

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

Family Ministry Concentration  
Year One  
DSRE747, MINISTRY TO FAMILIES IN  
CONTEXT  
*Summer 2018*

*Willie Oliver, PhD, CFLE*



DSRE747  
**MINISTRY TO FAMILIES IN CONTEXT**  
FAMILY MINISTRY 2018

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**GENERAL MODULE INFORMATION**

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Intensive location: Berrien Springs, MI Andrews University  
Intensive Dates: July 16-25  
Credits offered: 4

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**INSTRUCTOR CONTACT**

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Instructor: Willie Oliver, PhD, CFLE  
Mobile Telephone: 301-442-4267 (Please send text message or email)  
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**BULLETIN MODULE DESCRIPTION**

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Provides an introduction to family ministry and the challenges of ministry to contemporary families based on an understanding of their religious, social, educational, occupational, and governmental/legal contexts. Marriage as the core social institution of the family will be emphasized as will current family and public policy.

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**MOODLE ACCESS, 365-DAY LIMIT**

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Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

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## MODULE MATERIALS

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### Required:

These are the textbooks required for this class. For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

1. Balswick, Jack O., and Judith K. Balswick. *The Family: A Christian Perspective on the Contemporary Home*. 3<sup>rd</sup> Edition. Grand Rapids, MI: Baker Academic, 2007.
2. Gane, Roy E., Nicholas P. Miller, and H. Peter Swanson. Eds. *Homosexuality, Marriage, and the Church: Biblical, Counseling, and Religious Liberty Issues*. Berrien Springs, MI: Andrews University Press, 2012.
3. Garland, Diana R. *Family Ministry: A Comprehensive Guide*. 2<sup>nd</sup> Edition. Downers Grove, IL: InterVarsity Press, 2012.
4. Mueller, Ekkehardt., and Elias Brasil de Souza. Eds. *Marriage: Biblical and Theological Aspects*. Silver Spring, MD: Review and Herald Publishing Association (Biblical Research Institute), 2015.
5. Powell, Lane H., Dawn Cassidy. *Family life education: Working with Families across the Life Span*, 2nd Edition. Long Grove, IL: Waveland Press, Inc., 2007.
6. Stanley, Scott, Daniel Trathen, Savanna McCain, and Milt Bryan. *A Lasting Promise: The Christian Guide to Fighting for Your Marriage*. 2<sup>nd</sup> Edition. San Francisco, CA: Jossey-Bass, 2014.
7. Stoop, David and Jan Stoop. *Smart Love: How Improving Your Emotional Intelligence Will Transform Your Marriage*. Grand Rapids, MI: Revell, 2017.
8. Struthers, William M. *Wired for Intimacy: How Pornography Hijacks the Male Brain*. Downers Grove, IL: InterVarsity Press, 2009.
9. Thomas, Gary L. *Sacred Marriage: What If God Designed Marriage to Make Us Holy More Than to Make Us Happy?* Grand Rapids, MI: Zondervan, 2000.
10. White, Ellen G. *Child Guidance*. Hagerstown, MD: Review and Herald Publishing Association, 2001.
11. White, Ellen G. *The Adventist home*. Hagerstown, MD: Review and Herald Publishing Association, 2001.

### Recommended:

These are the recommended readings for this class:

