

Pastoral Ministry (Spanish), NAD 2016 Cohort  
Year Two  
GSEM706

SPIRITUAL & THEOLOGICAL  
FOUNDATIONS FOR MINISTRY

*Fall Semester 2017*

*Dr. S. Joseph Kidder*



Andrews  
University

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# Andrews University

GSEM706

## SPIRITUAL & THEOLOGICAL FOUNDATIONS FOR MINISTRY

PASTORAL MINISTRY (SPANISH) NAD 2016 COHORT

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### GENERAL MODULE INFORMATION

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Class acronym: GSEM706  
Class name: Spiritual & Theological Foundations for Ministry  
Credits offered: 8 Credits  
Intensive Dates: September 9-19, 2017  
Class location: Andrews University, Berrien Springs, MI 49104

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### INSTRUCTOR CONTACT

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Instructor: Dr. S. Joseph Kidder  
Telephone: 269-471-8316  
Email: kiddersj@andrews.edu  
Office location: Seminary Room N221  
Secretary: Bonnie Beres, Christian Ministry Suite, 471-3408

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### BULLETIN MODULE DESCRIPTION

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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.

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## MOODLE ACCESS, 365-DAY LIMIT

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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.

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## MODULE MATERIALS

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### Required Reading:

1. McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco: Jossey-Bass Pub., 2000. ISBN 0-7879-4288-4
2. Swenson, Richard A. *Margin: Restoring Emotional, Physical, Financial, and Time Reserves to Overloaded Lives*. Colorado Springs: NavPress, 1992. ISBN 08910-98887
3. Kidder, S Joseph. *Majesty: Experiencing Authentic Worship*. Hagerstown MD: Review and Herald Pub., 2009. ISBN 978-0-8127-0458-7.
4. Kidder, S Joseph. *The Big Four, Secrets of Thriving Church Family*. Hagerstown MD: Review and Herald Pub., 2011. ISBN 978-0-8280-2521-1.
5. Blackaby, Henry T. And Claude V. King. *Experiencing God*. Nashville: Broadman and Holman, 1998. ISBN 970-0-8280-2423-5
6. Schwarz, Christian. *The 3 Colors of Ministry*. Saint Charles, IL: ChurchSmart Resources, 2001. ISBN 13-978-1889638164
7. Dick, Dan R., and Barbara Miller. *Equipped for Every Good Work*. Nashville: Discipleship Resources, 2001. LC 2001089235
8. Willard, Dallas. *The Divine Conspiracy*. San Francisco: HarperCollins, 1997.
9. McNeal, Reggie. *Practicing Greatness: 7 Disciplines of Extraordinary Spiritual Leaders*. San Francisco: Jossey-Bass, 2006. ISBN 0787977535
10. Hull, Bill. *The Disciple-making Pastor*. Grand Rapids: Baker Books, 2007. ISBN 0801066220
11. Idleman, Kyle. *Not a Fan*. Grand Rapids: Zondervan, 2011. ISBN 0310331935

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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 trends in a glocal 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 Pastoral Ministry (Spanish) NAD Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are objectives that are important to the student development. These objectives should be reflected in the Ministry Development Plan developed by the participant.

The graduate will:

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
7. Exceptional theoretical knowledge that contributes to advanced ministry
8. An understanding of the biblical model of servant leadership
9. The ability to evaluate ministerial practices through theological reflection
10. The ability to use appropriate tools to analyze the needs of churches and communities
11. Skills that facilitate more effective ministry
12. The ability to articulate theological and theoretical understandings that advance global ministry
13. Habits of study that contribute to lifelong learning

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## **THE COHORT**

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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 Pastoral Ministry (Spanish) Concentration in their DMin program.

Participants in the Pastoral Ministry Spanish 2016 cohort take the following modules and the project seminar in the following sequence:

1. CHMN747 Christian Leadership, Ricardo Norton, 4 credits, September, 2016, AU.
2. GSEM790 DMin Project Seminar, David Penno, 4 credits, September, 2016, AU.
3. GSEM706 Spiritual and Theological Foundations for Ministry, Joe Kidder, 8 credits, September 11-28, 2017, AU.
4. CHMN758 Internal Dynamics of Families, Alfonso Valenzuela, 5 credits, September 10-20, 2018, AU.
5. GSEM796 Doctor of Ministry Project, Fall 2018
6. CHMN778 Church Growth and Discipleship in the Urban Church, Ricardo Norton, 5 credits, September, 9-19, 2019, AU.
7. GSEM796 Doctor of Ministry Project, Fall 2019

Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.

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## MODULE REQUIREMENTS

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### I. Pre-Intensive

#### A. Pre-Intensive Reading:

The following eleven books are to be read – preferably in the order given – as it follows the course thought sequence:

1. McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco: Jossey-Bass Pub., 2000. ISBN 0-7879-4288-4
2. Swenson, Richard A. *Margin: Restoring Emotional, Physical, Financial, and Time Reserves to Overloaded Lives*. Colorado Springs: NavPress, 1992. ISBN 08910-98887
3. Kidder, S Joseph. *Majesty: Experiencing Authentic Worship*. Hagerstown MD: Review and Herald Pub., 2009. ISBN 978-0-8127-0458-7.
4. Kidder, S Joseph. *The Big Four, Secrets of Thriving Church Family*. Hagerstown MD: Review and Herald Pub., 2011. ISBN 978-0-8280-2521-1.
5. Blackaby, Henry T. And Claude V. King. *Experiencing God*. Nashville: Broadman and Holman, 1998. ISBN 970-0-8280-2423-5

