Discipleship & Biblical Spirituality, 2014
Year Four
DSRE709
CONSTRUCTS OF CORPORATE MINISTRY FOR DISCIPLESHIP & BIBLICAL SPIRITUALITY
2017
S. Joseph Kidder

Andrews
University
Seek. Affirm. Change.

Andrews ◊ University

DSRE709
CONSTRUCTS OF CORPORATE MINISTRY FOR DISCIPLESHIP & BIBLICAL SPIRITUALITY
DISCIPLESHIP & BIBLICAL SPIRITUALITY, 2017

GENERAL MODULE INFORMATION

Module acronym: DSRE709
Module name: Constructs of Corporate Discipleship & Biblical Spirituality
Intensive location: Andrews University, Berrien Springs, MI
Intensive Dates: February 5 – 15, 2017
Credits: 5

INSTRUCTOR CONTACT DETAILS

Professor: S. Joseph Kidder, D.Min
Telephone: 269-471-8316; 269-471-3318
Email: kiddersj@andrews.edu;

BULLETIN MODULE DESCRIPTION

This module will explore constructs of corporate ministry that will enhance growth in discipleship within the context of the church and wider community. It will develop a small group model that will intentionally foster opportunity for members to learn, practice, and reflect upon biblical, devotional habits. A corporate life of outreach and ministry to others, through loving and maturing relationships will be developed.

MOODLE ACCESS, 365-DAY LIMIT

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.

MODULE MATERIALS

Required:

1. Barna, George. (2001). *Growing true disciples.* Colorado Springs, CO: Waterbrook.
2. Chan, Francis & Mark Beuving. (2012). *Multiply: Disciples making disciples.*
3. Colorado Springs, CO: David C. Cook.
4. Hull, Bill. (2010). *The disciple making pastor.* Grand Rapids, MI: Baker Book House.
5. Hull, Bill. (2006). *The complete book of discipleship.* Colorado Springs, CO: Navpress.
6. Kidder, S. J. (2009). *Majesty.* Hagerstown, MD: Review & Herald.
7. Kidder, S. J. (2012). *The big four.* Hagerstown, MD: Review & Herald.
8. Kidder, S. J. (2016). *Moving Your church, Become a spirit-Led Community.* Nampa, ID: Pacific Press Publishing Association.
9. Ogden, Greg. (2007). *Discipleship essentials.* Downers Grove, IL: InterVarsity.
10. Platt, David & Francis Chan. (2013). *Follow me: A call to die, a call to live.* Carol Stream, IL: Tyndale House Publishers.
11. Rainer, Thom S., & Sam S. Rainer, III. (2008). *The essential church.* Nashville: B & H Publishers.
12. Stanley, Andy. (2012). *Deep and wide.* Grand Rapids, MI: Zondervan.

PROGRAM LEARNING OUTCOMES

The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a global context, related to the primary field of service
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

STUDENT LEARNING OBJECTIVES

The Doctor of Ministry Discipleship & Biblical Spirituality 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 graduate will
1. Learn how to be a disciple ourselves.
2. Learn how to grow spiritually in the Lord.
3. Upon completion of this course, students will understand the theological, psychological, and sociological foundations for growth in the Christian life;
4. Understand the foundations and practices of devotional theology;
5. Understand the characteristics of basic Christian spiritual disciplines;
6. Know the unique contributions of Seventh-day Adventist theology to the practice and theology of the spiritual life: e.g., Sabbath, intercession of Christ, healthful living;
7. Understand that the depth of their relationship with God will be expressed in their relationships with others: their family, friends, work associates, retail clerks, people in need, etc.
8. Upon completion of this course, students will be able to—

   Reflect on their relationship with God;
   Identify their present devotional needs—based on their temperament and interests, the nature of learning, and areas of their life where growth is needed;
   Practice skillfully basic Christian spiritual disciplines;
   Participate effectively in spiritual retreats and small groups for spiritual growth and accountability.
9. Upon completion of this course, students will—

   Desire to have an ever deepening relationship with God;
   Make a commitment to maintain a disciplined devotional life;
   Make a commitment to participate in a small group of fellow students for support, accountability, and encouragement throughout their Seminary days.

