Seventh-day Adventist
Theological Seminary
Andrews University

PATH 606

Mission-Shaped Church Planting

North Pacific Union 2024

Victor Jaeger, Ph.D.

SYNOPSIS OF THE COURSE

Development of an awareness of the importance of church planting. Basic models and procedures for successful church planting programs.

This course studies the theology, history, and theory of church planting. Participants will be challenged to consider their role in proclaiming the message of the kingdom of God in their generation, in the light of the Biblical teaching of church planting. In addition, they will acquire insights on how to effectively plant churches in their ministerial context.

CLASS & CONTACT INFORMATION

Class location:	North Pacific Union Conference:
	5709 N. 20th Street, Ridgefield, WA 986429
Class meeting times:	Sun: 6~9:30pm / Mon ~ Thursday: 8am to 6pm.
	Lunch: 12:30~1:30 pm.
Class dates:	Sep 22, 2024, to Sep 26, 2024
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(469) 475-0777
Instructor Email:	jaeger@andrews.edu
Office location:	North Pacific Union Conference
Office hours:	By appointment

BULLETIN DESCRIPTION OF COURSE

Develops an understanding of the significance of church planting for Adventist pastors and leaders. Through laying a mission-shaped theology, recognizing its role in Adventist history, exploring current models, and instilling passion, students will gain competency for both the planting and facilitating of new churches.

PROGRAM & COURSE LEARNING OUTCOMES

Program Learning Outcomes (PO)

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes
1. Effectively delivers biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological and missional development of the Adventist Church.
4. Trains church members for evangelism.
5. Empowers church members for leadership.
6. Can reach specific social groups.

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

1. Biblically explain the theological bases for church planting.
2. Apply the different church planting strategies.
3. Train members for evangelism with church planting techniques.

COURSE OVERVIEW

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

TOPICS AND ASSIGNMENTS

Month	Date	Class Topic	Assignments Due
September	22	**Reading Report due today:** • Stetzer, Ed. "Planting Missional Churches". Broadman and Holman, 2016. • Malphurs, Aubrey. Planting Growing Churches for the Twenty-first Century, 3 ed. Baker Book House, 2000. Complete *30 hours of reading* from the Required and Recommended book above. The report must be in **MSWord.** The reading report must give evidence the books were well read.	*September 22, 2024* • First day of class • Late reports—6 point deduction

September	22@6pm	• Knowing each other • Syllabus review • Selection of topics for PowerPoint presentations. • Review of course requirements • Creation of small groups to foster collective learning during the course. • My Testimony • Course introduction **Mission:** • "Missio Dei" • Context of the World Mission • Introduction to Adventist Mission Study **(SLO 1)**	*Devotional*: "Rejuvenate like the Eagles"
September	23	**Church Planting:** • Church planting in the OT Abraham • Church planting in the NT • Church planting in the Apostolic Church • Church planting in Paul's writings • Definition of Church Planting • Church planting in the writings of Ellen G. White **(SLO 2)**	*Devotional*: Daily small group discussion and collaborative learning sessions on the subject
September	23	**Church Planters:** • Types of church planters • The personal life of church planters • ("Mine field") mistakes church planters should avoid. **(SLO 3)**	

		Church Planting:	Devotional:
September	24	- Benefits of Church Planting - Reasons to Plant Churches - Church Planting Strategies and Models: - Regional strategies for church planting - Church planting methods - Contemporary models for church planting - Community projects and church planting **(SLO 4)**	Daily small group discussion and collaborative learning sessions on the subject
September	25	- Church Planting Factors and Challenges: - Factors associated with church planting. - Church planting in different societies - Church planting in metropolitan contexts - Church planting in small cities - Case studies in church planting **(SLO 5)**	**Devotional:** Daily small group discussion and collaborative learning. Small group presentations based on collaborative learning during the week. Presentations are graded by peers from a 1–10-point scale. (10 points of the final grade).
September	26	Collective learning-Presentations	**Devotional:** Daily small group discussion and collaborative learning. Small group presentations based on collaborative learning during the week.
December	27		**Final project is due (December 27, 2024). Email in word 20-page final research paper before midnight to:** jaeger@andrews.edu
January	23		**Late assignments receive no more than a B by midnight on this day (January 23, 2025).**

February	27		**Late assignments receive no more than a C by midnight this day (February 27, 2025).**
March	20		**172 days from the first day of class. Students who have not completed all intensive requirements by March 20, 2025, will receive a DN and will need to repeat the class.**

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 tardiest are equal to one absence.

COURSE MATERIALS

Required Course Materials

1. Malphurs, Aubrey. Planting Growing Churches for the Twenty-first Century, 3 ed. Baker Book House, 2002.

2. Stetzer, Ed. Planting Missional Churches. Broadman and Holman, 2016.

MORE ABOUT THE COURSE

The student will gain an understanding of how the mission has shaped church planting, starting in the Old Testament (OT) and the New Testament (NT). The topics covered include the types of church planters, the church plant in the Pauline writings, a brief history of church planting in the Seventh-day Adventist (SDA) Church, and church planting in the writings of Ellen G. White. In this class, students will explore communities with a strong emphasis on engaging with the surrounding culture and meeting the specific needs of the community.

