Seventh-day Adventist Theological Seminary
Andrews University

PATH 539-038 Church Growth & Equipping Leader
Spring 2024

Errol N. McLean DMin

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	NNEC Office, Westbrook Maine
Class meeting times:	March 3 - 7, 2022 (Sunday 5:00pm – 8:00pm Monday – Thursday, 8:00am – 12:00pm & 1:00pm -5:00pm
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-471-8310
Instructor Email:	mcleane@andrews.edu
Office location:	SEM S310 NAD Evangelism Institute
Office hours:	Instructor's email or Schedule a Zoom Appointment at https://app.acuityscheduling.com/schedule.php?owner=14408453/

BULLETIN DESCRIPTION OF COURSE

This is a course the North American Division Evangelism Institute (NADEI) teaches at the Seventh-day Adventist Theological Seminary. NADEI is a Division institution assisting the Seminary in the fulfillment of its theological education objectives. As such, this course reflects NADEI's mission statement: NADEI educates, equips, and empowers for evangelistic ministry.

This course, then, is "an examination of church growth principles with a special emphasis on the role of the pastor as an equipper." It is "a prerequisite for all courses NADEI teaches." (Andrews University 2012-13 Bulletin, p.403). Additionally, the course will examine the harvest potential of unchurched people, consider a biblical theology for reaching the lost, and provide strategies for reaching individuals, renewing declining churches, and planting new churches.

REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

1. **MA in Pastoral Ministry (MAPM)**

    1) Exhibit capability for training church members for evangelism
    2) Demonstrate an understanding of how to empower church members for leadership
    3) Exhibit capability for reaching specific social groups

Student Learning Outcomes (SLO). The student should be able to:

1. Understand church growth needs, principles and practices.
2. Develop a biblical worldview regarding church growth.
3. Assimilate an equipping philosophy of pastoral ministry.
4. Recognize health factors in growing churches.
5. Learn methods to revive plateaued or declining churches.
6. Become engaged in local outreach ministry.

(The full set of program learning outcomes for your degree program is listed in Appendix # 4.)

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

Facilitates the Full Cycle of Evangelism/Discipleship
- **Models effective personal evangelism and impowers community outreach.**
  Implements contextually appropriate best practices for evangelism/discipleship to facilitate a culture of evangelism/discipleship in the local congregation

Leadership: Empowers church to strategic mission
- **Implements best practices for developing and implementing a written strategy for the church**

Evangelism: Advances church planting (Introductory)
- **Articulates the importance of church planting from Scripture and denominational history, and demonstrates growing ability to implement best practices for planting a viable church.**
  (Advanced Knowledge and Competency gained through CHMN606 Mission-Shaped Church Planting)

COURSE OVERVIEW

Required Course Materials

1. Paul Brantley, Dan Jackson & Mike Cauley. Becoming a Mission-Driven Church, A Five-Step Strategy for Moving your Church from Ordinary to Exceptional. Nampa ID: Pacific Press Publishing Association, 2015, ISBN 978-0-8163-5730-7

2. Russell Burrill. Revolution in the Church. Hart: Fallbrook, CA, 1993. BV677.B87 1993.

3. Thom S. Rainer and Eric Geiger, (2011). Simple Church, Returning to God's Process for Making Disciples. Nashville, TN: B&H Publishing Group.

4. *If you have previously read one of the above required reading you may substitute it with the equivalent pages from one* of the Recommended Course Reading:

