Discipleship and Biblical Spirituality, 2014
Year Two
DSRE 707
THE PERSONAL PRACTICE OF BIBLICAL
SPIRITUALITY
2015

Allan Walshe, DMin

Andrews
University
Seek. Affirm. Change.

Andrews University

DSRE 707
THE PERSONAL PRACTICE OF BIBLICAL SPIRITUALITY
DISCIPLESHIP & BIBLICAL SPIRITUALITY 2014

GENERAL MODULE INFORMATION

Intensive location:	Andrews University
Intensive Dates:	April 14-24, 2015
Credits offered:	8

INSTRUCTOR CONTACT DETAILS

Professor:	**Dr. Allan Walshe**
Telephone:	269-471-6186
Email:	walshe@andrews.edu

Graduate Assistant:	**Ryan Wilson**
Email:	rwilson@waconference.org

Other Faculty:

Dr. Richard Davidson PhD Old Testament Department, SDA Theological Seminary, Andrews University

Dr. Jiri Moskala PhD Old Testament Department, SDA Theological Seminary, Andrews University

Dr. Trevor O'Reggio PhD Dept. of Church History SDA Theological Seminary, Andrews University

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BULLETIN MODULE DESCRIPTION

Covers a historical view of those devotional habits outlined in Scripture, Ellen White and significant devotional writers that lead to Christian formation. Provides a praxis model of reflection upon and engagement with, those spiritual practices and patterns of life that define who we are as disciples of Jesus.

This course module provides an understanding of a Seventh-day Adventist perspective on discipleship and Biblical spirituality. It will also enable participants to discern truth from counterfeit as a means of both personal and corporate protection, in light of the growing number of non-biblical "spiritualties."

MODULE MATERIALS

Required:
There will be 8 required textbooks for this class. Four of these will be read pre-intensive and four will be read post-intensive.

> *Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.*

The post-intensive reading list will be provided at the intensive along with the links to the class material.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

PROGRAM OUTCOMES

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1. Develop deeper biblical spirituality.
2. Experience enrichment of personal and family life.
3. Intensify commitment to ministry.
4. Develop an Adventist perspective of evangelism, mission, and ministry.
5. Experience positive collegial relationships.
6. Develop a global view of society and ministry.
7. Gain theoretical knowledge that contributes to advanced ministry.
8. Develop an understanding of the biblical model of servant leadership.
9. Evaluate ministerial practices through theological reflection.
10. Use appropriate tools to analyze the needs of churches and communities.
11. Develop skills that facilitate more effective ministry.
12. Articulate theological and theoretical understandings that advance global ministry.
13. Develop habits of study that contribute to lifelong learning.

CONCENTRATION MODULE DESCRIPTION

The Doctor of Ministry in **Discipleship and Biblical Spirituality** seeks to develop the person (**Being**), knowledge (**Knowing**), and practice (**Doing**) of its participants. Following are competencies that are important to evaluate as outcomes. These competencies guide the curriculum and should also be reflected in the Ministry Development Plan developed by the participant.

Being

The student will be engaged in a learning process aimed at enhancing personal spiritual maturity and enriching the personal life and ministry through an expanding awareness of who God is and what He has called them to be.

1. Personal spiritual maturity.

2. Living by, through and with the Holy Spirit (Galatians 5:22-26).

3. Enrichment of personal and family life.

4. A life captivated by the attributes of God.

5. Fully engaged in spiritual companionship**.**

Knowing

The student will be expected to exhibit an advanced understanding of sound theological and Biblical foundations that support spiritual growth.

1. An understanding of a Seventh-day Adventist perspective on discipleship and Biblical spirituality.

2. Discern truth from counterfeit as a means of both personal and corporate protection, in light of the growing number of non-biblical "spritualties."

3. A biblical perspective of the Holy Spirits work and transforming power.

Doing

The student will through discipleship to Jesus, develop a strong personal devotional walk and model a Christ-like life and ministry.

1. Intentionally integrate Biblical devotional habits into their own life and ministry.

2. Embrace and carry out a faithful praxis of discipleship and biblical spirituality both individually and corporately.

3. Cultivate a congregation that nurtures discipleship & biblical spirituality

THE COHORT

This module is open to members of the Discipleship & Biblical Spirituality Cohort 2014, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies.

