QEP Topic: Project Epaphroditus

1. Title of the proposal

Transformational Learning Through Service

2. A clear and concise description of the significant issue(s) directly related to student learning or the environment supporting student learning

The process of developing godly servant leaders requires the translation of classroom principles into the hands-on experience of the student. It also includes transforming the student’s heart reflecting the humility of Christ. Unfortunately, the “hands and heart” process can be short-circuited by a focus on the “head” in an academic setting where “knowledge makes one arrogant” (1 Cor. 8:1) and servant-hearted ministry only a poster or platitude. It is our expressed desire that servant leadership become incorporated into the fiber of the seminary through service learning.

3. The content of the proposal and definition of service-learning

The Quality Enhancement Plan we are proposing is incorporating a process of developing a heart of servant-leadership through the means of service-learning. The term “service-learning” (with hyphen) is a recognized designation by SACS and designed to communicate “one” concept where service and learning cannot nor should not be separated.

TWU has adopted a definition of service-learning by Barbara Jacoby (1996: p. 5) writes, “is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts in service learning.”

DBU has defined service-learning as “a teaching and learning strategy that integrates academic instruction, community service, and guided reflection from a Christian-centered, faith-based perspective in order to enhance student learning, to foster civic responsibility, and develop servant leaders.” (QEP, 2007, p. 14)

In keeping with the mission and competencies of DTS, service-learning is defined at Dallas Theological Seminary as an intentional learning process of integrating Biblical instruction, theological reflection, and community service through the lens of a Christian worldview with the result that students (1) learn to apply Biblical ministry principles in a real world context, (2) develop the Christ-mandated habit of sacrificial service, and (3) reflect true Christ-like characteristics of the Servant-Leader. The term “service-learning” (with hyphen)
is a recognized designation by SACS and designed to communicate "one" concept where service and learning cannot nor should not be separated.

4. **Prime contact department and/or person, and any stakeholders contacted and “on board”**

The Director of Service Learning would report to the Academic Dean’s Office.

5. **Rationale for the proposal**
   
   A. **Benefits to the student**
      
      This will enhance the student’s biblical and theological understanding, spiritual life and character, and ministry in the following ways:
      
      1) Connect the sphere of the academy and ministry
      2) Focus the goal of learning on transformational and practical issues
      3) Statements from Prof Hendricks¹-
         
         “Information without application is abortion.”
         
         “If we are not involved in transforming student’s heart for ministry we might as well pack up our tents and go home!”
      4) Develop a love for people with Christ-like compassion and sensitivity to the needs of people
      5) Relate the cognitive and affective objectives of courses taken at DTS with measurable emphasis on both areas
      6) Increase confidence in their seminary education
      7) Learn first-hand about teamwork, shared leadership, conflict resolution, interpersonal communication, individual giftedness, and faithful service.

   B. **Benefits to the institution**
      
      1) Encompasses our mission statement
      2) Accomplishes our competency
      3) Impacts the total student body
      4) Enhances classroom experience for faculty
      5) Reaches our community
      6) Attracts prospective students
      7) Enriches interaction with Staff
      8) Supports the local churches and ministries
      9) Encourages DTS constituents and donors

   C. **How the topic supports the DTS Mission, Expanded Statement of Purpose, and DTS Competencies**
      
      1) Mission Statement
         
         The goal of the QEP is directly taken from the stated mission statement of DTS:

¹ Quoted in class, BE301, Fall 1984
The mission of Dallas Theological Seminary as a professional, graduate-level school is to glorify God by equipping godly servant-leaders (italics inserted) for the proclamation of His Word and the building up of the body of Christ worldwide.\(^2\)

2) The Expanded Statement of Purpose
A further explanation of the Mission Statement is explained:

In order to equip men and women for ministry as godly servant-leaders, Dallas Theological Seminary encourages the development of godly character in each of its students.\(^3\)

The components of this expanded statement are:

a. The connection between the student’s head, heart and skill for ministry

“The Seminary is committed to the preparation of students who are deeply committed to Jesus Christ and are marked by biblical and theological knowledge and maturing spirituality along with the skills necessary for their future ministries.”\(^4\)

b. The necessity for an authentic relationship with Christ as the basis for ministry

“Students are encouraged to grow spiritually in their personal relationship with God, to function responsibly within the Christian community, and to engage and witness to the world from a life of faith and integrity.”\(^5\)

c. The expression and development of the student’s gifting for service

“DTS is committed to helping leaders develop a biblical philosophy of servant-hearted leadership as defined by Jesus Christ and as modeled by Him and the other godly individuals depicted in the Scriptures. Such leadership results from the gracious working of God through a person’s experience, training, spiritual gifting, natural talents, and the enablement of God’s Spirit.”\(^6\)

3) DTS Competencies
Also a reflected in the DTS Competencies of Christian Spirituality and Servant-leadership:

“Christian Spirituality - The student, by means of the Spirit, demonstrates increasing love and devotion to God and loving service to others.

\(^2\) Dallas Theological Seminary 2012-2013 Catalog, 6.
\(^3\) Ibid.
\(^4\) Ibid.
\(^5\) Ibid.
\(^6\) Ibid., 6-7.
Servant-leadership - The student models servant-leadership and equips others in a God-given direction though Christ-like character, leadership capability, and love.7

4) DTS Philosophy of Education

Incorporated in the essence of the philosophy of education of the seminary is the process of service learning as an integral aspect of ministry preparation.