Recommended Course Materials

1. Aubrey Malphurs. Values Driven Leadership. Baker: Grand Rapids, MI 1996.
2. Carl George. The Coming Church Revolution. Revell: Grand Rapids, 1994. BV6521G45. 1994.
3. Carlyle Fielding Stewart. African-American Church Growth. Abingdon: Nashville, 1994. BR563.N4S77 1994.
4. Charles Arn. How to start a New Service. Baker: Grand Rapids. 1997. BV15.A76. 1997.
5. Del Dunavant. From Membership to Discipleship. AdventSource, 2006.
6. Gary McIntosh. Beyond the First Visit. Baker Publishing Group, 2006.
7. Gary McIntosh and R. Daniel Reeves. Thriving Churches in the Twenty-First Century. Kregel Publications, 2006.
8. George Barna. Grow Your Church from the Outside In. Regal: Ventura, 2002.
9. George Barna. Revolution. Tyndale House Publishers: Wheaton, IL.
10. George Cladis. Leading the Team-Based Church. Jossey-Bass: San Fransisco.
11. Greg Ogden. Unfinished Business: Returning the Ministry to the People of God. Zondervan: Grand Rapids, MI, 2003.
12. Marlene Wilson. How To Mobilize Church Volunteers. Augsburg Publishing House: Minneapolis, 1983.
13. Reggie McNeal. The Present Future. Jossey-Bass: San Francisco, 2003.
14. Rich Warren. The Purpose Driven Church. Zondervan: Grand Rapids, 1995. BV652.2. W38.1995.

15. Russell Burrill. Revolution in the Church. Hart: Fallbrook, CA, 1993. BV677.B87 1993.

16. Russell Burrill. Radical Disciples for Revolutionary Churches. Hart: Fallbrook, CA, 1996. BV677.B87 1993.

17. Russell Burrill. Recovering An Adventist Approach to the Life and Mission of the Local Church. Hart: Fallbrook, CA 1998. BV677.B874 1997.

18. Thom Rainer. Breakout Churches. Zondervan: Grand Rapids, MI, 2005. BV677.M35 2001

19. Thom S. Rainer and Eric Geiger, (2011). Simple Church, Returning to God's Process for Making Disciples. Nashville, TN: B&H Publishing Group. 240 pages

20. William Easum. Sacred Cows Make Gourmet Burgers. Abingdon: Nashville, 1995. BV652.1.E18. 1995.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

Finding Books

It is the student's responsibility to locate and read the assigned books before the course. Books can be purchased in any manner convenient to the student. However, we offer the following recommendation.

The NADEI Resource Center Bookstore offers a 10% discount on many of the books listed. Students can only receive this discount when they source the purchase through the textbook tab on the website. You can make your orders with the bookstore in three ways: On the web at www.nadei.org and select the resource center look for the text book tab.

- By phone (269) 471-8303 and speak to Andrea Pusey.
- By fax (269) 471-8324 Attention Andrea Pusey NADEI Resource Center Bookstore.
- By mail NADEI Resource Center Bookstore
Seminary Building, Suite S303 4145 E. Campus Circle Drive Berrien Springs, MI 49104-1590

PRE-INTENSIVE COURSE REQUIREMENTS

1. Read the three books listed in the required course material before the Class begins On October 9.

2. Write a 6-page report based on Burrill's "Revolution and Rainer and Geiger's Simple Church. This should be a church growth case study describing the ministry model of your present congregation and comparing it to the models outlined in both books. You should then reflect on how your church could be transitioned based on principles gleaned from these books – **Rubric on p 15** (Due February 5, 2024)

3. **A 3 page Book review "Mission-Driven…"**. The review will include: a summary of the thesis; a critical evaluation reflecting the book's strengths and weaknesses and how well the ideas are developed; and a personal reaction with practical descriptions of what you would do differently in ministry having read the book. **See the Book Review Rubric p. 14** **(Due February 26, 2022)**

REQUIREMENTS DURING THE INTENSIVE

1. Attend class Daily
2. Contribute to discussions and group activities
3. Complete Spiritual Gifts inventory and APEST survey
4. Engage in daily discussion forum by posting and responding to discussion thread on LearningHub.

POST-INTENSIVE COURSE REQUIREMENTS

Strategic Plan Project -- (12-14 pages).   Due April 15, 2024   (Rubric located on pp. 12-13)
Each student will write a Strategic Plan Project based on class lectures, readings and personal ministry reflection. This is a strategic plan to grow your church and move members and leadership to be mission driven. The primary objective is to mobilize the church to reach people everywhere with the distinctive, Christ-centered, Seventh-day Adventist message of hope and wholeness

1. The Strategic Plan Project must include the following six areas and be not less than 8 pages long.
   a. Articulating Basic Values that will define the culture – These are aspirational values instilled in the congregation in order to define culture. They should have a Biblical and Theological foundation that will guide the church in the fulfilment of its mission.

