SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

CHMN 539

# CHURCH GROWTH AND THE EQUIPPING PASTOR

*September 16-20, 2018*

*Stanley E. Patterson, PhD*

InMinistry Center Intensive
InMinistry Master of Divinity

Andrews University

# CHMN 539
# CHURCH GROWTH AND THE EQUIPPING PASTOR

Sept. 16-20, 2018
InMinistry Center
MA in Pastoral Ministry

## GENERAL COURSE INFORMATION

| | |
|---|---|
| Course acronym: | CHMN 539 |
| Course name: | Church Growth and the Equipping Pastor |
| Semester & year: | Fall Semester 2018 |
| Course location: | NPUC Conference Office, Ridgefield, WA |
| Course time/day: | Sunday, September 16; 1 pm – 6 pm |
| | Monday – Thursday, Sept. 16-20; 8:00 a.m. – 12:00 pm, 1:30-5 pm. |
| Credits offered: | 3 |

## INSTRUCTOR CONTACT DETAILS


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|---|---|
| Instructor: | Stanley E. Patterson, PhD |
| Telephone: | 269-240-4900 |
| Email: | patterss@andrews.edu; patterson.stan@gmail.com |
| Skype i.d. | stanley.patterson |
| Administrative Assistant | Sylvie Baumgartner |
| Telephone | 269-471-6371 |
| Email | sylvie@andrews.edu |
| Office location | Seminary Hall, Christian Ministry Suite |

## BULLETIN COURSE DISCRIPTION

**Church Growth and the Equipping Pastor**
This course is an examination of church growth principles with a special emphasis on the role of the pastor as an equipper. The student will be exposed to the harvest potential of unchurched people, as well as receiving exposes to a biblical theology of reaching the lost. The course will further expose the student to friendship evangelism, helping plateaued and declining churches become revitalized, church planting, the role of the laity and the usage of spiritual gifts.

## SYLLABUS REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

## COURSE OBJECTIVES

**Program Learning Outcomes (PO)**

MA in Pastoral Ministry (MAPM) English Program Outcomes:

1. Deliver effective biblically-based sermons.
2. Demonstrate proper biblical interpretation skills.
3. Understand the historical-theological development of the Seventh-day 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.

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

1. Understand church growth needs, principles and practices
2. Develop a biblical worldview regarding church growth
3. Assimilate an equipping philosophy of pastoral ministry
4. Analyze and process pathways of personal ministry development
5. Recognize health factors in growing churches
6. Learn methods to revive plateaued or declining churches
7. Become engaged in local outreach ministry.

## HOW MUCH TOTAL TIME INVESTMENT FOR THIS COURSE?

Advanced theological education is no ‘cake-walk’, nor is it intended to ‘wear out the saints’. Designed to immerse the learner in deep theological study and introspective reflection, seminary course expectation is to challenge the student by examining his/her own premises against the study, research and inspiration of biblical scholarship.

This will take intentionality and time on your part. Course load is guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit course, and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines.

Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 17 pp./hr.
- Average writing speed (Reports) 1 hr./page
- Average writing speed (Project) 3 hr/page

Based on these averages, requirements for this course will take the average student the following:

- 1st Required reading (5 books-800 pp./17pp per hr) 50 hrs.
- Book discussions (3x25pts.) 10 hrs.
- Post-intensive book review (<250 pp.=>2 pp. written) 20 hrs.
- 6-page case study 15 hrs.
- Hours in course 40 hrs.

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Total Hours for course 135 hours

**Schedule for course meetings; September 16-20, 2018**

| | | |
|---|---|---|
| Sunday | 1-6 | 5 hours |
| Monday | 8-12 | 4 hours |
| | 1:30-5 | 3.5 hours |
| Tuesday | 8-12 | 4 hours |
| | 1:30-5 | 3.5 hors |
| Wednesday | 8-12 | 4 hours |
| | 1:30-5 | 3.5 hours |
| Thursday | 8-12 | 4 hours |
| | 1:30-5 | 3.5 hours |
| Pre-Session | Discussion forum online | 10 hours |

TOTAL COURSE HOURS 45 HOURS

## GRADING CRITERIA AND COURSE ASSESSMENT

**Distribution of Points**

| | |
|---|---|
| 1. Book forum discussions (3x25 pts.) | 75 (33.3%) |
| 2. Daily forum discussions (5x5 pts.) | 25 (11.1%) |
| 3. Case Study | 75 (33.3%) |
| 4. Book Review | 50 (22.2%) |
| TOTAL POINTS AVAILABLE | 225 points |