We believe God designed all divine revelation to produce complete life change. We are committed, therefore, to integrating cognitive, affective, and behavioral learning for the purpose of producing faithful followers of Christ who love both God and others with their whole heart, soul, mind, and strength.8

6. Assessable goals and objectives, and instruments for assessment

Presently, referencing The Evidence Base for Service-Learning in Higher Education website on the National Service Learning Clearinghouse for assessment instruments. Other data collecting and assessing tools to be utilized will be the Graduate Student Survey Rates, Alumni five and ten year Surveys, and Faculty Syllabi Evaluation.

A. Graduate Student Survey

Based on present data from the Graduating Student Surveys Success in Competency, the following information indicates the percentage of graduating students perception of success rate. Servant leadership is identified as next to the bottom on success rate of accomplishment.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Interpretation</td>
<td>98%</td>
</tr>
<tr>
<td>Theology</td>
<td>95%</td>
</tr>
<tr>
<td>Communication</td>
<td>95%</td>
</tr>
<tr>
<td>Christian Spirituality</td>
<td>93%</td>
</tr>
<tr>
<td>Servant Leadership</td>
<td>89%</td>
</tr>
<tr>
<td>Cultural Engagement</td>
<td>75%</td>
</tr>
</tbody>
</table>

B. Methods and instruments for measurement

1. Methods

7 Ibid., 6.
8 Unpublished publication from Academic Dean’s Office.
It will be critical to have measurable means of evaluation identifying the student’s progress. The primary tools will be as follows:

a. Initial character survey- Surveys will be taken and the beginning of the student’s academic experience
b. Assignments- Assignments will be developed by the faculty in coordination with the Director of Service Learning for each course
c. Service learning project- Students will engage in service learning projects with agencies or ministries
d. Self-evaluation- Journaling and reflection will be necessary for tracking the student’s experience
e. References- Supervisors of internships and service learning projects will provide feedback on the student’s experience

Each year the following process will include:

a. Information- classroom
b. Incorporation- assignments
c. Experience- service learning project
d. Internal evaluation- reflection journals
e. External evaluation- references by supervisor or peers

The process of evaluation is diagramed below:

This process and evaluation will continue each year including data collection on the progress of each student.

2. Instruments
a. Miller’s Student Developmental Task and Lifestyle Inventory (SDTLI, 1987, Appendix A)
   Useful for both a baseline and longevity study of the characteristics encompassed in the rubric characteristics of the servant leadership competencies Christ-like characteristics and leadership capabilities. SDTLI is composed of statements shown to be typical of many students and is designed to collect information concerning student’s activities, feelings, attitudes, aspirations, and relationships.

b. Counseling courses evaluations (Appendix B)
   Administered through external sources to measure the student’s proclivity to certain desired characteristics.

c. Admissions References (Appendix C)
   Customized version of the Admission Reference form may be used for evaluation of the student.

d. Entering and Exiting Student Survey- To be used in the student’s initial service-learning course and final service-learning course. (Appendix D – Examples of DBU New Student Survey and Graduating Survey)

C. Service learning activities for consideration

1. Biblical Counseling students – Work with a local social service agencies, shelters and homeless ministries
2. Pastoral Ministry students – Provide pastoral services such as chaplaincy or preaching to hospitals and churches
3. Bible Exposition students – Assist in biblical instruction in nursing homes and gospel missions
4. Christian Education students – Provide training or educational services to children's ministries

D. Service learning agencies

The Director or Service Learning would explore and develop relationships with various agencies with which student would engage to perform service learning experience. Many of these types of agencies are listed in the Community Council of Greater Dallas resource, CCGD Sourcebook: 2012. This resource is updated annually providing resources on human services and agencies in the Greater Dallas area. Information includes listing for nonprofit agencies, Dallas services, Dallas County services and listings for adjacent counties.

Examples of agencies for service learning:

1. Mercy Street- ministry to inner-city kids
2. Joni and Friends- ministry to the disabled
3. Behind Every Door- an apartment ministry

7. Benchmarks for success

A. Human resources required
It will be critical for the success and development of this QEP to have a Director of Service Learning on staff at the seminary. It will be the Director’s responsibility to:

1) Train and assist in development of best practices for service learning activities
2) Develop instruments and evaluation measurements to collect data for service learning effectiveness and determination of rubric criteria
3) Off Campus- Coordinate with agencies, ministries, churches, and schools to provide service learning involvement
4) On Campus- Integrate inter-departmental awareness of service learning activities with faculty and students
5) Coordinate with Office of Institutional Research in data collection and analysis for evaluation of the QEP

An example of a job description is provided in Appendix E.

B. Physical resources required (e.g., equipment, type of classroom)

Due to the nature of incorporating service learning into the current classroom environment, the need for additional classrooms or equipment is not necessary.

C. Enrollment projected for each of the first five years

Gradual implementation of service learning projects will be incorporated through selected required courses eventually extending to other courses as possible.

D. Financial income and expense projected for each of the first five years

<table>
<thead>
<tr>
<th>Category</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tr>
<td>Salaries</td>
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<td></td>
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<td></td>
<td></td>
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<td>Director</td>
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<td>$55,000</td>
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<td>Travel/Enter</td>
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<td>Total</td>
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<td>$72,000</td>
<td>$72,000</td>
<td>$72,000</td>
<td>$72,500</td>
</tr>
</tbody>
</table>

Additional resources have been added after the first year to travel and entertainment due to the need for recruitment and training of additional faculty and staff.

E. Accreditation impact

The implementation of this QEP will meet the requirements of the SACS accreditation agency.
F. Assessment plan (I.E. chart)

Once the QEP topic is approved, the Institutional Effectiveness Committee will work with the responsible parties in the development of an assessment plan and I. E. chart.

G. Specific requirements needed for Academic Affairs Committee approval

The QEP Committee will present to the faculty three topics for determination of the QEP topic. If this topic is approved, then the appropriate accommodations through Academic Affairs Committee will be implemented into the courses.

