



MASTER OF DIVINITY

Portfolio Manual

Fall 2010

Knowing ♦ Being ♦ Doing

WHY HAVE A PORTFOLIO?

Purpose: The Master of Divinity program aims to equip you with knowledge, tools, and skills you will need in your career as a professional minister. We do this by teaching biblical, historical and archeological research and theory (Knowing); honing practical skills like preaching, program creation and counseling (Doing); and developing positive habits in your spiritual journey, life, marriage and work (Being).

The purpose of the Portfolio is to provide a means of assessing your growth in all these areas. It articulates:

- where you started;
- what areas you wish to develop further;
- how you went about achieving this goal;
- your semester by semester progress;
- and the final result at the end.

Through the portfolio process, the Master of Divinity program is able to assess its effectiveness in achieving stated outcomes in areas of Knowing, Being and Doing as set forth in its Mission. In so doing, the Seminary aims to provide an optimal graduate education experience for Master of Divinity students.

Justification: The Master of Divinity program assumes that your uniqueness and personal gifts are reflected in the degree to which you will gain proficiency in the competencies needed for professional ministry. The portfolio is a tool designed to give you the opportunity to pause and reflect on your education at the Seminary, so that you can see the larger meaning of your learning in relation to your spiritual journey.

WHAT YOU HAVE TO DO

Portfolio Components

1. An Intentional Development Plan (IDP) – see below for details.
2. Annotated artifacts for five of the eight MDiv Competencies – see page 4 for details.
3. A 3-5 page Reflection Paper – see page 6 for details.

IDP: The Intentional Development Plan (IDP) is an overarching strategy that you will personally design to target areas of growth in your academic achievement (Knowing), spiritual life (Being), and practical ministry experiences (Doing) while enrolled in the Master of Divinity program. Your artifacts are selected and assembled to support the achievement of the goals you specified in your IDP.

You will be given a thorough introduction and an opportunity to work on your IDP during required workshops. IDP forms have been created to make it easier for you to develop a personalized plan, and are available from the Master of Divinity Office. A sample IDP for Competency One has been attached as Appendix 1 to this manual.

See pages 9-11 for a complete list of the Master of Divinity Competencies. Devise an IDP for your portfolio by selecting from the following competencies:

- Competency 1
- Either Competency 2 or 3
- Competency 6
- Two competencies from Competencies 4, 5, 7 or 8

On your IDP form, clearly describe:

- The abilities and areas you want to strengthen;
- The plan of how you intend to work on the areas identified;
- The reasons why you chose your five competencies.

COLLECTING ARTIFACTS

Annotated Artifacts

Artifacts are any assessments or materials from your classes that demonstrate you are gaining proficiency in the five competencies you specified in your IDP. A table on pages 12-16 provides a synthesized list of Fall 2010 classes, their identified artifacts, and which competencies they address. Your course syllabus will have a more detailed list of artifacts and the specific areas within a competency that artifact will address – see your lecturer if this is not the case.

Enter your artifacts on LiveText® to demonstrate that you are gaining proficiency in at least five of the eight competencies. Again, your five competencies must match those in your IDP and should include:

- Competency 1
- Either Competency 2 or 3
- Competency 6
- Two competencies from Competencies 4, 5, 7 or 8

The artifacts may include, but are not limited to, the following items:

- Course assignments, projects and tasks: Your course syllabi generally specify the competencies covered by the course assignments. For additional clarification, discuss the assignments with your lecturer to see how the assignments can best satisfy your portfolio plan and facilitate personal growth.
- Journals and Notes: Include written materials generated for personal use or created while completing course assignments and field ministry. For example, you may include notes showing careful exegesis done in preparation for a sermon you preached, personal reflection, or a journal kept during an evangelistic series to document your observations.

- **Affirmation and Critique:** Include in your portfolio affirmations and critiques you receive from your peers, lay leaders, pastors or teachers. For example, you may include thank you cards, feedback memos, and formal or informal evaluations.
- **Media Sources:** Include media to demonstrate your effectiveness. For example, you may include photos, short audio, and video clips of baptisms or conferences you attended, or meetings and exhibitions you have held.

These artifacts function as evidence of your proficiency in the competencies. Therefore, annotate your artifacts to demonstrate their relevance.