**Passing Grades**
In order to pass the course, the students must accumulate enough points to receive a passing grade. Points are received based on the student's performance in each requirement.

| | | | | | | |
|---|---|---|---|---|---|---|
| A: 96-100<br>A-: 93-95 | | B+: 90-92<br>B: 85-89 | | B-:82-84<br>C+: 79-81 | | C: 75-78<br>C-: 72-74 |

**Assessment Submission**
All assessments must be submitted electronically to the appropriate Learning Hub upload.

## PRE-INTENSIVE BOOK FORUM DISCUSSIONS

Read the following books. (They may be purchased through the NADEI bookstore: 269-471- 8303, or online at www.nadei.org or via www.amazon.com. AU students will receive a 10% discount from NADEI, please indicate that you are an AU student when ordering.) Please make sure you have ordered all books.

1. **Pre-intensive Reflective Reading Discussions:** Do the required reading for all 3 required texts and participate substantially in the Learning Hub FORUM book discussions on or by the posted date. These postings will be graded for quality of content related to the book, reflective writing that considers the impact on you personally and professionally. Post at least 3 substantial reflections (for each book) as primary posts or response statements to postings by your fellow participants. Scores accumulate until you reach 25 points for each book discussion forum.

**Due October 30, 2018**

a. McCallum, D., & Lowery, J. (2012). *Organic discipleship: Mentoring others into spiritual maturity and leadership*. Columbus, OH: New Paradigm. ISBN: 0983668108; 330 pp.
b. Nieuwhof, C. (2015). *Lasting impact.* Cumming, GA: reThink Group. ISBN: 1941259464; 170 pp.
*c.* Birch, R. (2018). *Church Growth Flywheel: 5 practical systems to drive growth at your church*. Self-published: unSeminary 208 pp.

Recommended:

d. Schwarz, C.A. ( 2005) *Color your world with natural church development.* Carol Stream, IL: Church Smart. 198 pp.

e. Burrill, R. ( 1993). *Revolution in the Church*. Fallbrook, CA: Hart. 125 pp.

## DURING COURSE REQUIREMENTS

1. Engage in daily learning discussion and assessment in the forum provided in Learning Hub. Post interactive discussion posts that explore significant learning points, points of learning that were unclear or missed, teaching effectiveness, reflections on personal change, etc.

## POST INTENSIVE REQUIREMENTS:

1. Post-intensive Book Review: Choose a mentoring, discipleship, or church growth related book published 2013 or later. Read it and write a 750-1000 word review for consideration of publication. The review should conform to the standard established in the Rubric in Appendix 2 Follow the *Andrews Standards for Written Work, 12th ed*. Use APA style. Clear title with Dr. Patterson to avoid duplication with another student or a previously published review.

**Due Oct 30, 2018**

2. One 6-page case study paper, in harmony with the criteria for grading in this syllabus. This paper should be based on a field application of one of the projects listed below. The paper should clearly spell out what was done, as well as the results of implementing the project in your church. Follow the *Andrews Standards for Written Work, 12th ed*. Use APA style.

**Due Nov 30, 2018**

Grading of Case Study reports are based on the following criteria.

1. The project report will be graded on how well the student followed the guidelines in the project as suggested in the syllabus. Special attention will be given to how well the student presented the project to the church and was able to get their leaders to accept the proposal. It will also be examined to see if the student adequately expressed what learning occurred as a result of the project.

2. The following guidelines are to be followed by the student in doing the project and its paper.

   2.1. Research as many of the resources suggested as you can in order to discover as much information as possible about your project.

   2.2. Think through what you wish to accomplish. Decide what end product you want as you implement your project in the church.

   2.3. Reflect on the process. How are you going to get from the present state of the church to where you wish to be as defined in #2.2 above?

2.4. Guidelines for writing the paper:

2.4.1. Introduce the concept you wish to implement.

2.4.2. Justify the importance of the concept.

2.4.3. Give detailed plans and timetable for implementation of each phase of the concept. Share in detail how you plan to implement this concept.

2.4.4. Substantiate every step of your implementation, as well as your basic concept, with appropriate quotations or references which reveal that you are well acquainted with the literature in that field.

