Seventh-day Adventist Theological Seminary
Andrews University

PATH539 Church Growth and the Equipping Pastor

Spring 2027

Manuel Moral (DMin; PhD)

This course instructs participants in the principles and practice of church growth. In addition, the course offers insights on how to equip church members for ministry.

CLASS & CONTACT INFORMATION

Class location:	North Pacific Union, 5709 N. 20th Street—Ridgefield, WA
Class meeting dates:	January 31-February 4, 2027
Class meeting times:	Sun—6-9:30 pm; Mon-Thur—8 am to 6 pm (lunch-12-1:30 pm).
Course Website:	learninghub.andrews.edu
Instructor Tel.:	(816) 550-8303
Instructor Email:	mmoral@oakwood.edu moral@andrews.edu
Office location:	Oakwood University, Moseley Complex, Office # 1
Office hours:	By appointment

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BULLETIN DESCRIPTION OF COURSE

"An examination of church growth research, principles, and practices, with a special focus on the role of the pastor as an equipper."

PROGRAM & COURSE LEARNING OUTCOMES

This degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. The Learning Outcomes primarily addressed in the MAPM Program are:

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

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

4—Capable of training church members for evangelism.
6—Capable of reaching specific social groups.

COURSE OVERVIEW

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

Date	Topic	Assignment Due	CLOs Addressed
01/29/27	• Reading report	**30 hours** from the required books below—Prior to the intensive (**30 points** of the final grade). ***Six-point deduction*** for late assignment submission.	CLO 4 & 6
01/31/27	• Knowing each other • Syllabus review • Course introduction • Formation of small groups for collective learning sessions • Selection of topics for small group investigation	*Devotional*. Small group discussions and collaborative learning sessions on the subjects selected by students	CLO 4
02/01/27	• Church growth movement • Church growth—Theological reflection	*Devotional*. Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class	CLO 6
02/02/27	• The role of the Father, the Son, and the Holy Spirit in the equipping of the Body • Equipping according to gifts	*Devotional*. Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class	CLO 4
02/03/27	• The church as an equipping center • The role of the minister in the mobilization of members	*Devotional*. Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class	CLO 4 & 6
02/04/27	• Learning from each other. • Small groups formed during the first day of class will have 30-minute presentations today • Topic presentations will focus on: **1)** Theological foundations, **2)** literature on	*Small group presentations:* Discussions and questions will be fostered after each group presentation Professor will grade presentations based on content, investigation, and quality of the PP slides (**10 points** of the final grade).	CLO 4 & 6

Date	Topic	Assignment Due	CLOs Addressed
	the topic, **3)** practical insights for ministry.		
05/02/27		**Final project is due today May 2, 2027)**. By midnight, this day, students should post in the *LearningHub* a **20-page** electronic **MSW** document with the final project. Project will be graded according to the rubric included in this syllabus (**60 points** of the final grade).	

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

COURSE MATERIALS

Required Reading –*Read 30 hours from the from at least two of the following books*

Christensen, Michael; Savage, Carl (2000). *Equipping the Saints: Mobilizing Laity for Ministry*. Nashville, TN" Abingdon Press.

Fugate, Jeff (2015). *Church Growth Principles and Practice*. Murfreesboro, TN: Sword of the Lord.

Getz, Gene; Wall, Joe (2000). *Effective Church Growth Strategies*. Nashville, TN: Word Publishing.

Johnson, Thomas P. *Mobilizing a Great Commission Church for Harvest*. Eugene, OR Wipf & Stock Publishing, 2011. (210 pp).

Macchia, Stephen (2000). *Becoming a Healthy Church: 10 Characteristics*. Grand Rapids, MI: Baker Books.

Rainer, Thom (2001). *Surprising Insights from the Unchurch and Proven Ways to Reach Them*. Grand Rapids, MI: Zondervan.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for academic masters' (e.g. MAPM]) degree** include 15 instructor contact hours, and 45 hours of independent learning activities per credit.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

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

		Professional Masters' Programs	
		2 Cr	3 Cr **Hours**
Instructor Contact Hours	**Blended learning**		**45**
Independent Learning Activities	**Pre-Intensive Reading (30 Points)**		**30**
	Small Group Presentations (10 Points)		
	20-page project/paper (60 points)		**60**
	Total hours		**135**

GUIDELINES FOR COURSE ASSIGNMENTS

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

Assignment Description	Weighting
Pre-Intensive reading report. **30 hours** from the required books above—Report due **January 29, 2027,** before sundown—two days prior to the beginning of the intensive. The report consists of one page with the following information: 1) Name of the student, **2)** number of hours read, and **3)** Author and titles of books from which the student invested her/his 30 reading hours—two books minimum.	**30** points
Small-group presentation during the last day of classes. The professor will grade the 30-minute presentation based on **1)** content, **2)** investigation, and **3)** quality of the PP slides.	**10** points

Final paper/project—20 pages. The topic for the project must deal with issues associated to the contents of the course and must be approved by the professor. Student must select and submit to the professor an outline of the project during the intensive. • The paper/project will need the following sections**: 1)** Title page. **2)** Table of Contents. **3)** Introduction**. 4)** ***Chapter 1—Biblical and theological foundations for church growth or mobilizing church members***—include EGW writings. ***5) Chapter 2—Church growth or equipping member in current literature***—minimum of 20 authors—EGW counts as one author. ***6) Chapter 3—Practical insights for church growth or mobilizing church members for ministry***. ***7)*** Conclusion. **8)** Bibliography—Only sources used for the research. • This report should follow *AU Standards for Written work*: (http://www.andrews.edu/GRAD/style.html). • This project must be submitted by May 2***, 2027*** and will be graded according to the rubric that appears at the end of this syllabus. • Late submission will be penalized based on the stipulations indicated in the previous table. • **Note**: The final report must be submitted through our Learning Hub in ***ONE MSW file***.	**60** points
Total points	**100** points

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

Submission of Assignments

Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview above.

Late Submissions

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points%--for this course, see penalties posted on the ***Course Overview Table***. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the due date.

ABOUT YOUR INSTRUCTOR

Manuel Moral (DMin, PhD) has served as a DMin Program Advisor for doctoral research projects at Andrews University since 2008 and has also taught as an adjunct professor there since 2014. He currently serves as a full professor of theology at Oakwood University in Huntsville, Alabama. He is passionate about evangelism. Through his evangelistic campaigns, hundreds of people have made decisions for Christ. He also enjoys presenting seminars that draw on biblical and psychological principles to address contemporary needs, small groups, and practical theology.

He is a Licensed Professional Counselor (LPC) in Missouri and Alabama and holds certification from the National Board for Certified Counselors (NBCC). He has published more than 30 articles, including 14 in specialized, peer-reviewed international journals. He also authored the theological book *El Mesías de Daniel* (*The Messiah of Daniel*), which Pacific Press will begin distributing in January 2027.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

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

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

Academic Accommodations

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

Use of Electronics

No recording or streaming is permitted in seminary courses.

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

Communications and Updates

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

LearningHub Access

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

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 students 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 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

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

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 or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

ASSIGNMENT RUBRIC

Rubric for Assessing Project Plans

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). Has no 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 lacks a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
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 described 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 can be improved.	Paper provides a table of contents and is organized using different subheading level. However, does 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 texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and	Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows some AUSWW. Syntax and semantics are poor	Does not follow AUSWW. Syntax and semantics are deficient	

	style. No errors in punctuation, spelling, and sentence formation					
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 thrust of the project, but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	