   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 two on theological and spiritual foundations administered by faculty.

Knowing

The graduate will
1. Learn the biblical foundation of discipleship.
2. Acquire the skills necessary to create a culture of discipleship in the church.

3. Learn from books & other resources the fine art of discipleship.
4. Use small groups & exercises to help the church facilitate a culture of discipleship making.

   Assessed by: The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (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 assessed with the project.

Doing

The graduate will

1. Create a comprehensive discipleship program in your church.
2. Disciple key leaders of the church.
3. Develop and disciple new leaders in the church.
4. Create a culture of prayer in your church.
5. Improve the quality of your worship.
6. Understand the role of the pastor and the laity.
7. Teach leaders how to disciple others.
8. Develop better skills to pastor the church effectively.
9. Understand the dynamic of change.
10. Discover how to bring about renewal and revival to the church.
11. Move the church to a disciple-making culture.

Assessed by: Successful presentation and assessment of their project before peers and their respective project committees as well as direct assessments of case studies and journals administered by faculty in the modules.

THE COHORT

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 & Biblical Spirituality Concentration in their DMin program.

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

Pre-Intensive Reading:

A journal is the first day of the teaching intensive (February 5, 2017) for each of the 3 required pre-session titles. The journal (there will be 3, 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.

> 1. Kidder, S. J. (2012). *The big four*. Hagerstown, MD: Review & Herald.
>
> 2. Kidder, S. J. (2016). *Moving Your church, Become a spirit-Led Community*. Nampa, ID: Pacific Press Publishing Association.
>
> 3. Hull, Bill. (2010). *The disciple making pastor*. Grand Rapids, MI: Baker Book House.

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. 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 8 books in the same manner as for the pre-intensive books.

1. Barna, George. (2001). *Growing true disciples*. Colorado Springs, CO: Waterbrook.
2. Chan, Francis & Mark Beuving. (2012). *Multiply: Disciples making disciples.* Colorado Springs, CO: David C. Cook.
3. Hull, Bill. (2006). *The complete book of discipleship*. Colorado Springs, CO: Navpress.
4. Kidder, S. J. (2009). *Majesty*. Hagerstown, MD: Review & Herald.

5. Ogden, Greg. (2007). *Discipleship essentials.* Downers Grove, IL: InterVarsity.
6. Platt, David & Francis Chan. (2013). *Follow me: A call to die, a call to live.* Carol Stream, IL: Tyndale House Publishers.
7. Rainer, Thom S., & Sam S. Rainer, III. (2008). *The essential church.* Nashville: B & H Publishers.
8. Stanley, Andy. (2012). *Deep and wide.* Grand Rapids, MI: Zondervan.

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.

C. Chapter one of your project document, a paper of 10- 12 but no more than 20 pages, will be required providing the presentation of your project challenge. Follow the instructions of your project seminar for the form of chapter one.

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 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.

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 the secretary for each group two weeks after the meeting. All post intensive conference meetings are due two weeks after the meeting.
2. The first group meeting must occur on or before (May 30, 2017), and review the work of each student on their chapter five.
3. The second group meeting must occur on or before (August 30, 2017), and review the case study done by each student.(or other assignment)
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Continue work with your 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 which is October 30, 2017.

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are (provide the number) outcomes in the area of being, (provide the number) in the area of knowing, and (provide the number) outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes. 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.