2.4.5. The paper should be typed and double-spaced, with good usage. If English is a second language, you may wish to hire someone to go over your paper and correct the English before submitting it.

2.4.6. The finished project should be something you can use in your ministry. If you need to use more pp. to accomplish that goal, please do so.

You may choose one of the following nine projects:

**2.1.** Develop a program or plan to follow up visitors who attend your church. This program should be worked out through your local church groups. It should then be implemented over at least 3 months. The report should indicate the plan followed, how the church rallied behind the program, the results of the implementation of the program, comparing it to what was happening before you implemented the new visitor follow up program.

**2.2.** Develop a holistic plan to assimilate new people into the church, so that they become fully devoted disciples of Jesus Christ. Implement the plan with new people you baptize over the next several months and document not only what you did, but the results as seen in the transformed lives of the new converts.

**2.3.** Reflect on what you feel is the major problem that is hindering your church from becoming a growing church. Devise a solution, based on your studies in this course, implement it in the church, and reflect on the results and what you learned, especially about the process of creating change in your church.

**2.4.** Meet with your elders or church board and study through the book, *Revolution in the Church*, together. With their consultation devise a plan to implement the ministry of the laity in your church. Write a report on what you did, the reaction of the members, and any changes that you were able to implement in the church.

**2.5.** Preach a series of at least three sermons on the role of the pastor as an equipper and the member as a minister. Devise an evaluation form to pass out at the end that would reveal how member's ideas of ministry were changed as a result of your sermons. You might want to do the member survey before and after the sermons. Report the results and attach your sermons as part of your report.

**2.6.** Preach a sermon on the church as a relational community and describe the early Adventist social meeting. Then in the next few weeks conduct an early Adventist social meeting as part of the worship hour. Pass out a survey to get member reaction to the social meeting. Record what happened in your report and enclose a copy of the sermon.

**2.7.** Conduct the *Recapturing the Adventist Mission Seminar* as an alternative Sabbath School course, a week-end seminar, or prayer meeting series. Especially encourage your leadership to attend. As a result of the seminar seek to create a dream for your church. Report what you did, the reaction of the people attending, and the vision created.

**2.8.** Seek to create a mission mind-set in your congregation. In your report, indicate all that you did and document as much as possible (for example – if you did a sermon, enclose it in the report). Report also on how the congregation responded and any evidences you have seen of a mission mind-set being birthed anew in your congregation.

**2.9.** Select two pastors whose ministries you feel would be good learning opportunities. Do a thorough evaluation of their ministry. Concentrate on aspects of what makes their churches grow or not grow. Evaluate what is working/not working. Document all your interaction with both pastors and local leadership in getting a better understanding of what makes for success. .Identify growth or non-growth issues. Devise an alternative plan you feel would cause more growth.

## COURSE POLICIES

**Classroom Seating**
Students may sit where they desire. They should sit in the same seat for each session unless a problem develops.

**Disability Accommodations**
If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

**Late Submission of Assessment**
The following penalties will be applied for late submission of assessment items:

| | |
|---|---|
| Submission received on tme | Full Points |
| Pre session submission received within 1 month | Loss of 10% of pts. |
| Post session submission received within 1 month | Loss of 10% of pts. |
| Post session submission received after March 31 | No credit |

**Teacher Tardiness**
"Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean". *AU Bulletin*

**Class Absences**
"Whenever the number of absences exceeds 20% (10% for graduate courses) 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 course 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. Course work is made up by permission of the teacher". *AU Bulletin*

**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*

**Language and Grammar**

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

**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.

## OUTLINE OF TOPICS AND ASSESSMENT

| Day | Date | Course | Outcomes (SLO) |
|---|---|---|---|
| 1 | Sept 23 | Challenge of the Harvest | SLO 1,5 |
| | | Theology of Church Growth | SLO 1, |
| 2 | Sept 24 | Leadership Implications for Church Growth | SLO 1, 2 |
| | | Principles of Church Growth | SLO 7, 4, 6 |
| | | Natural Church Development | SLO 10 |
| 3 | Sept 25 | Revitalizing Plateaued/Declining Churches | SLO 8, 9 |
| | | Managing Change | SLO 8 |
| | | Relational Nature of Church- Friendship Evangelism | SLO 4, 7 |
| 4 | Sept 26 | The Relational Context of the Church | SLO 4, 7 |
| | | Church Visitors | SLO 4, 7 |
| | | Church Planting | SLO 1, 9 |
| | | Priesthood of All Believers | SLO 2 |
| 5 | Sept 27 | Role of Clergy in NT Era | SLO 2 |
| | | Adventism and Biblical Role of Pastor | SLO 2 |
| | | Recreating a Mission Driven Church | SLO 2, 3 |
| | | Spiritual Gifts | SLO 3 |
| | | Structuring the Church for Lay Ministry | SLO 3 |
| | | Creating Vision | SLO 4 |
| | **Sept 27, 2018** | **Reading Forum Submissions Completed** | |
| | **Oct 30, 2018** | **Post-intensive Book Review** | |
| | **Nov 30, 2018** | **Case Study Report** | |

