**Seventh-day Adventist Theological Seminary**



Concentration Name (Division), 20xx Cohort

*Year of the Module,* Year One

module Acronym, Number, Title

(MAX 2 Lines)

*Instructor/Faculty Member Name, Credentials*



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: 4

# 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:

List the recommended readings required for this class using the Turabian Parenthetical citations and references.

# 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. While the program is structured around certain areas of concentration, there are outcomes we feel are important to evaluate as outcomes for all students. The following are those program outcomes.

**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: ….”\*

**20xx**

* EXAMPLE: DSRExx Perspectivas Teológicas e Históricas en Discipulado (X cr)

Professor Name, month xx-xx, 20xx Anonymous University

* DSRExx Perspectivas Teológicas e Históricas en Discipulado (X cr)

Professor Name, month xx-xx, 20xx Anonymous University

**20xx**

* DSRExx Perspectivas Teológicas e Históricas en Discipulado (X cr)

Professor Name, month xx-xx, 20xx Anonymous University

* Simposio de Investigación de Campo month x-x Professor Name Andrews University
* Simposio de Implementación (month xx-xx or TBD) Professor Name, via ZOOM

**20xx**

* DSRExx Perspectivas Teológicas e Históricas en Discipulado (X cr)

Professor Name, month xx-xx, 20xx Anonymous University

* GSEM796 DMin Project (X cr) Fall 20xx

**20xx**

* DSRExx Perspectivas Teológicas e Históricas en Discipulado (X cr)

Professor Name, month xx-xx, 20xx Anonymous University

* GSEM796 DMin Project (X cr) Fall 20xx

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 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.

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 or may) be planned for Saturday and/or 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.

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 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. 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 (provide a date 60 days following the intensive). 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 (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 three.
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.

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 the final assignment due date.

# Grading and Assessment

A. 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.

|  |  |  |
| --- | --- | --- |
| Competency 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 |

B. Grade Points

|  |  |
| --- | --- |
| Case Study | (enter points) |
| Reading Journals and Reports | (enter points) |
| Ministry Development Plan | (enter points) |
| Literature Review | (enter points) |
| Context Support Group | (enter points) |
| Small Group Meetings | (enter points) |
| Report Regarding Mentor | (enter points) |
| Journal During Intensive | (enter points) |
| **Total** | (enter 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 the first session of the teaching intensive. If submitted late, the work will be discounted 10%. The remainder of the assignments are due (enter a date 7 to 8 months following the intensive). 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 (approx. 1,650 pages) | 92 hours reading & 23 for 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 |
| **\***The 280 hours are not including the project credits  Post intensive paper **(60 hours relate to 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.

# 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 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. |
| **Relevance of the Literature to the problem/topic** | 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. |
| **Currency of the Literature** | 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. |
| **Primary Literature is Emphasized** | 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. |
| **Logical Organization of the Content** | 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. |
| **Comparison and Contrast of Studies** | 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. |
| **Conclusion** | 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. |
| **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 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. |
| **Length** | 16-25 pages | 26-30 pages | 31-40 pages | More than 40 pages |

# criteria for assessment guidelines

**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.

# 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.

**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.

8/30/2018