1. Arterburn, Stephen and Fred Stoeker, with Mike Yorkey. *Every Young Man's Battle: Strategies for Victory in the Real World of Sexual Temptation*. Colorado Springs, Co: Waterbrook Press, 2002.
2. Arterburn, Stephen and Fred Stoeker, with Mike Yorkey. *Every Man's Marriage: Every Man's Guide to Winning the Heart of a Woman*. Colorado Springs, Co: Waterbrook Press, 2002.
3. Barna, George. *Transforming Children Into Spiritual Champions: Why Children Should be Your Church's #1 Priority*. Ventura, CA: Regal, 2003.
4. Cloud, Henry and John Townsend. *Boundaries with Kids: When to Say Yes, When to Say No, to Help Your Children Gain Control of their Lives*. Grand Rapids, MI: Zondervan, 1998.
5. Coleman, William L. *What Children Need to Know When Parents Get Divorced*. Minneapolis, MN: Bethany House Publishers, 1998.
6. Davidson, Richard M. *Flame of Yahweh: Sexuality in the Old Testament*. Peabody, MA: Hendrickson Publishers, 2007.
7. Eldridge, Sherrie. *20 Things Adoptive Parents Need to Succeed*. New York, NY: Delta Trade Paperbacks, 2009.
8. Goleman, Daniel. *What Makes a Leader: Why Emotional Intelligence Matters*. Florence, MA: More Than Sound, 2013.
9. Gottman, John with Joan DeClaire. *Raising and Emotionally Intelligent Child*. New York: A Fireside Book, 1998.
10. Gottman, John M., and Nan Silver. *The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert*. New York: Harmony, 2015.
11. Gottman, John, Julie Schwartz Gottman, Douglas Abrams, and Rachael Carlton Abrams. *The Man's Guide to Women: Scientifically Proven Secrets from the "Love Lab" About What Women Really Want*. New York, NY: Rodale, 2016.
12. Harley, Willard F. Jr. *His Needs, Her Needs: Building An Affair-Proof Marriage*. Grand Rapids, MI: Revell, 2011.
13. Jones, Stan and Brenna Jones. *How & When to Tell Your Kids About Sex: A Lifelong Approach to Shaping your Child's Sexual Character*. Colorado Springs, CO: NavPress, 2007.
14. Keller, Timothy with Kathy Keller. *The Meaning of Marriage: Facing the Complexities of Commitment with the Wisdom of God*. New York, NY: Dutton, 2011.
15. Laaser, Mark & Debra. *The Seven Desires of Every Heart*. Grand Rapids, MI: Zondervan, 2008.
16. Leman, Kevin. *Step Parenting 101*. Nashville, TN: Thomas Nelson, 2006.
17. Leman, Kevin. *Sheet Music: Uncovering the Secrets of Sexual Intimacy in Marriage*. Carol

- Stream: IL: Tyndale House Publishers, Inc., 2003.
18. Mazat, Alberta. *The Intimate Marriage: Connecting with the One You Love*. Hagerstown, MD: Review and Herald Publishing Association, 2001.
  19. Oliver, Willie & Elaine. *Hope for Today's Families*. Silver Spring, MD: Review and Herald Publishing Association, 2018.
  20. Oliver, Willie and Elaine. *Real Family Talk: Answers to Questions About Love, Marriage, and Sex*. Nampa, ID: Pacific Press, 2015.
  21. Oliver, Willie and Elaine, Eds. *Reach the World: Healthy Families for Eternity*. Lincoln, NE: AdventSource, 2015.
  22. Oliver, Willie and Elaine, Eds. *Reaching Families for Jesus: Growing Disciples*. Lincoln, NE: AdventSource, 2016.
  23. Oliver, Willie and Elaine, Eds. *Reaching Families for Jesus: Discipleship and Service*. Lincoln, NE: AdventSource, 2017.
  24. Oliver, Willie and Elaine. "The Leader's Family." In *...As I Follow Christ: 20 essentials every leader should know*, edited by Dwain N. Esmond, 33-38. Hagerstown, MD: Review and Herald Publishing Association, 2013.
  25. Oliver, Wilbert H. *The Relationship of Religious Homogamy and Practices and Marital Satisfaction and Stability: A Case Study of the Seventh-day Adventist Church*. Unpublished dissertation. Ann Arbor, MI: ProQuest, 2008.
  26. Olson, David H. and Amy K. Olson. *Empowering Couples: Building on Your Strengths*. 2<sup>nd</sup> Edition. Minneapolis, MN: Life Innovations, Inc., 2000.
  27. Parrott, Les & Leslie. *Trading Places: The Secret to the Marriage You Want*. Grand Rapids, MI: Zondervan, 2008.
  28. Parrott, Les & Leslie. *The Parent You Want to Be: Who You Are Matters More than What You Do*. Grand Rapids, MI: Zondervan, 2007.
  29. Parrott, Les & Leslie. *Saving Your Marriage Before It Starts: Seven Questions to Ask Before and After You Marry*. Grand Rapids, MI: Zondervan, 2006.
  30. Penner, Clifford L., and Joyce J. Penner. *Getting Your Sex Life Off to a Great Start: A Guide for Engaged and Newlywed Couples*. Dallas, TX: Word, 1994.
  31. Smedes, Lewis B. *Forgive & Forget: Healing the Hurts We Don't Deserve*. New York, NY: HarperOne, 2007.
  32. Stanley, Scott M. *The Power of Commitment: A Guide to Active, Lifelong Love*. San Francisco, CA: Jossey-Bass, 2005.

