

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

Pastoral Ministry (Spanish) NAD 2014
Year Four
CHMN778

CHURCH GROWTH AND DISCIPLESHIP
IN THE URBAN CHURCH
2017



CHMN778

CHURCH GROWTH AND DISCIPLESHIP IN THE URBAN CHURCH

PASTORAL MINISTRY (SPANISH) 2014 COHORT

GENERAL MODULE INFORMATION

Intensive location: Andrews University, Berrien Springs, MI
Intensive Dates: September 5-15, 2017
Credits offered: 5

INSTRUCTOR CONTACT

Instructor: Ricardo Norton, DMin, PhD
Telephone: 269-471-8318
Email: ricardo@andrews.edu

BULLETIN MODULE DESCRIPTION

An examination of principles for expanding the kingdom of God in the Urban context. The course aspires to help students develop and assess church growth and disciple-making strategies for the urban church from a biblical perspective. A study of effective historical and contemporary model is included.

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:

1. List the textbooks required for this class using the APA bibliography referencing style. For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.
2. Claerbaut, David (2005). *Urban Ministry in a New Millennium*. Federal Way, WA: Authentic Media and World Vision.
3. Conn, H. M., Ortiz, M., & Baker, S. S. (2002). *The urban face of mission: Ministering the gospel in a diverse and changing world* (Eds). Phillipsburg, NJ: P & R Publishing.
4. Dever, Mark E. (2007). *The Gospel & Personal Evangelism*. Wheaton, IL: Crossway.
5. Doss, Cheryl, Ed. (2009). *Passport to Mission*. Berrien Springs, MI: Institute of World Missions—Andrews University.
6. Fuder, John & Castellanos, Noel Eds. (2013). *A Heart for the Community: New Models for Urban and Suburban Ministry*. Chicago, IL: Moody Bible Institute—Moody Publishers.
7. Hull, B. (2006). *The Complete Book of Discipleship: On Being and Making Followers of Christ*. Colorado Springs, CO: NavPress.
8. Idleman, K. (2011). *Not a fan: Becoming completely committed to Jesus*. Grand Rapids, MI: Zondervan.
9. Kramasch, Claire (1998). *Language and Culture*. Oxford, England: Oxford University Press.
10. Lewis-Giggetts, Tracey (2011). *The Integrated Church: Authentic Multicultural Ministry*. Kansas City, KS: Beacon Hill Press.
11. Lorick, Nathan (2013). *Dying to Grow*. Abbotsford, WI: Aneko Press.
12. McCallum, D. & Lower, J. (2006). *Organic disciplemaking: Mentoring others into spiritual maturity and leadership*. Houston, TX: Touch Publications.
13. Ogden, G. (2008). *Manual del discipulado: Creciendo y ayudando a otros a crecer*. Barcelona, España: Editorial CLIE.
14. Stetzer, E. & Dodson, M. (2007). *Comeback churches: How 300 churches turned around and your can too*. Nashville, TN: B & H Publishing Group.
15. Surratt, G. (2000). *Ten stupid things that keep churches from growing: How leaders can overcome costly mistakes*. Grand Rapids, MI: Zondervan.
16. White, Ellen G. (2012). *Ministry to the Cities*. Silver Springs, MD: Ellen G. White Estate.
17. Willard, D. (2006). *The Great Omission: Reclaiming Jesus' Essential Teachings on Discipleship*. New York, NY: HarperOne.

Recommended:

1. Ortiz, M. & Conn, H. M. (2001). *Urban Ministry: The Kingdom, the City & the People of God*. Downers Grove, IL: InterVarsity Press.
2. Peters, G. W. (1981). *A theology of church growth: Contemporary evangelical perspectives*. Grand Rapids, MI: Zondervan Publishing House.
3. Richardson, Willie (1996). *Reclaiming the Urban Family: How to Mobilize the Church as a Family Training Center*. Grand Rapids, MIL Zondervan Publishing House.

4. Sanders, O. (1994). *Spiritual discipleship: Principles of following Christ for every believer*. Chicago, IL: Moody Press.
5. Sanders, O. (1994). *Spiritual Maturity*. Chicago, IL: Moody Press.
6. Searcy, N. & Dykes, H. (2009). *Ignite: How to spark immediate growth in your church*. Grand Rapids, MI: Baker Books.

PROGRAM 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.

STUDENT LEARNING OBJECTIVES

The Doctor of Ministry Pastoral Ministry 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.

The graduate will (provide a summary)

1. Learn fundamental church growth principles, including principles that contributed to the explosive growth of the apostolic church.
2. Study effective church growth models and learn how to apply them in their personal ministerial context.
3. Be able to identify local church diseases and prescribe curative deliverables.
4. Help students complete the Ministerial Development Plan and the first manuscript for the final DMin Project.

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 Pastoral Ministry (Spanish), NAD Concentration in their DMin program.

