

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

2018 Discipleship
Year One

DSRE705, THEOLOGICAL AND
HISTORICAL PERSPECTIVES ON
SPIRITUAL GROWTH

2018

Allan Walshe, DMin



Andrews
University

Seek. Affirm. Change.

DSRE705
THEOLOGICAL AND HISTORICAL
PERSPECTIVES ON SPIRITUAL GROWTH
2018

GENERAL MODULE INFORMATION

Intensive location: Altamonte Springs, FL
Intensive Dates: April 9-17
Credits offered: 4

INSTRUCTOR CONTACT

Instructor: Allan Walshe, DMin
Telephone: 269-471-3318
Email: samos@andrews.edu

BULLETIN MODULE DESCRIPTION

This module examines the biblical and theological basis for 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. It critiques contemporary forms of spirituality to enable students to discern truth from counterfeit.

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. McNeal, R. (2011). *A work of heart: Understanding how God shapes spiritual leaders*. San Francisco, CA: Jossey-Bass.
2. Johnson, Keith, L. (2015). *Theology as discipleship*. Downers Grove, IL: InterVarsity Press.
3. Barnes, C. M. (1996). *When God interrupts: Finding new life through unwanted change*. Downers Grove, IL: InterVarsity Press.
4. Ogden, Greg (2007). *Discipleship essentials: A guide to building your life in Christ*. IVP Connect.
5. Zacharias, Ravi (2012). *Why Jesus?: Rediscovering His truth in an age of mass marketed spirituality*. New York: FaithWorks, Hachette Book Group.
6. Seamonds, D. (1991). *Healing for damaged emotions*. Colorado Springs, CO: David C. Cook

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 three books must be submitted to the teacher on the first day of class.

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

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 local 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.

PRIMARY EDUCATIONAL OBJECTIVES

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students.

Being:

- a) Seek deeper Christ-like biblical spirituality
- b) Experience enrichment of personal and family life
- c) Intensify commitment to ministry
- d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

Knowing:

- a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
- b) Foster a holistic view of society and its needs
- c) Articulate theological and theoretical understandings that advance global ministry
- d) Understand the biblical model of servant leadership

Doing:

- a) Enhance the ability to evaluate ministerial practices through theological reflection
- b) Use appropriate tools to analyze the needs of churches and communities
- c) Refine skills that facilitate ministerial effectiveness
- d) Reinforce habits of study that contribute to lifelong learning

CONCENTRATION LEARNING OUTCOMES

The Discipleship Concentration graduate will demonstrate these Program outcomes in the following ways:

- Articulate a Seventh-day Adventist perspective on discipleship.
- Demonstrate a continuing maturity in personal spiritual growth and ministry.
- Integrate the theological, theoretical, experiential and practical dimensions of discipleship into a theologically reflective practice of ministry.
- Train spiritually mature and relationally gifted people as spiritual mentors.
- Conduct a biblically and theologically faithful praxis of discipleship, both individually and corporately.
- Differentiate truth from counterfeit as a means of both personal and corporate protection in light of the growing number of non-biblical "spiritualities."

STUDENT LEARNING OBJECTIVES

The Doctor of Ministry in Discipleship Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. These objectives should be reflected in the Ministry Development Plan.

The graduate will

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.

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 Concentration in their DMin program.

Participants in the Discipleship 2018 Cohort take the following modules and the project seminar in the following sequence:

2018

- DSRE705 Theological & Historical Perspectives on Spiritual Growth (4 cr), Allan Walshe, April 9-17, Altamonte Springs, FL
- GSEM790 DMin Project Seminar (4 cr), David Penno, April 18-25, Altamonte Springs, FL

2019

- DSRE707 The Personal Practice of Biblical Spirituality (8 cr), Allan Walshe, March 28-April 22 (includes Field Research Symposium with Petr Cincala, March 28-29), Andrews University
- Implementation Symposium, David Penno, December 10, 2:00-4:00 pm EDT, virtual meeting via Zoom

2020

DSRE708 Mentoring for Discipleship (5 cr), Ben Maxson, January 27-February 7, Loma Linda University