Quantity: Submit 3-6 artifacts per selected competency to demonstrate your emerging proficiency. The artifacts must demonstrate:

- Where you began
- How you journeyed
- Where you arrived

For example, you might include:

- (1) The first sermon you preached when you came to the seminary
- (2) The notes you made in class to improve your sermons
- (3) The final sermon you preached to demonstrate your progress toward becoming *an inspiring biblical preacher* (competency 4).

REFLECTION PAPER

In your second-to-last semester at the Seminary, prepare a typed, double-spaced, 3-5 page reflection paper for the entire portfolio. The reflection paper must:

- **Describe your journey.** State where you began, how you journeyed, and where you arrived.
- **Make the case that you have gained proficiency in your selected competencies.** Clearly articulate the reasons why you think you have gained proficiency.
- **Explain why and how the artifacts support your case.** For example, you might briefly explain how artifact A or B shows the effort you made to improve your original sermon and what this did for you.
- **Plans for future development.** Briefly and concretely envision your ministry five or six years from now based on your emerging competencies.

MENTORS & PORTFOLIO SUPPORT

Faculty Mentor: You will be assigned a faculty mentor during the first Fall semester of your study at the Seminary. Please use their regular office hours to meet with them. You need to see your assigned faculty mentor at least once a semester to discuss your portfolio. Make sure that your artifacts are uploaded on LiveText® before the meeting.

Complete the *Master of Divinity Portfolio Report* form after you have met with your mentor and submit it to the Master of Divinity Office. They are available from the Master of Divinity Office. A sample form has been attached to this manual as Appendix 2.

Portfolio support is also available from the MDiv Portfolio Office. Federico Revollo, Graduate Assistant to the Master of Divinity Office, will be able to answer any questions you may have. His office is located in room N326 and his hours for Fall Semester 2010 are:

Monday	3.30pm - 5.30pm
Tuesday	3.30pm - 5.30pm
Wednesday	3.30pm - 5.30pm
Thursday	3.30pm - 5.30pm
Friday	9.00am - 12.00pm

Email: mdivportfolio@andrews.edu

RESOURCES & GRADING

Workshop: Each semester you will be required to attend special workshops in which you will:

- Receive valuable tips concerning LiveText® and your portfolio preparation
- Be able to ask questions about your portfolio
- Interact with your student peers
- Work on your reflection paper

Hours: The total estimated time for the portfolio preparation is about 15 hours per semester, about 1 hour a week.

Grading: You will register for GSEM660 Portfolio in your first Fall semester at the Seminary. You will be given a deferred grade (DG) for this course; it will be changed to a pass or a fail (S/U) grade in your second-to-last semester at the Seminary. Your faculty mentor will give regular feedback as to your progress. If your final grade is unsatisfactory, you will have one semester to remedy the unsatisfactory grade. A satisfactory grade is required for graduation.

MASTER OF DIVINITY COMPETENCIES

Competency 1 Maturing Christian	A	Accepts the central role and the transforming power of the Father, Son, and Holy Spirit in his/her spiritual life;
	B	Knows how to use the biblical spiritual disciplines, especially prayer and the study of Scripture;
	C	Values his/her call to ministry and personal spiritual gifts;
	D	Is committed to reflecting the character of Christ and exemplifying personal integrity and professional ethics;
	E	Cultivates the harmonious development of the mental, physical, spiritual and social dimensions of life;
	F	Practices the biblical virtues of grace, acceptance, and forgiveness, especially within his/her marriage and family;
	G	Interacts positively with people of other cultures and religions.
Competency 2 Perceptive Student of the Bible	A	Demonstrates advanced understanding of Bible contents;
	B	Understands the social and historical backgrounds of the Bible and the influence of culture on biblical interpretation;
	C	Demonstrates advanced understanding of Bible history, doctrines, and theology;
	D	Values regular Bible study and deep reflection upon it;
	E	Values the principle of Sola Scriptura and the need for the Holy Spirit in interpreting Scripture;
	F	Practices sound methods of exegesis using original languages, guided by appropriate hermeneutics.
Competency 3 Developing Theologian	A	Demonstrates advanced understanding of Christian history, theology, philosophy, ethics and mission;
	B	Demonstrates advanced understanding of Adventist history, theology, doctrines, lifestyle, and practices;
	C	Understands the role and influence of Ellen G. White and her writings on Seventh-day Adventist theology, mission, and ministry;
	D	Embraces an Adventist theology, identity, and mission informed by the Great Controversy theme;
	E	Is conversant with major world religions and can communicate biblical truth cross-culturally;
	F	Values scholarship, professional growth, and lifelong learning;
	G	Engages in biblical and theological reflection as the basis for ministry.