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:

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.

		Professional Masters' Programs	
		2 Credits	3 Credits
Instructor Contact Hours	**Face to Face Instructional Time** Class Lectures—Blended learning		**45** hrs
Independent Learning Activities	**Pre-Intensive Reading** **Pre-Intensive BSS model**		**30** hrs
	20-page project/paper		**60** hrs
Total Hours:			**135 hrs**

Credit-Hour Definitions

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments:

Class lectures and guided studies: 45 hours

- Pre-intensive reading report: 30 hours
- Post-intensive project report: 60 hours
- **Total**:   **135 hours**

Criteria for Grades
- Pre-intensive reading report   30 points
- Presentation during the intensive program   10 points
- Post-intensive project report (20 pages)   60 points

                              Total: **100 Points**

Reading Report Criteria (30 points)

- A total of 30 hours from the required and recommended list—1 point per hour read—up to 30 hours. *This report is due the first day of class (*August 11, 2024*)*. There is a 6-point deduction for late submission of this report.

Collaborative Learning Presentation (10 points)
- Course participants will be organized in small groups during the first day of class to discuss and research on a modern church plant. Time will be allowed during the week for this task.
- The findings will be presented to peers using Power Point during the last day of class (**August 15, 2024).**
- The presentation should take no more than *30 minutes* and the Power Point slides should be shared with all classmates.
- Each participant will grade group members with a 1-10 scale taking into account **a)** Contents, **b)** organization of the material, and **c)** delivery. The points will count towards the final grade of the course.

Research Project Report Criteria (60 points)
- Students will have 3 months after the beginning of the intensive to complete a minimum 20-page research project based on topics unveiled during the intensive.
- The report will have the following sections: **1)** *Title page*. **2)***Table of Contents*. **3)***Introduction*. **4)***Theoretical foundations about the topic*—content should be biblical and should integrate current literature on the subjects, a minimum of 15 sources from the past 10 years. **5)***Description of the project*—including implementation plans or implementation narrative—if the project is implemented. **6)***Conclusion*.**7)** *Reference list*.
- A detailed outline of the final research project should be prepared by students, during the intensive, and presented to the professor for approval.

- The project will be graded following the criteria of the "Rubric for Assessing Research Projects"—Below. The report should follow Andrews University Standards for Written Work.

Assignment Submission

Assignments should be submitted in **Word** files to the professor's email (jaeger@andrews.edu).

Late Submission Penalties
- Pre intensive—Due first day of class (6 points deduction)
- Post-Intensive project (See explanation of deductions under "Due Date" in the "Topics and Assignments" Table).

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages
- *This report is due on **October 07, 2024**.*

- **Passing Grades**

- Passing grades should be C or above, based on the following percentages:

A	=	95- 100%	B-	=	80-82%	D+	=	67-69%
A-	=	90 - 94%	C+	=	77-79%	D	=	60-66%
B+	=	87- 89%	C	=	73-76%	F	=	Less than 60%
B	=	83- 86%	C-	=	70-72%			

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.

ABOUT YOUR INSTRUCTOR

Dr. Victor Jaeger has extensive cross-cultural experience. He has worked on five continents in the corporate business world and with the Church, training pastors and laity. His first missionary position was as a Lay Pastor in the United States, where he helped establish the Hispanic Church of Lewisville, Texas, in 1992, all while working as a full-time engineer. As an engineer, he worked for Japanese companies for 15 years. In the company, he managed to travel and develop the company in 14 countries, handling sales, new designs, marketing, and planting two factories for cellular assembly. He worked with companies such as Dell, AT&T, NEC, Motorola, Northern Telecom, Shure, Sennheiser, Bose, & Cadillac Automaker etc. His last position was a division manager for the transnational company Primo Microphones, Inc.

His main interests are mission, church planting, and training and forming missional pastors. As a full-time pastor, he has planted 13 churches in the United States. Victor Jaeger has continued to pastor even while in Administration in the Indiana Conference. He has accepted the call in Lexington, SC to revitalize an English-speaking church that has declined (before Covid) from 750 members to 58 members. He is an Editorial Committee Member for the academic magazine "Strategies for Mission Fulfillment" He serves as an adjunct professor at the Peruvian Union University- Graduate School & Andrews University- Theological Seminary.

Education:

- BS in Computer System Engineering - Dec 2001 @ CEU University – Monterrey, Mexico

- BA in Religion - May 2001 @ Southwestern Adventist University – Keene, TX

- MA in Pastoral Ministry - Dec 2009 @ Andrews University – Berrien Springs, MI

- M.Div. Equivalence - Feb 2014

- Ph.D. Doctor of Philosophy in Missiology/Intercultural Studies – May 2018 @ Concordia Theological Seminary – Ft Wayne, IN.
  Missiological Concentration: Evangelism, Church Planting & Growth

His hobbies include traveling with family, hiking, and gardening. Jaeger is married to Celia Bamberger, who is currently a Ph.D. student. The couple has two sons, Johan (Software Developer), and Hans (Sophomore in Computer Science).

