

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

LEADERSHIP NAD 2013 &
LEADERSHIP IN-RESIDENCE 2013

Year Two

GSEM706

SPIRITUAL AND THEOLOGICAL
FOUNDATIONS FOR MINISTRY

2014

Jon L. Dybdahl



Andrews
University

Seek. Affirm. Change.

Andrews University

GSEM706

SPIRITUAL AND THEOLOGICAL FOUNDATIONS FOR MINISTRY

LEADERSHIP NAD 2013 & LEADERSHIP IN-RESIDENCE 2013

GENERAL MODULE INFORMATION

Intensive location: Andrews University Seminary building
Intensive Dates: May 5-16, 2014
Credits offered: 8

INSTRUCTOR CONTACT DETAILS

Professor: Jon L. Dybdahl Ph.D.
Telephone: 509-525-4518
Email: jon.dybdahl@wallawalla.edu

BULLETIN MODULE DESCRIPTION

Ministry is based on being as well as knowing and doing. This course builds the spiritual and theological foundation from which the practice of mission and ministry grows. It seeks to lead the student into a self-reflection and examination of life and belief leading in the end to positive life change and ministry empowerment.

MODULE MATERIALS

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

Required Reading

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

PROGRAM OUTCOMES

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.

STUDENT LEARNING OUTCOMES

The Doctor of Ministry Urban Ministries 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 experience transformational development in the following essentials:

1. A compassionate vision for people
2. A vision for mission in the city
3. Appreciation of diversity
4. Commitment to empowering people
5. Courage to challenge the status quo

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 develop a knowledge base that includes the following components:

1. A faithful theology of urban ministry
2. A current understanding of issues in urban society
3. An understanding of how systems shape life and mission in the context of the city
4. An understanding of how to promote healthy cities

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 form skills for effective ministry in the context of the city. The skills include:

1. Fostering vision for mission within the city context
2. Identifying needs of people and neighborhoods
3. Leading and managing specific ministries appropriate to the urban context
4. Leading evangelistic ministries in the context of the city
5. Managing change well

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 the Leadership NAD 2013 cohort and Leadership In-Residence 2013 cohorts, who take the sequence of modules listed below. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Leadership Concentration in their DMin program.

LEADERSHIP CONCENTRATION, NAD COHORT, Skip Bell, Coordinator

CHMN747 Christian Leadership, Skip Bell, 4 credits, January 8-15, 2013, Orlando, FL

GSEM790 DMin Project Seminar, Bill Knott and/or David Penno, 4 credits, January 16-24, 2013, Orlando, FL

GSEM706 Spiritual and Theological Foundations for Ministry, Jon Dybdahl, 8 credits, May 5-16, 2014, Andrews University

CHMN760 Advanced Leadership Competencies, Skip Bell, 5 credits, January 13-23, 2015, Orlando, FL.

LEADERSHIP CONCENTRATION, IN-RESIDENCE COHORT, Stan Patterson, Coordinator

CHMN747 Christian Leadership, Stan Patterson, 4 credits, September 16-26, 2013, Andrews University

GSEM790 DMin Project Seminar, David Penno, 4 credits, September 30 – October 10, 2013, Andrews University

CHMN760 Advanced Leadership Competencies, John Grys, 5 credits, March 17-27, 2014, Andrews University

GSEM706 Spiritual and Theological Foundations for Ministry, Jon Dybdahl, 8 credits, May 5-16, 2014, Andrews University

CHMN780 Leading and Managing the Church Organization, Stan Patterson, 5 credits, August 4-14, 2014, Andrews University.

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

A. Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the 5 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.

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. Books should be read in order of listing if possible. Choice of books for reading does **not** mean the professor or Andrews agrees with their content.

All 8 books must be brought to the class session. Journaling on the first 5 books must be completed by May 5, 2014.

B. MBTI

Each student must take the assessment and know his or 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 the shortened form of the test in the following book:

Kiersey, David, and Marilyn Bates, *Please Understand Me: Character and Temperament Types*. Delmar, CA: Gnosology Books Ltd. ISBN 0-9606954-0-0

(Note: A free, short-version test based on the Jung-Myers-Briggs typological approach is available online at <http://www.humanmetrics.com/> . Take the Jung typology test.)