6. Schwarz, Christian. *The 3 Colors of Ministry*. Saint Charles, IL: ChurchSmart Resources, 2001. ISBN 13-978-1889638164
7. Dick, Dan R., and Barbara Miller. *Equipped for Every Good Work*. Nashville: Discipleship Resources, 2001. LC 2001089235
8. Willard, Dallas. *The Divine Conspiracy*. San Francisco: HarperCollins, 1997.
9. McNeal, Reggie. *Practicing Greatness: 7 Disciplines of Extraordinary Spiritual Leaders*. San Francisco: Jossey-Bass, 2006. ISBN 0787977535
10. Hill, Bill. *The Disciple-making Pastor*. Grand Rapids: Baker Books, 2007. ISBN 0801066220
11. Idleman, Kyle. *Not a Fan*. Grand Rapids: Zondervan, 2011. ISBN 0310331935
12. The students may read additional books from the bibliography list to fulfill the requirements of 3500 pages.

Books may be purchased in any way convenient to the student, but are available from the Andrews University Bookstore (phone: 800.385.2001).

#### 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 7 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 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.

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.

*The Andrews University Standards for Written Work, 12<sup>th</sup> Edition* (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

- B. Meet with your context support group by November 2017 and review your updated Ministry Development Plan. Report that meeting. The due date is January 31, 2018. (This assignment is not required of the international in-residence cohort)
- C. Attend two meetings of your work group. The first is to read the Divine Conspiracy and discuss it with each other and is to be done by November 2017. The second is to critique each other your chapter 2 and how it fits in the overall context of your project and is to be done by February, 2018. Provide a report of those two meetings to the teacher.

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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. 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 above calculation varies from one individual to another. The main thing is that you read a total of 3500 pages.

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 3 outcomes in the area of being, 4 in the area of knowing, and 6 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
Deeper spirituality	Reading, Research, Reflection and Writing	Writing
Enrichment of personal and family life	Reading, Research, Reflection and Writing	Writing
Greater commitment to ministry	Reading, Research, Reflection and Writing	Writing
An Adventist perspective of evangelism, mission, and ministry	Reading, Research, Reflection and Writing	Writing
Positive collegial relationships	Reading, Research, Reflection and Writing	Writing
A global view of society and ministry	Reading, Research, Reflection and Writing	Writing
Exceptional theoretical knowledge that contributes to advanced ministry	Reading, Research, Reflection and Writing	Writing
An understanding of the biblical model of servant leadership	Reading, Research, Reflection and Writing	Writing
The ability to evaluate ministerial practices through theological reflection	Reading, Research, Reflection and Writing	Writing
The ability to use appropriate tools to analyze the needs of churches and communities	Reading, Research, Reflection and Writing	Writing
An understanding of the biblical model of servant leadership	Reading, Research, Reflection and Writing	Writing
Skills that facilitate more effective ministry	Reading, Research, Reflection and Writing	Writing
The ability to articulate theological and theoretical understandings that advance global ministry	Reading, Research, Reflection and Writing	Writing
Habits of study that contribute to lifelong learning	Reading, Research, Reflection and Writing	Writing

C. Grade Points

- Ministry Development Plan – (75 points)
- Reading Journals and Reports - (225; 25 points x 9)
- Myers-Briggs temperament inventory – (25 points)
- Notebook – (50 points)
- Context Support Group – (50)
- Small Group Meetings – (50 points; 25 each)
- Post-intensive paper (250 points)
- Total (725) 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

Please put all the assignments on a CD or DVD and submit it to the professor by April 30, 2018.

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

Assignment due date:	(possible A grade)
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Late up to 30 days:	(no more than A- grade)
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Late 31 to 60 days:	(no more than B+ grade)
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Late 61 to 90 days:	(no more than B grade)
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Late 91 days or more: (DN deferred and not completable\*)

Reading reports and reading journals for pre-intensive books are due the first day of the intensive. If submitted late, the work will be discounted 10%. The remaining assignments are due April 30, 2018. 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.

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## ASSESSMENT GUIDELINES

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### Chapter Assessment Rubric for 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 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.
<b>Relevance of the Literature to the problem/topic</b>	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.
<b>Currency of the Literature</b>	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.
<b>Primary Literature is Emphasized</b>	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.
<b>Logical Organization of the Content</b>	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.

<b>Comparison and Contrast of Studies</b>	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.
<b>Conclusion</b>	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.
<b>Format</b>	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.
<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 spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	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.
<b>Length</b>	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

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## OUTLINE OF TOPICS

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- 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

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## UNIVERSITY POLICIES

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### **Disability Accommodations**

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

### **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.

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## INSTRUCTOR PROFILE

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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

#### **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. *Elders 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>

### **Scholarly Research in the Area of Ellen G. White Studies**

A review of Ellen G. White's book *Christian Service* to be published by the GC of the SDA Church in the upcoming *Adventist Encyclopedia*.

A review of Ellen G. White's book *Testimonies to Ministers* to be published by the GC of the SDA Church in the upcoming *Adventist Encyclopedia*

A review of Ellen G. White's book *Testimonies to Ministers and Gospel Workers, 1923*, 544 pp, to be published by the GC of the SDA Church in the upcoming *Adventist Encyclopedia*

### **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.