**Seventh-day Adventist Theological Seminary**



Concentration Name, Cohort Launching Year

Year Two

Module Acronym & Number

module Title

*Year of the Module*

*Instructor/Faculty Member Name*



Module Acronym & Number

Module Title

Concentration and Cohort Launch Year

# General module information

Intensive location: List City, State, Country (if outside USA) Building and Room

Intensive Dates:

Credits offered: 8

# Instructor Contact Details

Professor: Professor Name Professor Credentials

Telephone: 269-471-\*\*\*\*

Email: \*\*\*\*\*\*@andrews.edu

# Bulletin module DESCRIPTION

Please copy the module description as written in the Bulletin. You may also like to expand upon the Bulletin description and cover the topics contained in the module more specifically. Do that in a separate paragraph.

# MOODLE ACCESS, 365-DAY LIMIT

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.

# module materials

Required:

1. List the textbooks required for this class using Turabian Parenthetical citations and references. For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).  (this statement must remain in the syllabus)
2. .

Recommended:

1. List the recommended readings required for this class using Turabian Parenthetical citations and references. For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

# Program learning Outcomes

The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a 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.

# Primary Educational Objectives

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students.

**Being:**

* 1. Seek deeper Christ-like biblical spirituality
  2. Experience enrichment of personal and family life
  3. Intensify commitment to ministry
  4. 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:**

1. Enhance the ability to evaluate ministerial practices through theological reflection
2. Use appropriate tools to analyze the needs of churches and communities
3. Refine skills that facilitate ministerial effectiveness
4. Reinforce habits of study that contribute to lifelong learning

# Concentration Objectives

…… (Found in concentration proposal)…..

# student learning objectives

The Doctor of Ministry in ……Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. 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 (provide a summary)

1.

2.

3.

4.

5.

6.

7.

# 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 (name the concentration) Concentration in their DMin program.

List all the modules and the project seminar for the cohort in sequence with intensive dates, starting with the words “Participants in the [concentration and cohort] take the following modules and the project seminar in the following sequence: ….”

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**

A. Pre-Intensive Reading:

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

1. Adam, A. B. (2009). *Trying to overcome writer’s block*. Garden State, NY: Macmillan.

2. Allen, W. H. (1984). Learning teams and low achievers. *Social Education*, 48, 60-64. (a sample journal)

3.

4.

5.

The following books must also be read and journals written, one for each book, prior to the intensive. These books pertain to the Field Research Symposium, and are to be submitted to the project coach (*add name and email address of project coach*) on the first day of the symposium The lead teacher for GSEM 706 cannot assign a final grade for GSEM706 until these journals are submitted to the project coach. Due date: (*add the time and date for beginning of symposium*).

1. Xxxx
2. xxxx

Books can be purchased in any manner convenient to the participant.

B. MBTI

Each student must take the assessment and know his or her Myers-Briggs type indicator (MBTI) which consists of 4 letters. If you have not taken the test or have forgotten its results, the easiest way to identify your type is to take the shortened form of the test in the following book:

Kiersey, David, and Marilyn Bates, *Please Understand Me: Character and Temperament Types*. Delmar, CA: Gnosology Books Ltd. ISBN 0-9606954-0-0

(Note: A free, short-version test based on the Jung-Myers-Briggs typological approach is available online at http://www.humanmetrics.com/ . Take the Jung typology test.)

**Results must be brought to the intensive.**

**II. The Intensive**

A. Attend the Field Research Symposium on (*enter the dates for the first two days of this intensive*).

B. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.   
C. On some evenings a daily journal will be required.

D. Participation in discussion, group activities, journaling, and compilation of notes is expected.   
E. A cohort field experience (will or may) be planned for Saturday and Sunday.

**III. Post Intensive**

A. Journal and report the following (insert number) books in the same manner as for the pre-intensive books.

1.

2.

3.

4.

5.

B. Review and revise the Ministry Development Plan (MDP) you were required to do in year one. The Ministry Development Plan has 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 two of your project document, a paper of 25 pages, will be required providing a theological reflection relevant to your project challenge. **This work required in year two partially 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 Turabiab style.

D. Ministry Context Paper-Use available sources of information to write a 15-page paper describing the congregation or ministry organization in which you serve—including basic statistics such as typical attendance, community context, demographics, growth/decline trends, involvement of volunteers, financial giving (tithe, offerings, etc.), regular activities and programs, etc.—as well as an analysis of the congregation and community as a context for your Doctor of Ministry Project. A detailed outline of what is expected in this paper will be distributed and explained during the symposium. The due date is xx/xx/xxxx (*enter dates supplied by the project coach*).

This paper is to be written according to the latest edition of *The Doctor of Ministry Project Writing Manual 2nd Edition (Turabian Parenthetical Style)*, and submitted via email to the project coach (*add name and email address of project coach*). Since this is a graduate course, correct spelling, proper grammar, and non-sexist, non-racist language are basic requirements.

This assignment pertains to the Field Research Symposium. The lead teacher for GSEM 706 cannot assign a final grade for GSEM706 until the Ministry Context Paper is submitted to the project coach.

E. Attend virtually the Implementation Symposium on (*enter dates supplied by the project coach*). This symposium will help you finalize your project proposal and prepare you to implement your project in year three of the program.

F. Meet again with your context support group of five to nine persons and review your MDP. The meeting will center on personal and professional progress. The meeting must occur on or before (provide a date 60 days following the intensive). The group will review the MDP and its progress.

