

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

Urban Ministry, 2015
Year Four
CHMN 776

URBAN CHURCH LEADERSHIP
AND MANAGEMENT

2018
Skip Bell, DMin



Andrews
University
Seek. Affirm. Change.



CHMN776
**URBAN CHURCH LEADERSHIP AND
MANAGEMENT**
URBAN MINISTRY 2015

GENERAL MODULE INFORMATION

Intensive location: London, England
Intensive Dates: April 24-May3
Credits offered: 5

INSTRUCTOR CONTACT

Instructor: Skip Bell, DMin
Telephone: 269-471-3408
Email: sjbell@andrews.edu

BULLETIN MODULE DESCRIPTION

This module investigates principles, challenges, and practices of Christian leadership in the urban context. It includes a theology of leadership, leading and managing specific ministries, how to engage in community organizing, working with the systems effecting life in the city, empowering people, managing change, and managing conflict effectively.

MOODLE ACCESS, 365-DAY LIMIT

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.

MODULE MATERIALS

Required:

- a. Amstutz, Mark. *Just Immigration: American policy in Christian Perspective*. Grand Rapids, MI.: Wm. B. Eerdmans, 2017. 239 pages.
- b. Benesh, Sean, Ed., *Vespas, Cafes, Singlespeed Bikes, and Urban Hipsters: Gentrification, Urban Mission, and Church Planting*. Portland, OR: Urban Loft Publishers, 2014. 300 pages.
- c. Gench, Roger J. *Theology from the Trenches: Reflections on Urban Ministry*. Louisville, KY: John Knox Press, 2014. 145 pages.
- d. Hinson-Hasty, Elizabeth L. *The Problem of Wealth: A Christian Response to a Culture of Affluence*. Maryknoll, NY: Orbis Books, 2017. 256 pages.
- e. Howell, James C. and Griffiths, Elizabeth. *Gangs in America's Communities, 2nd Ed.* Los Angeles, CA: Sage Publications, 2016. 264 pages.
- f. Stetzer, Ed., and Im, Daniel. *Planting Missional Churches: Your Guide to Starting Churches that Multiply*. B & H Academic Nashville, TN, 2016. 400 pages.
- g. Thompson, John L., *Urban Impact: Reaching the World Through Effective Urban Ministry*. Eugene, OR: Wipf & Stock Publishers, 2011. 184 pages.
- h. Vargas, Robert. *Wounded City: Violent Turf Wars in a Chicago Barrio*. New York: Oxford University Press, 2016. 184 pages.

PROGRAM LEARNING OUTCOMES

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 global 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.

PRIMARY EDUCATIONAL OBJECTIVES

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students.

1) Being:

- a) Seek deeper Christ-like biblical spirituality
- b) Experience enrichment of personal and family life
- c) Intensify commitment to ministry
- d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

2) Knowing:

- a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
- b) Foster a holistic view of society and its needs
- c) Articulate theological and theoretical understandings that advance global ministry
- d) Understand the biblical model of servant leadership

3) Doing:

- a) Enhance the ability to evaluate ministerial practices through theological reflection
- b) Use appropriate tools to analyze the needs of churches and communities
- c) Refine skills that facilitate ministerial effectiveness
- d) Reinforce habits of study that contribute to lifelong learning

CONCENTRATION OUTCOMES

The Doctor of Ministry Urban Ministries Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

Being

The graduate will experience transformational development in the following essentials:

1. A compassionate vision for people
2. A vision for mission in the city
3. Appreciation of diversity
4. Commitment to empowering people
5. Courage to challenge the status quo

Assessed by: Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to

grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

Knowing

The graduate will develop a knowledge base that includes the following components:

1. A faithful theology of urban ministry
2. A current understanding of issues in urban society
3. An understanding of how systems shape life and mission in the context of the city
4. An understanding of how to promote healthy cities

Assessed by: The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject assessed with the project.

