# Seventh-day Adventist Theological Seminary
## Andrews University

# GSEM 796 DMin Professional Dissertation

## 2019 Intergenerational Church Cohort

### Year 3, Beginning Fall 2021

### *Hyveth Williams, DMin*

**SYNOPSIS OF THE COURSE**

## CLASS & CONTACT INFORMATION

| | |
|---|---|
| **Class location:** | N/A |
| **Class meeting times:** | N/A |
| **Course Website:** | N/A |
| **Instructor Telephone:** | (269) 471-6363 |
| **Instructor Email:** | hyveth@andrews.edu |
| **Office location:** | Seminary S205 |
| **Office hours:** | By Appointment |

## BULLETIN DESCRIPTION OF COURSE

A DMin Professional Dissertation integrates theological reflection, scholarly research and practical ministry. The project contributes to the enhancement of ministry in the church and to the growth and development of the ministry professional. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

## PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcomes primarily addressed in this course are:

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.

   (The full set of program learning outcomes for your degree program is listed in **Appendix 3**)

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Demonstrate ability to conduct academic research and writing, particularly in creating an effective intervention based on a literature review and theological reflection, to solve the problem addressed in the project.
2. Demonstrate an ability to receive constructive criticism and input from others.

## COURSE OVERVIEW

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

| Date | Topic | Assignment Due | CLOs Addressed |
|------|-------|----------------|----------------|
|  |  |  |  |
| May 15, 2022 | Plan of Action for the Intervention | Chapter 4 of Professional Dissertation | 1, 2 |
|  |  |  |  |

## GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

| Assignment Description | Weighting |
|---|---|
| | |
| Work with your advisor to develop your Intervention action plan (chapter 4). Make all revisions and changes requested. Your 2nd reader will also give feedback via your advisor. Chapter is finished when both the advisor and 2nd reader approve it. | S/U |
| | |

\* For grading rubrics that specify grading criteria in more detail, see Appendices. S/U=Satisfactory or Unsatisfactory

**Submission of Chapter**

Chapter is to be turned in via email to your advisor.

## OTHER COURSE-RELATED POLICIES

**Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:
- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);

- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

# CHAPTER FOUR: DESCRIPTION OF THE INTERVENTION

| CATEGORY | 4.00<br>Target | 3.00<br>Needs Improvement | 2.00<br>Incomplete | 1.00<br>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. |
| **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 are to be recruited, what kind of sessions, how many, objectives, and content. | A description of the intervention is given, including how participants are to be 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. | The chapter ends with a conclusion that reiterates the main points. | 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 Author/Date style, including in-text referencing to cite sources. | There is 1 stylistic mistake. | There are 2 stylistic mistakes. | There are 3 or more stylistic mistakes. |
| | | | | |

| CATEGORY | 4.00<br>Target | 3.00<br>Needs Improvement | 2.00<br>Incomplete | 1.00<br>Unacceptable |
|---|---|---|---|---|
| **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** | 20-25 pages | 26-30 pages | 31-40 pages | More than 40 pages |
| | | | | |

## APPENDIX 2: PROGRAM LEARNING OUTCOMES

**Doctor of Ministry (DMin)**

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) Demonstrate knowledge and skills acquired, and analyze the resultant impact on one's ministerial experience.