2014 Cohort Discipleship & Biblical Spirituality				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
DSRE705	Theological & Historical Perspectives on Spiritual Growth (4 cr)	Jon Dybdahl	Feb 23-Mar 4, 2014	Orlando, FL
GSEM790	DMin Project Seminar (4 cr)	Bill Knott and/or James Wibberding	Mar 5-13, 2014	Orlando, FL
DSRE707	The Personal Practice of Biblical Spirituality (8 cr)	Allan Walshe	April 14-24, 2015	Andrews University
DSRE708	Mentoring for Discipleship & Biblical Spirituality (5 cr)	Ben Maxson	Feb 7-16, 2016	Loma Linda Univ
GSEM796	DMin Project (3 cr)		spring semester 2016	
DSRE709	Constructs of Corporate Ministry for Discipleship & Biblical Spirituality (5 cr)	Staff	Feb 5-15, 2017	Andrews University
GSEM796	DMin Project (3 cr)		spring semester 2017	

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. Pre-Intensive

A. Pre-Intensive Reading:

A reading report and journal is due the first day of the intensive for the required pre-session titles.

The journal is an informal reflection of your thoughts on each chapter as you read the book. Reflection in this context suggests a cognitive and personal context process.

Consider the text in the light of your values, experiences, ideas, and hopes. The result is your "reflection" on the text. Give deliberate and intentional attention to how the text relates to your life, and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style other than chapter separators, and will not be graded for grammar, writing quality, etc.

The report will be in the form of a statement (at the beginning of the journal) that you
have read the entire book or stating the percentage you have read of the book.

> *Enrolled program participants may contact the professor or the DMin office to obtain the
> titles for the required reading assignments.*

Books can be purchased in any manner convenient to the participant.

II. The Intensive

    A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total
activities is allowed.
    B. Class notes are required for this course, and must be submitted to Learning Hub (Moodle) at the
conclusion of the intensive.
    C. Journaling of the intensive experience – The significant process moments of the day will be
journaled each evening and brought to the class following day
    D. Daily assignments – some short daily assignments and perception checks may be given
    E. Participation in discussion, group activities, journaling, and compilation of notes is expected.

III. Post Intensive

A. Journal and report the post-intensive books in the same manner as for the pre-intensive books.

B. Review and revise the Ministry Development Plan (MDP) you were required to do in year one. The
Ministry Development Plan has four sections; a description of your current situation, your vision for your
life and ministry following the program, the steps you propose to move in the direction of that vision
during your program, and a listing of the helping as well as hindering forces. The Ministry Development
Plan should include spiritual, personal, relational, and professional context, vision, and activities to
accomplish the vision in those areas.

C. Chapter two of your project document, a paper of 25 pages, will be required providing a theological
reflection relevant to your project challenge. **This work required in year two partially integrates your
6 credits of project learning into the program.**

The Andrews University Standards for Written Work, 12th Edition (or more recent edition) will provide
the standards for all written work. Doctor of Ministry papers are done in APA style.

D. Meet again with your context support group of five to nine persons and review your MDP. The
meeting will center on personal and professional progress. The meeting must occur on or before

December 16, 2015. The group will review the MDP and its progress.

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by December 21, 2015.
2. The first group meeting must occur on or before August 20, 2015, and review the work of each student on their chapter two.
3. The second group meeting must occur on or November 30, 2015 and review (a book or other assignment)
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

G. Continue your work with an appropriate field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

GRADING AND ASSESSMENT

A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. Professor contact time is to be 15 hours per credit within that number. This module is 8 hours, so the entire course module is to require 448 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed   15-20 pages/hr.
- Average writing speed   3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan	3 hrs.
Reading and journaling (approximately 3,500 pages)	261 hrs.
MBTI	5 hrs.
Intensive	120 hrs.
Journaling during the intensive	2 hrs.
Context support group	2 hrs.
Post intensive paper	47 hrs. count for the module
Peer group attendance and journaling	3 hrs.
Mentoring	5 hrs.
Total	**448 hrs.**

Please Note: For the post intensive paper 28 hours relate to the project credits registered in years three and four, as well as 28 hours for professional experience in the project.

B. Grade Points

Reading	225 points
Ministry Development Plan	75 points
Theological Reflection Paper	200 points
Small Grp. Meetings	80 points
Journaling & assignments during intensive	120 points

Grade Scale
96 - 100% - A
93 - 95% - A-
90 - 92% - B+
85 - 89% - B
82 - 84% - B-
79 - 81% - C+
75 - 78% - C
72 - 74% - C-

C. Assignment Submission

Submission of **all assignments** must be submitted via Learning Hub (Moodle) before or on the deadlines listed.

