

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

2014 Youth and Young Adult Ministry
Year One
DSRE 710 CURRENT ISSUES IN
YOUTH AND YOUNG ADULT
MINISTRY
2014

Steve Case, Ph.D



DSRE 710

**CURRENT ISSUES IN YOUTH AND YOUNG
ADULT MINISTRY**

YOUTH AND YOUNG ADULT MINISTRY COHORT 2014

GENERAL MODULE INFORMATION

Intensive location: Orlando, Florida, Meeting in the office of the Florida Conference of SDAs
Intensive Dates: February 13, 2014 beginning at 2:00 PM – February 22, 2014 ending at 10:00 PM
Credits offered: 4

INSTRUCTOR CONTACT

Instructor: Steve Case, Ph. D.
Telephone: (916) 961-2177 office; (916) 849-7676 cell
Email: Steve@involveyouth.org

BULLETIN MODULE DESCRIPTION

Students study selected issues in youth and young adult ministry, including adolescent development, pressing concerns in addition to their historical background, present significance, and future possibilities. The interfacing of church and society will receive special attention from a Seventh-day Adventist perspective. Students must integrate their current ministry with their discovery, discussion and experimentation from the course intensive and its outflow, and make evaluations. Topics included, but not limited to, church mission, loss of members and participation, function and

future of SDA schools, spirituality, NAD perspectives, ethnic issues, justice, and participation in the “Just Claim It #4” prayer conference in Miami.

MODULE MATERIALS

Required Reading:

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

The reading AFTER the intensive will focus on each student’s review of literature (chapter 3) for the student’s doctoral project.

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.

STUDENT LEARNING OUTCOMES

The Doctor of Ministry Youth and Young Adult Ministry 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.

Being

The student will be engaged in a learning process aimed at enhancing personal spirituality, enriching one’s personal life, and improving professional relationships.

- Be a conduit of God’s love

- Experience and share abundant joy
- Experience peace from God's acceptance and approval
- Grow spiritually
- Relish positive collegial relationships
- Identify and implement priorities and practices that thwart busyness
- Increase commitment to ministry
- Expand one's view of society, culture, and ministry

Knowing

The student will be expected to exhibit an advanced understanding of sound theological and theoretical foundations that support youth and young adult ministry and how these contribute to the mission and ministry of the worldwide church.

- Obtain exceptional theoretical knowledge of youth and young adult ministry
- Test and refine knowledge from the application of theoretical knowledge
- Discover current models, methods, and best practices from interaction with youth and young adult ministry professionals

Doing

The student will model Christ-like ministry and demonstrate the ability to effectively contribute to the mission of the church by wise and competent application of youth and young adult ministry foundations and theories to the application of innovative solutions for current ministry challenges.

- Focus study and ministry on the area of youth and young adult ministry determined by the student
 - Begin the student's project/dissertation
 - Conduct and report the review of literature for the project
 - Adjust one's current ministry to emphasize one's current specialized ministry as determined by the project and exclude or limit extraneous ministry
- Shape and be shaped as a youth and young adult ministry leader and practitioner
 - Addition of fellow youth and young adult ministry professionals in the cohort
 - Initiate contact with additional youth and young adult ministry professionals
 - Begin and maintain monthly contact with a ministry mentor
 - Publish in the field of youth and young adult ministry

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 Youth and Young Adult Ministry Concentration in their DMin program.

Participants in the Youth and Young Adult Ministry Cohort take these modules and the Project Seminar in the following sequence:

February 13-22, 2014 DSRE710: Current Issues in Youth and Young Adult Ministry (4 credits) in Orlando, FL.

February 23-March 3, 2014 GSEM790: DMin Project Seminar (4 credits) in Orlando, FL.

April 5-16, 2015 GSEM706 Spiritual and Theological Foundations for Ministry (8 credits) at Andrews University (Berrien Springs, MI).

February 18-28, 2016 DSRE765: Advanced Youth and Young Adult Ministry (5 credits) in Santo Domingo, Dominican Republic.

Spring Semester, 2016 GSEM796: DMin Project (3 credits) in the student's ministry setting.

February 16-26, 2017 DSRE721: Perspectives on Youth and Young Adult Ministry Leadership Strategies (5 credits) at Andrews University (Berrien Springs, MI).

Spring Semester, 2017 GSEM796: DMin Project (3 credits) in the student's ministry setting.

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 nine required pre-session titles. The journal (there will be nine, 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. Give a one-paragraph description about the author (background, why the book was written, etc.). As you continue your review, include key elements that grabbed your attention in the reading. Give your own response to those elements, and identify what you will use in your ministry from this reading.

