Syllabus for  
DMIN 711—Ministerial Identity and Personal Assessment  
3 Credit Hours  
Fall 2012

I. COURSE DESCRIPTION

Designed to help the student examine the role(s) of the minister, develop a profile of personal ministerial style, and articulate a description of his or her ministerial identity. Leads students into the development of personal goals for the doctor of ministry degree experience.  
Prerequisite:  None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

A. Become informed as to the content, procedures, and expectations of the D.Min. program.

B. Reflect on life’s journey and spiritual pilgrimage that have brought him or her to this point in ministry.

C. Examine the issue of ministerial identity as a man or woman of God.

D. Determine the development of the identity of the minister.

E. Help him or her discover and articulate his or her personal ministerial identity.

F. Set personal goals for the D.Min. experience and determine how these goals can be formulated and articulated.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Ministerial Identity—As a result of successfully completing this course, the student will be able to do the following:
   1. Explain the role and express an appreciation for the unique self-identity of the minister.
   2. Verbalize his or her identity as a minister.
   3. Discuss personal strengths and weaknesses as a minister and how these impact his or her ministerial identity.

B. Orientation—As a result of successfully completing this course, the student will be able to do the following:
   1. Verbalize the whole person concept that is foundational to the university’s education philosophy.
   2. Explain and experience the ethos of the School of Theology and Missions.
IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Selection of textbooks does not indicate endorsement of every thought and idea. They are chosen to cause students to think and consider ideas, to prepare for class peer interaction and discussion, and to evaluate concepts for use in one's ministry context.

A. Required Materials
   1. Textbooks
   2. Other
      None

B. Optional Materials
   1. Textbooks
   2. Other
      None
V. POLICIES AND PROCEDURES

A. University Policies and Procedures
   1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student’s grade or deny credit for the course.
   2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
   3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others’ materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU’s Honor Code: “I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments.” Plagiarism is usually defined as copying someone else’s ideas, words, or sentence structure and submitting them as one’s own. Other forms of academic dishonesty include (but are not limited to) the following:
      a. Submitting another’s work as one’s own or colluding with someone else and submitting that work as though it were his or hers;
      b. Failing to meet group assignment or project requirements while claiming to have done so;
      c. Failing to cite sources used in a paper;
      d. Creating results for experiments, observations, interviews, or projects that were not done;
      e. Receiving or giving unauthorized help on assignments.
   By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
   4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
   5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students’ majors.
      a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
      b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School and/or Department Policies and Procedures
   1. It is expected that participants will attend all sessions of all seminars and workshops. Sessions missed will be made up through extra assignments and consultation with the Doctoral Dean and professor(s). Any absences not accounted for in this manner will be reflected in the course grade. Absences deemed excessive by the Doctoral Dean and D.Min. Committee will make it necessary to repeat the course.
   2. Because of the importance of presession preparation for knowledgeable
contribution to group interaction in a seminar or workshop, a student will not be allowed to attend if all precourse readings and assignments have not been submitted before the first class of a session in the modular format. Should this situation occur, a student may petition the D.Min. Committee for interrupted status. If the petition is judged to be valid, a student must attend the seminar or workshop at the next offering, if possible. See D.Min. handbook for fees and continuing enrollment in the program.

3. A grade of I (Incomplete) is given only after the student has established with the instructors and the Dean of Doctoral Studies, by petition, that the work is incomplete for good cause. Incompletes are granted only when extenuating circumstances exist (such as prolonged illness). It is the responsibility of the student to finish incomplete work by the closing date of the semester in which the course was offered. A change of grade is then submitted by the D.Min. Director. If the work is not completed within the time allotted, the incomplete will be changed to an F.

4. To remain enrolled, students must upload all precourse assignments to the D2L drop box on or before the assigned deadline. Postcourse assignments are to be uploaded on or before the assigned deadline. Both pre- and postcourse assignments are to be put in the designated D2L drop box for the course. Any assignments turned in after the scheduled due date are penalized.

