

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

Global Mission Leadership Concentration  
Year One  
MSSN706  
BIBLICAL, THEOLOGICAL AND  
SPIRITUAL FOUNDATIONS OF MISSION  
2017

*Bruce B. Bauer, DMiss*  
*Kleber D. Gonçalves, Ph.D*



MSSN706

## BIBLICAL, THEOLOGICAL AND SPIRITUAL FOUNDATIONS OF MISSION

GLOBAL MISSION LEADERSHIP (ESD) 2017 COHORT

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### GENERAL MODULE INFORMATION

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Intensive location: Zaoksky Adventist University  
Intensive Dates: Part I - May 31-June 4 (Kleber D. Gonçalves);  
Part II - June 15-26 (Bruce B. Bauer)  
Credits offered: 6 credits

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### INSTRUCTORS CONTACT DETAILS

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Instructor: Bruce B. Bauer, DMiss  
Email: [bbauer@andrews.edu](mailto:bbauer@andrews.edu)

Instructor: Kleber D. Gonçalves, PhD  
Email: [kleber@andrews.edu](mailto:kleber@andrews.edu)

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### BULLETIN MODULE DESCRIPTION

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This is a foundational course that seeks to deepen self-understanding of the attributes one brings to mission and strengthen the biblical spirituality essential for mission. The module builds the spiritual and theological basis from which the practice of ministry and mission grows and seeks to lead the student into a self-reflection and examination of life and belief. The biblical and theological foundations of mission are explored, including the theology of culture and religions.

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## MODULE MATERIALS

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### Required Reading:

1. Blackaby, Henry T. and Claude V. King. 1998. *Experiencing God: Knowing and Doing the Will of God*. Nashville, TN: Broadman and Holman.
2. Foster, Richard J. 1998. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco: Harper and Row.
3. Hull, Bill. 2007. *The Disciple-Making Pastor: Leading Others on the Journey of Faith*. Grand Rapids, MI: Baker.
4. McNeal, Reggie A. 2011. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass.
5. Schwarz, Christian A. 2001. *The 3 Colors of Ministry*. Saint Charles, IL: ChurchSmart Resources.
6. Seamands, David A. 1991. *Healing for Damaged Emotions*. Colorado Springs, CO: Victor.
7. Smith, James. K. 2009. *Desiring the Kingdom: Worship, Worldview, and Cultural Formation*. Grand Rapids, MI: Baker.
8. Swenson, Richard A. 1992. *Margin: Restoring Emotional, Physical, Financial, and Time Reserves to Overloaded Lives*. Colorado Springs, CO: NavPress.
9. Willard, Dallas. 2012. *Renovation of the Heart: Putting on the Character of Christ*. Colorado Springs, CO: NavPress.
10. White, Ellen G. 1892. *Steps to Christ*. Mountain View, CA: Pacific Press. [Any edition is sufficient]

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## PROGRAM LEARNING OUTCOMES

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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 trend 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.

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## STUDENT LEARNING OBJECTIVES

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The Doctor of Ministry in Global Mission and Leadership seeks to develop the person (being), knowledge (knowing), and practice (doing) of its participants. Following are the objectives that

are important to the student development. These objectives should be reflected in the Ministry Development Plan (MDP) developed by the participant.

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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## MODULE REQUIREMENTS

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### I. Pre-Intensive

#### A. Pre-Intensive Reading:

A journal/report is due the first day of the teaching intensive 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 (4-6) 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. **Book reports for these first three books are due on the first day of intensive, May 31, 2017**

1. Blackaby, Henry T. and Claude V. King. 1998. *Experiencing God: Knowing and Doing the Will of God*. Nashville, TN: Broadman and Holman.
2. Foster, Richard J. 1998. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco: Harper and Row.
3. Seamands, David A. 1991. *Healing for Damaged Emotions*. Colorado Springs, CO: Victor.

Two (2) books (Schwarz and White) will be read and journaled on during the intensive. Specific instructions will be given during class. **Reports must be turned in on the last day of intensive, June 26, 2017.**

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

The remaining 5 books (Hull, McNeal, Smith, Swenson, Willard) must be read and journaled after the intensive. **Reports must be turned in by Nov 30, 2017.**

## B. MBTI

Each student must take the assessment and know his/her Myers-Briggs type indicator (MBTI) which consists of 4 letters. If you have not taken the test or have forgotten its results, the easiest way to identify your type is to take a free, short-version test based on the Jung-Myers-Briggs typological approach is available online at <http://www.humanmetrics.com/>. Other online options might be available in Russian.