33. Staples, Robert. *The Black Family: Essays and Studies*. Belmont, CA: Wadsworth Publishing Company, 1999.
34. Stoop, David A., and James Masteller. *Forgiving Our Parents Forgiving Ourselves: Healing Adult Children of Dysfunctional Families*. Ventura, CA: Regal, 1996.
35. Townsend, John. *Boundaries with Teens: When to Say Yes, How to Say No*. Grand Rapids, MI: Zondervan, 2006.
36. Weiner-Davis, Michelle. *Divorce Busting: A Revolutionary and Rapid Program for Staying Together*. New York, NY: Simon & Schuster Paperbacks, 1992.
37. Yarhouse, Mark A. *Understanding Gender Dysphoria: Navigating Transgender Issues in a Changing Culture*. Downers Grove, IL: InterVarsity Press, 2015.

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### PROGRAM LEARNING OUTCOMES

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

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a global context, related to the primary field of service
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

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### PRIMARY EDUCATIONAL OBJECTIVES

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

**Being:**

- a) Seek deeper Christ-like biblical spirituality
- b) Experience enrichment of personal and family life
- c) Intensify commitment to ministry
- d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

**Knowing:**

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

**Doing:**

- a) Enhance the ability to evaluate ministerial practices through theological reflection
- b) Use appropriate tools to analyze the needs of churches and communities

- c) Refine skills that facilitate ministerial effectiveness
- d) Reinforce habits of study that contribute to lifelong learning

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### CONCENTRATION OBJECTIVES

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Upon completing this concentration, the student will be able to:

- Exhibit growth toward personal and family health and wholeness;
- Critique and evaluate available family life resources that can be used in sermon preparation, in seminars, church programming, evangelistic events and pastoral counseling;
- Identify, access, and network with support resources for families in your community;
- Demonstrate leadership skills in family life education and enrichment that are adequate for facilitating events, such as seminars, retreats, and evangelistic meetings.

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### STUDENT LEARNING OBJECTIVES

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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:

Being

1. Exhibit growth toward personal and family health and wholeness;
2. Be aware of their personal strengths and limitations;
3. Realize the impact self-awareness and self-understanding have on ministry;
4. Seek to integrate their expanding spiritual and theological perspectives into their personal formation as individuals and members of families.

**Assessed by:** Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

Knowing

1. Have acquired knowledge of current issues and empirical findings related to the field of family life education;
2. Have learned and acquired basic research skills pertinent to their practice in the field of family life education and family ministry within the context of church and community;
3. Have gained knowledge of the professional field including family life education, family ministry constructs, family law and public policy.
4. Be familiar with current family life education literature and empirical constructs for family ministry interventions.

**Assessed by:** The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject assessed with the project.

Doing

1. Have developed and deployed a relevant, field-based project intentionally addressing family ministry in the local context;
2. Have developed a professional portfolio including a ministry development plan, journaling, and relevant learning and ministry artifacts.
3. Be able to identify, access, and network with support resources for families in their community;
4. Be able to tap the rich resources of family ministry for sermons, seminars, church programming, evangelistic events and pastoral counseling.

**Assessed by:** Successful presentation and assessment of their project before peers and their respective project committees as well as direct assessments of case studies and journals administered by faculty in the modules.