Participants in the Pastoral Ministry (Spanish), NAD Cohort 2014 take the following modules and the project seminar in the following sequence:

2014 Pastoral Ministry (Spanish NAD) Cohort Syllabi and schedule for the cohort that begins in 2014: (Follow the linked titles to obtain the syllabi)				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
CHMN747	Christian Leadership (4 cr) - (in English)	Ricardo Norton	Sep 8-16, 2014	Andrews University
GSEM790	DMin Project Seminar (4 cr) Daily schedule for intensive	David Penno	Sep 17-26, 2014	Andrews University
GSEM706	Spiritual & Theological Foundations for Ministry (8 cr) Daily schedule for intensive	Joe Kidder	Sep 7-17, 2015	Andrews University
CHMN778	Church Growth and Discipleship in the Urban Church (5 cr)	Ricardo Norton	Sep 6-16, 2016	Andrews University
GSEM796	DMin Project (3 cr)		fall 2016	
DSRE758	Internal Dynamics of Families (5 cr)	Ricardo Norton	Sep 5-15, 2017	Andrews University
GSEM796	DMin Project (3 cr)		Fall 2017	

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 12 required pre-session titles, below. The journal is an informal reflection of your thoughts as you read each required 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.

1. Claerbaut, David (2005). *Urban Ministry in a New Millennium*. Federal Way, WA: Authentic Media and World Vision.
2. Conn, H. M., Ortiz, M., & Baker, S. S. (2002). *The urban face of mission: Ministering the gospel in a diverse and changing world* (Eds). Phillipsburg, NJ: P & R Publishing.
3. Dever, Mark E. (2007). *The Gospel & Personal Evangelism*. Wheaton, IL: Crossway.
4. Doss, Cheryl, Ed. (2009). *Passport to Mission*. Berrien Springs, MI: Institute of World Missions—Andrews University.
5. Fuder, John & Castellanos, Noel Eds. (2013). *A Heart for the Community: New Models for Urban and Suburban Ministry*. Chicago, IL: Moody Bible Institute—Moody Publishers.
6. Hull, B. (2006). *The Complete Book of Discipleship: On Being and Making Followers of Christ*. Colorado Springs, CO: NavPress.
7. Idleman, K. (2011). *Not a fan: Becoming completely committed to Jesus*. Grand Rapids, MI: Zondervan.
8. Kramasch, Claire (1998). *Language and Culture*. Oxford, England: Oxford University Press.
9. Lewis-Giggetts, Tracey (2011). *The Integrated Church: Authentic Multicultural Ministry*. Kansas City, KS: Beacon Hill Press.
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12. Ogden, G. (2008). *Manual del discipulado: Creciendo y ayudando a otros a crecer*. Barcelona, España: Editorial CLIE.

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 (will or may) be planned for Saturday and Sunday.

III. Post Intensive

A. Journal and report the following 4 books in the same manner as for the pre-intensive books.

1. Stetzer, E. & Dodson, M. (2007). *Comeback churches: How 300 churches turned around and your can too*. Nashville, TN: B & H Publishing Group.
2. Surratt, G. (2000). *Ten stupid things that keep churches from growing: How leaders can overcome costly mistakes*. Grand Rapids, MI: Zondervan.
3. White, Ellen G. (2012). *Ministry to the Cities*. Silver Springs, MD: Ellen G. White Estate.
4. Willard, D. (2006). *The Great Omission: Reclaiming Jesus' Essential Teachings on Discipleship*. New York, NY: HarperOne.

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 APA 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 **November 15, 2017**. 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.

B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are three outcomes in the area of *being*, two in the area of *knowing*, and two outcomes in the area of *doing*. The chart below describes the process of judging the integration of those outcomes. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Being	<ol style="list-style-type: none"> 1. Participants will value the importance of church growth and discipleship 2. Students will appreciate a teaching environments that fosters collective learning 3. Doctoral students will be able to foster fellowship and altruistic relationships with classmates 	The MDP of each students will reflect upon the learning experience, fellowship and relationship experienced during the DMin program
Knowing	<ol style="list-style-type: none"> 1. Participants will learn biblical and theoretical concepts related to church growth and discipleship in the urban context 2. Students will learn principles and strategies to evangelize urban communities and make church grow 	Knowledge for this outcome will be assessed by submission of pre-intensive requirements and sharing with colleagues the best church growth model they know
Doing	<ol style="list-style-type: none"> 1. Participants will create and implement church growth deliverables in the urban context 2. Participants will be able to implement disciples models in their parishes 3. Students will work collectively in small group providing solutions to urban challenges local churches face in their communities. 	Assessed by group presentations evaluated by peers and professor The practical nature of the DMin final project will be the capstone for evaluating this outcome

C. Grade Points and hours

Reading Journals and Reports—115 Hours, 1650 pp (**40 points**)
Ministry Development Plan—18 hours (**6 points**)
Chapter 5—125 hours (**44 points**)
Context Support Group--3 hours (**1 points**)
Small Group Meetings—5 hours (**2 points**)
Report Regarding Mentor—7 hours (**3 points**)
Journal During Intensive—12 hours (**4 points**)
Total (**100 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

Assignments should be submitted via email to ricardo@andrews.edu.

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 **September 5, 2017**. If submitted late, the work will be discounted 10%. The remaining assignments are due **April 15, 2018**.

F. Student grades will be recorded by June 15, 2018.

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	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.

<i>Andrews Standards for Written Work.</i>				
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

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.

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

Ricardo Norton (DMin, PhD) has taught at the Seventh-day Theological Seminary since 1996 and is the founder of a worldwide lay training program (SAL—Lay Adventist Seminary), with more than 6,000 students in 14 countries. He currently directs a Masters Program and coordinates three DMin cohorts. His lectures and writings carry the weight of serious investigation and the practical knowledge that 40 years of teaching and ministerial experience confer. He travels extensively in the U.S. and abroad, teaching pastors and lay leaders how to make their churches grow.

4/10/2017