   b. An overview of the Strategy with dates, it should start with assessing the church's preparedness – The plan includes a **timeframe**, **dates for preparation, assessment, team development, mission and vision statements and strategy implementation**.
   To create a new culture the strategy includes plans to repeat and sustain the process.

   c. The Plan should include and elaborate on the following aspects: Building the team, Mission and Vision Statements and plans. – These aspects should follow the criteria given in class.

   d. Role of the Pastor – The strategy includes intentional education of the role of the pastor and throughout the strategy there is evidence that the student understands this role in relationship to lay ministers.

   e. Leadership Development – This addresses the issues of APEST. Opportunities are included for personalized equipping within diverse ministries. Careful consideration is given on how these relate to the overall strategy. Includes a list equipping resources.

   f. Include Goals and how Progress will be Measured – The strategic plan should be well thought out and contain a department roadmap to align ministries with the church's mission. Annual assessment is included to measure the process of culture change and to evaluate effectiveness.

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
Feb 5	No Class	Case Study Book Review	(PLO 1,2: SLO 1,2,5
Feb 26	No Class	Mission-Driven Book Review	(PLO 1,2: SLO 1,2,5
March 3	Challenge of the Harvest Church Growth Movement	In Class Case Study # 1	(PLO 1; SLO 1,2,6)
March 4	Theology of Church Growth Principles of Church Growth Natural Church Development Priesthood of All Believers Role of the Clergy in NT Era	In Class Case Study # 2	(PLO 1,2; SLO 1,5,6)
March 5	Adventism Ministry Past & Present Revitalization Church Change process APEST & Spiritual Gifts	APEST & Spiritual Gifts Assessments	(PLO 1,2; SLO 1,2,4,5)
March 6	Structuring the Church for Gift-based Ministry Vision, Values & Strategic Planning Recreating a Mission Driven church Church Planting	In Class Case Study # 3	(PLO 1,2; SLO 1,2,3,6)
March 7	Friendship Evangelism A Guest Welcoming Church Mission Driven Strategic Plan		(PLO 1,2; SLO 1,3.6)
April 15	No Class	Strategic Plan Project	(PLO 1,2,3; SLO 1-6)

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:
- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2)

can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	**Face to Face Instructional Time**	35 hrs
	Other Instructor-Directed Activities 1. **Daily Discussion Forum - LearningHub** 2. **Spiritual Gifts & APEST**	10 hrs
Independent Learning Activities	**Reading**	54 hrs
	Case Study based on Books "Revolution in the Church" & Simple Church. (7 page report)	10.5 hrs
	Book Review from Becoming a Mission-Driven Church (3 page report)	4.5 hrs
	Strategic Plan Project. (14 page report)	21 hrs
Total Hours:		135

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weight
1. **Case Study Book Report** – <mark>**Due February 5, 2024**</mark>. Write an 6-page report based on Burrill's "Revolution" and Rainer and Geiger's "Simple Church." This should be a church growth case study describing the ministry model of your present congregation and comparing it to the models outlined in both books. You should then reflect on how your church could be transitioned based on principles gleaned from these books. **See the Rubric on Page 15**	50 points

2. **Mission-Driven Book Review** – <mark>(Due February 26)</mark> A 3 pages review of the book. The book should be summarized with care so that the thesis is not distorted. The critical evaluation should reflect the book's strengths and weaknesses and how well the ideas are developed. The personal reaction should include practical descriptions of what you would do differently in ministry having read the book. The book review will be judged by the following criteria: • Comprehensive summary of the book's main ideas noting the thesis of the book. • Critical evaluation of the book • Personal reaction of how this book has challenged you to re-evaluate your ministry. (What have you learned and how this will now impact your ministry.) • A clear structural organization of the review (each section of the review will be separated by paragraph and headlined) **(See the Book Review Rubric in appendix # 1 page 14)**	20
3. **Daily Discussion Forum – LearningHub** - Each day during the Intensive students are required to make 2 postings. (Post 1 is your reflection of a major point from the days class. The 2nd posts is a response to another students major point.) - The initial post is due by 10:00pm and the 2nd post by 11:55pm each day of the intensive.	10 pts /day. Total 50 pts
4. **Strategic Plan Project** -- <mark>(Due April 15)</mark> **(12-14 pages)** Each student will write a Strategic Plan Project based on class lectures, readings and personal ministry reflection. This is a strategic plan to grow your church and move members and leadership to be mission driven. The primary objective is to mobilize the church to reach people everywhere with the distinctive, Christ-centered, Seventh-day Adventist message of hope and wholeness. **See the assignment detail description on p. 5 and see the Rubric on pp.12-13**	180 points
Total Points	300