H. Timing of preparation and rollout (timeline for approvals and publication)

The QEP Process Flow follows the critical path timeline set by the Institutional Effectiveness Office for QEP Process.

I. Scope of Implementation

1) Student Learning Outcomes

The characteristics to be measured are represented in the servant leadership competency:

a. Christ-like Character – humility and love
b. Leadership Capabilities

These outcomes can be stated in the following manner:

a. Cognitive Outcome
   The student will comprehend the process of determining and incorporating biblical and ministry principles.

b. Skills Outcome
   The student will develop the capabilities to effectively lead and manage ministry opportunities and personnel.
c. Affective Outcome
   The student will appraise and grow in their relationships with God and others reflecting Christ-like characteristics.

2) Courses presently involved in the Service Learning Model

Some courses presently have service learning projects within their structure:

   BE 547 A Biblical Theology of Suffering, Disability, and the Church
   BE 104 Old Testament Prophets
   BE 107 Hebrews, General Epistles, and Revelation
   DM 745 Developing Biblical Strategies for Suffering Ministries

These courses incorporate “Significance Papers” and projects designed to transform the learning of the student from an academic environment to personal impact enriching both the content and effect of the material on the student.

3) Potential courses for consideration

The incorporation and evaluation is designed to be measured at the beginning and end of a student’s time at the seminary. The following courses would represent a corresponding timeframe.

   ST 101- Intro to Theology
   PM 101- Spiritual Life
   BE 101- Bible Study Methods and Hermeneutics
   BE 104- The Prophets
   ST 105 Sanctification and Ecclesiology
   Spiritual Formation or Internships

4) Potential impact

   Immediate- impact the structure of the academic fabric of the seminary
   Ultimate- impact character of the spiritual DNA of our student body.

5) Curricular and co-curricular proposed schedule

   It is not our recommendation to add courses to the present curriculum. To do so would go against the philosophy of incorporation. We suggest rather incorporate service learning into selected required courses that will impact the entire student body and accomplish the service learning goal of developing the heart of a godly servant-leader in the student. A required number of hours could be required for students each semester similar to the manner in which requirements for chapel are administered. The hours overseeing the students would be factored into faculty workload.

6) Suggested Schedule
The design of this schedule is to incorporate the growth and evaluation process of service learning throughout the entire scope to the student’s curriculum and not relegate it to a particular class or timeframe of the student’s program.

a) ThM Program

1st Year
   BE 101 Bible Study Methods and Hermeneutics or ST 101 Intro to Theology

2nd Year
   Spiritual Formation

3rd Year
   BE 104 The Prophets

4th Year
   ST 105 Sanctification and Ecclesiology

b) MABC Program

1st Year
   BE 101 Bible Study Methods and Hermeneutics or ST 101 Intro to Theology

2nd Year
   BE 104 The Prophets

3rd Year
   ST 105 Sanctification and Ecclesiology
   Practicum

c) MA Programs

1st Year
   BE 101 Bible Study Methods and Hermeneutics or ST 101 Intro to Theology

2nd Year
   BE 104 The Prophets or
   ST 105 Sanctification and Ecclesiology

8. Evaluation of the initiative, including:
   A. Opportunities:
      1) What conditions will it take advantage of?
The mission of the seminary and the purpose the Center for Christian Leadership will be actively pursued and practically implemented through the process of enhancing the servant-leadership characteristic of the student.

2) Is there a demonstrable market niche for this initiative? Ministries communicate to the Alumni Office that individuals who express a heart for service are high in demand and very effective in ministry contexts. Developing a heart of service in the student, while generally desired for ministry preparation, is often missing in practical training yet the essential component to effective ministry.

3) How timely is this initiative? Incorporating service learning into the heartbeat of preparation allows serving others as more more than a statue on the campus or pamphlet for publication but rather affecting the lives of students.

B. Strengths: What do we expect to gain by implementing it?

1) In what ways will it benefit our students (present and potential)?
   See previous section, Rationale for Proposal- Benefits to the Students

2) Does it have educational value for DTS?
   See previous section, Rationale for Proposal- Benefits to the Institution

C. Weaknesses: What risks will we take by implementing it?

1) To what degree will it affect our resources (present and future)?
   The representative financial resources, time allocation, and personnel

2) How could this initiative go wrong and be a setback to DTS?
   If we don’t implement a service learning process, our students would be ill prepared and ineffective in ministry, producing a negative impression on the quality of our seminary preparation and reduce potential for placement of students and alumni.

D. Threats: What conditions endanger its success?

1) Who or what is the competition for this initiative?
   The nature of an academic institution can focus on head knowledge and not on the heart aspect of ministry. We may find faculty at the seminary that believe we are to prepare students who already have a heart for service and all we need to do is give them information.

   Faculty may be intimidated by the personal interaction necessary for developing heart on heart ministry when they are trained primarily for academic instruction.
Students, likewise, may be resistant and may feel the difficult process of developing a heart of service requiring sacrifice and self-examination as more invasive than remembering facts and expressing them on a test.

2) What threatens its ability to meet its benchmarks for success? Philosophical resistance to the process of developing the heart of the student instead of content dumps mentality of education.

9. Institutions with QEP as Service Learning

- Texas Women’s University
  *Bringing Education to Life: Service Learning and Student Success at TWU*
- Dallas Baptist University
  *Service-Learning: The Focus of Dallas Baptist University*
- Tarelton State University
  *Keeping it REAL: Real-world Experiences Applied to Learning*

10. Bibliography

Service learning is a major trend in colleges, and there are several SACS QEPs based on service learning, including even local universities like TWU (http://tinyurl.com/twuqep) and DBU (http://tinyurl.com/dbuqep2).