## INSTRUCTOR PROFILE

Dr. Stanley Patterson currently teaches and mentors ministry professionals at the SDA Theological Seminary. He serves as Chair of the Christian Ministry Department and teaches classes in Christian leadership and pastoral practics. He also serves as executive director of the Christian Leadership Center of Andrews University which is dedicated to providing Christian Leadership development and guidance to organizations and ministry teams around the world.

He began his pastoral ministry in 1975 in Texas, then Wyoming, Colorado, and Georgia. He served as ministerial director and evangelism coordinator in the Greater New York Conference and for twelve years in the Georgia-Cumberland Conference as ministerial director and later as vice-president for pastoral ministries and evangelism.

He was granted a Ph.D. in Leadership and Administration from Andrews University in 2007 and responded to a call to serve the Seminary in 2008. He has published numerous academic and professional articles on Christian Leadership and has assisted in the development of Christian leaders throughout the world field.

Glenda and he make their home in Berrien Springs, Michigan and have four adult children and eight grandchildren and one great- grandson.

# APPENDIX 1
# CRITERIA FOR ASSESSMENT GUIDELINES

### THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

### THE A GRADE

An A grade is only given when a student not only fulfills the criteria stipulated above 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 applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

**THE D GRADE**

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their 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.

**FAIL**

The Fail grade is given when very limited or no demonstrable competency has been observed.

**EXTRA CURRICULAR ACTIVITIES**

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this course on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

**PLAGIARISM**

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

**LANGUAGE AND RAMMAR**

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

## APPENDIX 2

| Rubric for Assessing the CHMN539 Book Review | | | | |
|---|---|---|---|---|
| | **Grade range- 90-100%** | **Grade range-80-89%** | **Grade Range < 80%** | |
| ***Focus**: author's thesis; book's content (10)* | Clearly communicates the author's thesis/main idea and succinctly summarizes the book's content | Adequately communicates the author's thesis and summarizes the book's content | Does not clearly communicate the author's thesis and/or summarize the book's content | |
| ***Critique**: evaluation on behalf of the church community; Includes specific language about strengths and weaknesses; not a personal reaction (15)* | Interacts with and critiques the author's ideas at a high level on behalf of the leadership community | Adequately critiques the author's ideas on behalf of the community | Does not offer a helpful critique, and/or does not critique on behalf of the community, and/or too much personal reviewer bias | |
| ***Application**: applied aspect for Christian leaders; not limited to reviewer's personal context (15)* | Shares clear and practical application of the author's ideas for Christian leadership/discipleship | Adequately applies the author's ideas for Christian leadership/discipleship | Does not sufficiently apply the author's ideas for Christian leaders, and/or application limited to reviewer's personal context | |
| ***Recommendation**: to read this book or not, and why (10)* | Clearly and strongly recommends whether to read the book, including a summary of reasons why | Adequately recommends whether to read the book | Does not strongly recommend whether to read the book and/or include reasons why | |
| | | | **Total (50)** | |

Note: "Author" refers to the book author; "reviewer" refers to the book reviewer.

If appropriate, some information about the author might be included: Who is he/she? Why write this book? Any information about what makes the author an authority on the book's subject is helpful, especially if the author is relatively unknown.

Things that should *not* be in a review:

- Rants about negative or positive aspects of the book.
- Expressions of personal prejudices: "I liked/didn't like X aspect of the book…"

# APPENDIX 3
# BIBLIOGRAPHY

(Discipleship Bibliography collected by Dr. Ron Clouzet and Dr. Russell Burrill, NADEI Directors)


1. Abraham, W. J. (1989). *The logic of evangelism*. Grand Rapids: Eerdmans.
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