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

(The AU Bulletin states that: **"**An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued." DGs are not an option for most types of courses.)

Submission of Assignments
Assignments are to be turned in to the respective drop box on Learning Hub the latest 11:59pm on the due date. (Unless otherwise informed). late assessments will incur a 10% per day penalty.

Resubmission of Assignments
In order to facilitate maximum learning, students who receive a poor grade on the final project & presentation may resubmit the assignment one additional time. Resubmissions will be worth up to 85% of the original total possible score.

INSTRUCTOR PROFILE

Errol N. McLean is an Associate Director of the North American Division Evangelism Institute. He teaches classes in the areas of personal evangelism, church growth, equipping and mobilizing the laity for pastoral ministry, evangelistic preaching, and church renewal.

Education:

DOCTOR OF MINISTRY -- Andrews University Theological Seminary Berrien Springs, Michigan (2010)

MASTERS OF ARTS PASTORAL MINISTRY -- Andrews University Theological Seminary Berrien Springs, Michigan (2002)

MASTERS OF ARTS HUMAN RESOURCE DEVELOPMENT and Management -- Webster University St. Louis, Missouri (1995)

BACHELOR OF ARTS IN THEOLOGY -- Northern Caribbean University Mandeville, Jamaica (1985)

CERTIFICATION Diversity Facilitator -- NTL Institute - National Training Laboratory Arlington, Virginia (1995)

Experience:

ASSOCIATE DIRECTOR -- NADEI Andrews University Theological Seminary Berrien Springs, Michigan (2010 – present)
MINISTERIAL SECRETARY -- Bermuda Conference of Seventh-day Adventist (2008- 2010)
DEPARTMENTAL DIRECTOR -- Bermuda Conference of Seventh-day Adventist (1996 – 2008)
ADJUNCT PROFESSOR -- Atlantic Union College Extension   Bermuda (2002 - 2004)
PASTOR -- Bermuda Conference of Seventh-day Adventist (1995-2010)
PASTOR -- West Jamaica Conference of SDA Montego Bay, Jamaica (1986 - 1993)

Professional Activities:
Classes Taught:
      CHMN 536 Personal Evangelism
      CHMN 539 Church Growth and The Equipping Pastor
      CHMN 631 Field Evangelistic Preaching
      CHMN 656 Evangelistic Small Groups
      CHMN 562 Field Evangelism

Service: Seminar Presenter, SEEDS Convention
                 Seminar Presenter, Festival of The Laity
                 Consultant, Church Revitalization and Lay Mobilizing-NCD Coach
                 Evangelist, NADEI Field Schools
                 Steering Committee Member – PELC
                 Presenter Missionworks Conference

Office & Hours: Office: Seminary Hall S310
                        E-Mail Address: mcleane@andrews.edu
                        Telephone: (269) 471-8310

Attendance*)*

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:
- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

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

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

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.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