To gauge the magnitude of literature on the topics, note the following.

- http://tinyurl.com/cwwspecialneeds-wc lists over 13,000 sources (mostly books) on church work with the abused, addicts, criminals, victims, dysfunctional families, terminally ill, mentally ill, disabled, homeless, the poor, etc.

Below are works on service learning in higher education.


Focuses on the potential of service learning to enhance the learning process for college students by melding cognitive learning and affective service. Conclusions are based primarily on data from two national research projects. Service-learning helps students achieve personal and interpersonal development; understanding and applying knowledge; engagement, curiosity, and reflective practice; critical thinking; perspective transformation; and citizenship.

Suggestions and exemplary models to make service-learning succeed. Partnerships with the community, with other colleges and universities, with community agencies, with corporations, and with others.

Service learning in higher education, its theoretical framework, the advantages of various techniques, and practical means for implementation.

Considers arguments for and against service-learning, identifies principles of best practice for service-learning pedagogy, presents guiding principles when organizing/constructing service-learning courses, and introduces various models of service-learning. Ends with the question, “Should degree programs in Christian education integrate a service-learning component in the degree plan?”

Theory about service-learning and learning communities, along with descriptions of best practices, lessons learned, and assessment strategies. Coupling learning communities and service learning provides contexts for learning and deepens students’ learning experiences, but it requires adjustments to the organization, management, and planning of activities for the course.

Argues church and campus ministries would do well to use the service-learning model. Describes case study of spiritual formation through service using something like a short term mission trip.

Seider, Scott. “Deepening College Students’ Engagement with Religion and Theology through Community Service Learning." Teaching Theology & Religion 14, no. 3 (July 2011): 205-55. Participating students demonstrated a significant increase in their interest in theology; a greater desire to enroll in theology coursework; and a deeper interest in theology than classmates not participating in the service-learning program.

Strand, Kerry, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donohue. Community-Based Research and Higher Education: Principles and Practices. San Francisco: Jossey-Bass, 2003. Dust jacket: “[U]nlke traditional academic research, CBR is collaborative and change-oriented and finds its research questions in the needs of communities. This dynamic research model combines classroom learning with social action in ways that can ultimately empower community groups to address their own agendas and shape their own futures. At the same time it emphasizes the development of knowledge and skills that truly prepare students for active civic engagement.”
Appendix A- SDTLD

Student Developmental Task and Lifestyle Inventory

The Student Developmental Task and Lifestyle Inventory (SDTLI) is composed of statements shown to be typical of many students and is designed to collect information concerning college students’ activities, feelings, attitudes, aspirations, and relationships. Do not be concerned, however, if there are some statements about activities in which you do not participate, or feelings which are not descriptive of you. This inventory’s purposes are to help students learn more about themselves and to help colleges assist students more effectively. The SDTLI’s usefulness depends entirely on the honesty, candor, and care with which you answer the questions.

It will require only about 25 to 35 minutes for you to complete this inventory.

Section I  Education, Career, and Lifestyle

From the alternatives provided, circle the one response that best describes you. Circle T if the statement is true or usually true of you, or F if the statement is false or usually not true of you. For some statements there will be a third alternative, when that is possible the O alternative will be listed after the statement. Circle the O alternative only if it is listed after the statement and it best describes you.

<table>
<thead>
<tr>
<th>T</th>
<th>F</th>
<th>Statement</th>
<th>T</th>
<th>F</th>
<th>Statement</th>
</tr>
</thead>
</table>
|   |   | 1. I have declared my academic major/field of academic concentration.     |   |   | 13. I have identified some jobs within the career area I have selected which I know I would not like doing.  
|   |   | 2. I am familiar with three or more college majors and their requirements in terms of required courses and their accompanying academic skills. |   |   | O = I have yet to decide on a postcollege career area.  
|   |   | 3. I know where to find information about the prospects for employment in any occupational field. |   |   | O = I have yet to decide on a postcollege career area and/or academic major.  
|   |   | 4. Within the past six months, I have asked relatives, faculty members, or others to describe or discuss positions available in the fields in which they are working. |   |   | O = I have yet to decide on an occupation in which I would like to work.  
|   |   | 5. I never make errors in classwork.                                      |   |   | O = I have yet to decide on a postcollege career area.  
|   |   | 6. I have carefully thought through and decided the extent to which I am involved in regular, organized religious activities. |   |   | O = I have yet to identify an occupation in which I would like to work.  
|   |   | 7. I have one or more effective techniques (not involving alcohol or drugs) that I use to help me relieve stress. |   |   | O = I have yet to decide on a postcollege career area.  
|   |   | 8. Within the past year I have met my responsibilities to my parent(s) and to my own personal satisfaction. |   |   | O = I have yet to decide on a postcollege career area.  
|   |   | 9. I don’t hesitate to seek help in dealing with the pressures of college life. |   |   | O = I have yet to decide on a postcollege career area.  
|   |   | 10. I keep accurate records of the money I spend.                          |   |   | O = I have yet to decide on a postcollege career area.  
| O | T | 11. I know all the basic requirements for graduating with a degree in my academic major/academic concentration.  
|   | F | O = I have yet to decide on an academic major.  
|   |   | 12. When I don’t think I am learning what I should in a course, I take the initiative to do something about it. |   |   | O = I have yet to decide on a postcollege career area.  

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25. I am a member of at least one club or organization that is specifically related to my chosen occupational field. **O** I have yet to decide on a postcollege career area.

