

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

Discipleship & Biblical Spirituality 2014  
Cohort  
Year Three  
DSRE 708

MENTORING FOR DISCIPLESHIP &  
BIBLICAL SPIRITUALITY  
2016

*Professor Ben Maxson*



# Andrews University

DSRE 708

## MENTORING FOR DISCIPLESHIP & BIBLICAL SPIRITUALITY

DISCIPLESHIP & BIBLICAL SPIRITUALITY 2014 COHORT

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### GENERAL MODULE INFORMATION

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Intensive Location: Loma Linda, CA: Loma Linda University  
Intensive Dates: February 7-16, 2016  
Credits offered: 5

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### INSTRUCTOR CONTACT

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Instructor:	Ben Maxson	Allan Walshe, DMin.
Telephone:	(530) 864-3308	269-471-3318
Email:	<a href="mailto:benmaxon@comcast.net">benmaxon@comcast.net</a>	walshe@andrews.edu

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### BULLETIN MODULE DESCRIPTION

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This course module will provide an understanding of the basic principles for cooperating with the Holy Spirit in the spiritual growth of an individual or group, and will equip participants for assisting in the Christian formation and discipling of others through spiritual mentoring. It provides a praxis model for discipleship coaching in the context of Seventh-day Adventist beliefs and practices.

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## MOODLE ACCESS, 365-DAY LIMIT

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Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

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## MODULE MATERIALS

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Required:

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

**Read any two of the following and report a statement that you have read the book.  
(Statement of completion of reading two of the following books is due by September, 30)**

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

Recommended:

1. List the recommended readings required for this class using the bibliography referencing style (Turabian, APA, etc.) you require in your class. For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

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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 (list the name) Concentration 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 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 “spiritualities.”
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. Develop additional understanding of how to mentor or disciple individuals following a biblical discipleship process that includes discipleship coaching skills.

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## THE COHORT

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This module is open to members of this 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.

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

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

Pre-Intensive Reading:

A. A journal is due the first day of the teaching intensive for each of the five required pre-session titles. The journal (there will be 5, 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.

**Journal reports** – (These reports are **due on the first day of class**, and are to be submitted in electronic format as a PDF or Word document.)

*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.

B. Attend virtually the Implementation Symposium on (*enter dates supplied by the project coach*). This symposium will help you finalize your project proposal, obtain DMin Committee and IRB approval, and prepare you to implement your project in year three of the program. The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you attended the symposium.

C. A two to three page outline of personal principles, guidelines, and boundaries for evaluating spiritual materials.

This is an informal paper which can include an opening paragraph outlining the rationale why you think it is crucial to develop a conceptual framework for evaluating materials in the field spirituality. The balance of the paper can be list of bullet points listing the

principles, guidelines, and boundaries which you choose to use for this evaluating process.

## II. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. On some evenings a daily journal will be required.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. A cohort field experience (will or may) be planned for Saturday and Sunday.

## III. Post Intensive

- A. Journal and report the following four 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. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take 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. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program.

- C. Chapter four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. **This is the work required in year three that partially 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. Complete your DMin project proposal, obtain DMin Committee and IRB approval, and begin implementing your project. The project coach will work with you on these objectives during and after the Implementation Symposium. Due date (*enter date supplied by the project coach*). The

lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you completed your proposal and have begun implementation of your project.

E. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before (provide a date 60 days following the intensive). The group will review the MDP and its role with materials provided during the intensive.

F. 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 September 30, 2015.
2. The first group meeting must occur on or before May 31, 2015, and review the work of each student on their chapter four.
3. The second group meeting must occur on or before August 30, 2015, and review what the students have learned through the class and reading, and the integration of that learning into the practice of ministry.
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.

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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. Professor contact time is to be 15 hours per credit within that number. This module is 5 hours, so the entire course module is to require 280 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 hours

Reading and journaling (approximately 2700 pages) – 150 hours for the reading and 40 for the journaling = 190 hours

Intensive - 75 hours

Journaling during the intensive – 2 hours

Context support group - 2 hours

Post intensive paper (**the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits**)

Implementation Symposium assignments: attendance, proposal completion and approval, and IRB approval-(15 hours relate to the project seminar credits)

Peer group attendance and journaling - 3 hours

Mentoring – 5 hours

**Total 280 hours (not including the project and project seminar credits)**

## B. Grade Points

Reading Journals and Reports - (300)

Conceptual Framework for Evaluating Materials (50)

Ministry Development Plan – (50)

Methodology paper – (200)

Context Support Group – (100)

Small Group Meetings – (100)

Report Regarding Mentor – (50)

Journal During Intensive – (50)

Total points – (900)

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

Give a brief description of how you would like your assignments submitted to you. Do you prefer hard copies, email, Moodle.

D. Assignment submission deadlines:

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 given

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, February 7, 2015. If submitted late, the work will be discounted 10%. The remaining assignments are due as listed on the reading list.

F. Student grades will be recorded by February 1, 2017.

\* 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:**  
*Chapter 4 Description of the Intervention*

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
<b>Introduction</b>	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.
<b>Development of the</b>	An intervention is	An intervention is	An intervention is	No intervention is

<b>Intervention</b>	developed that <b>clearly</b> builds upon the theological foundation and the literature review.	developed that <b>seems to</b> build upon the theological foundation and the literature review.	developed, but no clear relationship is shown between it and the theological foundation and the literature review.	developed.
<b>Description of the Intervention</b>	A <b>concise</b> description of the intervention is given, including how participants are to be recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants are to be recruited, what kind of sessions, how many, objectives, and content	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
<b>Conclusion</b>	The chapter ends with a conclusion that <b>clearly</b> reiterates the main points.	The chapter ends with a conclusion that reiterates the main points.	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 <i>Andrews Standards for Written Work</i> .	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, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.

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**UNIVERSITY POLICIES**

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**Disability Accommodations**

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto: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.

*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*

### **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.

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## **INSTRUCTOR PROFILE**

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Born in Caracas, Venezuela of missionary parents, Ben Maxson has spent much of his pastoral ministry in the Northwest and Southern United States. Fluent in Spanish, he also gravitated back to his roots in South America to serve in two missions there. Dr. Maxson spent ten years serving as Ministerial Secretary, Stewardship Director, and Evangelism Coordinator of the Carolina and Upper Columbia Conferences, and then held the position of Director of Stewardship at the World headquarters of Seventh-day Adventists from 1995 to 2004. During this time, he discovered and developed a new paradigm emphasizing biblical stewardship from a discipleship perspective and shared this vision with the world church. Currently Ben is serving as Lead Pastor of the Paradise California Seventh-day Adventist Church, as of October, 2004.



Ben has served as an adjunct professor for the Seventh-day Adventist Seminary for since 1995, and is currently a Lead Faculty member in the Discipleship and Biblical Spirituality Cohort.

Ben is married to Mary Maxson, who served as the Director of the Women’s Ministry Department for the North American Division, and now is an Associate Pastor at the Paradise Seventh-day Adventist Church. They have two adult children and one grandchild.

Ben enjoys reading, developing ministry materials, and is an avid scuba diver. He also enjoys digital photography and golf. Ben has special interests in the areas of spirituality, discipleship, and leadership training, and serves as a lead professor in Andrews University Seminary Doctor of Ministry cohort for Spiritual Growth and Discipleship.

1/13/2016