

SDA Theological Seminary  
**Andrews University**

**GSEM706 Spiritual and Theological Foundations for Ministry**  
(6 semester hours)

May 2-12, 2011

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### **Course Description**

Ministry is based on being as well as knowing and doing. This course builds the spiritual and theological foundation from which the practice of mission and ministry grows. It seeks to lead the student into a self-reflection and examination of life and belief leading in the end to positive life change and ministry empowerment.

### **Competencies**

#### **Being**

1. Deeper spirituality
2. Enrichment of personal and family life
3. Greater commitment to ministry
4. An Adventist perspective of evangelism, mission, and ministry
5. Positive collegial relationships
6. A global view of society and ministry

#### **Knowing**

1. Exceptional theoretical knowledge that contributes to advanced ministry
2. An understanding of the biblical model of servant leadership

#### **Doing**

1. The ability to evaluate ministerial practices through theological reflection
2. The ability to use appropriate tools to analyze the needs of churches and communities

3. Skills that facilitate more effective ministry
4. The ability to articulate theological and theoretical understandings that advance global ministry
5. Habits of study that contribute to lifelong learning

## **Learning Modalities**

The following learning modalities will be used in this module:

- 1. A professional portfolio** including a personal spiritual development plan, a ministry development plan, journaling, and relevant learning artifacts.
- 2. Learning groups/mentoring** including collective assignments, consultations, and accountability, and spiritual nurture. Small group discussion with reporting in class.
- 3. Classroom process** including didactic and experiential learning, as well as networking with experienced educators and practitioners in the area of theology, biblical studies, and spiritual formation.
- 4. Research** including a review of current literature, assigned readings, and developing empirical constructs for ministry.
- 5. Praxis** including implementation of those activities, skills, and behaviors involved in the development of discipleship and spiritual formation in the context of family, church, and community life.

## **Assessment**

The process of assessment is as follows: The course competencies are the basis of assessment. The learning modalities including course content, reading etc. are the learning resources provided in the module to build the competencies. Assessment is accomplished by evaluating the quality and timeliness of the response to all of the learning resources provided.

## **Outline of Topics**

- I. Introduction. History and overview of class
- II. Forming a Christian theist world view and biblical foundations
- III. Forming the spiritual and personal life of the minister
  - A. Personal analysis
  - B. Spiritual life
- IV. Forming the theological and ministerial life of the minister
- V. Conclusion: Implications for life and ministry

## Module Requirements

### I. Pre-intensive

#### A. Reading requirements

The following nine books are to be read – **preferably in the order given** – as it follows the course thought sequence:

*The list of titles for required reading may be obtained from the lead professor for the module: Dr. Joe Kidder, [kiddersj@andrews.edu](mailto:kiddersj@andrews.edu).*

#### B. Reading Reports:

For each of these books, a three-page reading report must be prepared in printed form. Page 1 should be a **careful summary** of the book. Page 2 should **evaluate** key ideas of the book. Page 3 should suggest ways this book can shape and **influence your life and ministry**. Careful following of these 3 parts of the report is required.

Reports should concisely state key ideas and can be done in semi-outline form if desired. Reports will be graded on how they reflect careful thought and analysis of the material and follow the 3 parts listed above. **The first 4 books must be read and reports prepared before the beginning of the intensive or you cannot continue in the class.** While it is preferable to read all the books pre-intensive, the last 5 books can be read and reported on during the intensive, but must be completed before the time they are discussed in class. Late book reports will receive a substantial reduction in grade. Each report should include the following statement of academic honesty along with your signature: “I have read \_\_\_% of the assigned text and this report represents my own work.”

#### C. MBTI

Each student must take the assessment and know his or her Myers-Briggs type indicator (MBTI) which consists of 4 letters. If you have not taken the test or have forgotten its results, the easiest way to identify your type is to take the shortened form of the test in the following book:

Kiersey, David, and Marilyn Bates, *Please Understand Me: Character and Temperament Types*. Delmar, CA: Gnosology Books Ltd. ISBN 0-9606954-0-0

(Note: A free, short-version test based on the Jung-Myers-Briggs typological approach is available online at <http://www.humanmetrics.com/> . Take the Jung typology test.)

**Results must be brought to the intensive.**

## II. Intensive

- A. Punctual attendance is required for all classes. A maximum of 10% absence from total teaching time is allowed.
- B. Preparation of notebook: During the intensive time a notebook is to be compiled of all class materials. This includes all material handed out in class, all class notes, all book reports, results of MBTI, and all of the ten assessments.
- C. Some short daily assignments will be given.
- D. On the first day of class a daily schedule of topics and guests will be provided.
- E. A brief spiritual retreat will be conducted during the period of the intensive.

## III. Post-Intensive

- A. A paper of 25-30 pages will be prepared.

The paper will be chapter 2 of the project dissertation. It will be a Biblical/theological paper which gives the foundation for the project dissertation. This paper can give some general understanding of the church and ministry, but should focus specifically on giving the Biblical/theological motives and rationale for the writer's project.

This paper should utilize the A.U. standards for written work 12<sup>th</sup> edition which is available on the DMin website and the APA style of writing.

- B. Meet with your context support group by September 2011 and review your updated Ministry Development Plan. Report that meeting. The due date is October 31, 2011. (This assignment is not required of the international in-residence cohort)
- C. Attend two meetings of your work group. The first is to read the Divine Conspiracy and discuss it with each other and is to be done by September 2011. The second is to critique each other your chapter 2 and how it fits in the overall context of your project and is to be done by November 2011. Report those two meetings.
- D. Assignment due date

1. All work is to be done and turned in by February 1, 2012

2.. Delays in papers completion affect the grade as follows:

Delay up to 60 days–maximum grade A-

Delay up to 90 days-maximum grade B+

Delay up to 120 days-maximum grade B

Delay up to 150 days-maximum grade C

#### IV. Grading

Reading reports	25 points each x 9	225 points
MBTI		25 points
Notebook		50 points
Context Support Group Meeting		50 points
Work Group Meetings	(25 X 2)	50 points
Paper		<u>250 points</u>
		650 points

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

#### V. Course time parameters and calculations

The general rule for the Doctor of Ministry program is that 60 hours are to be spent in study for each semester credit. Since this class is six hours, the total time that should be spent in study is 360 hours.

The teacher assumes that about 165 hours will be spent during the pre-intensive time, about 75 hours during the two-week intensive, and about 120 hours post-intensive.

##### A. Pre-Intensive work

Reading nine books	=	80 hours
Prepare nine book reviews (nine books x three pages per book)	=	80 hours
Find and take Myers-Briggs temperament inventory	=	<u>5 hours</u>
		Total 165 hours

##### B. Two-week intensive

In class and study time	=	70 hours
Prepare notebook and other assignments	=	<u>5 hours</u>
		Total 75 hours

##### C. Post-session

Prepare paper, update MDP and meet with your Context Support Group, two meetings with your work group		<u>120 hours</u>
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Total 360 hours

## VI. Two special notes

A. **Academic integrity.** Andrews University expects the students will demonstrate the ability to think clearly for themselves and exhibit personal moral integrity in every sphere of their life. Thus students are expected to display honesty in all academic matters. Disciplinary actions will be taken in response to dishonesty. More details regarding this policy are found in the “Andrews University Bulletin”.

D. **Disability Accommodations.** If you qualify for accommodations under the American Disabilities Act and need assistance, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

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