

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

Discipleship and Biblical Spirituality  
Concentration, 2014 Cohort  
Year One

DSRE705  
THEOLOGICAL AND HISTORICAL  
PERSPECTIVES ON SPIRITUAL GROWTH  
2014

*Jon L. Dybdahl*



DSRE705  
**THEOLOGICAL AND HISTORICAL  
PERSPECTIVES ON BIBLICAL SPIRITUALITY**  
DISCIPLESHIP AND BIBLICAL SPIRITUALITY CONCENTRATION  
2014 COHORT

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**GENERAL MODULE INFORMATION**

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Intensive location: Orlando, FL  
Intensive Dates: Feb 23 – Mar 4, 2014  
Credits offered: 4

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**INSTRUCTOR CONTACT DETAILS**

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Professor: Jon L. Dybdahl, M.Div., Ph.D.  
Telephone: 509 526 4518  
Email: jon.dybdahl@wallawalla.edu

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**BULLETIN MODULE DESCRIPTION**

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Examines the biblical and theological basis for spiritual life, discipleship and Christian experience as well as how this theology has been understood and experienced in the history of the church and the lives of believers. Critiques contemporary forms of spirituality to enable students to discern truth from counterfeit.

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## MODULE MATERIALS

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### Required Reading

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

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## 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.

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## STUDENT LEARNING OUTCOMES

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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 outcomes that are important to evaluate. These outcomes 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. Coming to understand self more, in the light of God's grace and love.

**Assessed by:** Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to grow spiritually as a result of the DMin program and the direct assessments in module one.

### **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 "spiritualities."
3. A biblical perspective of the Holy Spirits work and transforming power.

**Assessed by:** Completing two theoretical chapters in their project dissertations (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject and the direct assessments in module one and two on assignments dealing with literature research and theological reflection administered by faculty, and of literature research in all modules.

### **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.
4. Fully engage in spiritual companionship.
5. Train spiritually mature and relationally gifted people as spiritual mentors. (Involves knowing and doing)
6. Integrate the theological, theoretical, experiential and practical dimensions of discipleship into a theologically reflective practice of ministry. (Involves knowing, being, and doing)

**Assessed by:** Successful defense of their project before peers and their respective dissertation committees.

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## THE COHORT

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This module is open to members of the 2014 Discipleship and Biblical Spirituality Cohort, 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. On completion, they will have completed a Discipleship and Biblical Spirituality Concentration in their DMin program.

Participants in this cohort take the following modules in order listed below:

DSRE705 Theological and Historical Perspectives on Spiritual Growth, Jon Dybdahl, 4 credits  
February 23-March 4, 2014, Orlando, FL

GSEM790 DMin Project Seminar, Bill Knott and/or James Wibberding, 4 credits  
March 5-13, 2014, Orlando, FL

DSRE707 The Personal Practice of Biblical Spirituality, Allan Walshe, 8 credits  
April 5-16, 2015, Andrews University

DSRE708 Mentoring for Discipleship and Biblical Spirituality, Ben Maxson, 5 credits  
February 7-16, 2016, Loma Linda University

DSRE709 Constructs of Corporate Ministry for Discipleship & Biblical Spirituality, Allan Walshe, 5 credits, February 5-15, 2017, Andrews University

Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.

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## MODULE REQUIREMENTS

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### I. Pre-Intensive

#### A. Pre-Intensive Reading:

A journal (book report) is due the first day of the teaching intensive for each of the required pre-session titles. The journal (there will be one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and “bounce it off” what you have experienced or imagined. 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, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what 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 should be read in the order listed if possible. Choice of books for reading does not mean that the professor or Andrews agrees with their content. All books must be brought to the class session. Journaling on the first 3 books must be completed by Feb. 23 and submitted to the teacher on the first day of class.

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

## B. MBTI

Each student must take the Myers-Briggs type indicator (MBTI) assessment and know his or her MBTI type 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. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- C. A cohort field experience (a one day spiritual retreat) will occur during the intensive.

## III. Post Intensive

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

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

- B. Students will create a Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan will have 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 three of your project document, a paper of at least 16 but no more than 22 pages, will be required providing a review of literature relevant to your project challenge. **This is the work required in year one that integrates your 6 credits of project learning into the program.**

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

- D. Students will form a context support group of five to nine persons from their specific ministry context who will meet face-to face annually with them to review their MDP. The meetings will center on personal and professional progress. The first meeting must **occur on or before May 4, 2014**. The group will review the MDP and its role with materials provided during the intensive.
- E. Students will participate in a **minimum** of two sessions of a work group for peer support and sharing of experience.
  - 1. The first group meeting must occur on or before **May 30, 2014**, and review the work of each student on their chapter three.
  - 2. The second group meeting must occur on or before **Aug 22, 2014**.
  - 3. Groups may meet by phone conference, face-to-face, or via electronic conference.
  - 4. A journal and attendance record of the group meetings will be required from a secretary for each group by **Oct 31, 2014**.
- F. Select an appropriate field mentor, develop the contract for mentoring, 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.