G. 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 (the assignment due date, no more than 8 months from the end of the intensive).
2. The first group meeting must occur on or before (provide a date 90 days following the intensive), and review the work of each student on their chapter two.
3. The second group meeting must occur on or before (provide a date 180 days following the intensive), and review (a book or other assignment)
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

H. Continue your work with an appropriate field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher 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. Professor contact time is to be 12.5 hours per credit within that number. This module is 8 hours, so the entire course module is to require 448 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 – 3 hours  
Reading and journaling (approximately 3,500 pages) – 203 hours for reading and 58 for journaling = 261  
MBTI - 5

Intensive - 120 hours

Journaling during the intensive –2 hours

Context support group - 2 hours   
Post intensive paper –47 hours count for the module   
Peer group attendance and journaling - 3 hours

Mentoring – 5 hours

Total 448 hours

Post intensive paper – (28 hours relate to the project credits registered in years three and four, as well as 28 hours for professional experience in the project)

Field Research Symposium assignments: attendance, reading books and writing journals, and the Ministry Context Paper-(60 hours relate to the project seminar credits from year one of your program)

B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are (provide the number) outcomes in the area of being, (provide the number) in the area of knowing, and (provide the number) 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 |
| Name the outcome | State the learning resource | Describe the assessment process |
| Name the outcome | State the learning resource | Describe the assessment process |
| Name the outcome | State the learning resource | Describe the assessment process |

C. Grade Points

Reading Journals and Reports - (enter points)   
Ministry Development Plan – (enter points)   
Theological Reflection – (enter points)

Context Support Group – (enter points)

Small Group Meetings – (enter points)

Report Regarding Mentor – (enter points)

Journal During Intensive – (enter points)   
 Total (enter number) 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

Give a brief description of how you would like your assignments submitted to you. Do you prefer hard copies, email, Moodle.

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: (no credit for the assignment)

Reading reports and reading journals for all pre-intensive books are due the first session of the teaching intensive, (enter date). If submitted late, the work will be discounted 10%. The remaining assignments are due (enter a date 7 to 8 months following the intensive).

F. Student grades will be recorded by (enter a date 60 days after the expiration of the 90 day grace period).

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 |  |

**Criteria for Assessment of the Post Intensive Paper**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Categ**ory** | | **4.00**  **Target** | | **3.00**  **Needs Improvement** | | **2.00**  **Unsatisfactory** | | **1.00**  **Unacceptable** | |
| **Introduction** | | The chapter begins with an introduction that invites the reader into the topic and presents a bird’s eye view of what the chapter will cover. | | Same as Target, the bird’s eye view is incomplete. | | The reader is invited into the topic but no bird’s eye view is given of what the chapter will cover. | | There is no introduction or no clear connection between the introduction and the body of the chapter. | |
| **A Constructive Theological Essay** | | The chapter is clearly written as a constructive theological essay. It identifies a theological question/problem which is central to the task of the project. It enters into conversation with the Bible and Spirit of Prophecy (optional) through the lens of a particular theological approach. It then constructs an answering biblical theology to serve as the theological foundation for the project. | | Same as target, except there is a slight tendency to sidetrack onto tangents that are not directly related to the central issue being addressed. | | There is a tendency to get off point and to deal with tangents that are not directly related to the central issue being addressed and/or the chapter is only loosely connected to the central task of the project. | | One or more of the following is true:  • The chapter is not connected to the central task of the project.  • There is no clear theological approach  • There is no answering biblical theology constructed | |
| **Writing in the Academic Voice** | | All claims are supported by clear evidence. The connection between the claim and the evidence is warranted. The evidence is presented in a clear and linear fashion. The chapter bases its appeal upon *logos and* doesn’t attempt to divert to the sermonic lures of pathos and ethos. It does not overstate its claims. | | The evidence is presented in a mostly linear fashion and is clear. There is a slight tendency to overstate certain claims. However all claims are still based on clear and warranted evidence and/or there is a minor inclination to use sermonic language. | | 1 or 2 of the claims made in the chapter are either not supported by clear evidence or the connection between the claim and the evidence does not seem warranted and/or there is a clear tendency to write in a sermonic voice and not an academic voice. | | 3 or more claims are not based on either evidence or warranted evidence and/or the entire chapter sounds like a sermon. | |
| **Use of Quotations** | The chapter minimizes the use of quotations and instead seeks to summarize the ideas of others. All quotations are placed within a “quotation sandwich.” All quotations are formatted correctly. | | There is a reasonable balance between summarization and quotation and the majority of quotations are placed within a “quotation sandwich.” | | The quotations that are used are not placed within a “quotation sandwich.” and/or the chapter focuses more on quoting others than on summarizing their ideas. | | The chapter looks like a “cut and paste” job and/or the quotations are not formatted correctly. | |
| Conclusion | The chapter ends with a conclusion that reiterates the main points, restates the thesis in light of its substantiation and exemplification reflects on the journey that has led to this concluding moment, and acknowledges directions for further research and reflection. | | The chapter ends with a conclusion that reiterates the main points and restates the thesis in light of its substantiation and exemplification. | | 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 *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 Turabian Parenthetical 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 1 spelling, grammar, or punctuation error. | | There are 2 spelling, grammar, or punctuation errors. | | There are more than 3 spelling, grammar, or punctuation errors. | |
| **Clearly Written** | The chapter is written in a reader-friendly manner that models clarity of expression. | | The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences. | | Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences. | | The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences. | |
| **Length** | 16-25 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](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

**Late Assignment Submission**

Place your policy on late submission here.

**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”. *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

Give a brief overview of your work history, professional achievements, education, and research specialty.



You may like to add sentence which provides some personal details like your wife/husband/children/fiancé/fiancée’s name/s etc.

10/27/2017