Competency 4 Inspiring Biblical Preacher and Worship Leader	A	Knows how to design public worship that is biblically and theologically sound and contextually relevant;
	B	Knows how to use different styles of preaching to engage diverse hearers;
	C	Places high value on preaching Scriptural truth including the distinctive beliefs of Seventh-day Adventists;
	D	Values congruence between the message preached and his/her life;
	E	Preaches with clarity and persuasiveness;
	F	Is able to design and lead theologically-based, culturally and cross-culturally sensitive corporate worship of the Creator God.

Competency 5 Discipling Pastor	A	Knows how the principles of pastoral care influence all aspects of ministry;
	B	Recognizes the dynamics and complexity of human nature
	C	Respects the individual's uniqueness and God-given ability to address life's issues;
	D	Values the power of faith and intercessory prayer;
	E	Is able to inspire and mentor members in spiritual growth;
	F	Demonstrates ability to build community and nurture positive relationships;
	G	Disciples individuals through passionate Bible teaching.

Competency 6 Persuasive Evangelist and Apologist	A	Is familiar with contemporary missiological evangelistic and theological issues and trends;
	B	Has a practical knowledge of how to lead people, including those from diverse cultural and religious backgrounds to Christ;
	C	Has a passion for lost people and calls individuals to a decision for Christ and the church in the context of the three angels' messages;
	D	Is sensitive to all cultures and faiths in presenting the gospel;
	E	Defends the faith with a Christocentric emphasis.

Competency 7 Transforming Leader	A	Embraces the biblical and theological principles of servant leadership;
	B	Understands leadership and organizational theory as they apply to the church and its administration;
	C	Appreciates the importance of leadership and church polity in facilitating Seventh-day Adventist mission;
	D	Values Christian education and other forms of youth ministry;;
	E	Has the ability to minister to and to empower people for ministry in diverse and multi-cultural settings;
	F	Is able to organize, equip, and mobilize congregations effectively for mission and ministry.

Competency 8 Prophetic Change Agent	A	Understands the Scriptural and theological basis for the church's moral engagement in the world;
	B	Values a sense of justice and advocates for equity, fairness, and religious liberty for all;
	C	Is an agent of the reconciling ministry of Christ and a peacemaker;
	D	Is able to analyze, interpret, and critique contemporary social cultural, and political issues in the light of biblical truth;
	E	Identifies social needs and responds in ways that incarnate the Gospel in the world.

ARTIFACTS IN FALL 2010 CLASSES

Classes	Artifacts	Competencies
▪ Advanced Holistic Small Groups (<i>James</i>)	See your lecturer	1 2 5 6 7
▪ Advanced Studies: Romans (Choi)	Paper Journals Portfolio	2
▪ Archeology and the Bible (Yonker)	See your lecturer	
▪ Beginning Greek (Berglin)	See your lecturer	1 2 3 4
▪ Beginning Greek (Mueller)	See your lecturer	2 3
▪ Biblical Hebrew (Chadwick)	Notes on translations	2
▪ Biblical Hebrew I (Groda)	See your lecturer	2
▪ Biblical Preaching (Williams)	Video of sermons Manuscripts of sermons Reflections/response to sermons	1 2 3 4 5 6 7
▪ Christian Leadership in a Changing World (Bell)	Journals	1 2 5 7
▪ Christian Response to Human Needs (Maier)	Exegesis papers Reflection paper Critical book review	1 2 3 5 7
▪ Christian Theology I (Canale)	Notes from class discussions Notes from readings	2 3
▪ Christian Witness and World Religions (Maier)	Place of worship visit report Interfaith strategy Reflection paper Paper on world religions	3 4 6 7 8
▪ Conflict Management in the Church (Bell)	See your lecturer	1 2 3 5 6 7 8
▪ Contemporary Adventist Theological Issues (Jankiewicz)	Research paper Journal	2 3 7 8
▪ Contemporary Theology (Baldwin)	Notes from class discussions Critical book review Research project	4 6 8
▪ Contextualized Preaching: Spanish (Norton)	See your lecturer	
▪ Contextualized Preaching: Youth (Hall)	See your lecturer	