Doing

The graduate will form skills for effective ministry in the context of the city. The skills include:

1. Fostering vision for mission within the city context
2. Identifying needs of people and neighborhoods
3. Leading and managing specific ministries appropriate to the urban context
4. Leading evangelistic ministries in the context of the city
5. Managing change well

Assessed by: Successful presentation and assessment of their project before peers and their respective project committees as well as direct assessments of case studies and journals administered by faculty in the modules.

STUDENT LEARNING OBJECTIVES

Leadership in the Urban Context
Immigration in the Urban Context
The history, narrative, values, and hopes of London
A Theology of Wealth and Sharing the Gospel among the Wealthy
Conflict Management
Urban Violence
Traditional Marriage/ Urban Sexuality
Health Services
Youth/Gangs in the Urban Context
Investigating Selected Urban Ministry Models

THE COHORT

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 (name the concentration) Concentration in their DMin program.

Participants in the 2015 Urban Ministry Concentration take the following modules and the project seminar in the following sequence:

2015-

- CHMN774 The Church in the City (4 cr)
Skip Bell March 16-24, 2015 Chicago, IL
- GSEM790 DMin Project Seminar (4 cr) Bill Knott and/or David Penno March 25-31 (ending at 5:30 pm), 2015 Chicago, IL

2016-

- GSEM706 Spiritual and Theological Foundations for Ministry (8 cr) Allan Walshe April 6-19, 2016
- (Field Research Symposium April 18-19, Petr Cincala)
Andrews University
- Implementation Symposium David Penno December 13, 2016
1:00-5:00 pm EST virtual meeting via Zoom

2017-

- CHMN778 Church Growth and Discipleship in the Urban Church (5 cr)
Skip Bell April 11-20, 2017 Toronto, ON
- GSEM796 DMin Project (3 cr) Spring Semester 2017

2018

- CHMN776 Urban Church Leadership and Management (5 cr) Skip Bell April 24-May 3, 2018 London, England
- GSEM796 DMin Project (3 cr) Spring Semester 2018

*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 REQUIREMENTS

I. Pre-Intensive

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the four required pre-session titles. The journal (there will be four, one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article 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, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

- a. Amstutz, Mark. *Just Immigration: American policy in Christian Perspective*. Grand Rapids, MI: Wm. B. Eerdmans, 2017. 239 pages.
- b. Benesh, Sean, Ed., *Vespas, Cafes, Singlespeed Bikes, and Urban Hiipsters: Gentrification, Urban Mission, and Church Planting*. Portland, OR: Urban Loft Publishers, 2014. 300 pages.
- c. Gench, Roger J. *Theology from the Trenches: Reflections on Urban Ministry*. Louisville, KY: John Knox Press, 2014. 145 pages.
- d. Hinson-Hasty, Elizabeth L. *The Problem of Wealth: A Christian Response to a Culture of Affluence*. Maryknoll, NY: Orbis Books, 2017. 256 pages.

Books can be purchased in any manner convenient to the participant.

II. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. On some evenings a daily journal will be required.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. A cohort field experience may be planned for Saturday and Sunday.

III. Post Intensive

A. Journal and report the following four books in the same manner as for the pre-intensive books.

- a. Howell, James C. and Griffiths, Elizabeth. *Gangs in America's Communities, 2nd Ed.* Los Angeles, CA: Sage Publications, 2016. 264 pages.
- b. Stetzer, Ed., and Im, Daniel. *Planting Missional Churches: Your Guide to Starting Churches that Multiply.* B & H Academic Nashville, TN, 2016. 400 pages.
- c. Thompson, John L., *Urban Impact: Reaching the World Through Effective Urban Ministry.* Eugene, OR: Wipf & Stock Publishers, 2011. 184 pages.
- d. Vargas, Robert. *Wounded City: Violent Turf Wars in a Chicago Barrio.* New York: Oxford University Press, 2016. 184 pages.

B. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take 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. The MDP will serve the context support group and form the foundation for a three to five page reflection paper describing your spiritual, relational, and professional growth during the program at the time of your assessment at the end of the program.

C. Chapter five of your project document, a paper of 16 - 22 pages, no more than 25 pages, will be required providing the narrative of your project challenge. Follow the instructions of your project seminar for the form of chapter five.