## 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 Family Ministry Concentration in their DMin program.

Participants in the 2018 Family Ministry Concentration take the following modules and the project seminar in the following sequence:

2018 Family Ministry Cohort				
Course #	Course Name	Instructor	Intensive Dates	Intensive Locations
DSRE747	Ministry to Families in Context (4 cr)	Willie Oliver	July 16-25, 2018	Andrews University
GSEM790	DMin Project Seminar (4 cr)	James Wibberding	July 26-31, 2018	Andrews University
GSEM706	Spiritual & Theological Foundations for Ministry (8 cr)	TBD	Sept 5-19, 2019	Andrews University



	(includes the 2-day Field Research Symposium with Petr Cincala)			
	Implementation Symposium	David Penno	December 17, 2019	2:00-4:00 EST via Zoom
DSRE748	Family Dynamics and Sexuality (5 cr)	TBD	July 13-24, 2020	Andrews University
GSEM796	DMin Project (3 cr)		summer 2020	
DSRE749	Family as a Center for Discipleship (5 cr)	TBD	July 12-23, 2021	Andrews University
GSEM796	DMin Project (3 cr)		summer 2021	

\*\*Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.\*\*

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## MODULE REQUIREMENTS

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### I. Pre-Intensive

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the five (5) required pre-session titles. The journal (there will be five (5), 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. Balswick, Jack O., and Judith K. Balswick. *The Family: A Christian Perspective on the Contemporary Home*. 3<sup>rd</sup> Edition. Grand Rapids, MI: Baker Academic, 2007.
2. Mueller, Ekkehardt., and Elias Brasil de Souza. Eds. *Marriage: Biblical and Theological Aspects*. Silver Spring, MD: Review and Herald Publishing Association (Biblical Research Institute), 2015.
3. Gane, Roy E., Nicholas P. Miller, and H. Peter Swanson. Eds. *Homosexuality, Marriage, and the Church: Biblical, Counseling, and Religious Liberty Issues*. Berrien Springs, MI: Andrews

University Press, 2012.

4. Powell, Lane H., Dawn Cassidy. *Family life education: Working with Families across the Life Span*, 2nd Edition. Long Grove, IL: Waveland Press, Inc., 2007.
5. White, Ellen G. *The Adventist home*. Hagerstown, MD: Review and Herald Publishing Association, 2001.

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

## II. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. On some evenings a daily journal will be required.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. Formation of a Ministry Development Plan will begin during the intensive.
- E. A cohort field experience will be planned for Friday and Saturday (participating in all the segments of **Adventist Conference on Family Research and Practice**).

## III. Post Intensive

A. Journal and report the following five (5) books in the same manner as for the pre-intensive books **DUE on October 22, 2018**.

1. Stanley, Scott, Daniel Trathen, Savanna McCain, and Milt Bryan. *A Lasting Promise: The Christian Guide to Fighting for Your Marriage*. 2<sup>nd</sup> Edition. San Francisco, CA: Jossey-Bass, 2014.
2. Stoop, David and Jan Stoop. *Smart Love: How Improving Your Emotional Intelligence Will Transform Your Marriage*. Grand Rapids, MI: Revell, 2017.
3. Struthers, William M. *Wired for Intimacy: How Pornography Hijacks the Male Brain*. Downers Grove, IL: InterVarsity Press, 2009.
4. Thomas, Gary L. *Sacred Marriage: What If God Designed Marriage to Make Us Holy More Than to Make Us Happy?* Grand Rapids, MI: Zondervan, 2000.
5. White, Ellen G. *Child Guidance*. Hagerstown, MD: Review and Herald Publishing Association, 2001.

B. A Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan will have four sections; a description of your current situation, your vision for your life and ministry following the program, the steps you propose to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish

the vision in those areas. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program.

C. Chapter three of your project document, a paper of at least 16 but no more than 22 pages, will be required providing a review of literature relevant to your project challenge. **This is the work required in year one that integrates your 6 credits of project learning into the program.**

*The Andrews University Standards for Written Work, 12<sup>th</sup> 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 **October 31, 2018**. The group will review the MDP and its role with materials provided during the intensive.

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

1. A journal and attendance record of the group meetings will be required from a secretary for each group by **February 25, 2019**.
2. The first group meeting must occur on or before **October 22, 2018**, and review the work of each student on their chapter three.
3. The second group meeting must occur on or before **January 21, 2019**, and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Each participant will select an effective community, business, education, or church leader, seek permission of that person to write a **case study** based on their experience, observe critical incident roles and behavior of the subject leader within the context of their ministry, sit for an interview of at least 35 minutes with the subject leader or an affiliate, interview a minimum of three persons who interact within the subject leader within their community, and write a four to five page case study documenting the observations and interviews.