**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. 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/may be planned for Saturday and Sunday.
- E. The last day of class, each student will present a notebook containing class notes, retreat notes, class handouts, and spiritual journals.

## III. Post Intensive

A. Meet with your context support group of five persons and review your MDP and its progress. The meeting will center on personal and professional progress. **A report on the context support group is due on September 15, 2017.**

B. The Ministry Development Plan (MDP) must be prepared. **Specific instructions will be given during the intensive.** The Ministry Development Plan has 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. **The MDP is due on September 29, 2017.**

C. Journal and report the following five (5) books in the same manner as for the pre-intensive books. **Due date, November 30, 2017.**

1. Hull, Bill. 2007. *The Disciple-Making Pastor: Leading Others on the Journey of Faith*. Grand Rapids, MI: Baker.
2. McNeal, Reggie A. 2011. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass.
3. Smith, James. K. 2009. *Desiring the Kingdom: Worship, Worldview, and Cultural Formation*. Grand Rapids, MI: Baker.
4. Swenson, Richard A. 1992. *Margin: Restoring Emotional, Physical, Financial, and Time Reserves to Overloaded Lives*. Colorado Springs, CO: NavPress.
5. Willard, Dallas. 2012. *Renovation of the Heart: Putting on the Character of Christ*. Colorado Springs, CO: NavPress.

D. Chapter two of your project document, a paper of 25 pages (including bibliography), will be required providing a theological reflection relevant to your project challenge. **This chapter is due on Feb 28, 2018.**

*The Andrews University Standards for Written Work, 12<sup>th</sup> Edition* (or more recent edition) will provide the standards for all written work. **Specific information about format and style will be given during the DMin Project Seminar (GSEM790).**

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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 6 hours, so the entire course module is to require 336 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed                      15-20 pages/h
- Average writing speed                        3 h/page

The time for this module is calculated as follows:

Reading and journaling	175h (2,300 pages; 155h + 20h)
Ministry Development Plan (MDP)	6h
MBTI	5h
Intensive	90h
Journaling during the intensive	5h
Context support group	2h
Post intensive paper	50h
Peer group interaction and journaling	3h
<b>Total</b>	<b>336h</b>

#### B. Grade Points

Reading reports	150pts (15pts per report)
Ministry Development Plan (MDP)	75pts
MBTI	35pts
Journaling during the intensive report	30pts
Context support group report	50pts
Post intensive paper (Chapter two)	200pts
Class notebook	60pts
<b>Total</b>	<b>600pts</b>

- 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

Submission of all pre-intensive and during intensive assignments must be in hard copy. Post-intensive assignments can be done by e-mail or as instructed by the instructors.

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, May 31, 2017. The remaining assignments are due on the following dates:

Context support group:	September 15, 2017
Ministry Development Plan (MDP):	September 29, 2017
Post-Intensive reading and journaling	November 30, 2017
Chapter two (paper)	February 28, 2018

D. If submitted late, assignments will be automatically discounted 10%.

E. Student grades will be recorded by March 30, 2018.

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**ASSESSMENT GUIDELINES**

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**Criteria for Assessment of the Post Intensive Paper**

Category	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Unsatisfactory</b>	<b>1.00 Unacceptable</b>
<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>A Constructive Theological Essay</b>	The chapter is clearly written as a constructive theological essay. It identifies a theological question/problem which is central to the task of the project. It enters into conversation with the Bible and Spirit of Prophecy (optional) through the lens of a particular theological approach. It then constructs an answering biblical theology to serve as the theological foundation for the project.	Same as target, except there is a slight tendency to sidetrack onto tangents that are not directly related to the central issue being addressed.	There is a tendency to get off point and to deal with tangents that are not directly related to the central issue being addressed and/or the chapter is only loosely connected to the central task of the project.	One or more of the following is true: <ul style="list-style-type: none"> <li>• The chapter is not connected to the central task of the project.</li> <li>• There is no clear theological approach</li> <li>• There is no answering biblical theology constructed</li> </ul>
<b>Writing in the Academic Voice</b>	All claims are supported by clear evidence. The connection between the claim and the evidence is warranted. The evidence is presented in a clear and linear fashion. The chapter bases its appeal upon <i>logos</i> and doesn't attempt to divert to the sermonic lures of pathos and ethos. It	The evidence is presented in a mostly linear fashion and is clear. There is a slight tendency to overstate certain claims. However all claims are still based on clear and warranted evidence and/or there is a minor inclination to use sermonic language.	1 or 2 of the claims made in the chapter are either not supported by clear evidence or the connection between the claim and the evidence does not seem warranted and/or there is a clear tendency to write in a sermonic voice and not an academic voice.	3 or more claims are not based on either evidence or warranted evidence and/or the entire chapter sounds like a sermon.



does it overstate its claims.