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

D. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before July 9, 2018. The group will review the MDP and its role with materials provided during the intensive.

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by December 11, 2018.

2. The first group meeting must occur on or before August 14, 2018 and review the work of each student on their chapter five.
3. The second group meeting must occur on or before October 8, 2018 and review Stetzer, Ed., and Im, Daniel. *Planting Missional Churches: Your Guide to Starting Churches that Multiply*.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Continue work with your field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

GRADING AND ASSESSMENT

A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. Professor contact time is to be 15 hours per credit within that number. This module is 5 hours, so the entire course module is to require 280 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 time for this module is calculated as follows:

Ministry Development Plan – 3 hours

Reading and journaling (approximately 2,000 pages) – 135 hours for the reading and 53 for the journaling = 185

Intensive - 75 hours

Journaling during the intensive – 2 hours

Context support group - 2 hours

Post intensive paper (**the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits**)

Peer group attendance and journaling - 4 hours

Mentoring – 6 hours

Total 280 hours (not including the project credits)

B. Grade Points

Reading Journals and Reports – 9 X 25 = 225

Ministry Development Plan – 50
Chapter 5 – 100
Context Support Group – 25
Small Group Meetings – 2 X 25 = 50
Report Regarding Mentor – 25
Journal During Intensive – 25
Total 500 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

Post all assignments to Moodle on the Andrews Learning Hub.

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

Assignment due date: (possible A grade)

Late up to 30 days: (no more than A- grade)

Late 31 to 60 days: (no more than B+ grade)

Late 61 to 90 days: (no more than B grade)

Late 91 days or more: (no credit for the assignment)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, April 24, 2018. If submitted late, the work will be discounted 10%. The remaining assignments are due December 11, 2018.

F. Student grades will be recorded by May 7, 2019.

G. Graduation requires a 3.0 or better program GPA. Students who receive a DN for a module 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.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Contents	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and Definition of Terms.	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.
Description of the Ministry Context	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
Statement of the Problem	The problem is clearly defined in one half-page and supported by clear, objective evidence.	The problem is clearly defined in a one half-page and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence and/or more than one half-page.	The problem is not clearly defined, not supported by evidence, and more than one half-page.
Statement of the Task	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
Delimitations of the Project	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
Description of the Project Process	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
Definitions of Terms	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Terms central to the study and used through the project document are not defined.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.

Style	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.
Language Conventions	There are no spelling, grammar, or punctuation errors.	There are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter 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.
Length	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

UNIVERSITY POLICIES

Classroom Seating

Provide a statement about your policy on classroom seating (e.g., In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise).

Disability Accommodations

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

Late Assignment Submission

Place your policy on late submission here.

Additional Policies

Include statements about other policies relevant to your class.

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.

INSTRUCTOR PROFILE

Dr. Skip Bell is Professor of Church Leadership, Seventh-day Adventist Theological Seminary, Andrews University. An ordained Seventh-day Adventist pastor, Skip has served the church as a pastor, departmental director, administrator, and university professor. Dedicated to the vision of a soul-winning church, he has frequently led evangelistic programs, is a student of small group ministry, an advocate of church planting, and is especially interested in issues of church leadership. He is frequently called on to present leadership conferences for the church's world divisions. Dr. Bell says, "Jesus has provided a model of servant leadership that challenges and calls us to vision, faith, integrity, courage, empowerment, and trust. The joy of my life is serving within His will with a group of people I love. I want to attract people to a vision of leadership based on Jesus model of servant leadership."

Dr. Bell has authored *A Time to Serve: Church Leadership for the 21st Century*, published in 2003, is the editor and main contributor to *Servants and Friends; A Biblical Theology of Leadership*, published by Andrews University Press, 2014, numerous academic and professional articles, and several curriculums for professional pastoral development. He is a member of the Academy of Religious Leadership.

Dr. Bell counts time with his wife, Joni, and family as one of his greatest joys and loves just about any pursuit that involves outdoor activity.