G. Select an appropriate field mentor, develop the contract for mentoring, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on **March 14, 2019**.

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## GRADING AND ASSESSMENT

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### A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are four (4) outcomes in the area of being, four (4) in the area of knowing, and four (4) 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.

Competency of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Being	<ol style="list-style-type: none"> <li>1. Exhibit growth toward personal and family health and wholeness;</li> <li>2. Be aware of their personal strengths and limitations;</li> <li>3. Realize the impact self-awareness and self-understanding have on ministry;</li> <li>4. Seek to integrate their expanding spiritual and theological perspectives into their personal formation as individuals and members of families.</li> </ol>	<p><b>Assessed by:</b> Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.</p>
Knowing	<ol style="list-style-type: none"> <li>1. Have acquired knowledge of current issues and empirical findings related to the field of family life education;</li> <li>2. Have learned and acquired basic research skills pertinent to their practice in the field of family life education and family ministry within the context of church and community;</li> <li>3. Have gained knowledge of the professional field including family life education, family ministry constructs, family law and public policy.</li> <li>4. Be familiar with current family life education literature and empirical constructs for family ministry interventions.</li> </ol>	<p><b>Assessed by:</b> The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject assessed with the project.</p>
Doing	<ol style="list-style-type: none"> <li>1. Have developed and deployed a relevant, field-based project intentionally addressing family ministry in the local context;</li> <li>2. Have developed a professional portfolio including a ministry development plan, journaling, and relevant learning and ministry artifacts.</li> </ol>	<p><b>Assessed by:</b> Successful presentation and assessment of their project before peers and their respective project committees as well as direct assessments of case studies and journals administered by faculty in the modules.</p>

	<p>3. Be able to identify, access, and network with support resources for families in their community;</p> <p>4. Be able to tap the rich resources of family ministry for sermons, seminars, church programming, evangelistic events and pastoral counseling.</p>	
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**B. Grade Points**

- Case Study – (100 points)
- Reading Journals and Reports - (100 points)
- Ministry Development Plan – (200 points)
- Literature Review – (200 points)
- Context Support Group – (100 points)
- Small Group Meetings – (100 points)
- Report Regarding Mentor – (100 points)
- Journal During Intensive – (100 points)
- Total (1,000 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-

**C. Assignment Submission deadlines will be applied as follows:**

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

**Reading reports and reading journals for pre-intensive books are DUE on July 16, 2018, the first session of the teaching intensive. If submitted late, the work will be discounted 10%. The remainder of the assignments are DUE by March 14, 2019.** They are to be submitted electronically to the Andrews

University Learning Hub. Always keep copies. The grade of DG (deferred grade) will be given until the due date.

\*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.

#### D. Course Time Parameters and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. Professor contact time is to be 15 hours per credit within that number. This module is 4 hours, so the entire course module is to require 224 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 – 16 hours  
Reading and journaling (approximately 1,650 pages) – 92 hours for the reading and 23 for the journaling  
= 115  
Intensive - 60 hours  
Journaling during the intensive – 2 hours  
Context support group - 2 hours  
Peer group attendance and journaling - 4 hours  
Case study - 20 hours  
Mentoring – 6 hours  
Total 225 hours  
Post intensive paper – (60 hours relate to the project credits registered in years three and four)

#### E. Assignment Submission

Submit assignments electronically to the Andrews University Learning Hub. Always keep a copy, and confirm submissions after 30 days. (Feel free to email me at [oliverw@gc.adventist.org](mailto:oliverw@gc.adventist.org) to follow-up with me on any questions you may have on your assignments).

