

**Andrews University
Seventh-day Adventist Theological Seminary**

**2008 Evangelism and Church Growth Cohort
CHMN789, The Missional Church**

Semester: Spring 2011

5 Credit Hours

Dates: January 11-19, 2011
8:00 AM - 5:00 PM (Friday 8:00 AM - Noon)
Forest Lake Academy Church

Professor: Stanley E. Patterson, PhD
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I. The Cohort:

A cohort group forms with the CHMN719 course module, combining GSEM730 Field Research for Ministry, GSEM706 Spiritual and Theological Foundations for Ministry, with GSEM 790 DMin Project Proposal, CHMN767 Formation of Evangelistic Strategy, and CHMN 789 The Missional Church. Cohort members will meet in groups between intensives and pursue projects that advance their church growth and evangelism competencies. On completion, the cohort members will have completed an evangelism and church growth concentration in their DMin program.

II. The Course Description:

This module identifies and examines the characteristics of the missional church. Biblical faithfulness in discipleship and mission priority on the congregational level are further examined. Case studies of successful contemporary models for local church evangelism are explored.

The course is prepared especially for leaders and managers of church, community, education, and non-profit organizations.

Each course participant will integrate essential missional church principles and practices into their context of ministry and demonstrate competencies in a portfolio of experience. Participants will share accountability for their development in peer groups that meet outside of the two week intensive.

Participants take this course with a cohort as part of a sequence of CHMN719 (Jan 7-Feb 4, 2008); GSEM 730 (Feb 5-8); GSEM 790 (Apr 26-30, 2009); GSEM 706 (May 4-14, 2009); CHMN 767 (June 7-16, 2010); GSEM767 (Summer 2010) and CHMN789 (Jan 11-19, 2011) to form an Evangelism and Church Growth concentration.

III. Assessment:

Assessment is accomplished by evaluating participation and assignments around the competencies of the concentration. There are seven competencies in the area of *being*, three in the area of *knowing*, and two broad competencies in the area of *doing*. The chart below describes the process of judging the integration of those competencies. 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.

IV. The Competencies and Learning Outcomes supported by this course:

BEING: In the process of the Missional Church concentration, participants will experience development in the following areas:		
	Item	Assessment
1. One's identity formed through spiritual disciplines		Participation in devotional time; Discussion; Journaling
2. An exemplar of wholeness as defined by spiritual, emotional, and physical well-being		Reading; Journaling; Discussion
3. Incarnational mission as a way of life		Group Discussion; Journaling
4. A shaper of missional culture		Journaling; Discussion; Assignment
5. A lifelong learner		Assignment; Journaling; Project
6. Agent of transformation and restoration		Group interaction; Discussion; Journaling
7. Commitment to multi-ethnic collaboration for mission		Group interaction; Discussion; Journaling
KNOWING: The knowledge base has the following components:		
	Event	Assessment
1. A current understanding of 21st century mission praxis in western culture		Journaling; Discussion; Assignments; Reading
2. Appreciation and awareness of the personal spiritual life as foundational for mission		Discussion; Assignments; Project; Journaling
3. Systems thinking and change theory		Reading; Discussion
4. Leadership development as the framework for missional movement		Journaling; Discussion; Assignments
DOING: Participants in the Missional Church Concentration demonstrate competency in areas fitting their context selected from the missional practices listed below:		
	Event	Assessment
1. Implementing spiritual disciplines into the fast-paced life of the 21st century		Discussion; Journaling;
2. Forming habits for spiritual and emotional renewal		Discussion
3. Discerning and following the Spirit's movement		Discussion
4. Modeling incarnational ministry		Discussion; Journaling
5. Abiding with broken people		Discussion; Journaling

6. Establishing clear indicators for assessing missional church ministry		Discussion; Journaling
7. Utilizing systems thinking to create a process		Discussion; Reading
8. Processing and managing change		Project; Assignments; Attendance
9. Developing a team for biblical church leadership		Discussion; Journaling
10. Utilizing coaching as a platform for leadership development		Role playing; Discussion; Journaling
11. Developing organic discipleship as a foundation for developing leaders		Discussion; Journaling;
12. Leading a movement of multiplication		Discussion; Group work; Journaling; Assignment
13. Facilitating community-wide transformation through collaboration and networking		Group disc.; Role playing; Journaling
14. Creating a culture of inclusivity for missional practice		Discussion; Journaling; Assignments

V. The Course Requirements:

1) Workload:

The academic requirements for this course are based on five academic credits. A five-credit course at the 700 level taken at the Seventh-day Adventist Theological Seminary requires approximately 58 hours of class attendance and about 242 hours of required class work spent in reading, research, preparation of assignments, and writing. (See table insert below)

2) Reading and Reflection:

BOOKS: A reading report and journal is due the first day of the teaching intensive for the six required pre-session titles. Post session titles are graded on the basis of a reading report and no reflection is required. The journal is an informal reflection of your thoughts on each chapter as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article/chapter 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 other than chapter separators, and will not be graded for grammar, writing quality, etc. The reading report is a simple statement that you have read the required books.

Required Reading: (Pre-intensive due 01/11/2011)

Rodin, R. S. (2010). *The steward leader : Transforming people, organizations and communities* . Downers Grove, Ill.: IVP Academic. 197 pages.

