-10, 2019 Chicago, IL
- GSEM790 DMin Project Seminar (4 cr)  
David Penno, April 11-18, 2019 Chicago, IL

### 2020

- GSEM706 Spiritual and Theological Foundations for Ministry (8 cr)  
Allan Walshe, March 23-April 8, 2020 Andrews University  
(Field Research Symposium, March 23-24, Petr Cincala)
- Implementation Symposium  
David Penno, December 10, 2020, virtual meeting via ZOOM 1:00-5:00pm EST

### 2021

- CHMN778 Church Growth and Discipleship in the Urban Church (5 cr)  
Skip Bell, April 19-30, 2021 Toronto, Canada
- GSEM796 DMin Project (3 cr) Spring semester 2021

### 2022

- CHMN776 Urban Church Leadership and Management (5 cr)  
Skip Bell, April 18-29, 2022 London, England
- GSEM796 DMin Project (3 cr) Spring semester 2022

\*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**

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the three required pre-session titles listed below. The journal (there will be three, 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 portion of the book you have read.

1. Bell, Skip. (2018). *Christ in the City: Six Essentials of Transformational Evangelism in the City Center*. Lincoln, Nebraska, AdventSource.
2. Conn, H. M. and Ortiz, M. (2010). *Urban Ministry: The Kingdom, the City, and the People of God*. Downers Grove, IL: Inter Varsity Press Academic.
3. Livezey, L.W., ed. (2000). *Public Religion and Urban Transformation: Faith in the City*. New York City, NY: NYU Press.

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 be planned for Sunday.

## **III. Post Intensive**

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

1. Jacobsen, E. O. (2003). *Sidewalks in the Kingdom: New Urbanism and the Christian Faith*. Grand Rapids: Brazos Press.
2. Keller, T. (2012). *Center Church: Doing Balanced, Gospel Centered Ministry in Your City*. Grand Rapids, MI: Zondervan.
3. Lupton, R. and Bakke, R. (2005). *Renewing the City: Reflections on Community Development and Urban Renewal*. Downers Grove, IL: Inter Varsity Press.

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. The MDP will serve the

context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program.

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 Doctor of Ministry Project Writing Manual 2<sup>nd</sup> Edition* (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian Parenthetical 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 May 23, 2019. The group will review the MDP and its role with materials provided during the intensive.

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by October 24, 2019.
2. The first group meeting must occur on or before June 20, 2019, and review the work of each student on their chapter three.
3. The second group meeting must occur on or before August 22, 2019, and review Keller.
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.

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.



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## GRADING AND ASSESSMENT

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### A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. 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](#) below and at the Doctor of Ministry web site for further information.

Competency of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Be able to articulate a theology of urban ministry	Lecture, dialogue, literature, immersion, contextual experience, research, case study, project intervention	Tracking attendance and participation for intensive appointments, immersion requirements, work group participation, journaling those experiences, and mentoring. Judging the reflection and research in the context of literature, case study, and the ministry intervention inherent in the project.
Have an understanding of urban culture	Lecture, dialogue, literature, immersion, contextual experience, research, case study, project intervention	Tracking attendance and participation for intensive appointments, immersion requirements, work group participation, journaling those experiences, and mentoring. Judging the reflection and research in the context of literature, case study, and the ministry intervention inherent in the project.

Possess a current understanding of issues in urban society	Lecture, dialogue, literature, immersion, contextual experience, research, case study, project intervention	Tracking attendance and participation for intensive appointments, immersion requirements, work group participation, journaling those experiences, and mentoring. Judging the reflection and research in the context of literature, case study, and the ministry intervention inherent in the project.
Be able to articulate an Adventist perspective of evangelism, mission, and ministry	Lecture, dialogue, literature, immersion, contextual experience, research, case study, project intervention	Tracking attendance and participation for intensive appointments, immersion requirements, work group participation, journaling those experiences, and mentoring. Judging the reflection and research in the context of literature, case study, and the ministry intervention inherent in the project.
Be able to foster vision for mission within the city context	Lecture, dialogue, literature, immersion, contextual experience, research, case study, project intervention	Tracking attendance and participation for intensive appointments, immersion requirements, work group participation, journaling those experiences, and mentoring. Judging the reflection and research in the context of literature,