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

If you have previously read any of these books already, contact the lead professor, Steve Case, at Steve@involveyouth.org to substitute a different title.

Books can be purchased in any manner convenient to the participant. For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

Pre-Intensive Reflection:

Potential topics for the student’s DMin Project should be considered prior to this intensive. A project involves the application of research and theological reflection in a specific area of ministry, and then an application of that in ministry. For example, creating a youth ministry in a local church or reclaiming inactive young adults or developing a spiritual growth model for teens for 12 months. The student is encouraged to communicate directly with the lead professor about this prior to the intensive. A potential topic or topics should be submitted by the first session of the intensive. These should be emailed to the lead professor at Steve@involveyouth.org. The student is by no means bound to stick with this topic since GSEM790 DMin Project Seminar

immediately follows this intensive. The purpose of this assignment is to prepare the student for this seminal experience.

Pre-Intensive Purposefulness:

Each student must complete a personal mission statement for ministry and also a mission statement for the Seventh-day Adventist Church. Both of these should be highly personal (what is your mission in ministry? What do you think is the ideal mission of the Seventh-day Adventist Church?). These are due the first day of the intensive and will be accepted prior to that time. These should be emailed to the lead professor at Steve@involveyouth.org.

II. The Intensive

A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.

B. A daily journal will be required after almost every day and is due by 8:00 the following morning. There will be eight such journals for this intensive. These are due at 8:00 AM on February 14, 15, 16, 17, 18, 20, 21, 22. These should be emailed to the lead professor at Steve@involveyouth.org.

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 is planned for Sabbath, February 15, and integrated with classes and the JCI4 Prayer Conference in Miami February 19-22. This “intensive” (February 13-22, 2014) for this “concentration” (DSRE710 Current Issues in Youth and Young Adult Ministry) will live up to the name “intensive.” Students should not plan for extra activities or meetings with people, programs, or entities outside of this DMin cohort and the intensive. It will be intensive.

III. Post Intensive

A. Reading will be focused on the review of literature for the student’s area of focus for the DMin project. Because this is individualized, all post-intensive reading has a focus on a review literature germane to a student’s specific area of research.

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. This should be completed prior to meeting with the context support group (on or before April 21, 2014) since each member of that group should receive a copy of the MDP. Expect the MDP to be revised after the context support group. The revised version should be sent to the lead professor by May 21, 2014 by emailing it to Steve@involveyouth.org.

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. These should be sent to the lead professor at Steve@involveyouth.org. **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 21, 2014. The group will review the MDP and its role with materials provided during the intensive. The student is to write up the student's reflection of the meeting with the context support group. These should be sent to the lead professor at Steve@involveyouth.org.

E. Students will participate in a minimum of three sessions of a Work Study Group (WSG) for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from each person in the group. This will be a reflection of the group meeting itself and will be two-three pages in length.
2. The first group meeting must occur on or before May 21, 2014 and review the work of each student on their respective MDP and also their meeting with their context support group.
3. The second group meeting must occur on or before July 21, 2014 review the article for submission for publication, two interviews with professionals in youth and/or young adult ministry and also the progress of one's review of literature for the DMin chapter three.
4. The third group meeting must occur on or before August 21, 2014, and review the mentor meetings and the DMin chapter three assignment.
5. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Each participant will select two professionals in youth and/or young adult ministry and interview them individually. Questions should be prepared in advance. Following the interview, the student should submit the questions and also a reflection (two-three pages) of the interview. Both of these are due July 21, 2014. These should be sent to the lead professor at Steve@involveyouth.org.

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 each session date and reactions to the session. All of these, combined, are due August 21, 2014. That makes six sessions by this date. These should be sent to the lead professor at Steve@involveyouth.org.

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 |
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| Be a conduit of God's love | Intensive presentations, including daily worship; class discussions; group activities; work study group; Ministry Development Plan; field experiences in Orlando and Miami; the literature and journaling assigned, especially: <i>Love Wins</i> and <i>Good News About Injustice</i> . | Evaluation of the quality of the intensive participation, the work study group, the Ministry Development Plan, journaling, mentoring relationship. |
| Experience and share abundant joy | Intensive presentations, including daily worship; class discussions; group activities; work study group; Ministry Development Plan; context support group; field experiences in Orlando and Miami; the literature and journaling assigned, especially: <i>Almost Home</i> , <i>Love Wins</i> , <i>Christianity After Religion</i> , <i>The Great Emergence</i> , and <i>Good News About Injustice</i> . | Evaluation of the quality of the intensive participation, the work study group, the Ministry Development Plan, journaling, mentoring relationship. |
| Experience peace from God's acceptance and approval | Intensive presentations, including daily worship; class discussions; group activities; work study group; Ministry Development Plan; context support group; field experiences in Orlando and Miami; the literature and journaling assigned, especially: <i>Love Wins</i> , <i>Christianity After Religion</i> , and <i>Good News About Injustice</i> . | Evaluation of the quality of the intensive participation, the work study group, the Ministry Development Plan, journaling, mentoring relationship. |
| Grow spiritually | Intensive presentations, including daily worship; class discussions; group activities; work study group; Ministry Development Plan; context support group; field experiences in Orlando and Miami; the literature and journaling assigned, especially: <i>Love Wins</i> , | Evaluation of the quality of the intensive participation, the work study group, the Ministry Development Plan, journaling, mentoring |