▪ Daniel and Revelation (Doukhan)	Essay	2							
	Sermons								
▪ Development of SDA Lifestyle (Moon)	Research paper		3	4					8
	Manuscript of class presentation								
	PowerPoint of class presentation								
▪ Development of SDA Theology (Damsteegt)	Papers	1	2	3	4	5	6	7	8
	Projects								
	Essay								
	Book review								
▪ Doctrine of Salvation (Hanna)	Reflection papers	1	2	3	4	5	6	7	8
	Research paper								
	Class notes								
▪ Doctrine of the Church (Jankiewicz)	Debates notes		2	3					
	Debate outlines								
	Reflection paper								
	Critical book review								
	Reading reports								
▪ Doctrine of the Holy Spirit (Baldwin)	Journal	1	2	3	4		6		8
	Class notes								
	Personal testimony								
	Research paper								
▪ Doctrine of the Sanctuary (R. Gane)	Reaction paper		2	3	4		6		
	Evangelistic style sermon								
▪ Evangelistic Preaching (Kidder)	Evangelistic style sermons								
	PowerPoint presentation								
	Place of worship visit report								
▪ Family in Society (Unpublished)	See your lecturer								
▪ Field Evangelism (Clouzet)	Local pastor/lay leader letter	1	2	3	4	5	6	7	8
	Reading report								
	Reflection paper								
	Prayer journal								
	Presentation								
	Work logs								
▪ Foundations of Pastoral Ministry (North)	Team demonstrations	1			4	5			7
	Plans for principal rites								
▪ Foundations of Pastoral Ministry (Williams)	Journal	1			4	5			7
	Ministry event program								
	Ministry event plan								
▪ Gospels (Johnston)	Exegesis paper		2	3	4				
	Class notes								
	Weekly exercises								
	Sermon outline								

▪ History of Sabbath and Sunday (Damsteegt)	Project Paper Essays	1	2	3	4	5	6	7	8
▪ Holistic Small Groups (James)	Class notes and handouts Reflection papers DISC Inventory profile Leadership evaluation Certificate of completion Exams	1				5		7	
▪ Issues in Ellen G. White Studies (Moon)	Research paper			3	4				8
▪ Issues in Origins (Hanna)	Personal testimony Class notes & points taken Scholarly article collection		2	3			6		8
▪ Issues in Religious Education (Beagles)	See your lecturer								
▪ Leadership Development (Bell)	See your lecturer	1		3		5		7	
▪ Leadership in a Changing World (Patterson)	Journal								
▪ Marriage, Family and Interpersonal Relationships (Sedlacek)	Portfolio								8
▪ Marriage, Family and Interpersonal Relationships (Swanson)	Reports Portfolio	1							
▪ Methods in Old Testament Exegesis (Doukhan)	Research paper Class materials sermon ideas			2					
▪ Ministry in Cultural and Religious Context (Doss)	Local church plan Reports on intercultural visits								
▪ Ministry to At-Risk Youth (Unpublished)	See your lecturer								
▪ Ministry to Youth and Young Adults (Walshe)	Book reports Paper Research paper								
▪ Mobilizing Laity for Evangelist Ministry (Schmidt)	Personal vision statement Written recommendations Local church mobilization plan Personal and group reflections Class notes	1					6	7	8
▪ New Testament Ethics (Choi)	Paper		2	3					8

▪ Ontology and Worship (Canale)	Paper Class discussion notes Class presentation outline								
▪ Pastoral Counseling (Swanson)	Reports Personal observations Citations from scripture	1				5			
▪ Pentateuch (Sigvartsen)	Class notes and handouts Reading reports Assigned text portions & journal Exegesis paper Class presentation for A students		2	3					
▪ Preaching from Daniel (Hall)	See your lecturer								
▪ Preaching from the Old Testament (Williams)	Class notes Evaluation of class sermons Sermon manuscripts	1	2	3	4	5	6	7	8
▪ Principles of Christian Ethics (Kis)	Class notes Sermon Critique								
▪ Revelation (Stefanovic)	Research paper Class notes Sermon(s) preached on material		2	3	4		6		
▪ Revelation, Inspiration and Hermeneutics (Hanna)	Reflection papers Research paper	1	2	3	4		6	7	8
▪ Revelation, Inspiration and Hermeneutics (Canale)	Class notes Reading notes			3					
▪ Second Century Christianity (Johnston)	Papers Presentation notes		2	3			6		
▪ Seminar in Archaeology and History of Antiquity-Nineveh (C. Gane)	Paper Presentation Field trips photos 3D model of building (Nineveh)		2	3					
▪ Seminar in Greek Exegesis: Revelation (Stefanovic)	Research paper Class notes Sermon(s) preached on material		2	3	4		6	7	8
▪ Seminar in Specialized Ministries/Chaplaincy (North)	Research paper Reports on ministerial visits								
▪ Spiritual Formation (Kidder)	Weekly report of spiritual journey Reflection paper								
▪ Spiritual Formation (Walshe)	Reports Reflection paper Devotional log								