C. Course Policies and Procedures

1. Evaluation Procedures
   a. The seminar mode encourages free classroom participation in shared research, insights, and conclusions. An evaluation of student participation will enter into the final grade.
   b. Papers will be graded according to the quality of writing: content, form, and style.
   c. The final grade will be determined as follows:
      
      | Component                                | Percentage |
      |------------------------------------------|------------|
      | Critique of Mathew text                  | 15%        |
      | Applying Insights (McIntosh and Rima)    | 15%        |
      | Book Assignment (Peterson)               | 20%        |
      | Life’s Journey                           | 15%        |
      | Class Participation                      | 10%        |
      | Personal Ministerial Identity Paper      | 25%        |
      | **Total**                                | **100%**   |

2. Whole Person Assessment Requirements
   a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop skills needed to create an ePortfolio.
   b. WPA requirements for this course:
      None

3. Other Policies and/or Procedures
   a. Teaching methodology:
      (1) Various methods of teaching are utilized to maximize learning on an advanced professional level. These include case studies, lectures, book critiques, synthesis papers, and discussions.
      (2) A peer learning environment is cultivated, and the dynamics of group interaction are utilized in achieving the goals of the course.
b. All pre- and post-course assignments must be uploaded into D2L by the
deadline as posted; if an assignment is uploaded past the deadline date,
penalties will be assigned for late submission of course work. Each late
assignment will drop 10 points for each paper that is late. An assignment
is considered late if it is submitted past the due date and the student must
contact the D.Min. office to open the D2L dropbox.

c. **Pre-course assignments—Due August 13, 2012.**
Pre-course assignments (1), (2), and (3) are to be uploaded to the D2L
dropbox three weeks prior to the first day of class. The **drop box will be
closed at 11:59 p.m. on August 13, 2012.**

(1) Complete a critique of the Mathew text (copy of Book Critique
format has been sent to you and is in the Content section of D2L).

(2) Read the book *The Pastor: A Memoir* by Eugene Peterson. While
this text focuses on the work of the pastor, there is great
application to all ministers. You will be interacting with this
book in your assignments. Please remember that this is not to be
a critique or review of the book’s content. Certainly, you will
probably not agree with everything, but you need to respond
personally as to how you are impacted by this book in your own
life and ministry, and how this book provoked your thinking in a
special way.

After reading this text, select 5 from the following list of 10
topics and write a two-page (double-spaced) response paper for
each topic (for a total of 10 pages in the paper) in light of the
biographical and theological perspectives presented in this book:

1. Identity,
2. Calling,
3. Vocation,
4. Conflict,
5. Family,
6. Your person,
7. Guidance,
8. Power,
9. Death,
10. Purpose of the church.

You may use first person for this assignment.

(3) **Life’s Journey:**
The candidate will complete a Life’s Journey exercise as follows:
One’s life course is marked by “beginnings and endings,” by
peaks, valleys, plateaus, passages, and transitions, all involving
key relationships. Each student will choose 5-7 key relationships
from his/her life thus far and write a 6- to 7-page paper (typed
and single-spaced) describing these relationships and showing
how they have influenced him or her in a formative manner.
These relationships may be positive or negative. Please describe
the struggle, pain, joys, and personal growth attained because of
the impact of these relationships. Where did you experience
grace, forgiveness, and the affirmation or lack thereof? Where
was growth facilitated or impeded? **A summary of this material
will also be shared orally in class.**
(4) Complete all of the Applying Insights section of the McIntosh and Rima textbook. These are located at the end of each chapter and may be identified by the boxes around them. Those insights related to the inventory need to be scored. Do not write answers in the book, but you may do all of the assignments in a notebook fashion (no binders, just stapled together). Please bring a copy of your scored inventory with you.

d. In-course procedures
(1) The student will receive an agenda at the Seminar Orientation Session scheduled for September 10 at 8:00 a.m. on the 21st floor of the CityPlex (across from the ORU Campus). Students will have dinner together after Monday’s orientation (Dutch treat—location to be announced).