RUBRIC CASE STUDY BOOK REPORT

Criteria	Exceptional 100% - 95%	Proficient 94% - 90%	Satisfactory 89% - 80%	Emerging 79% - 70%	Unsatisfactory < 70%	Score
Description of the church and its demographics	A detailed, clear, comprehensive description of the church's demographics. This is also compared to the demographics of the surrounding community.	A clear description of the church's demographics. The description is also compared to the demographics of the surrounding community.	Description of the church's demographics is not clear nor comprehensive. A Comparison to demographics of the community is not given	Demographic approach is very minimal and lacking. No comparison is made to the demographics of the community.	While demographics is referenced none is addressed, and no comparison attempted to that of the community	10
Description of the ministry Challenge of the church and its impact of growing the church.	A clear and detailed description of the ministry challenge of the church and how it is influenced by the demographics. The impact of this on the growth of the church is addressed.	A detailed description of the ministry challenge of the church as it is influenced by the demographics. The impact of this on the growth of the church is addressed	A description of the ministry challenge of the church and the influence of the demographics is minimally addressed. The impact of this on the growth of the church is also lacking.	The ministry challenge of the church is barely addressed. The impact of its demographics is lacking or missing and effect of this on the growth of the church is not addressed.	The ministry challenge is hinted at but not addressed. The demographics and church growth issues are lacking or missing.	15
Identification and application of principles from the books	The church growth principles outlined in the books are clearly identified. The case study addresses how these principles can be applied to your church.	Not enough church growth principles are identified clearly. The case study addresses how these principles can be applied to your church.	A minimal number of growth principles are identified. The case study is lacking in the application of the principles to the church.	Only minimal number of the church growth principles are addressed. No application of these principles are made to the church.	The church growth principles are only hinted at, and no application to the church is made.	10
Responds to the challenges anticipated in applying these principles	The case study clearly and comprehensively prepares alternatives responses to the anticipated challenges to applying the growth principles to the church.	The case study clearly prepares alternatives response to the anticipated challenges to applying the growth principles to the church.	The case study inadequately prepares alternatives response to the anticipated challenges to applying the growth principles to the church.	The case study is inadequate in recognizing and anticipating challenges. The plan for application of responses is therefore absent or lacking	The case study doesn't recognize nor prepare for any challenges and therefore doesn't address application.	10
Organized Structure of Report	All sections of the review are separated by paragraphs and clearly headlined as per criteria	All sections of the review are separated by paragraphs but not all are headlined	Paragraph separation and headlining unclear as per criteria	Not all sections are paragraph separated or headlined	No headlining of any section of the review, nor are there chapter separations	5

MISSION-DRIVEN CHURCH BOOK REVIEW RUBRIC

Criteria	Exceptional 5	Proficient 4	Satisfactory 3	Emerging 2	Unsatisfactory 1	Score
Comprehensive Summary of Book	A detailed, clear and comprehensive description of the book's thesis and main ideas with references supporting the author's main argument	A clear and comprehensive description of the book's main ideas as a part of describing the author's main argument. Detail support is lacking	A description of the book's main ideas that is clear but not complete	A description of the book's main ideas, however it lacks clarity and is not comprehensive.	No description of the book's main ideas or the author's main arguments	5
Critical Evaluation	Gives critical evaluation with supporting factors of the author's main argument(s). Includes a critique of the material presented by the author addressing their strengths and weaknesses	Gives critical evaluation with supporting factors of the author's main points(s). There is insufficient critique addressing their strengths and weaknesses	Gives critical evaluation without supporting factors of subsidiary point(s). There is insufficient critique addressing their strengths and weaknesses	Gives inadequate evaluation of a subsidiary point There is insufficient critique addressing their strengths and weaknesses	No evaluation of the authors main argument or main ideas	5
Personal Reaction	Articulates a detailed personal and practical response to the ideas from the book in a particular church growth ministry context	Articulates a detailed personal and practical response to the ideas from the book, but lacks a particular church growth ministry context	Articulates a response lacking in detail to the ideas from the book but no particular ministry context is identified	The articulated response is not clearly related to ideas from the book.	There is no personal or practical response to the ideas from the book	5
Organized Structure of Report	All sections of the review are separated by paragraphs and clearly headlined as per criteria	All sections of the review are separated by paragraphs but not all are headlined	Paragraph separation and headlining unclear as per criteria	Not all sections are paragraph separated or headlined	No headlining of any section of the review, nor are there chapter separations	5
Total points						20

