

Andrews University
Seventh-day Adventist Theological Seminary
Doctor of Ministry Program
CHMN704 Incarnational Missional Church
(6 credits)
(Missional Church 2011 Cohort)

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April 20 – May 1, Orlando, FL

Module (or Course) Description

Investigates 21st century western culture and corresponding mission praxis. Includes theological reflection, literature, theory, and practices in ministry. Prepared for leaders who desire to engage the church in effective mission to Western culture; pastors, church planters and administrative leaders who wish to gain an understanding of the implications of missional church.

A seismic shift has occurred within Christendom. Once the center of Christian thought and mission, Western culture is rapidly becoming alien to Christianity, both in its institutional form and its biblical construct. Today, outside of the 10-40 window, Western culture is the greatest mission field that the Christian church faces. Therefore, those who lead ministry in the 21st Century must learn how to reposition their thinking and practice in order to accomplish Christian mission according to the biblical mandate. Participants in the Missional Church 2011 Cohort take the following modules and courses in the following sequence:

CHMN707 Incarnational Missional Church (April 20-May1, 2011)
GSEM790 Project Seminar (May 1-6, 2011)
GSEM706 Spiritual and Theological Foundations for Ministry (May 7-17, 2012)
GSEM730 Field Research for Ministry (Spring Semester 2012)
CHMN708 Transformational Leadership and Organic Systems Thinking (April 28-May 7 2013)
CHMN709 Multiplying Leaders for Mission (April 27-May 6 2014)

CHMN707 Incarnational Missional Church

This module investigates a current understanding of 21st century mission praxis in western culture. It includes theological reflection, literature review, theory, and practical application of learning in the context of professional ministry. The course is prepared especially for leaders who desire to move from maintenance to mission; church planters

and administrative leaders who wish to gain an understanding of the implications of a missional church strategy.

GSEM706 Spiritual and Theological Foundations for Ministry

This module looks at theological and spiritual foundations as a basis for engagement in ministry. Ministry is based on being as well as doing. This module builds the spiritual and theological foundation from which the practice of mission and ministry grows and seeks to lead the participant into a self-reflection and examination of life and belief.

CHMN708 Transformational Leadership and Organic Systems Thinking

Participants continue personal and theological reflection with integration principles for leading change. Systems thinking, transformation of the organizational culture, and human development theory are investigated in the context of missional leadership. The module also pursues further development and application of missional-lifestyle modeling. Practical focus on incarnational mission skills is initiated.

CHMN709 Multiplying Leaders for Mission

Leaders must transact the vision through developing disciples to become the church according to the Biblical model for creating an apostolic movement. Those whom missional servants lead must become mature in Christ in order for a missional movement to be multiplied. Skills such as coaching and mentoring will be taught so that the leader can develop broken people to maturity in Christ.

Concentration Outcomes

The outcomes of the missional church concentration include; 1) a knowledge base, 2) a transformational emphasis on being, and 3) doing evidenced in skill training for missional church practices.

Knowing: The knowledge base has the four following components:

1. A current understanding of 21st century mission praxis in western culture
2. The development of the spiritual life as the foundation for mission
3. Leading transformation for mission; systems thinking
4. Transacting the vision of missional church through leadership development

Being: In the process of the missional church concentration, participants will experience development in the following seven areas:

1. One's identity formed through spiritual discipleship
2. An exemplar of wholeness as defined by spiritual, emotional, and physical well-being
3. Incarnational mission as a way of life
4. A shaper of missional culture
5. A lifelong learner
6. Agent of transformation and restoration
7. Appreciation of multi-ethnic collaboration for mission

Doing: Participants in the missional church concentration also incorporate skills which demonstrate competency in areas fitting their context selected from the fourteen missional practices listed below:

1. Implementing spiritual discipleship into the fast paced life of the 21st century
2. Forming habits for spiritual and emotional renewal
3. Discerning and following the Spirit's movement
4. Modeling incarnational ministry
5. Abiding with broken people
6. Establishing a "dashboard" of critical indicators for missional church leadership
7. Utilizing systems thinking to create a process model
8. Processing change
8. Developing a team for Biblical church leadership
9. Utilizing coaching as a platform for leadership development
10. Developing organic discipleship as a foundation for developing leaders
11. Leading a movement of multiplication
12. Facilitating community transformation through collaboration and networking
14. Creating a culture of inclusivity for missional practice

The Cohort

This module or course is open to members of this cohort, who take the sequence of modules and courses together as listed in the **Description**. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Missional Church Concentration in their DMin program.

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

Module (or Course) Requirements

Pre-Intensive

- A. Reading Requirements
Please email cauley@andrews.edu for the reading list for this course.

- B. Reading Reports
For each of these books, a three-page, double-spaced, 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 principles from this book that can **shape and lead you into the missional life**. 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. **All book reports are due at the beginning of the intensive.** 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."

Books can be purchased in any manner convenient to the participant. Some books are available used at the Amazon online book store.

The Intensive

- A. Punctual attendance is required for all classes. A maximum of 10% absence from total teaching time is allowed.