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## GRADING AND ASSESSMENT

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### A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 4 hours, so the entire course module is to require 224 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 – 18 hours

Reading and journaling (approximately 1,650 pages) – 92 hours for the reading and 24 for the journaling = 116

Intensive - 50 hours

Journaling during the intensive – 10 hours

Context support group - 5 hours

Peer group attendance and journaling - 5 hours

Mentoring – 10 hours

Spiritual Retreat – 8 hours

MBTI – 2 hours

Total 224 hours

Post intensive paper – (60 hours relate to the project credits registered in years three and four)

### B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are five outcomes in the area of being, three in the area of knowing, and six outcomes in the area of doing. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

### C. Grade Points

Reading Journals and Reports (6x25 pts)	150
Ministry Development Plan	80
Literature Review (chapter 3)	175
Context Support Group	40
Peer Group Attendance and Journaling	40
Report Regarding Mentor	40



Journal During Intensive  
Total points

40  
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565

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

D. Assignment Submission

Submission of all pre-session and session assignments must be in hard copy. Post-session assignments may be submitted by e-mail.

E. 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:	(DN deferred and not completable*)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, **Feb 23, 2014**. If submitted late, the work will be discounted 10%. The remaining assignments are due **Oct 31, 2014**. DGs (deferred grades) are provided in the semesters before assignments are due.

\* Graduation requires a 3.0 or better program GPA. Students who receive a DN 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.

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**ASSESSMENT GUIDELINES**

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## Chapter Assessment Rubric for the Post Intensive Paper

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
<b>Introduction</b>	The chapter begins with an introduction that establishes an appropriate context for reviewing the literature, defines and justifies the scope of the review, and provides a roadmap for the progression of the chapter.	Same as target, but less defined.	The context for reviewing the literature is unclear, or the scope of the review is not defined, or there is not a roadmap for the progression of the chapter.	There is no introduction or no clear connection between the introduction and the body of the chapter.
<b>Relevance of the Literature to the problem/topic</b>	The problem/topic is identified and the chosen literature is clearly related.	The problem/topic is identified and the chosen literature is related.	The literature chosen is only loosely related to the problem/topic.	There is no connection between the problem/topic and the selected literature.
<b>Currency of the Literature</b>	The literature represents the latest work done in the field. The focus is on literature written over the last five years. Specific reasons are given for the use of any literature that is not current.	The literature represents the latest work done in the field. The focus is on literature written over the last ten years. Specific reasons are given for the use of any literature that is not current.	Numerous sources of literature reviewed are over ten years old and no specific reason is given for the use of this noncurrent literature.	Most of the literature reviewed was written over ten years ago.
<b>Primary Literature is Emphasized</b>	Primary Literature is emphasized and secondary literature is used selectively.	Primary and secondary sources are distinctively identified and come from reputable sources.	There is no distinction between primary and secondary sources but sources are reputable.	There is no evidence that the literature comes from reputable sources.
<b>Logical Organization of the Content</b>	The literature review is organized around ideas, not the sources themselves. The ideas are presented in either a chronological or a thematic structure.	The literature review is organized around ideas, not the sources and there is a logical structure.	The review is organized by author without a logical structure.	There is no organization at all, just a list of abstracts or disconnected reports.
<b>Comparison and Contrast of Studies</b>	The researchers whose works are being reviewed are put into conversation with each other and their studies are compared and contrasted with each other.	The studies are compared and contrasted.	There is some type of description of the relationship between studies.	There is no analysis of the relationship of the different studies to each other.

<b>Conclusion</b>	The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses questions for further research and provides insight into the relationship between the review and the central topic of the research.	The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship between the review and the central topic of the research.	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.
<b>Format</b>	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.
<b>Style</b>	The chapter follows APA Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The statement 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.
<b>Length</b>	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

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## OUTLINE OF TOPICS

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- 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

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## UNIVERSITY POLICIES

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### **Classroom Seating**

In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise.

### **Disability Accommodations**

If you qualify for accommodations under the American Disabilities Act, please see the instructor for a referral to assist you in arranging accommodations.

### **Late Assignment Submission**

Please refer to Section E under Grading and Assessment.

### **Examinations**

"Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time".

*AU Bulletin*

### **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.

*AU Bulletin*

### **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*

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## INSTRUCTOR PROFILE

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Jon L. Dybdahl

Family: wife, 3 children, 9 grandchildren

Current ministry emphasis: spiritual life and mission

Brief summary of ministry:

Local pastor—5 churches in 3 countries

Pioneer missionary—Thailand and Singapore

College/University professor—4 different institutions including Andrews  
Walla Walla University president

Education: M.Div., Ph.D.

