

SDA Theological Seminary
Andrews University

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

May 7-17, 2012

Monday-Thursday 8:00-12, 1:30-5:00;
Friday 8:00-12
Andrews University

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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

Persons who are accepted participants in the DMin program may obtain the required reading assignments from the professor.

Books may be purchased in any way convenient to the student. They are not available at the Andrews University Bookstore, but may be obtained through popular online booksellers.

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/paper. It will be a Biblical/theological paper which gives the foundation for the project/paper. 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 12th edition which is available on the D.Min website and the APA style of writing.

- B. Assignment due date

- 1. Due date of the papers is 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

C. As part of their work each person should update their MDP (ministry development plan) as appropriate to their cohort. This should be done in the light of the material given in class. Each person must meet with their context support group and review their work. This meeting must take place within 9 months of the end of the intensive and be documented in writing. The updated MDP and a brief report of the group meeting must be sent to the lead teacher and the cohort leader within one month of the meeting.

D. Each person must have two work group sessions with their work group. The first of the sessions must take place within 4 months of the final day of the intensive and the second within 8 months of that date. The first of these meetings should discuss the books by Ray Anderson and Fernando Canale on theology as well as the discussion on that topic in class. The second meeting should be a sharing session that discusses progress on chapter 2. Place, time, and discussion summary of at least two pages must be documented in writing for each group meeting. Reports must be sent to the cohort director within one month of the group meeting.

IV. Grading

Reading reports	25 points each x 9	225 points
MBTI		25 points
Notebook		50 points
Paper		250 points
MDP update and group report		100 points
Work group sessions and reports	50 points each	<u>100 points</u>
		750 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 and update MDP		<u>120 hours</u>
			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.

Revised 1/06/12