- B. Attendance at the 2011 Exponential Church Planting Conference is required for all participants, the conference is structured to be a part of the curriculum. A \$99 dollar fee is payable at the beginning of class registration. Participants are expected to provide a 4-5 page reflection/first steps action plan taken from significant learnings gleaned and first steps inspired to take as a result from attendance at seminars and plenary sessions.

- C. Participants will begin a ministry development plan that is comprised of the following four parts: 1) Description of present situation, 2) Personal Vision, 3) Action Plan, 4) Helping and Hindering Forces.

- D. During the intensive each student will be required to submit a 2-3 paragraph reflection via email of the insights gained during the day to Drs. Cauley by 9pm each evening.

- E. Participants will be scheduled for 30 minute personal sessions with Drs. Cauley to begin forming their project chapter. (Note: It is helpful if participants come with a project idea in mind.)

Post Intensive

- A. A Ministry Development Plan of 5 – 6 pages is due November 1, 2011.
- B. Students will form a context support group of five to seven persons from their specific ministry context who will meet face-to face annually with them to review their MDP. The meetings will center on personal and professional progress. The first meeting must occur on or before August 1, 2011. The group will review the MDP and its role with materials provided during the intensive.
- C. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.
 - a) A journal and attendance record of the group meetings will be required from a secretary for each group by February 1, 2012.
 - b) The first group meeting must occur on or before June 1, 2011, and review the work of each student on chapter 2, definition and analysis of the context in which the project will be carried out.
 - c) The second group meeting must occur on or before December 1, 2011, and review chapter 2, definition and analysis of the context in which the project will be carried out.
 - d) Groups may meet by phone conference, face-to-face, or via electronic conference.
- D. Chapter three of your project dissertation, a paper of at least 16 but no more than 25 pages, will be required providing a review of missional literature relevant to your project challenge. *The Andrews University Standards for Written Work, 11th Edition* (or more recent edition) will provide the standards for the project chapter.

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.

Competency of the Concentration	Learning Resources Provided in this Module	Process of Assessment
Knowing		
A current understanding of 21st century mission praxis in western culture	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking

	Chapter 3	Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
The development of the spiritual life as the foundation for mission	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned Chapter 3	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Leading transformation for mission; systems thinking	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned Chapter 3	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Transacting the vision of missional church through leadership development	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned Chapter 3	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of

		Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Being		
One's identity formed through spiritual disciplines	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
An exemplar of wholeness as defined by spiritual, emotional, and physical well-being	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Incarnational mission as a way of life	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A shaper of missional culture	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A lifelong learner	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Agent of transformation and	Intensive presentation and	Evaluation of the

restoration	exercise The Ministry Development Plan The literature and journaling assigned	quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Appreciation of multi-ethnic collaboration for mission	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Doing		
Implementing spiritual discipleship into the fast paced life of the 21st century	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Forming habits for spiritual and emotional renewal	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Discerning and following the Spirit's movement	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned.	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking

	Exponential Reflection/First Steps	Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Modeling incarnational ministry	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Abiding with broken people	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Establishing a “dashboard” of critical indicators for missional church leadership	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Utilizing systems thinking to create a process model	Intensive presentation and exercise The Ministry Development Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature:

	All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Processing change	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Developing a team for Biblical church leadership	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Utilizing coaching as a platform for leadership development	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan
Developing organic discipleship as a	Intensive presentation and exercise	Evaluation of the quality of intensive participation,

<p>foundation for developing leaders</p>	<p>The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan</p>	<p>including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan</p>
<p>Leading a movement of multiplication</p>	<p>Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan</p>	<p>Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan</p>
<p>Facilitating community transformation through collaboration and networking</p>	<p>Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan</p>	<p>Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan</p>
<p>Creating a culture of inclusivity for missional practice</p>	<p>Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. Exponential Reflection/First Steps Action Plan</p>	<p>Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Exponential Reflection/First Steps Action Plan</p>

Grading

Exponential Conference Reflection – 50 points

Reading Journals and Reports: 25 points each x 12 books - 300 points

Ministry Development Plan - 100 points,

Paper – 250 points

Small Group Meetings – 60 (20x3)

Journal During Intensive - 40 points

Total 800 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-

Assignment submission deadlines will be applied as follows:

Assignment due date: (possible A grade)

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)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, April 20, 2011. If submitted late, the work will be discounted 10%. The Ministry Development Plan is due November 1, 2011. The remainder of the assignments are due February 1, 2012.

The grade of DG (deferred grade) will be given when work is not received.

V. Course Time Parameters and Calculations

The Doctor of Ministry program requires 60 hours of study for each semester credit. This course is six credits, so the entire course module is to require 360 hours.

The time is calculated as follows:

Ministry Development Plan 15 hours

Reading and journaling 175 hours

Intensive 60 hours

Post-intensive paper 90 hours

Peer Group Attendance and Journaling 15 hours

Exponential Reflection/First Steps Action Plan 5 hours

Total 360 hours

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

12/9/10