<b>Use of Quotations</b>	The chapter minimizes the use of quotations and instead seeks to summarize the ideas of others. All quotations are placed within a “quotation sandwich.” All quotations are formatted correctly.	There is a reasonable balance between summarization and quotation and the majority of quotations are placed within a “quotation sandwich.”	The quotations that are used are not placed within a “quotation sandwich.” and/or the chapter focuses more on quoting others than on summarizing their ideas.	The chapter looks like a “cut and paste” job and/or the quotations are not formatted correctly.
<b>Conclusion</b>	The chapter ends with a conclusion that reiterates the main points, restates the thesis in light of its substantiation and exemplification reflects on the journey that has led to this concluding moment, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and restates the thesis in light of its substantiation and exemplification.	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 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 1 spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are more than 3 spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	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.
<b>Length</b>	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

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## UNIVERSITY POLICIES

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### **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: BRUCE B. BAUER**

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Cross-cultural issues became important to Bruce at an early age, when as a young boy living in Canada he was confronted with a lot of ignorance on the part of school children in Oregon asking if he lived in an igloo. A year in England for study and a year as a volunteer in Japan teaching English and Bible also shaped a deep interest and commitment to mission.

After graduating with a BA in Theology from Andrews University in 1969 Bruce and Linda moved to Osaka, Japan where they gave direction to eight English Language Schools, held numerous youth evangelistic meetings and worked closely with hundreds of short term volunteers. After fifteen years the Bauers moved to Guam where Bruce became the president of the Guam Micronesia Mission for the next five years.



During furloughs Bruce received a MA in religion from Andrews University in 1975, a MA in Missiology from Fuller Theological Seminary in 1981 and a DMiss from Fuller in 1983. From 1989 until 1997 Bruce taught at Andrews University, then spent the next three and a half years as a missionary in Cambodia. He returned to Andrews in January of 2001 and continues to teach in the Department of World Mission. Bruce is the director of the Doctor of Missiology Program at the Seventh-day Adventist Theological Seminary and the editor of the *Journal of Adventist Mission Studies*.

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## INSTRUCTOR PROFILE: KLEBER D. GONÇALVES

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Born in Brazil, Kleber D. Gonçalves has served the Seventh-day Adventist Church in the areas of publishing work, church planting, teaching, and pastoral ministry.

He graduated from the Adventist Latin American Theological Seminary (São Paulo, Brazil) in 1991 with a B.Th. in biblical languages. After his ordination to the pastoral ministry in 1996, he moved to the United States to continue his studies at the graduate level. He concluded his M.Div. (equivalency) from the Seventh-day Adventist Theological Seminary in 1998, and received a MSA in Church Administration from the School of Business in 2000. Five years later, he earned a Ph.D. in Missiology also from the Seventh-day Adventist Theological Seminary at Andrews University. His dissertation is entitled: “A Critique of the Urban Mission of the Church in the Light an Emerging Postmodern Condition”.



Kleber has taught mission courses as a visiting professor at the Adventist Latin American Theological Seminary in São Paulo, Brazil; Montemorelos University, Mexico; and at the Chile Adventist University, Chile. He has also written several scholarly articles, which have been published in academic journals, magazines, and books. In 2013 he wrote a chapter and edited, with Bruce Bauer, the book *Revisiting Postmodernism: An Old Debate on a New Era*, published by the Department of World Mission, at Andrews University.

Since 2011 he serves as the director of the Global Mission Center for Secular and Postmodern Studies (CSPS) assisting the work of vision casting and planning of postmodern sensitive church-plant projects around the world under the coordination of the Office of Adventist Mission at the General Conference of Seventh-day Adventists. This has given him the opportunity for cross-cultural church-planting experiences in various parts of the world.

In August 2015, Kleber Gonçalves joined the faculty at the Seventh-day Adventist Theological Seminary as an Associate Professor in the Department of World Mission. Few months later he was appointed as the new director of the Doctor of Ministry program at the Seminary.

Areas of particular interest to him are urban missiology, postmodernism, church planting, leadership, and discipleship. To relax he enjoys walking and playing golf.

Kleber is married to Nereida, a registered nurse born and raised in Bolivia. They have three beautiful children; Isabella (15), Nichollas (13), and Gabriella (10).