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| | <i>Christianity After Religion, and Good News About Injustice.</i> | relationship. |
| Relish positive collegial relationships | Intensive presentations, including daily worship; class discussions; group activities; work study group; Ministry Development Plan; context support group; interviewing youth ministry professionals, submit an article for publication, field experiences in Orlando and Miami; the literature and journaling assigned, especially: <i>Love Wins, Christianity After Religion, Youth Lost Me, and Sticky Faith.</i> | Evaluation of the quality of the intensive participation, the work study group, the Ministry Development Plan, journaling, mentoring relationship. |
| Identify and implement priorities and practices that thwart busyness | Intensive presentations, including daily worship; class discussions; group activities; work study group; Ministry Development Plan; context support group; interviewing youth ministry professionals, submit an article for publication, field experiences in Orlando and Miami; the literature and journaling assigned, especially: <i>Love Wins, Christianity After Religion, Youth Lost Me, and Sticky Faith.</i> | Evaluation of the Ministry Development Plan, the context support group, the work study group, journaling, mentoring relationship. |
| Increase commitment to ministry | Mission statements, intensive presentations, including daily worship; class discussions; group activities; work study group; Ministry Development Plan; context support group; interviewing youth ministry professionals, submit an article for publication, field experiences in Orlando and Miami; the literature and journaling assigned, especially: <i>Almost Home, Love Wins, The Theological Turn in Youth Ministry, Christianity After Religion, Youth Lost Me, Generational Faith, and Sticky Faith.</i> | Evaluation of the quality of the intensive participation, the work study group, the Ministry Development Plan, journaling, mentoring relationship. |
| Expand one's view of society, culture, and | Mission statements, intensive presentations, including daily worship; class discussions; | Evaluation of the reading reports, the quality of the |

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| ministry | group activities; work study group; Ministry Development Plan; context support group; interviewing youth ministry professionals, mentor relationship and meetings, submit an article for publication, field experiences in Orlando and Miami; the literature and journaling assigned. | intensive participation, the work study group, the Ministry Development Plan, journaling, mentoring relationship, article submitted for publication, review of literature. |
| Obtain exceptional theoretical knowledge of youth and young adult ministry | Mission statements, intensive presentations, including daily worship; class discussions; group activities; work study group; Ministry Development Plan; context support group; interviewing youth ministry professionals, mentor relationship and meetings, submit an article for publication, field experiences in Orlando and Miami; the literature and journaling assigned. | Evaluation of the reading reports, the quality of the intensive participation, the work study group, the Ministry Development Plan, journaling, mentoring relationship, article submitted for publication, review of literature. |
| Test and refine knowledge from the application of theoretical knowledge | Mission statements, intensive presentations, including daily worship; class discussions; group activities; work study group; Ministry Development Plan; context support group; interviewing youth ministry professionals, mentor relationship and meetings, submit an article for publication, field experiences in Orlando and Miami; the literature and journaling assigned, continuing in ministry and applying what is learned to one's ministry context. | Evaluation of the Ministry Development Plan, the context support group, the work study group, journaling, mentoring relationship, article submitted for publication, review of literature. |
| Discover current models, methods, and best practices from interaction with youth and young adult ministry professionals | Intensive presentations, including daily worship; class discussions; group activities; work study group; Ministry Development Plan; context support group; interviewing youth ministry professionals, mentor relationship and meetings, submit an article for publication, field experiences in Orlando and Miami; the literature and journaling assigned, continuing in ministry and applying | Evaluation of the quality of the intensive participation and activities, including daily worship, the Ministry Development Plan, the context support group, the work study group, journaling, mentoring relationship, article submitted for publication, |