ASSESSMENT GUIDELINES (RUBRIC) FOR STRATEGIC PLAN

Elements	Exceptional 30-25	Proficient 24-20	Satisfactory 19-15	Emerging 14- 10	Lacking < 9	score
Basic Values That will Define the Culture	Aspirational Values are exceptionally written. Foster evangelism and are articulated with a Biblical and Theological foundation.	Aspirational Values are well written. Foster evangelism and contain a Biblical reference to support the value.	Values are listed. Only A few foster evangelism and contain Biblical references to support the value.	Values are tangential to Project. Limited to proof texting with little or no mention of evangelism.	Behaviors instead of values are listed. Confusion as to what constitutes a value	30
Overview of Strategy Including Assessing the Church's readiness	The plan includes a time frame and dates for preparation, assessment, team development, creating a mission, vision statements and strategy implementation. In order to create habits the strategy includes plans to repeat the process.	The plan stipulates an overall time frame for preparation, assessment, team development, creating a mission, vision statements and strategy execution. To create habits the strategy includes plans to repeat the process.	A time frame is mentioned. Essential steps are listed with brief descriptions for each step. Plans to repeat the process are evident.	Although some essential steps are listed, some have been omitted. Very brief descriptions are given for each step. There is no evidence of creating habits by mention of repeating the process.	Very few or none essential steps are listed. No description is given for each step.	30
Basic Steps: Build the Team: Mission Vision and Plans	The Mission and Vision statements are excellent. Criteria application is clear. The plan includes the development of a Mission-Driven Team, including coaching and assessment.	The Mission and Vision statements are good. Application is clear. The plan includes the development of a Mission-Driven Team, including coaching and assessment.	The Mission and Vision statements are average. Criteria application is clear. The plan includes the development of a Mission-Driven Team, including coaching and assessment.	Mention is made in the steps in the nature and process of change with little or no practical suggestions.	Plans are tangential to the project. It is limited to one fits all solutions and a Lone Ranger approach is shown	30
Role of the Pastor	The strategy includes intentional education of the role of the pastor and throughout the strategy there is evidence that the student understands their role in relationship to lay ministers	The strategy evidences a clear understanding of the role of the pastor and the need for equipping the laity for ministry	Although there is evidence of understanding of the role of clergy there is an apparent disconnect with the relationship of the ministry of the laity to the project	The pastor is presented as the sole initiator and leader recruiting unwilling volunteers to accomplish tasks	The pastor is described in role of caretaking, initiator and leader, while the laity is viewed as drafted participants	30

Leadership Development	The plan deals with the issues of spiritual gifts & APEST. Opportunities are created for personalized equipping within diverse ministries. Careful consideration is given to relate these to the overall strategy. Includes a list of resources for equipping.	The plan includes a list of equipping factors and events and how these relate to the overall strategy, a budget and a list of resources for equipping	The need for equipping is mentioned. Equipping opportunities are limited	Equipping is limited to the program's enactment with little or no concern for personal contributions	Little or no mention is made for the need of equipping or events	30
Goals and Measuring Progress	The strategic plan is well thought out and contains a department roadmap to align ministries with the church's mission. Annual assessment is included to measure culture, progress, and evaluate effectiveness.	The strategic plan is good. Essential steps are identified and there is evidence of a logical progression that leads to short term and long- term goals. Little or no mention of sustainability.	The strategic plan is basic. Activities are proposed and there is some evidence of a logical progression that leads to short term and long- term goals	Large number of proposed activities but they seem disjointed and there is no evidence of sequence or connectivity	A few activities are mentioned but there is little or no evidence of strategy and planning to achieve desired outcomes	30

Letter Grades and Percentages

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

Barna, George. *The Habits of Highly Effective Churches*. Ventura, CA: Regal Books, 1999.

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Burrill, Russell. *How To Grow An Adventist Church.* Hagerstown, MD: Review and Herald Publishing Association, 2009.

Burrill, Russell. *How to Grow an Adventist Church (Relationship Building and the Gospel in your Community)*. Hagerstown, MD: Review and Herald Publishing, 2009.

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Cummings, Des and Dudley, Roger L. *Adventures in Church Growth.* Hagerstown, MD: Review and Herald Publishing Association, 1983.

Easum, William M. *Dancing with Dinosaurs: Ministry in a Hostile & Hurting World.* Nashville, Tennessee: Abingdon Press, 1993.

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Engle, Paul and Gary McIntosh, eds., *Evaluating the Church Growth Movement: Five Views.* Grand Rapids, MI: Zondervan, 2004.