26. I have made a decision about the number of children (including none) I plan to have.

27. I am generally satisfied with my physical appearance.

28. I initiated an activity in the past month designed to help me achieve something important in my life.

29. I plan my activities to make sure that I have adequate time for sleep.

30. In my leisure time I regularly read novels or magazines.

31. I have a mature working relationship with one or more members of the academic community (faculty member, student affairs staff member, administrator).

32. Within the past twelve months I have attended a lecture or program dealing with a serious intellectual subject which was not required for any of my courses.

33. I can name two or more beginning-level positions in business, industry, government, or education for which I would be eligible when I graduate.

34. I have listed a number of specific personal abilities and limitations which I can use as guidelines for narrowing the number of career areas I wish to explore.

35. I have formulated a clear plan for getting a job after college.

36. I am currently involved in one or more activities that I have identified as being of help in determining what I will do with the rest of my life.

37. I maintain an appropriate weight for my height and frame.

38. I have joined with several people in achieving a solution to a mutual problem within the past month.

39. I keep a calendar or make a “To Do” list of what needs to be done each day.

40. I am actively involved in two or more different organized activities in addition to my academic studies.

41. I have formed a personal relationship (friendly acquaintanceship) with one or more professors.

42. I have identified acceptable alternatives to my present educational plans.

43. Within the past month I have read an article or book that deals with some aspect of a career I am considering or have decided upon.

44. I have established a specific plan for gaining practical experience in the career area I plan to pursue after college. **O** I have yet to decide on a postcollege career area.

45. I have prepared my employment placement credentials and resume.

46. I have identified at least three people, other than family members, who I am confident will be influential in my postcollege future.

47. I usually eat well-balanced meals.

48. I have been active on at least one committee at college or in one or more college groups within the past six months.

49. I manage my spending money well.

50. I have attended a play or classical music concert within the past year when not required for a class.

51. Within the past three months I have had a serious discussion with a faculty member concerning something of importance to me.

52. I have decided whether or not I will seek admission to a graduate or professional school.

53. I am acquainted with three or more persons who are actively involved in the kind of work I visualize for myself in the future. **O** I have yet to decide on a postcollege occupational area.

54. While in college I have gained practical experience directly related to my educational goals through an internship, part-time work, summer job, or similar employment. **O** I have not established any specific educational goals.

55. I have one or more goals that I am committed to accomplishing and have been working on for over a year.

56. The importance I place on things like new cars, large houses, and expensive clothes is reflected in my current career plans.

57. I make sure that I get enough exercise to feel good.

58. I have identified and can list at least three ways I can be an asset to the community.

59. I followed a systematic plan in making an important decision within the past thirty days.

60. Within the past twelve months I have visited a museum or an art exhibit when not required for a class.
O T F 61. I carefully investigated the intellectual abilities and necessary academic background needed to be successful in my chosen academic major. O=I have yet to decide on an academic major.

O T F 62. Within the past three months I have read one or more nonrequired publications related to my major field of study. O=I have yet to decide on an academic major/field of study.

O T F 63. I often have trouble visualizing day-to-day work in the career area I have selected. O=I have yet to decide on a career area.

T F 64. I have sought out leisure time activities for the purpose of helping me obtain an indication of my career interests.

T F 65. An outside, objective observer could readily identify the ethical values that guide my daily life.

T F 66. I have clearly decided upon the place of marriage and children in my future.

T F 67. I exercise vigorously for twenty minutes or more at least three times a week.

T F 68. I have successfully completed an extended trip on my own.

T F 69. Within the past six months I have undertaken either an independent study or service project on my own.

T F 70. Over the past year I have participated in cultural activities on a regular basis (several times a month).

T F 71. I have developed a financial plan for achieving my educational goals.

T F 72. Within the past twelve months I have discussed, in depth, my educational objectives or plans with an academic advisor.

T F 73. I like everyone I know.

T F 74. While in college I have visited a career center or library to get information about possible careers or detailed information about a career area I have chosen.

T F 75. I have followed through on nearly all my plans made during the past year.

T F 76. I can state clearly my plan for achieving the goals I have established for the next ten years.

T F 77. I plan my week to make sure that I have sufficient time for physical exercise.

T F 78. I have made a positive contribution to my community (campus, neighborhood, or hometown) within the past three months.

T F 79. There are some topics that should never be discussed in college classrooms.

T F 80. I never get angry.

T F 81. It sometimes bothers me if my leisure time activities are different from those of my friends.

T F 82. It is important to me that I be liked by everyone.

T F 83. I sometimes hold back my true feelings for a friend because I’m afraid I might embarrass myself.

T F 84. I seldom express my opinion in groups if I think they will be controversial or different from what others believe.

T F 85. I need to feel sure of the outcome before attempting something new or different.

T F 86. I have a difficult time in courses when the instructor doesn’t regularly check up on completion of assignments.

T F 87. I frequently don’t perform as well in class as I could.

T F 88. I sometimes use phrases or words such as “blacks have rhythm,” or “honkie,” or “people on welfare are only looking for a free ride.”

T F 89. I would prefer not to room with someone who is from a different culture or race.

T F 90. I find relationships with my close friends not as important to me as they were a year ago.

T F 91. It is important to me that others accept my point of view.

T F 92. Within the past year there have been a number of occasions when I was mistaken about the closeness of a relationship.

T F 93. Before making decisions I ask my parent(s) what I should do.

T F 94. I am usually more concerned about the grade I will receive than about the subject matter or what I am learning.

T F 95. It is hard for me to work intently on something for more than a short time.

T F 96. Recently I made a poor grade in class due to my neglect or lack of prior planning.

Section III: Relationships and the Academic Environment

T F 79. There are some topics that should never be discussed in college classrooms.

T F 80. I never get angry.

T F 81. It sometimes bothers me if my leisure time activities are different from those of my friends.