- GSEM796 DMin Project (3 cr), Spring semester

2021

- DSRE709 Constructs of Corporate Ministry for Discipleship (5 cr), Kleber Gonçalves, January 25-February 5, Loma Linda University
- GSEM796 DMin Project (3 cr), Spring semester

*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 due the first day of the teaching intensive for each of the three required pre-session titles. The journal (there will be three, 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. McNeal, R. (2011). *A work of heart: Understanding how God shapes spiritual leaders*. San Francisco, CA: Jossey-Bass.
2. Johnson, Keith, L. (2015). *Theology as discipleship*. Downers Grove, IL: InterVarsity Press.
3. Barnes, C. M. (1996). *When God interrupts: Finding new life through unwanted change*. Downers Grove, IL: InterVarsity Press.

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. Formation of a Ministry Development Plan will begin during the intensive.
- E. A cohort field experience (will or may) be planned for Saturday and/or Sunday.

III. Post Intensive

Post Intensive Reading

A. A journal and report will be required for the post intensive books in the same manner as for the pre-intensive books.

1. Ogden, Greg. (2007). *Discipleship essentials: A guide to building your life in Christ*. IVP Connect.
2. Zacharias, Ravi (2012). *Why Jesus? Rediscovering His truth in an age of mass marketed spirituality*. New York: FaithWorks, Hachette Book Group.
3. Seamonds, D. (1991). *Healing for damaged emotions*. Colorado Springs, CO: David C. Cook

B. 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. 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 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, 12th Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian Parenthetical 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 (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 a secretary for each group January 31, 2019.
2. The first group meeting must occur on or July 14, 2018, and review the work of each student on their chapter three.
3. The second group meeting must occur on or before Oct. 6, 2018, 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. 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.

GRADING AND ASSESSMENT

A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

B. Grade Points

Reading Journals and Reports	105 pts. (15 each)
Ministry Development Plan	80 pts.
Literature Review	175 pts.
Context Support Group	40 pts.
Small Group Meetings	40 pts.
Report Regarding Mentor	40 pts.
Perception Checks	20 pts.
Class Notes	20 pts.
Total	520

94 - 100% - A
90 - 93% - A-
87 - 89% - B+
83 - 86% - B
80 - 82% - B-
77 - 79% - C+
73 - 76% - C
70 - 72% - C-

C. Assignment 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:	(no credit for the assignment)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive. If submitted late, the work will be discounted 10%. The remainder of the assignments are due January 31, 2019. They are to be submitted electronically to the Andrews University Learning Hub. Always keep copies. The grade of DG (deferred grade) will be given until the due date.

*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. Professor contact time is to be 15 hours per credit within that number. 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	16 hours
Reading and journaling (approximately 1,650 pages)	115 hours
Intensive	60 hours
Journaling during the intensive	2 hours
Context support group	2 hours
Peer group attendance and journaling	4 hours
Case study	20 hours
Mentoring	6 hours
Total	225 hours

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

E. Assignment Submission

Submit assignments electronically to the Andrews University Learning Hub. Always keep a copy, and confirm submissions after 30 days.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	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.
Relevance of the Literature to the problem/topic	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.
Currency of the Literature	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.
Primary Literature is Emphasized	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.
Logical Organization of the Content	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.

Comparison and Contrast of Studies	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.
Conclusion	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.
Format	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.
Style	The chapter follows Turabian Parenthetical 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 is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	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.
Length	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

CRITERIA FOR ASSESSMENT GUIDELINES

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 an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

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 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.

UNIVERSITY POLICIES

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission

Assignments submitted after the specified due date will incur a deduction of 10% per week or part thereof.

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.

INSTRUCTOR PROFILE

Dr. Allan R. Walshe

Current ministry emphasis—Discipleship

Brief summary of ministry:

Local pastor—3 different conferences

Conference Departmental Director: Various Departments

Union Departmental Director: Various Departments

Conference President: South Pacific Division

Union President: South Pacific Division

University Teaching Professor: Andrews University

Chair: Department of Discipleship and Religious Education,
Seventh-day Adventist Theological Seminary, Andrews University