BEING

COMPETENCY OF THE CONCENTRATION	LEARNING RESOURCES PROVIDED IN THIS MODULE	PROCESS OF ASSESSMENT
Spiritual maturity	Intensive presentations and activities The Ministry Development Plan The literature and journaling assigned.	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: Evaluation of the MDP.
Living by, through and with the Holy Spirit as a critical part of your personal and corporate ministry.	Intensive presentations and activities. The Ministry Development Plan	Evaluation of the quality of intensive participation, including daily journaling. Journaling of literature.
Enrichment of personal and family life	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned,	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A life captivated by the Person of God	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned.	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP

KNOWING

COMPETENCY OF THE CONCENTRATION	LEARNING RESOURCES PROVIDED IN THIS MODULE	PROCESS OF ASSESSMENT
An understanding of a Seventh-day Adventist perspective on discipleship and spirituality.	Intensive presentation and exercises The Ministry Development Plan The literature and journaling assigned.	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature. Evaluation of the MDP Clarity and quality of the portfolio Content of Chapter Two
Discern truth from counterfeit as a means of both personal and corporate protection, in light of the growing number of non-biblical "spiritualities"	Intensive presentation and exercise The literature and journaling assigned.	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Content of Chapter Two
A Biblical Perspective of the Holy Spirit's transforming power in the lives of those with whom you work	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned.	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Content of Chapter Two

DOING

COMPETENCY OF THE CONCENTRATION	LEARNING RESOURCES PROVIDED IN THIS MODULE	PROCESS OF ASSESSMENT
Begin the practice and integration of coaching and discipling skills into one's own life and ministry.	Intensive presentation and exercise. The Ministry Development Plan.	Evaluation of the quality of intensive participation, including daily journaling. Evaluation of the MDP.
Embrace and carry out a faithful praxis of discipleship and biblical spirituality as you work with others.	Intensive presentation and exercise. The Ministry Development Plan.	Evaluation of the quality of intensive participation, including daily journaling. Evaluation of the MDP.
Cultivate a congregation that nurtures discipleship & biblical spirituality.	Intensive presentation and exercise. The Ministry Development Plan.	Evaluation of the quality of intensive participation, including daily journaling. Evaluation of the MDP.

B. Grade Points

Reading Journals and Reports	225 points
Ministry Development Plan	75 points
Paper (chapter)	200 points
Context Support Group	40 points
Small Group Meetings	80 points
Report Regarding Mentor	40 points
Journal During Intensive	40 points
Total	700 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 deadlines will be applied as follows:

The major paper for the class is due by October 31, 2017.

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 session of the teaching intensive, (February 5, 2017). If submitted late, the work will be discounted 10%. The remaining assignments are due (No later than October 31, 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.

D. Course Time Parameters and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. 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 – 10 hours
Reading and journaling (approximately 2,880 pages) – 160 hours for the reading and 40 for the journaling = 200
Intensive - 60 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)**
Peer group attendance and journaling - 5 hours
Mentoring – 7 hours
Total 286 hours (not including the project credits)

E. Assignment Submission

Please submit all assignments on Moodle and by email.

F. Criteria for Assessment of the Post Intensive Paper – a rubric

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Contents	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and Definition of Terms.	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.
Description of the Ministry Context	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
Statement of the Problem	The problem is clearly defined in one half-page and supported by clear, objective evidence.	The problem is clearly defined in a one half-page and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence and/or more than one half-page.	The problem is not clearly defined, not supported by evidence, and more than one half-page.
Statement of the Task	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
Delimitations of the Project	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
Description of the Project Process	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
Definitions of Terms	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Terms central to the study and used through the project document are not defined.
Format	The chapter formatting follows proper	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.

	Andrews Standards for Written Work.			
Style	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.
Language Conventions	There are no spelling, grammar, or punctuation errors.	There are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 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	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

CRITERIA FOR GRADE ASSESSMENT

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE DN GRADE

The DN grade is given when very limited or no demonstrable competency has been observed and exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from

your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

"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."

Andrews University Bulletin 2010, page 30

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers

who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

Dr. Kidder is a well-recognized authority in the area of Leadership and Church Growth, discipleship and spiritual growth. He has invested his life in the equipping and training of pastors and the laity. He has written many articles and books on the subject of Discipleship, Worship, Spiritual Growth, leadership and Church Growth.

