**Seventh-day Adventist Theological Seminary**



Concentration Name, Cohort Launching Year

Year Three

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: 5

# Instructor Contact

Instructor: Professor Name Professor Credentials

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

Email: [\*\*\*\*\*\*@andrews.edu](mailto:******@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)

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**

Pre-Intensive Reading:

A. 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.

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

B. Attend virtually the Implementation Symposium on (*enter dates supplied by the project coach*). This symposium will help you finalize your project proposal, obtain DMin Committee and IRB approval, and prepare you to implement your project in year three of the program. The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you attended the symposium.

**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. 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.

B. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take 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 four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. **This is the work required in year three that partially integrates your 6 credits of project learning into the program.**  
  
*The Doctor of Ministry Project Writing Manual 2nd Edition* (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian Parenthetical style.

D. Complete your DMin project proposal, obtain DMin Committee and IRB approval, and begin implementing your project. The project coach will work with you on these objectives during and after the Implementation Symposium. Due date (*enter date supplied by the project coach*). The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you completed your proposal and have begun implementation of your project.

E. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should 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 role with materials provided during the intensive.

F. 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 four.
3. The second group meeting must occur on or before (provide a date 180 days following the intensive), and review the case study done by each student.(or other assignment)
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

G. 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 5 hours, so the entire course module is to require 280 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 2700 pages) – 150 hours for the reading and 40 for the journaling = 190 hours  
Intensive - 75 hours

Journaling during the intensive – 2 hours

Context support group - 2 hours   
Post intensive paper **(the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits)**

Implementation Symposium assignments: attendance, proposal completion and approval, and IRB approval-(15 hours relate to the project seminar credits)

Peer group attendance and journaling - 3 hours   
Mentoring – 5 hours

Total 280 hours **(not including the project and project seminar credits)**

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)   
Methodology paper – (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 deadlines:

|  |  |
| --- | --- |
| 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, (enter date). If submitted late, the work will be discounted 10%. The remaining assignments are due (enter a date 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).

\* 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** |
| **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. |
| **Profile of the Ministry Context** | A **concise** profile is given of the ministry context that relates specifically to the task of the project. | A concise profile is given of the ministry context that relates to the task of the project. | A profile of the ministry context is given that does not relate specifically to the task of this project. | There is no profile of the ministry context. |
| **Development of the Intervention** | An intervention is developed that **clearly** builds upon the theological foundation and the literature review. | An intervention is developed that **seems to** build upon the theological foundation and the literature review. | An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review. | No intervention is developed. |
| **Description of the Intervention** | A **concise** description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content. | A description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content | An intervention is described, but it is unclear or lacks a logical flow. | No intervention is described. |
| **Conclusion** | The chapter ends with a conclusion that **clearly** reiterates the main points, and acknowledges directions for further research and reflection. | The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection. | 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 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 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