(2) Guest speakers will contribute to the orientation and diagnostic components of the seminar curriculum.

e. Post-course assignments—Due October 15, 2012.
Students are to submit post-course assignments to the D2L drop box four weeks after the seminar. The drop box will be closed at 11:59 p.m. on October 15, 2012.

(1) Write an 8- to 10-page paper called Ministerial Identity in which you define and articulate your self-identity as a minister, drawing upon biblical, theological, and experiential resources (including those received in the seminar) that inform of your ministerial identity.

(2) Write a 2-page Seminar Evaluation paper on the content and mechanics of the course.

f. Academic policy—See D.Min. handbook.

VI. COURSE CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>August 13, 2012</td>
<td>Pre-course assignments due:</td>
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<tr>
<td></td>
<td>● Book Critique of Dr. Mathew’s book,</td>
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<td></td>
<td>● Applying Insights of the McIntosh and Rima textbook,</td>
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<td>● Peterson textbook, and</td>
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<td>● Life’s Journeys paper.</td>
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<tr>
<td>September 10-14, 2012</td>
<td>Classes meet daily 8:00 a.m.-5:30 p.m.</td>
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<td>Classes adjourn Friday, September 14, 2012, at 12:00 p.m.</td>
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<tr>
<td>October 15, 2012</td>
<td>Post-course assignments due.</td>
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Course Inventory for ORU’s Student Learning Outcomes
DMN 711—Ministry Identity and Personal Assessment
Fall 2012

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.
**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.
**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.
**No Contribution** – Does not address the outcome.

The Student Learning Glossary at [http://ir.oru.edu/doc/glossary.pdf](http://ir.oru.edu/doc/glossary.pdf) defines each outcome and each of the proficiencies/capacities.

<table>
<thead>
<tr>
<th>Outcomes &amp; Proficiencies/Capacities</th>
<th>Significant Contribution</th>
<th>Moderate Contribution</th>
<th>Minimal Contribution</th>
<th>No Contribution</th>
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<tbody>
<tr>
<td><strong>Outcome #1 – Spirit-Filled Living</strong></td>
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<td>1A Entry-level competency—Possesses Christian character, personal integrity, a sense of calling, and a demonstrated interest in ministry-related endeavors</td>
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<td>1B Mid-level competency—Exemplifies the fruit of the Spirit, spiritual gifts, ongoing spiritual growth, and clarification of a call to ministry</td>
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<td>1C Candidacy-level competency—Demonstrates involvement in charismatic signs and wonders and integration of ethics and personal integrity in the healing ministry in obedience to a defined call to ministry</td>
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<td><strong>Outcome #2 – Academic Excellence</strong></td>
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<td>2A Entry-level competency—Demonstrates an aptitude for graduate theological education</td>
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<td>2B Mid-level competency—Practices theological reflection and sound scholarship in acquiring knowledge through learning and research</td>
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<td>2C Candidacy-level competency—Evidences critical thinking, problem solving, and decision making</td>
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<td><strong>Outcome #3 – Professional Competence</strong></td>
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<td>3A Entry-level competency—Demonstrates awareness of professional requirements</td>
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<td>3B Mid-level competency—Communicates discipline-specific information effectively in written and spoken discourse as pertaining to ministry calling</td>
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<td>3C Candidacy-level competency—Integrates leadership in ministry and academic excellence with Spirit-led practices of ministry</td>
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<td><strong>Outcome #4 – Cultural Relevance</strong></td>
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<td>4A Entry-level competency—Demonstrates knowledge about cultural diversity</td>
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<td>4B Mid-level competency—Pursues participation in diverse social/cultural contexts</td>
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<td>4C Candidacy-level competency—Evidences skill while engaging in healing, ministry, and acts of justice and mercy in diverse contexts</td>
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