

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

GSEM706
SPIRITUAL & THEOLOGICAL
FOUNDATIONS FOR MINISTRY
Spring Semester 2012

S. Joseph Kidder



Andrews University

SDA Theological Seminary

GSEM706 SPIRITUAL & THEOLOGICAL FOUNDATIONS FOR MINISTRY

MAY 7-17, 2012

GENERAL CLASS INFORMATION

Class acronym: GSEM706
Class name: Spiritual & Theological Foundations for Ministry
Credits offered: 6 semester hours
Semester & year: Spring 2012
Class location: Andrews University, Berrien Springs, MI 49104
Class time/day: Monday to Friday 8am-12pm, 1:30pm-5pm first week.
Monday to Thursday 8am-12pm, 1:30pm-5pm Second week.

INSTRUCTOR CONTACT DETAILS

Instructor: Dr. S. Joseph Kidder
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Office location: Seminary Room S229
Secretary: Bonnie Beres, Christian Ministry Suite, 269- 471-3408

BULLETIN CLASS 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.

CLASS OBJECTIVES

COMPETENCIES

Being:

1. Deeper spirituality
2. Enrichment of personal and family life
3. Greater commitment to ministry
4. An Adventist perspective of evangelism, mission, and ministry
5. Positive collegial relationships
6. A global view of society and ministry

Knowing:

1. Exceptional theoretical knowledge that contributes to advanced ministry
2. An understanding of the biblical model of servant leadership

Doing:

1. The ability to evaluate ministerial practices through theological reflection
2. The ability to use appropriate tools to analyze the needs of churches and communities
3. Skills that facilitate more effective ministry
4. The ability to articulate theological and theoretical understandings that advance global ministry
5. Habits of study that contribute to lifelong learning

LEARNING MODALITIES

The following learning modalities will be used in this module:

1. **A professional portfolio** including a personal spiritual development plan, a ministry development plan, journaling, and relevant learning artifacts.
2. **Learning groups/mentoring** including collective assignments, consultations, and accountability, and spiritual nurture. Small group discussion with reporting in class.
3. **Classroom process** including didactic and experiential learning, as well as networking with experienced educators and practitioners in the area of theology, biblical studies, and spiritual formation.
4. **Research including a review of current literature**, assigned readings, and developing empirical constructs for ministry.
5. **Praxis** including implementation of those activities, skills, and behaviors involved in the development of discipleship and spiritual formation in the context of family, church, and community life.

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

ASSESSMENT

- The process of assessment is as follows: The course competencies are the basis of assessment.
- The learning modalities including course content, reading etc. are the learning resources provided in the module to build the competencies. Assessment is accomplished by evaluating the quality and timeliness of the response to all of the learning resources provided.

OUTLINE OF TOPICS

- I. Introduction. History and overview of class
- II. Forming a Christian theist world view and biblical foundations
- III. Forming the spiritual and personal life of the minister
 - A. Personal analysis
 - B. Spiritual life
- IV. Forming the theological and ministerial life of the minister
- V. Conclusion: Implications for life and ministry

MODULE REQUIREMENTS

I. Pre-intensive

A. Reading requirements

Persons who are accepted participants in the DMin program may obtain the required reading assignments from the professor.

Books may be purchased in any way convenient to the student. They are not available at the Andrews University Bookstore, but may be obtained through popular online booksellers.

B. Reading Reports:

For each of these books, a three-page reading report must be prepared in printed form. Page 1 should be a **careful summary** of the book. Page 2 should evaluate key ideas of the book. Page 3 should **suggest ways this book can shape and influence your life and ministry. Careful following of these 3 parts of the report is required.**

Reports should concisely state key ideas and can be done in semi-outline form if desired. Reports will be graded on how they reflect careful thought and analysis of the material and follow the 3 parts listed above. **The first 4 books must be read and reports prepared before the beginning of the intensive or you cannot continue in the class.** While it is preferable to read all the books pre-intensive, the last 5 books can be read and reported on during the intensive, but must be completed before the time they are discussed in class. Late book reports will receive a substantial reduction in grade. Each report should include the following statement of academic honesty along with your signature: "I have read ____% of the assigned text and this report represents my own work."

C. 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. Intensive

- A. Punctual attendance is required for all classes. A maximum of 10% absence from total teaching time is allowed.
- B. Preparation of notebook: During the intensive time a notebook is to be compiled of all class materials. This includes all material handed out in class, all class notes, all book reports, results of MBTI, and all of the ten assessments.
- C. Some short daily assignments will be given.
- D. On the first day of class a daily schedule of topics and guests will be provided.
- E. A brief spiritual retreat will be conducted during the period of the intensive.