Gillespie, V. Bailey. *The Sounds of Grace in Our Churches.* Westlake Village, CA: Pacific Union Conference Church Resource Center, 1996.

Kramp, John. *Out of Their Faces and Into Their Shoes: How to Understand Spiritually Lost People and Give Them Directions to God.* Nashville, Tennessee: B&H Books, 1997.

Logan, Robert. *Beyond Church Growth.* Ada, MI: Revell, 1990.

Macchia, Stephen A. *Becoming A Healthy Church.* Grand Rapids, MI: Baker Books, 1999.

Maiphurs, Aubrey. *Values-Driven Leadership: Discovering and Developing Your Core Values for Ministry.* Grand Rapids, MI: Baker Books, 2nd edition 2004.

Malphurs, Aubrey. *Advanced Strategic Planning: A New Model for Church and Ministry Leaders.* Grand Rapids, MI: Baker Books, 2nd edition 2005.

Malphurs, Aubrey. *Developing a Vision for Ministry in the 21st Century.* Grand Rapids, MI: Baker Books, 1999.

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Rainer Thom & Geiger Eric. *Simple Church.* Nashville, TN: B&H Publishing Group, 2011.

Schwartz, Christian A. *Color Your World With Natural Church Development.* St. Charles, IL: 2nd U.S.A. edition ChurchSmart Resources 2007.

Schwarz, Christian A. *Implementation Guide to Natural Church Development.* St. Charles, IL: ChurchSmart Resources, 1998.

Schwarz, Christian A. *Natural Church Development.* St. Charles, IL: ChurchSmart Resources, 1996.

Schwarz, Christian A. *Paradigm Shift in the Church.* St. Charles, IL: ChurchSmart Resources, 1999.

Schwarz, Christian A. *The ThreefoldArt of Experiencing God.* St. Charles, IL: ChurchSmart Resources, 1999.

Shelley, Marshall. *Growing Your Church Through Training and Motivation.* Ada, MI: Bethany House Pub, 1997.

Stewart, Carlyle F. *African American Church Growth.* Nashville, Tennessee: Abingdon Press, 1994.

Sullivan, Bill. *Ten Steps to Breaking the 200 Barrier.* Kansas City, MO: Nazarene Pub House, 1988.

Towns, Elmer, Thom S. Rainer and C. Peter Wagner. *The Everychurch Guide to Growth: How Any Plateaued Church Can Grow.* Nashville, Tennessee: *B&H Books,* 1998.

Wagner, C. Peter. *The Healthy Church.* Ventura, CA: Regal Books, 1996.

Wagner, C. Peter. *Strategies for Church Growth.* Ventura, CA: Regal Books, 1987.

Wagner, C. Peter. *Leading Your Church to Growth.* Ventura, CA: Regal Books, 1984.

Warren, Rick. *The Purpose-Driven Church.* Grand Rapids, MI: Zondervan 1995.

For additional books and articles, see also the Seminary Library Portal at
http://libguides.andrews.edu/religion .

MASTERS PROGRAMS

2. **MA in Pastoral Ministry (MAPM)**

   1) Deliver effective biblically-based sermons
   2) Demonstrate proper biblical interpretation skills
   3) Understand the historical-theological development of the Seventh-day Adventist Church
   4) Exhibit capability for training church members for evangelism
   5) Demonstrate an understanding of how to empower church members for leadership
   6) Exhibit capability for reaching specific social groups

3. **Master of Divinity (MDiv)**

   1) (Character) <u>Models spiritual humility, maturity and integrity</u> grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
   2) (Scholarship) <u>Manifests the practices of a Biblical scholar-theologian</u> engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
   3) (Discipleship & Evangelism) <u>Demonstrates personal commitment, passion and essential skills for discipleship and evangelism</u>, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
   4) (Leadership) <u>Exercises creative and visionary leadership</u> as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
   5) (Worship) <u>Facilitates enriching corporate worship</u> that brings diverse peoples into the transforming presence of God.
   6) (Administration/Management) <u>Engages the abilities of self and others to strategically steward</u> personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
   7) (Relationships) <u>Models effective relationships</u> with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.