D. Assignment submission / Late Submission deadlines will be applied as follows:

Assignment due date:	(possible A grade)
Late up to 30 days:	(no more than A- grade)
Late 31 to 60 days:	(no more than B+ grade)
Late 61 to 90 days:	(no more than B grade)
Late 91 days or more	No credit for the assignment

Reading reports and reading journals for pre-intensive books are due the first day of the teaching intensive April 14, 2015. If submitted late, the work will be discounted 10%. The post-intensive reading reports and journals are due June 18, 2015. **The remaining assignments are due January 31, 2016.**

F. Student grades will be recorded by June 31, 2016.

G. Graduation requires a 3.0 or better program GPA. Students who receive a DN for a module must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

ASSESSMENT GUIDELINES

Criteria for Assessment of the Post Intensive Paper: *Chapter 2 Theological Reflection*

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
A Constructive Theological Essay	The chapter is clearly written as a constructive theological essay. It identifies a theological question/problem which is central to the task of the project. It enters into conversation with the Bible and Ellen White (optional) through the lens of a particular theological approach. It then constructs an answering biblical theology to serve as the theological foundation for the project.	Same as target, except there is a slight tendency to sidetrack onto tangents that are not directly related to the central issue being addressed.	There is a tendency to get off point and to deal with tangents that are not directly related to the central issue being addressed and/or the chapter is only loosely connected to the central task of the project.	One or more of the following is true: • The chapter is not connected to the central task of the project. • There is no clear theological approach • There is no answering biblical theology constructed
Writing in the Academic Voice	All claims are supported by clear evidence. The connection between the claim and the evidence is warranted. The evidence is presented in a clear and linear fashion. The chapter bases its appeal upon *logos* and doesn't attempt to divert to the sermonic lures of *pathos* and *ethos*. It does not overstate its claims.	The evidence is presented in a mostly linear fashion and is clear. There is a slight tendency to overstate certain claims. However, all claims are still based on clear and warranted evidence and/or there is a minor inclination to use sermonic language.	1 or 2 of the claims made in the chapter are either not supported by clear evidence or the connection between the claim and the evidence does not seem warranted and/or there is a clear tendency to write in a sermonic voice and not an academic voice.	3 or more claims are not based on either evidence or warranted evidence and/or the entire chapter sounds like a sermon.

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Use of Quotations	The chapter minimizes the use of quotations and instead seeks to summarize the ideas of others. All quotations are placed within a "quotation sandwich." All quotations are formatted correctly.	There is a reasonable balance between summarization and quotation and the majority of quotations are placed within a "quotation sandwich."	The quotations that are used are not placed within a "quotation sandwich." and/or the chapter focuses more on quoting others than on summarizing their ideas.	The chapter looks like a "cut and paste" job and/or the quotations are not formatted correctly.
Conclusion	The chapter ends with a conclusion that reiterates the main points, restates the thesis in light of its substantiation and exemplification reflects on the journey that has led to this concluding moment, and acknowledges directions for further research and theological reflection.	The chapter ends with a conclusion that reiterates the main points and restates the thesis in light of its substantiation and exemplification.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper *Andrews Standards for Written Work.*	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA style, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	There is 1 spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are more than 3 spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences.	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

GENERAL COURSE NOTICE

Further details may be added or amended by the professor if deemed necessary during the development of this course.

WEEKEND RETREAT

No other appointments should be planned on the weekend of the intensive as a spiritual retreat will be held.

UNIVERSITY POLICIES

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Class Attendance
"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

Class Absences
"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records". *AU Bulletin*

Excused Absences
"Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher". *AU Bulletin*

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

Academic Integrity
"In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another's work as one's own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses". *AU Bulletin*

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

Dr. Allan R. Walshe
Current ministry emphasis—Discipleship and Biblical Spirituality
Brief summary of ministry:
Local pastor—3 different conferences
Conference Departmental Director: Various Departments
Union Departmental Director: Various Departments
Conference President: SPDiv
Union President: SPDiv
University Teaching Professor: Andrews University
Department Chair: Dept. Discipleship and Religious Education, Adventist Theological Seminary, Andrews University