T F 82. It is important to me that I be liked by everyone.

T F 83. I sometimes hold back my true feelings for a friend because I’m afraid I might embarrass myself.

T F 84. I seldom express my opinion in groups if I think they will be controversial or different from what others believe.

T F 85. I need to feel sure of the outcome before attempting something new or different.

T F 86. I have a difficult time in courses when the instructor doesn’t regularly check up on completion of assignments.

T F 87. I frequently don’t perform as well in class as I could.

T F 88. I sometimes use phrases or words such as “blacks have rhythm,” or “honkie,” or “people on welfare are only looking for a free ride.”

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T F 93. Before making decisions I ask my parent(s) what I should do.

T F 94. I am usually more concerned about the grade I will receive than about the subject matter or what I am learning.

T F 95. It is hard for me to work intently on something for more than a short time.

T F 96. Recently I made a poor grade in class due to my neglect or lack of prior planning.
T  F  97. I find it annoying when I hear people speaking in a language I don’t understand.
T  F  98. I avoid groups where I would be of the minority race.
T  F  99. It is important to me that I meet the standards of behavior set by my friends.
T  F  100. When I want to be alone I have difficulty letting my friends know in a way that doesn’t hurt their feelings.
T  F  101. Each of my close friends holds at least one view of life or set of personal values which I can’t accept for myself.
T  F  102. I seldom bounce ideas off other people in order to obtain their views of my thinking.
T  F  103. I feel guilty when I don’t obey my parents’ wishes.
T  F  104. My grades are not as good as they could be because I don’t like asking for help.
T  F  105. Within the past month at school or work, another person and I solved an important mutual problem.
T  F  106. I think most women tend to respond to situations emotionally, while men respond by thinking.
T  F  107. I deal with students who are different from me (for example, of another race or who speak a different language) by being polite and staying away from them as much as possible.
T  F  108. I find it hard to deal openly with college administrators and others in authority.
T  F  109. After having strong disagreements with a person, I usually try to avoid her/him as much as possible thereafter.
T  F  110. I never say things I shouldn’t.
T  F  111. Sometimes I conceal some of my talents or skills so I will not be asked to contribute to a group’s effort.
T  F  112. Most of the time I get bored and quit studying after working on an assignment for a short time.
T  F  113. I have difficulty disciplining myself to study when I should.
T  F  114. I generally keep my beliefs to myself in order to avoid offending others.
T  F  115. I become annoyed with people who frequently try to change the rules.
T  F  116. I try to keep my friends from knowing about my shortcomings or failures.
T  F  117. Because of my friends’ urgings I sometimes get involved in things that are not in my best interest.
T  F  118. I never lie.
T  F  119. Decisions about important matters are largely based on what my parent(s) think and believe.
T  F  120. My study time often seems rushed because I fail to estimate realistically the amount of time required.
T  F  121. Within the past month I have found myself worrying about unimportant matters, which interfered with the things I wanted to do.
# M.A./BC On-site Evaluation of Student Skills

(Please Print or Type)

<table>
<thead>
<tr>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Supervisor</td>
</tr>
</tbody>
</table>

Field Supervisor should check the appropriate box.

1 = Very Poor  
2 = Needs Improvement  
3 = Average  
4 = Above Average  
5 = Outstanding

<table>
<thead>
<tr>
<th>1. Interviewing skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Team participation</td>
</tr>
<tr>
<td>3. Case management: documentation, collecting fees, completion of paperwork</td>
</tr>
<tr>
<td>4. Theory integration</td>
</tr>
<tr>
<td>5. Attendance and timeliness</td>
</tr>
<tr>
<td>6. Professionalism</td>
</tr>
<tr>
<td>7. Colleagueship</td>
</tr>
<tr>
<td>8. Overall success</td>
</tr>
</tbody>
</table>

Student shows advanced skills in these areas:  

Suggested tasks for the future:  

Additional comments:  

Field Supervisor (please sign)  

Faculty Supervisor (please sign)  

Date  

Date
Reference Form

This section is to be filled out by applicant.

Applicant Name

Address

City, State, Zip

This section is to be filled out by reference.

The individual named above has given your name as a reference in applying for entrance to our Seminary. We rely on people like you to help us accurately appraise our incoming students. This includes identifying positive or negative situations from the past or present conditions which affect the applicant’s ministry effectiveness or suitability for admission into the Seminary community.

Instructions in the box at the end of this form explain how to submit this reference to us, securely, through the applicant. We appreciate your honest estimate of this applicant’s personality and character traits, and will treat your reply as confidential. It is the policy of Dallas Seminary that reference forms are NOT made available to the applicant and will be destroyed when he or she begins studies.

How long have you known the applicant? __________________________

You have been the applicant’s:  O Teacher  O Pastor  O Friend  O Employer  O Adviser  O Other: __________________________

Are you an alum of DTS?  O Yes  O No  ID: __________________________

Please rate the candidate by placing a check mark by one or more items under each of the headings below. If you wish, describe briefly and concretely specific instances which support or interpret your judgment.