III. Post-Intensive

A. A paper of 25-30 pages will be prepared.

The paper will be chapter 2 of the project dissertation. It will be a Biblical/theological paper which gives the foundation for the project dissertation. This paper can give some general understanding of the church and ministry, but should focus specifically on giving the Biblical/theological motives and rationale for the writer's project.

This paper should utilize the A.U. standards for written work 12th edition which is available on the DMin website and the APA style of writing.

B. Group Meeting

- Meet with your context support group by September 2012 and review your updated Ministry Development Plan. Report that meeting. The due date is October 31, 2012. (This assignment is not required of the international in-residence cohort)
- Attend a second meeting with your work group and discuss the book, **The Big Four, Secrets of Thriving Church Family** with each other. This meeting is to be done by October 2012.
- Attend a third meeting to critique each other your chapter 2 and how it fits in the overall context of your project. This meeting is to be done by November 2012.
- Report all three meetings separately and buy the leaders of the groups.

C. Ministry Development Plan (MDP)

As part of their work each person should update their MDP (ministry development plan) as appropriate to their cohort. This should be done in the light of the material given in class. Each person must meet with their context support group and review their work. This meeting must take place within 9 months of the end of the intensive and be documented in writing. The updated MDP and a brief report of the group meeting must be sent to the lead teacher and the cohort leader within one month of the meeting. **Must be done by October 2012.**

D. Assignment due date

1. All work is to be done and turned in by **February 1, 2013**

2. Delays in papers completion affect the grade as follows:

Delay up to 60 days maximum grade A-

Delay up to 90 days-maximum grade B+

Delay up to 120 days-maximum grade B

Delay up to 150 days-maximum grade C

IV. Grading

| | |
|------------------------------------|-------------------|
| Reading reports 25 points each x 9 | 225 points |
| MBTI | 25 points |
| Notebook | 50 points |
| Context Support Group Meeting | 50 points |
| Work Group Meetings (25 X 2) | 50 points |
| Paper | <u>250 points</u> |
| | 650 points TOTAL |

Grading Scale

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

V. Course time parameters and calculations

The general rule for the Doctor of Ministry program is that 60 hours are to be spent in study for each semester credit. Since this class is six hours, the total time that should be spent in study is 360 hours.

The teacher assumes that about 165 hours will be spent during the pre-intensive time, about 75 hours during the two-week intensive, and about 120 hours post-intensive.

A. Pre-Intensive work

| | |
|--|-----------------|
| Reading nine books | 80 hours |
| Prepare nine book reviews (9 books x 3 pages per book) | 80 hours |
| Find and take Myers-Briggs temperament inventory | 5 hours |
| | Total 165 hours |

B. Two-week intensive

| | |
|--|----------|
| In class and study time | 70 hours |
| Prepare notebook and other assignments | 5 hours |

Total 75 hours

C. Post-session

Prepare paper, update MDP and meet with your Context Support Group, two meetings with your work group 120 hours

Total 360 hours

VI. Two special notes

- A. Academic integrity. Andrews University expects the students will demonstrate the ability to think clearly for themselves and exhibit personal moral integrity in every sphere of their life. Thus students are expected to display honesty in all academic matters. Disciplinary actions will be taken in response to dishonesty. More details regarding this policy are found in the “Andrews University Bulletin”.
- B. Disability Accommodations. If you qualify for accommodations under the American Disabilities Act and need assistance, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

CLASS POLICIES

Attendance and Punctuality

- Students are expected to be in their seats at the start of each class period. The policies regarding class absences in the Andrews University *Bulletin* apply to all students, and proper arrangements must be made with the instructor when students miss classes.

Use of Technology

- In order to foster an atmosphere conducive to learning, students are expected to turn off their mobile phones and pagers during class. The use of computers during class should be restricted to approved tasks associated with this course. Students who surf the internet, play computer games, or in other ways abuse the privilege of computer use in the classroom, may expect to have their computer privileges revoked.

Academic Integrity

- All policies relating to academic integrity, as described in the Andrews University *Bulletin*, apply to all students in this class. Infractions, including plagiarism and submitting inaccurate information about course work, will result in consequences that range from the lowering of the final grade to the assigning of a failing grade. Teachers are expected to report incidents of academic dishonesty to the Associate Dean who typically takes further action that normally includes placing a description of the infraction in the student’s permanent file.

Disability Accommodations

- Students who qualify for accommodations under the American Disabilities Act, should see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Emergency Protocols

- Andrews University takes the safety of its students seriously. Signs identifying emergency protocols are posted throughout the 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.

Relationship-building within the class setting

- In a spirit of respect toward those present during class time students are encouraged to refrain from saying or doing anything that may be offensive or that could adversely affect efforts by class members to strengthen their relationships with each other.