Smith, F. (1998). *The book of learning and forgetting* . New York, NY: Teachers College Press. ISBN: 0-8077-3750-X. 120 pages.

Friedman, E. H., M. M. Treadwell, et al. (2007). *A Failure of Nerve: Leadership in the Age of the Quick Fix*. New York, Seabury Books. ISBN: 1-59627042-X. 260 pages.

Stetzer, Ed and Rainer, Thom S. (2010). *Transformational church: Creating a new scorecard for congregations*. B & H Publishing Group. 256 pages.

Guder, D. L. and L. Barrett (1998). *Missional church: A vision for the sending of the church in North America*. Grand Rapids, Mich., W.B. Eerdmans Pub. 0802843506. 280 pages

Hirsch, A. (2006). *The forgotten ways: Reactivating the missional church*. Grand Rapids, Mich.: Brazos Press. 295 pages

Required Reading: (Post-intensive)

Hamm, R. L. (2007). *Recreating the church: Leadership for the postmodern age*. Saint Louis, Mo.: Chalice Press. 130 pages

Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York: Guilford Press. 319 pages

Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, Mass.: Harvard Business School Press. 352 pages.

Note:

Books may be purchased in any manner convenient to the participant. Some used books are available at the Amazon and other online book stores.

4) **Ministry Development Plan (MDP)/Portfolio:**

The ministry development plan of 5 to 7 pages which serves as an outline for your personal leadership portfolio. The completed portfolio is due at the end of the program and must give evidence of work-related application of the leadership principles and the administrative practices presented in the intensives. Remember that the portfolio will be prepared for submission and presentation at the completion of the program.

Selected Elements of the Missional Church (Term Paper)

Select one element of the Missional Church from each of the three categories--Knowing, Being, and Doing--and write a 6-8 page descriptive essay of the integration of these three elements in as they would be applied to the development of a missional focus in your congregation. The Andrews University Standards for Written Work, 12th Edition will provide the standards for all written work. See Project Chapter Rubric for details. This chapter draft is due March 30, 2011.

5) Chapter 1 of Dmin Project: Introduction

The chapter includes all of the following components: Personal History, Purpose (Statement of the Task), Statement of the Problem, Justification for the Project, Expectations for the Project, Delimitations, Limitations, Definition of Terms, and Methodology (description of the project process). The *Andrews University Standards for Written Work, 12th Edition* will provide the standards for all written work. See Project Chapter Rubric for details. This chapter draft is due June

6) Chapter 5 of Dmin Project: Outcomes and Evaluation

This chapter should focus on the outcomes of your intervention and an evaluation of the project through the research methodology that you have chosen (quantitative, qualitative, or mixed methods). The *Andrews University Standards for Written Work, 12th Edition* will provide the standards for all written work. See *Project Chapter Rubric* for details. This chapter draft is due August 1, 2011.

7) ATTENDANCE AND PARTICIPATION:

- A. Punctual attendance is required for all classes. A maximum of 10% absence of total activities is allowed.
- B. Participation in class discussion, group activities, journaling, and compilation of notes is expected.

Distribution of Hours for CHMN780	
Project chapter 1	35
Project chapter 5	55
Daily class journals	7
Reading books (1,929 pages)	87
Term Paper	20
Portfolio organization	20
Group meetings & journals	18
Classroom Instruction	58
Total hours	300

Point Distribution for CHMN780		
Project chapter 1	100	16.7%
Project chapter 5	140	23.3%
Reading Journals (6 books)	120	20.0%
Reading Reports (3 books)	30	5.0%
Term Paper	60	10.0%
Portfolio	50	8.3%
Group mtgs. X 3	60	10.0%
Daily Journals	40	6.7%
Total Points	600	100.0%

Course Time Parameters and Calculations:

The Doctor of Ministry program requires 60 hours of study for each semester credit. This course is five credits, so the entire course module is to require 300 hours.

Grading system (in percentages)

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

Assignment Submission Dates:		
Assignment	Due Date	Assignment due date: (possible A grade)
Pre-intensive Reading	11-Jan-11	Delay up to 60 days: (no more than A- grade) Delay up to 90 days: (no more than B+ grade) Delay up to 120 days: (no more than B grade) Delay up to 150 days (no more than C grade)
Post-intensive Reading	15-May-11	
Project chapter 1 & 5	30-Aug-11	
MDP/Portfolio	19-Jan-11	
Group Meetings	During intensive and defense weeks	The grade of DG (deferred grade) will be given when work is not received.
Group Mtg Report	15-Aug-11	

VI. General Guidelines

1) **Guidelines for Written Works** are found on the Seminary website at <http://www.andrews.edu/SEM/academics/criteria.htm>. These guidelines should be taken into account when preparing a written document for this class and will be used to grade the assignments.

2) **Digital Assignment Submission:** All assignments should be submitted as digital attachments to email sent to patterss@andrews.edu unless otherwise instructed. Student is responsible for retaining a "Sent" copy for verification purposes. The professor will keep all assignments and reports turned in to receive a grade for this course until the final grades have been submitted.

3) **Computer use in class** is for taking notes. The professor reserves the right to discontinue the use of computers during class lectures if innappropriate use is noted.

4) **Academic Integrity:** Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and 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 2008-2009* (p. 28) and Student

Disability Accommodations: If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

These are the basic elements and requirements of this course. Further details may be added or amended by the professor if deemed necessary during the development of the course.