A. Sociability or friendliness
   O Avoided by others
   O Tolerated by others
   O Liked by others
   O Well-liked by others
   O Sought by others
   O Don’t know

B. Intelligence
   O Learns and thinks slowly
   O Average mental ability
   O Alert, has a good mind
   O Brilliant, exceptional capacity
   O Don’t know

C. Achievement (ability to formulate, execute, and carry plans to conclusion)
   O Does only what is assigned
   O Starts but does not finish
   O Meets average expectations
   O Resourceful and effective
   O Superior creative ability
   O Don’t know

D. Leadership (ability to inspire others and maintain their confidence)
   O Makes no effort to lead
   O Tries but lacks ability
   O Has some leadership promise
   O Good leadership ability
   O Unusual ability to lead
   O Don’t know

E. Perseverance (in completing task)
   O Gives up easily or easily discouraged
   O Needs encouragement to persevere
   O Persists in most circumstances
   O Persists even under adversity
   O Don’t know

F. Self-image
   O Insecure
   O Inferiority complex
   O Self-confident
   O May be prone to boast
   O Modest, true estimate of self
   O Don’t know

G. Wisdom in use of money
   O Tails frequently of debt or financial worries
   O Expects others to meet needs
   O Careless
   O Extravagant
   O Careful, has a budget
   O Don’t know

H. Teamwork (ability to work with others)
   O Frequently causes friction
   O Usually cooperative
   O Prefers to work alone
   O Able to work with those of different personality or temperament
   O Most effective in teamwork
   O Don’t know

I. Physical condition
   O Frequently incapacitated
   O Somewhat below par
   O Fairly healthy
   O Good health
   O Don’t know

J. Responsiveness to the feelings and needs of others
   O Slow to sense how others feel
   O Reasonably responsive
   O Understanding and thoughtful
   O Responds with unusual insight and consideration
   O Don’t know

K. Emotional Adjustment
   O Yields to urges or cravings
   O Tense, fearful, worried
   O Easily angered, easily frustrated
   O Downhearted, blue, depressed
   O Maintains balance, self-controlled
   O Don’t know

L. Teachability
   O Rigid, argumentative
   O Highly opinionated
   O Open-minded
   O Willing to receive instruction
   O Eager to receive instruction
   O Don’t know
Please comment with any insights/concerns you have regarding this applicant's qualifications in the previous areas.

____________________________________________________________________________________________________________________________________________________

How is this person gifted for vocational Christian service?
____________________________________________________________________________________________________________________________________________________

As representatives of Jesus Christ students are responsible to demonstrate a lifestyle consistent with His character and are expected to be men and women of high moral character and whose sexual conduct is consistent with the standards of Scripture. This includes abstaining from any pattern of addiction and from homosexual, premarital, and extramarital sexual conduct.

Do you believe the applicant is living by the standards of conduct as stated above?  O Yes   O No

If not, please specify:

If the applicant is married or engaged, how would you evaluate their relationship?
   O Don't know   O Superficial   O Detached, aloof   O Reserved   O Warm, growing   O Good communication

Comments:  ___________________________________________  ___________________________________________

Listed below are some of the tendencies that may reduce the effectiveness of the student. Place a check mark by any characteristics or traits you have noted in the applicant:

O Impatient   O Critical of others  O Argumentative  O Domineering  O Lacking tact
O Intolerant   O Easily offended   O Self-centered   O Sullen  O Irritable
O "Cocky"  O Aloof   O Discouraged  O Rude   O Irritable
O Easily embarrassed   O Quick-tempered   O Frequently worried  O Depressed  O Nervous
O Impersonal   O Lacking in humor   O Prejudiced toward  O Anxious  O Given to exclusive
   or inability to   groups, races, or  and absorbing  and absorbing
   take a joke   nationalities  friendships,
O Tense   O Rigid, not  O "crushes"
O Unteachable  adaptable

Comments:  ___________________________________________  ___________________________________________

What do you believe to be the applicant's reasons for applying to Dallas Theological Seminary?
____________________________________________________________________________________________________________________________________________________

How would you rate the applicant's potential success in Christian ministry?
O Exceptionally good   O Very good   O Good   O Fair   O Poor

Do you have any reservations in recommending this person for admission to Dallas Seminary?
____________________________________________________________________________________________________________________________________________________

If there are additional facts which we should know, please write them on a separate sheet. You may include the names and addresses of additional references which you think would be of help in evaluating this application. Thank you.

____________________________________________________________________________________________________________________________________________________

SIGNATURE  POSITION & ORGANIZATION

NAME (PLEASE PRINT)  ADDRESS

DATE  CITY, STATE, ZIP

EMAIL  PHONE

To increase the applicant's control over the timetable of the application process, we are using a self-managed application. Please (1) seal the reference in an envelope, (2) sign across the flap, and (3) return to the applicant the sealed envelope to be included with his or her application.
## New Student Survey