		case study, and the ministry intervention inherent in the project.
Have an understanding of how systems shape life and mission in the context of the city	Lecture, dialogue, literature, immersion, contextual experience, research, case study, project intervention	Tracking attendance and participation for intensive appointments, immersion requirements, work group participation, journaling those experiences, and mentoring. Judging the reflection and research in the context of literature, case study, and the ministry intervention inherent in the project.
Be able to lead effective planning within the systems effecting life in the city	Lecture, dialogue, literature, immersion, contextual experience, research, case study, project intervention	Tracking attendance and participation for intensive appointments, immersion requirements, work group participation, journaling those experiences, and mentoring. Judging the reflection and research in the context of literature, case study, and the ministry intervention inherent in the project.
Be able to lead ministries appropriate in the urban context	Lecture, dialogue, literature, immersion, contextual experience, research, case study, project intervention	Tracking attendance and participation for intensive appointments, immersion requirements, work group participation, journaling

		those experiences, and mentoring. Judging the reflection and research in the context of literature, case study, and the ministry intervention inherent in the project.
Have skills in community organizing, including networking and cooperating with churches and other agencies	Lecture, dialogue, literature, immersion, contextual experience, research, case study, project intervention	Tracking attendance and participation for intensive appointments, immersion requirements, work group participation, journaling those experiences, and mentoring. Judging the reflection and research in the context of literature, case study, and the ministry intervention inherent in the project.
Be able to foster appreciation for diversity and multiculturalism	Lecture, dialogue, literature, immersion, contextual experience, research, case study, project intervention	Tracking attendance and participation for intensive appointments, immersion requirements, work group participation, journaling those experiences, and mentoring. Judging the reflection and research in the context of literature, case study, and the ministry intervention inherent in the project.

B. Grade Points

Case Study:	50 points
Reading Journals and Reports:	240 points (40x6)
Ministry Development Plan:	50 points
Literature Review:	200 points
Context Support Group:	25 points
Small Group Meetings:	50 points (25x2)
Report Regarding Mentor:	25 points
<u>Journal during Intensive:</u>	<u>25 points</u>
<b>Total:</b>	<b>665 points</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-

C. Assignment Submission deadlines will be applied as follows:

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

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, April 2, 2019. If submitted late, the work will be discounted 10%. The Context Group report is due May 23, 2019. The work group report is due October 24, 2019, but the report must indicate meeting dates on or before June 20 and August 22. All other assignments are due October 24, 2019. They are to be submitted electronically to the Andrews University Learning Hub. Always keep copies. The grade of DG (deferred grade) will be given until the due date.

Student grades will be recorded by February, 2020.

\*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



	appropriate context for reviewing the literature, defines and justifies the scope of the review, and provides a roadmap for the progression of the chapter.		the scope of the review is not defined, or there is not a roadmap for the progression of the chapter.	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>CATEGORY</b>	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Incomplete</b>	<b>1.00 Unacceptable</b>
<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	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	There is no conclusion or the conclusion does not capture the main points of the chapter.

	and the central topic of the research.		in the body of the chapter.	
<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, including 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>	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

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**CRITERIA FOR ASSESSMENT GUIDELINES**

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**THE B GRADE**

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

**THE A GRADE**

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly competitive academic career.

**THE C GRADE**

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

**THE DN GRADE**

The DN grade is given when very limited or no demonstrable competency has been observed and exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be



because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

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## UNIVERSITY POLICIES

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### **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.

### **Class Attendance**

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.”

*AU Bulletin*

### **Class Absences**

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

*AU Bulletin*

### **Excused Absences**

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

*AU Bulletin*

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

## **Academic Integrity**

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

*AU Bulletin*

## **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

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## INSTRUCTOR PROFILE

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Dr. Skip Bell is Professor of Church Leadership for the Seventh-day Adventist Theological Seminary, Andrews University. An ordained Seventh-day Adventist pastor, Skip has served the church as a pastor, departmental director, administrator, and university professor. Dedicated to the vision of a soul-winning church, he has frequently led evangelistic programs, is a student of small group ministry, an advocate of church planting, and is especially interested in issues of church leadership and urban ministry. He is frequently called on to present leadership conferences for the church's world divisions.

Dr. Bell has a BA in Theology from Union College, a Master of Divinity from Andrews University, and a Doctor of Ministry from Fuller Seminary. He has authored *A Time to Serve: Church Leadership for the 21<sup>st</sup> Century*, published in 2003, *Servants and Friends: A Biblical Theology of Leadership* (main contributor and general editor), *Christ in the City: Six Essentials of Transformational Evangelism in the City Center*, published in 2018, numerous academic and professional articles, and several curriculums for professional pastoral development. He is a member of the Academy of Religious Leadership.

Dr. Bell counts time with his wife, Joni, and family as one of his greatest joys and loves just about any pursuit that involves outdoor activity or the Chicago Cubs.

11/29/2018