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 *(Dost does not apply for off campus students))*

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 .

APPENDIX #: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

1.   Becker, Paul. Dynamic Church Planting. Vista, CA: Multiplication Ministries, 1992.

2.   Brock, Charles. The Principles and Practice of Indigenous Church Planting. Nashville: Broadman Press, 1981

3.   _____. Indigenous Church Planting. Neosho, MO: Church Growth International, 1994.

4.   Chaney, Charles L. Church Planting at the End of the Twentieth Century. Wheaton: Tindale House, 1991.

5.   Cole, Neil. Organic Church. San Francisco: Jossey Bass, 2005. Galloway, Dale and Warren Bird. Starting a New Church: How to Plant a High-Impact Church. Kansas City, MO: Beacon Hill Press, 2003.

6.   Doss, Cheryl editor. *Passport to Mission*. Fourth revised edition. Silver Spring, MD: Institute of World Mission.2017.

        Doss, Gordon. *Introduction to Adventist Mission*. Berrien Springs, MI: Institute of World Mission /Department of World Mission, 2018.

7.   Harris, Richard H., ed. Reaching a Nation through Church Planting. Alpharetta, GA: North American Mission Board, SBC, 2002.

8.   Hierbert, Paul G. and Eloise Hierbert-Meneses. Incarnational Ministry: Planting Churches in Band,Tribal, Peasant, and Urban Societies. Grand Rapids, MI: Baker Books, 1995.

8.   Logan, Robert. Beyond Church Growth. Old Tappan, NJ: Fleming H. Revell Co., 1989.

9.   _____. Church Planter's Tool Kit. Pasadena: Charles E. Fuller Institute, 1991.

10.   _____. Be Fruitful and Multiply. St. Charles, IL: Church Smart Resources, 2006.

11.   Malphurs, Aubrey. Planting Growing Churches, Grand Rapids, MI, Baker Books, 2002.

12.   Moore, Ralph. Starting a New Church. Ventura, CA: Regal Books, 2002.

13.   Nebel, Tom. Big Dreams in Small Places: Church Planting in Smaller Communities. St.Charles, IL: ChurchSmart Resources, 2002.

14.   Nebel, Tom and Gary Rohrmayer. Church Planting Landmines. St. Charles, IL: Church Smart Resources, 2005.

15.   Patterson, George. Church Multiplication Guide. Pasadena, CA: William Carey Library, 1993.

16.   Piper, John. Let the Nations Be Glad. Baker Academics, 2005.

17.   Rainer, Thom S. and Eric Geiger. Simple Church. Nashville: Broadman and Holman, 2006.

18.   Searcy, Nelson e Kerrick Thomas. Launch: Starting a New Church from Scratch. Ventura, CA: Regal Books, 2006.

19.   Stevenson, Phil. The Ripple Church. Indianapolis, IN: Wesleyan Publishing House, 2004.

20.   Towns, Elmer, and Douglas Porter. Churches that Multiply: A Bible Study on Church Planting. Kansas City, MO: Beacon Hill Press, 2003.

21.   Wright, Christopher. The Mission of God, Downers Grove, IL, InterVarsity Press, 2006.

Rubric for Assessing Research Projects

Student _____

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
Title Page	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Shows o errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
Introduction	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper but does not adequately preview its structure	The introduction states the main topic but lack a purpose and a preview of its structure	There is no clear introduction or main topic, and the structure of the paper is missing	
Content	Content is focused, ideas are well developed, and transitions are used to enhance ideas. Each paragraph has thoughtful supporting sentences. Meets paper length requirements. Uses recently published sources and exceeds the use of sources and number of pages recommended	Content is focused. Good transitions. Paragraph development is present. Meets paper length requirements. Uses a minimum of 15 sources published in the past 10 years	Content is focused. Transitions are deficient. Paragraph development is present but not perfected. Meets paper length requirements	Content is not well focused. Transitions and paragraphs are weak. Does not meet paper length requirements	The paper is written and completely out of focus	
Project Description	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly describing and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	

Organization	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject, but wording need can be improved.	Paper provides a table of contents and is organized using different subheading level. However, do not follow AU standards of written work	Paper provides first level headings, but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not provide a table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated in the syllabus and AUSWW	
Format/Style	All text and reference following specification from AUSWW. Syntax and semantics are outstanding. Models' language and style. No errors in errors in punctuation, spelling, and sentence formation	Follows consistently AUSWW with minor flaws. Syntax and semantics is very good. No major errors in style	Follows consistently all format AUSWW. Syntax and semantics are good. Few errors in style	Follows inconsistently some AUSWW. Syntax and semantics is poor	Does not follow AUSWW. Syntax and semantics are deficient	
Conclusion	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the trust of the project but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	