Dallas Baptist University, SWAT 2007 Service-Learning Survey

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>61.43</td>
<td>Adult (25 or older)</td>
<td>0.00</td>
<td>Other</td>
<td>5.71</td>
</tr>
<tr>
<td>Male</td>
<td>38.57</td>
<td>Traditional Age (18-24)</td>
<td>100.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Religious Affiliation:</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Religious Affiliation</td>
<td>0.00</td>
</tr>
<tr>
<td>Other Religion</td>
<td>1.43</td>
</tr>
<tr>
<td>Christianity</td>
<td>98.57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree (percent)</th>
<th>Agree (percent)</th>
<th>Neutral (percent)</th>
<th>Disagree (percent)</th>
<th>Strongly Disagree (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. I have been able to use my classroom knowledge to impact others through my community service.</td>
<td>11.43</td>
<td>40.00</td>
<td>40.00</td>
<td>8.57</td>
<td>0.00</td>
</tr>
<tr>
<td>6. I consider community service-learning as an important part of my major academic discipline at DBU.</td>
<td>35.71</td>
<td>47.14</td>
<td>14.29</td>
<td>2.86</td>
<td>0.00</td>
</tr>
<tr>
<td>7. My community service-learning experiences have improved my ability to analyze and solve problems.</td>
<td>22.86</td>
<td>40.00</td>
<td>28.57</td>
<td>7.14</td>
<td>1.43</td>
</tr>
<tr>
<td>8. I pay close attention to the important issues and needs of the society and the world in which I live.</td>
<td>20.00</td>
<td>50.00</td>
<td>25.71</td>
<td>4.29</td>
<td>0.00</td>
</tr>
<tr>
<td>9. I feel obligated to contribute to the improvement of the community and the world in which I live.</td>
<td>37.14</td>
<td>35.71</td>
<td>17.14</td>
<td>10.00</td>
<td>0.00</td>
</tr>
<tr>
<td>10. I have frequently participated in community service-learning activities (including mission trips) prior to entering DBU.</td>
<td>31.43</td>
<td>41.43</td>
<td>18.57</td>
<td>7.14</td>
<td>1.43</td>
</tr>
<tr>
<td>11. It is very important for me to participate in community service-learning activities while pursuing my degree at DBU.</td>
<td>28.57</td>
<td>35.71</td>
<td>27.14</td>
<td>8.57</td>
<td>0.00</td>
</tr>
<tr>
<td>12. I have a clear understanding of the concept of biblical servant leadership.</td>
<td>34.29</td>
<td>51.43</td>
<td>8.57</td>
<td>5.71</td>
<td>0.00</td>
</tr>
<tr>
<td>13. When I participated in various service-learning activities in the past, I felt fully equipped with the knowledge and skills required for the job.</td>
<td>12.86</td>
<td>50.00</td>
<td>30.00</td>
<td>7.14</td>
<td>0.00</td>
</tr>
<tr>
<td>14. My academic discipline at DBU will equip me with the knowledge, attitude, and skills that are needed for me to become an effective servant leader.</td>
<td>48.57</td>
<td>37.14</td>
<td>11.43</td>
<td>1.43</td>
<td>1.43</td>
</tr>
</tbody>
</table>
Graduating Student Survey

Dallas Baptist University Service-Learning / General Studies Graduate Questionnaire Results
May 2007 (Questions Relating to Service-Learning)

1. I have a clear understanding of the concept of service-learning.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0.37</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.10</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>2.93</td>
</tr>
<tr>
<td>Agree</td>
<td>22.34</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>73.26</td>
</tr>
</tbody>
</table>

2. I have completed academic courses at DBU that incorporated service-learning.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0.37</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.74</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>4.43</td>
</tr>
<tr>
<td>Agree</td>
<td>17.34</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>77.12</td>
</tr>
</tbody>
</table>

3. I have participated in DBU-sponsored service projects or activities.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>8.46</td>
</tr>
<tr>
<td>Disagree</td>
<td>7.35</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>18.01</td>
</tr>
<tr>
<td>Agree</td>
<td>19.49</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>46.69</td>
</tr>
</tbody>
</table>

4. My service-learning experiences (both academic and co-curricular) at DBU helped me to improve my academic learning.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1.11</td>
</tr>
<tr>
<td>Disagree</td>
<td>2.21</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>13.65</td>
</tr>
<tr>
<td>Agree</td>
<td>22.88</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>60.15</td>
</tr>
</tbody>
</table>

5. My service-learning experiences at DBU helped me to develop a sense of civic responsibility.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1.48</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.85</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>13.65</td>
</tr>
<tr>
<td>Agree</td>
<td>30.63</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>52.40</td>
</tr>
</tbody>
</table>

6. My service-learning experiences at DBU helped me to acquire the appropriate knowledge, skills, and values necessary to become a servant leader.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1.48</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.48</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>8.15</td>
</tr>
<tr>
<td>Agree</td>
<td>27.41</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>61.48</td>
</tr>
</tbody>
</table>
The Director for Service-Learning is responsible for:

- Promoting service-learning across the University,
- Assisting in faculty/staff training in service-learning,
- Implementing the QEP timeline developed by the QEP Committee and reviewed by the Council for Service-Learning,
- Cooperating with the Director of Institutional Research and the Council for Service-Learning by providing surveys, presenting resulting data to the Council for Service-Learning, and maintaining a complete service-learning database,
- Contributing to the Fall and Spring Faculty Professional Development Workshops,
- Coordinating, developing, printing, and distributing the service-learning newsletter,
- Fostering bridges between summer mission trips and summer academic courses,
- Providing support for community partners that participate in the program,
- Developing long-term, sustainable partnerships with community members as advisors in areas of expertise,
- Supporting increased recognition for the participation of community members, DBU faculty, students, administrators, and other individuals engaged in volunteer and curriculum-based service-learning,
- Coordinating with the Council for Service-Learning to host the summer community partners appreciation luncheon,
- Participating in the national and state Campus Compact organization,
- Directing the work of the Center for Service-Learning, which will begin in Summer 2008,
- Partnering with the Dean of Spiritual Life,
- Developing a service-learning handbook in partnership with Student Affairs and the deans with current information regarding service-learning programs and opportunities.

The Secretary for Service-Learning is responsible for:

- Updating the information in the Service-Learning Binders,
- Writing the Service-Learning Newsletter,
- Planning and coordinating the Community Partner Appreciation Luncheon,
- Planning the Service-Learning Chapel service,
- Planning SWAT service day,
- Finding new community partners,
- Maintaining relationships with existing community partners,
- Scheduling CLS meetings,
- Assigning CLS service projects,
- Gathering information for the President’s Honor Roll.

The Student Worker for Service-Learning is responsible for:

- Assisting with the Newsletter,
- Assisting with the Community Partner Luncheon,
- Assisting with SWAT service day,
• Assisting with CLS assignments,
• Writing and updating community partner information sheets,
• Maintaining the Job List,
• Maintaining Service-Learning filing cabinet,
• Assisting with Spiritual Life Department when needed,
• Maintaining Service-Learning resource binder,
• Collecting study abroad opportunities