Results must be brought to the intensive.

II. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. 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.
- E. Some reading will be required.

III. Post Intensive

- A. Journal and report the 3 remaining books in the same manner as for the 5 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 and revise the Ministry Development Plan (MDP) you were required to do in year one. 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.

C. Chapter two of your project document, a paper of 25 pages, will be required providing a theological reflection relevant to your project challenge. **This work required in year two partially 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 APA style.

D. Meet again with your context support group of five to nine persons and review your MDP. The meeting will center on personal and professional progress. The meeting must occur on or before December 16, 2104. The group will review the MDP and its progress.

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 by Dec. 31, 2014
2. The first group meeting must occur on or before Aug. 20, 2014
3. The second group meeting must occur on or before Nov. 30, 2014, and review a book or other assignment.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. 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.

GRADING AND ASSESSMENT

A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 8 hours, so the entire course module is to require 448 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 – 9 hours

Reading and journaling (approximately 3,500 pages) – 233 hours for reading and 58 for journaling = 291

MBTI - 5

Intensive - 80 hours

Journaling during the intensive –2 hours

Context support group - 2 hours

Post intensive paper –47 hours count for the module

Peer group attendance and journaling - 5 hours

Mentoring – 7 hours

Total 448 hours

Post intensive paper – (28 hours relate to the project credits registered in years three and four, as well as 28 hours for professional experience in the project)

B. 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.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Progress in being, knowing, and doing as explained above	Intensive presentations, group discussion, retreat time, Ministry Development Plan, required reading, journaling, critical analysis	Evaluation of personal and group interaction, journaling, all written work

C. Grade Points

Reading Journals and Reports -25 points each =200
 Ministry Development Plan –80
 Theological Reflection -250
 Context Support Group -60
 Small Group Meetings -50
 Report Regarding Mentor -40
 Journal During Intensive -30
 Total 710 points

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

D. Assignment Submission

Submission of all pre-session and session assignments must be in hard copy. Post-sessions assignments can be done by e-mail.

E. Assignment submission / Late Submission deadlines will be applied as follows:

Assignment due date: (possible A grade)

Late up to 30 days: (no more than A- grade)

Late 31 to 60 days: (no more than B+ grade)

Late 61 to 90 days: (no more than B grade)

Late 91 days or more: (DN deferred and not completable*)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, (May 5, 2014). If submitted late, the work will be discounted 10%. The remaining assignments are due (Jan. 31, 2015). DGs (deferred grades) are provided in the semesters before assignments are due.

* Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

ASSESSMENT GUIDELINES

Criteria for Assessment of 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 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.
A Constructive Theological Essay	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"> • The chapter is not connected to the central task of the project. • There is no clear theological approach • There is no answering biblical theology constructed

Writing in the Academic Voice	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 does it overstate its claims.	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.
Use of Quotations	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.
Conclusion	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.
Format	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.
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 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.
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 16-25 pages 26-30 pages 31-40 pages More than 40 pages

OUTLINE OF TOPICS (OPTIONAL)

A general day by day schedule with topics will be provided the first day of class. No other appointments should be planned on the week-end of May 9-11 during the class as a spiritual retreat will be held.

UNIVERSITY POLICIES

Disability Accommodations

Include a statement about how you fulfill disability accommodations (e.g., If you qualify for accommodations under the American Disabilities Act, please see the instructor for a referral to assist you in arranging accommodations).

Examinations

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

AU Bulletin

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

AU Bulletin

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

AU Bulletin

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

AU Bulletin

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

AU Bulletin

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

Jon L. Dybdahl

Family: wife (Kathy), 3 children, 9 grandchildren

Current ministry emphasis—spiritual life and mission

Brief summary of ministry:

Local pastor—5 churches in 3 countries

Pioneer missionary in Thailand and teacher/pastor in Singapore

College/university professor in 4 institutions including Andrews

Walla Walla University president

Education: M.Div and Ph.D.

4/23/2014

