



Fall 2021



Your degree program seeks to help you achieve the _____ basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

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1. Balswick, Jack O. and Judy K. Balswick.

The report on the videos is due the first day of class,

The video report must be done in the format suggested by the Adventist Learning Community. That includes the following three sections for each video:

1. What? – Briefly describe the video.
2. So, what? – Discuss what you learned.
3. Now what? – Reflect on how you will apply what you have learned to your ministry setting or personal life.

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1. Attend classes, take notes.
 2. Engage in discussion.
 3. Prepare for exams.
 4. Take home exam. **Due October 17th, 2021.**

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2. Prepare 2 PowerPoint presentations on marriage and family topic and present at least one of them in your local church. **Due Dec 3rd, 2021.**
 - a. Make them attractive, clear, and simple.

Use Scripture, Spirit of Prophecy, and the latest research to support your arguments.

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Oct 3 rd . 2021	1. Contemporary Marriage in America	
Oct 4 th . 2021	1. Current Marital Myths in the Culture 2. Biblical Views of Marriage 3. Theology of the Family	
Oct 5 th . 2021	1. Family as Covenant Healthy Families 2. Family Systems Theory 3. Marriage Models and Family Types	
Oct 6 th . 2021	1. Marriage in the Ten Commandments 2. Marital Dysfunction Predictors 3. Marriage, Divorce, and Remarriage 4. Mate Selection/Patterns	
Oct 7 th . 2021	1. 12 Steps to Intimacy 2. Communication in the Family 3. Principles of Conflict Management 4. Tools for Premarital Counseling and Marriage Enrichment	



For every semester credit, the Andrews University credit hour definition requires that:
include 15 instructor contact hours and
30 hours of independent learning activities.

Students weak in these skills:
1)

Up to 20% of the assignment grade may be deducted for late submission of assignments.

Assignments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

“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.

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:

- Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
- Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.

Presenting another's work as one's own (e.g., placement exams, homework assignments);

Using materials during a quiz or examination other than those explicitly 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

Submitting the same work or major portions thereof, without permission from the instructors,

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ASSIGNMENT I

A. Write a minimum of 5 pages that includes the following five elements (Please structure your paper answering each of the five elements in order):

1. Write the history of your childhood, adolescence, and young adulthood, and adulthood up to the present.
2. Specify hurts and wounds that you have experienced. How were you hurt, and by whom? How did you respond to that hurt?

Example:

Hurt: My parents' divorce

How: I felt that my family was not complete. I missed a male role model. By

Whom: I blamed my mother for a long time but realize that my father also bears responsibility.

My response: I misbehaved in school.

3. Give five references to scripture and/or the writings of Ellen White that show how Jesus was hurt similar to those of your experience.

Example:

A. Jesus was betrayed by his disciples the way I felt betrayed.

Luke 22:

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	Personal experience of Jesus is specific and well described.		Description of experience with Jesus is vague.		Description of experience with Jesus is missing.	



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- 1) Deliver effective biblically-based sermons
 - 2) Demonstrate proper biblical interpretation skills
 - 3) Understand the historical-theological development of the Seventh-day Adventist Church
 - 4) Exhibit capability for training church members for evangelism
 - 5) Demonstrate an understanding of how to empower church members for leadership
 - 6) Exhibit capability for reaching specific social groups

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

