# Seventh-day Adventist Theological Seminary
## Andrews University

# GSEM 796 DMin Professional Dissertation

## 2019 Intergenerational Church Cohort

### Year 4, Beginning Fall 2022

### *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 introductory chapter to the professional dissertation.
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 |
|---|---|---|---|
| | | | |
| March 15, 2023 | Introduction | Chapter 1 of Professional Dissertation | 1, 2 |
| | | | |

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 Introduction (chapter 1). 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 ONE: INTRODUCTION

| Category | 4.00 Target | 3.00 Needs Improvement | 2.00 Incomplete | 1.00 Unacceptable |
|---|---|---|---|---|
| Contents | The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and Definition of Terms. | Only 1 of the elements is missing. | Only 2 of the elements are missing. | More than 2 of the elements are missing. |
| Description of the Ministry Context | A concise/precise (no more than 2 pages) description of the context where the project will be implemented. | Sets a clear context for the implementation of the project, but is three to four pages in length. | What is shared about the context for the project is not concise (over 4 pages). | It is not clear what the context for the project is. |
| Statement of the Problem | The problem is clearly defined and supported by clear, objective evidence. | The problem is clearly defined and supported by subjective evidence. | The problem is not clearly defined and/or not supported by evidence. | The problem is not clearly defined, not supported by evidence. |
| Statement of the Task | Clearly states what you are going to do, with whom, and why. | Clearly states what you are going to do, with whom, but is less clear on why. | The what, who, and why are vague. | It is not evident what you intend to do, with whom or why. |
| Delimitations of the Project | Expresses a clear understanding of the self-imposed limitations of the project. | Expresses an understanding of the self-imposed limitations of the project. | It is unclear what the self-imposed limitations of the project are. | There are no self-imposed limitations. |
| Description of the Project Process | The section is well organized. It outlines a clear and logical sequence of steps. | The section is organized. One idea may seem out of place. | The outlined steps do not seem to have a logical flow. | Steps seem to be randomly organized. |
| Definitions of Terms | Esoteric terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation. | Esoteric terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation. | The terms are not in alphabetical order or cited properly. | Esoteric terms central to the study and used through the project document are not defined. |
| 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. |

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| CATEGORY | 4.00 Target | 3.00 Needs Improvement | 2.00 Incomplete | 1.00 Unacceptable |
|---|---|---|---|---|
| **Language Conventions** | There are no spelling, grammar, or punctuation errors. | There are 1 or 2 spelling, grammar, or punctuation errors. | There are 3 or 4 spelling, grammar, or punctuation errors. | There are more than 4 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** | 10-12 pages | 13-15 pages | 16-20 pages | More than 20 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.