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### ASSESSMENT GUIDELINES

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#### 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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<b>Introduction</b>	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.
<b>Relevance of the Literature to the problem/topic</b>	The problem/topic is identified and the chosen literature is clearly related.	The problem/topic is identified and the chosen literature is related.	The literature chosen is only loosely related to the problem/topic.	There is no connection between the problem/topic and the selected literature.
<b>Currency of the Literature</b>	The literature represents the latest work done in the field. The focus is on literature written over the last five years. Specific reasons are given for the use of any literature that is not current.	The literature represents the latest work done in the field. The focus is on literature written over the last ten years. Specific reasons are given for the use of any literature that is not current.	Numerous sources of literature reviewed are over ten years old and no specific reason is given for the use of this noncurrent literature.	Most of the literature reviewed was written over ten years ago.
<b>Primary Literature is Emphasized</b>	Primary Literature is emphasized and secondary literature is used selectively.	Primary and secondary sources are distinctively identified and come from reputable sources.	There is no distinction between primary and secondary sources but sources are reputable.	There is no evidence that the literature comes from reputable sources.
<b>Logical Organization of the Content</b>	The literature review is organized around ideas, not the sources themselves. The ideas are presented in either a chronological or a thematic structure.	The literature review is organized around ideas, not the sources and there is a logical structure.	The review is organized by author without a logical structure.	There is no organization at all, just a list of abstracts or disconnected reports.
<b>Comparison and Contrast of Studies</b>	The researchers whose works are being reviewed are put into conversation with each other and their studies are compared and contrasted with each other.	The studies are compared and contrasted.	There is some type of description of the relationship between studies.	There is no analysis of the relationship of the different studies to each other.
<b>Conclusion</b>	The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses questions for further research and provides insight into the relationship between the review and the central topic of the research.	The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship between the review and the central topic of the research.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.

<b>Format</b>	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.
<b>Style</b>	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.
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The statement is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

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## CRITERIA FOR ASSESSMENT GUIDELINES

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### THE B GRADE

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

### THE A GRADE

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

### THE C GRADE

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

### THE DN GRADE

The DN grade is given when very limited or no demonstrable competency has been observed and exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the



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

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

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## UNIVERSITY POLICIES

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### **Disability Accommodations**

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Late Assignment Submission**

Assignment Submission deadlines will be applied as follows:

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

### **Class Attendance**

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

*AU Bulletin*

### **Class Absences**

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

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

*AU Bulletin*

### **Excused Absences**

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

*AU Bulletin*

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

### **Academic Integrity**

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

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

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

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

*AU Bulletin*

### **Emergency Protocol**

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

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## INSTRUCTOR PROFILE

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Willie Oliver is Director of Family Ministries for the General Conference of Seventh-day Adventists, World Headquarters, since June 2010.

An ordained minister, Oliver holds a PhD in Family Sociology; a masters degree in Pastoral Counseling; a masters degree in Sociology; and a bachelors degree in Theology. He is an adjunct professor of Family Ministries at the Seventh-day Adventist Theological Seminary at Andrews University since 2010, and of the Adventist University of Africa since 2014. Dr. Oliver is the former and first full-time Director of Family Ministries for the North American Division, and former Director of Family Ministries for the Atlantic Union Conference, and the Greater New York Conference. He also served as a youth pastor and lead pastor in New York City; and currently serves as a volunteer pastor for Family Ministries at the Capitol Hill Seventh-day Adventist Church in Washington, D.C.



With his wife Elaine, Willie Oliver conducts marriage conferences, retreats, relationship seminars and leadership training in Family Ministries around the world. They are founders of *From This Day Forward* marriage conferences, *Journey Toward Intimacy* marriage conferences, authors of the [RelationshipRx column in Message magazine](#), the [Real Family Talk column in Adventist World Online](#), many other articles and book chapters, and are authors of *Real Family Talk: Answers to Questions About Love, Marriage, and Sex*, which has been translated to Swahili; and of the 2019 world missionary book of the year, *Hope for Today's Families*. They are editors of the annual Family Ministries Planbook, and host and produce a weekly family program on the [Hope Channel called Real Family Talk with Willie and Elaine Oliver](#).

Willie and Elaine Oliver have been married for 33 years and are the parents of two adult children: Jessica, a Public Health Educator, and Julian, a Civil and Environmental Engineer. In their spare time they enjoy taking long walks, beach vacations, gardening, exotic cuisines, and spending time with family and friends.

Dr. Oliver's research interests are marital satisfaction and stability as mediating factors in stronger marriages, stronger families, and stronger churches.