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| | what is learned to one's ministry context. | interview of professionals, review of literature. |
| Focus study and ministry on the area of youth and young adult ministry determined by the student | Mission statements, intensive presentations; class discussions; group activities; work study group; Ministry Development Plan; context support group; interviewing youth ministry professionals, mentor relationship and meetings, submit an article for publication, field experiences in Orlando and Miami; the literature and journaling assigned, continuing in ministry and applying what is learned to one's ministry context. | Evaluation of the Ministry Development Plan, the context support group, the work study group, journaling, mentoring relationship, article submitted for publication, interview of professionals, review of literature. |
| Shape and be shaped as a youth and young adult ministry leader and practitioner | Mission statements, intensive presentations; class discussions; group activities; work study group; Ministry Development Plan; context support group; interviewing youth ministry professionals, mentor relationship and meetings, submit an article for publication, field experiences in Orlando and Miami; the literature and journaling assigned, continuing in ministry and applying what is learned to one's ministry context. | Evaluation of the reading reports, the quality of the intensive participation, the work study group, the Ministry Development Plan, journaling, mentoring relationship, article submitted for publication, interview of professionals, review of literature. |

C. Grade Points

- 200 points – Reading journals and reports
- 25 points – Mission statements
- 25 points – Topics for project
- 50 points – Journaling during the intensive
- 100 points – Ministry Development Plan
- 25 points – Context support group
- 50 points – Interview two professionals in YYAM
- 75 points – Article for publication
- 75 points – Reports from monthly mentor meetings
- 75 points – Work Study Group participation and journaling
- 300 points – Literature review
- 1,000 points TOTAL

- 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

Please send assignments in a timely manner to the lead professor, Dr. Steve Case, as email attachments to Steve@involveyouth.org

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

Assignment due date: (possible A grade)

Late up to 30 days: (no more than A- grade)

Late 31 to 60 days: (no more than B+ grade)

Late 61 to 90 days: (no more than B grade)

Late 91 days or more: (DN deferred and not completable*)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, February 13, 2014. If submitted late, the work will be discounted 10%. The remaining assignments are due as indicated in the syllabus (May 21, July 21, and August 21, 2014). DGs (deferred grades) are provided in the semesters before assignments are due.

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

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper

| Category | 4.00 Target | 3.00 Needs Improvement | 2.00 Unsatisfactory | 1.00 Unacceptable |
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| 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 indentified and the chosen literature is clearly related. | The problem/topic is indentified 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 indentified 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 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. |
| Conclusion | The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses questions for further research and provides | The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship | 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 | There is no conclusion or the conclusion does not capture the main points of the chapter. |

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| | insight into the relationship between the review and the central topic of the research. | between the review and the central topic of the research. | presents new evidence or makes claims that are not substantiated in the body of the chapter. | |
| Format | The chapter formatting follows proper Andrews Standards for Written Work. | There is 1 formatting mistake. | There are 2 formatting mistakes. | There are 3 or more formatting mistakes. |
| Style | The chapter follows APA Style in-text referencing to cite sources. | There is 1 stylistic mistake. | There are 2 stylistic mistakes. | There are 3 or more stylistic mistakes. |
| Language Conventions | There are no spelling, grammar, or punctuation errors. | There 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 | 16-25 pages | 26-30 pages | 31-40 pages | More than 40 pages |

UNIVERSITY POLICIES

Classroom Seating

The classroom setting will vary, including a seminar style room as well as settings in ministry contexts and a prayer conference/congress. Each student should have a laptop computer with wireless internet capabilities.

Disability Accommodations

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

Late Assignment Submission

Assignments turned in late still count for credit, but are docked according to the grading description explained above.

Additional Policies

During this intensive, students will experience little or no free time to maintain pastoral or other work related activities. Students who would like to schedule friend and family meetings near the intensive settings should plan to do so either before or after the intensive (be advised that GSEM790 begins the day after this intensive and will be equally rigorous and time consuming).

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”. There are no examinations in the DMin program except for the project assessment at the end of the program.
AU Bulletin

Class Attendance

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

Class Absences

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

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

Excused Absences

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

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

Academic Integrity

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

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

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

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

AU Bulletin

Emergency Protocol

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

INSTRUCTOR PROFILE

Steve Case, the lead professor for this Andrews DMin intensive, serves as a contract professor and also the coordinator for the Youth and Young Adult Ministry Cohort for the Andrews DMin program. Dr. Case is the president of Involve Youth (www.involveyouth.org). He speaks for youth events, trains youth leaders, creates resources for youth and youth leaders, coordinates mission trips through Maranatha Volunteers International. He also consults with churches, schools, and church entities, working from a virtual office in his home in Carmichael, CA. Steve’s wife, Marit, is a pastor and therapist. His daughter, Kate, graduated from La Sierra University in 2013 and now works for International Justice Mission.