Dr. S. Joseph Kidder has been teaching at the Seventh-day Adventist Theological Seminary for the last ten years. Prior to that, he had over 20 years of successful pastoral work. He has helped many people come to the Lord and grow in their spiritual walk.

Dr. Kidder was born in Nineveh, Iraq, and immigrated to the U.S. when he was kicked out of home and beaten almost to death by his family when he converted to the Adventist faith.

Research/Publications

Scholarly/Professional Publications - Book

> *Majesty: Experiencing Authentic Worship*. Hagerstown, MD: Review & Herald Publishing Association, 2009.

> The Big Four, Secrets of a Thriving Church Life.   Hagerstown, MD: Review & Herald Publishing Association, 2012.

> *Moving Your church, Become a spirit-Led Community*. Nampa, ID: Pacific Press Publishing Association 2016.

> *Youth Speaks, the Church listens.* Lincoln, NE: AdventSource, 2014.

Scholarly Publications in the Area of Biblical Studies and History

> This Generation in Matthew 24:34. Andrews University Seminary Studies, Autumn 1983, (21:3), 203-209.

Creeds and Statements of Belief in Early Adventist Thought. Andrews University Seminary Studies, Spring 2009 (47:1), 101-116.

Scholarly Publications in the Area of Church Growth

Por Que Algumas Igrejas Crescem. *Revista do Anciao*, Apr-June 2008, 5.7. The

Power of Relationship in Evangelism. *Ministry*, April 2008 (80:7), 10-12. Why

Churches Grow. *Elder-s Digest*, January-March 2009, 4-5.

The Biblical Role of the Pastor. *Ministry*, April 2009, 19-21.

Beckworth, David, and Kidder, S. Joseph. "Reflections on the future of the Seventh-day Adventist Church in North America: The long view of church growth (part 1 of 2)." *Ministry*, December 2010. 20-22.

Kidder, S. Joseph. "Reflections on the future of the Seventh-day Adventist Church in North America: The long view of church growth (part 2 of 2)." *Ministry*, February 2011. 13-17.

Scholarly Publication in the Area of Spiritual Growth

Beagles, Kathy, Kidder, S. Joseph, and Walshe, Allan, and. "Formed in Christ." *Adventist Review*, August 11, 2011. 18-21.

Living with a Passion for the Presence of God, A Call for Authentic Biblical Spirituality. Published in Encountering God in Life and Mission: A Festschrift Honoring Jon L. Dybdahl. Berrien Springs, MI: Andrews University, 2010. 80-99.

Prayer Is Seeking God's Presence. Best Practices for Adventist Worship, September 2010. Accessed January 10, 2012. http://archive.constantcontact.com/fs033/ 1101578508634/archive/1103601495701.html#WorshipAndPrayer

Popular Publication

Escape from Iraq, Part 1. New England Pastor, March-April 2008, 9-12.

Escape from Iraq, Part 2. New England Pastor, May-June 2008, 10-12.

Challenged by the Truth. Review & Herald, February 15, 2007, vol. 155, 26- 29.

Watching for His Return. Gleaner, February 3, 1007, (92:3), 5.

Hated, Beaten, and Spat Upon, He is Alive, April-August 1991 (2:4), 11-15.

Elders Digest Articles

Kidder, S. Joseph. "Intimacy with the Almighty." *Elder's Digest*, April/June 2011. 30-31.

Kidder, S. Joseph. "Restore Your Spiritual Passion." *Elder's Digest*, April/September 2011. 30.

Kidder, S. Joseph. "How to Have a Personal Revival." *Elder's Digest*, October/December 2011. 30.

Kidder, S. Joseph. "Maximizing Your Effectiveness." *Elder's Digest*, January/March 2012. **30.**

10/5/2016