▪ Teaching for Discipleship (Beagles)	See your lecturer
▪ Teaching Religion in College (Matthews)	See your lecturer
▪ The Bible and Biblical History (Chadwick)	See your lecturer 2
▪ The Church in the Middle Ages (J. Reeve)	See your lecturer
▪ Topics in New Testament Theology: New Testament Eschatology (Stefanovic)	Research paper 2 3 4 6 Class notes Sermon(s) preached on material
▪ Theology of the Old Testament (McGuire)	See your lecturer
▪ Worship: Word and Music (Logan)	See your lecturer

ACKNOWLEDGEMENTS

Thank you to the Portfolio Subcommittee, Richard Choi (Chair), Rachael Sauer (Secretary), Kenley Hall, Michael Harris, John Matthews, Stan Patterson, Federico Revollo, Leanne Sigvartsen, Peter Swanson, and Walt Williams for your willingness to take time out of your busy schedules to meet and offer ideas, peer-review and direction in establishing the Portfolio requirement.

A very big thank you to the Faculty and Staff of the Seventh-day Adventist Theological Seminary who modified and supplied their syllabi in order to make the Portfolio requirement a success.

Thank you Michael Harris for your leadership, suggestions, review and vision for the Portfolio requirement. Thank you also for the enormous contribution you make each day to the students of the Master of Divinity program.

Thank you Leanne Sigvartsen for developing, writing, and creating this document, the Portfolio support documentation, the new Seminary syllabus, and also the Portfolio assessment and review documentation.

Thank you Federico Revollo for representing the Master of Divinity students and for the enormous contribution you are making in meeting with students and assisting them with their Portfolio needs.

Intentional Development Plan

Master of Divinity Portfolio IDP

Competency	Plan of Action <i>Areas I would like to experience growth</i>	Reflections About Progress <i>How I have been attaining my growth goals</i>
1	During this semester I want to be much more intentional about spending time alone with God. This is key to connecting with God’s transforming power in my life.	I was convicted during seminary worship that I need to do more than just “want” to do this. I have made a commitment to make this a permanent part of my everyday experience.
	I will find a place that is quiet and free of distractions and I’ll decide on specific times for reflection. I want this to become a life habit – a time to use my spiritual disciplines to deepen my relationship with God.	I decided on the prayer room in the Seminary and decided on midday. Like Daniel who prayed three times a day, I’ll pray during morning family worship, at noon (alone with God), and again during evening family worship.
	At first I will limit the ways in which I spend time with God to simple “being” experiences rather than “doing” activities. I need to be with Him before I can reflect His character to others.	It’s tempting to work on to-do lists or other important assignments instead of just “being” with God, but I’m determined to learn how to “Be still” and “Wait on the Lord”.
	I will try to understand the best ways for me to relax my mind and release my body tension when in His presence.	I’m learning to practice “systematic relaxation” while inviting His peace into my mind. This helps me get in tune with Him.
	I will journal about my experience and what changes I observe, especially in the areas of grace, acceptance, and forgiveness.	My Journaling is a discipline that is challenging to do consistently, but I’m working at it and finding it rewarding.
	I will get encouragement and feedback from my peer-coaching group to keep me on track.	My peers’ and my spouse’s affirmations have been very encouraging and have helped me to persevere.



Master of Divinity Portfolio Report Fall 2010

DEADLINE NOVEMBER 1, 2010

1. I have met with my faculty mentor this semester (Fall 2010):

Yes

No

If "No", please provide an explanation:

2. Artifacts Uploaded

EXAMPLE

Artifact Type <small>(eg CHMN505 Biblical Preaching, Video of Sermon; OTST565 Pentateuch, Exegesis Paper)</small>	Competency <small>2c, 3d, etc - refer to Syllabus/Portfolio manual</small>	Grade <small>Satisfactory or Unsatisfactory</small>	Mentor Initials

ONLY

3. Additional Comments:

Name: _____

Signature: _____ Date: _____

Mentor Signature: _____