

CHMN623  
**INNOVATIVE  
EVANGELISM**  
*March 11-15, 2018*

*Dr. S. Joseph Kidder, Christian Ministry*

InMinistry Center Intensive  
MA in Pastoral Ministry

# Andrews University

## CHMN623 INNOVATIVE EVANGELISM SPRING 2018 MARCH 11-15, 2018

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### GENERAL CLASS INFORMATION

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Class Name: CHMN623 Innovative Evangelism  
Class location: Ortner Center, Union College  
Lincoln, Nebraska  
Class time/day: **Sunday: 3-8pm**  
**Mon-Wed: 8:00am-12:30pm; 2:00-6:00pm; Thurs.: 8am to 12:30pm.**  
Credits offered: 3

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### INSTRUCTOR CONTACT DETAILS

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Instructor: Dr. S. Joseph Kidder, Christian Ministry  
Telephone: Home: (269) 473-2497, Office: (269) 471-8316  
Email: [kiddersj@andrews.edu](mailto:kiddersj@andrews.edu)  
Office location: Andrews University, Seventh-day Adventist Theological Seminary  
4145 E. Campus Circle Drive, Berrien Springs, MI 49104-1500  
Secretary: Bonnie Beres, (269) 471-3408

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### BULLETIN CLASS DESCRIPTION

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The course will seek to stimulate new ideas for evangelizing population groups that may be difficult to reach with more traditional methods, as well as broadening the means by which people might be attracted to the gospel. This may involve a review of unique approaches that have been tried by others as well as the development of original plans by students.

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### SYLLABUS REVISION STATEMENT

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

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### SDATS CLASS ASSIGNMENT LOAD GUIDELINES

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Earning academic credit at the SDA Theological Seminary is based on the following rule: 1-credit = 45 hours invested by the student. Whereas MAPMin classes offered by InMinistry are 3-credits, that means professors expect a student invest 135 hours in each course for 3-credits. This is made up in pre and post class work, plus actual class time with the professor. A guideline for class assignments is based on the following: 15-20 pages/hour for non-tested reading

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### PROGRAM OUTCOMES

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#### ***MA in Pastoral Ministry (MAPM) Program Outcomes (Updated)***

1. Delivers effective biblically based sermons.
  2. Demonstrates proper biblical interpretation skills.
  3. Understands the historical–theological development of the Adventist Church.
  4. Capable of training church members for evangelism.
  5. Demonstrates an understanding of how to empower church members for leadership.
  6. Capable of reaching specific social groups.
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### STUDENT LEARNING OUTCOMES (SLO)

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

1. Develop greater personal biblical and spiritual growth.
2. Practice the characteristics of basic Church Growth.
3. Create a Biblical narrative that reflects the character of Christ and exemplifies personal integrity and professional ethics.
4. Define the theological, psychological, and sociological foundations for growth in the Christian life and how that relate to church growth and evangelism.
5. Identifies the evangelistic factors that lead to the effective evangelizing of the young and the youth.
6. Identify the factors that lead to church renewal and revival.
7. Owning and Modeling a balanced committed Christian life that is committed to the great commission and its application in public, group and personal witnessing.

**The primary objectives of this class are to:**

- Identify the biblical and theological perspectives on evangelism.
- Explain Jesus' method of working with groups which were difficult to reach.
- Show methods of selected biblical personalities used to reach groups which were difficult to reach.
- Identify what a paradigm is and how it works to prevent change
- Assess his or her local church's readiness for change.
- List and examine specific challenges to evangelism of today and approaches used to meet these challenges.

**Secondary objectives include:**

- Construct approaches which will assist you with your evangelism objectives.
- Identify and describe the eight characteristics of growing churches that cross all cultural barriers.
- Explain why there is no "right" way to conduct evangelism.
- Write an explanation of what Paul meant when he said "that he would become all things to all people that he might save some."
- Express the meaning of creativity, define what makes a creative person, and practice the principles of creativity. Defend your approach to creativity.
- Develop and organize a program for reaching unchurched people.

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**TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY**

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**Required:**

**Reading:** Three required textbooks make up the reading list. You will need to submit a book report on each book by the end of the designated time. Each report should include: your name, the name of class, the date; the author's name, book title, a brief review of the book, and then your critique as outlined below. Each report must be in print form, double spaced, and need not exceed three pages.

The book report for *Evangelism* is due on the first day of class, **Sunday, March 11, 2018.**

The other book reports must be turned in by **April 27, 2018.** Below are the books to be read and the questions to be answered in the report.

Kidder, S. Joseph. *Moving your Church, How to be Spirit-filled Community*. Napa, Idaho: PPPA, 2016

Kidder, S Joseph. *The big Four, Secrets of a Thriving Church Family*. Silver Springs: The Review and Herald, 2011, **(159pp)**.

White, Ellen G. *Evangelism*. Washington DC: Review & Herald, 1946, **(707pp)**.

**Materials to be purchased at the price of \$25. See the instructor.**

**Do as much reading from the required list as possible**

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PRE-INTENSIVE COURSE REQUIREMENTS

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**Reading:**

Three required textbooks make up the reading list. You will need to submit a book report on each book by the end of the designated time. Each report should include: your name, the name of class, the date; the author's name, book title, a brief review of the book, and then your critique as outlined below. Each report must be in print form, double spaced, and need not exceed three pages.

The book report for *Evangelism* is due on the first day of class, **Sunday, March 11, 2018.**

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REQUIREMENTS DURING COURSE INTENSIVE

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1. Attend and participate in all scheduled classes. [See schedule above.]
2. Work on project which may be assigned.
3. Complete additional reading which may be assigned.
4. Work on proposal for the project.
5. Submit proposal for project by the end of June.

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POST-INTENSIVE COURSE REQUIREMENTS

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**Please note that the following readings are due by **April 27, 2018.****

**A. Reading:** Three required textbooks make up the reading list. You will need to submit a book report on each book by the end of the designated time. Each report should include: your name, the name of class, the date; the author's name, book title, a brief review of the book, and then your critique as outlined below. Each report must be in print form, double spaced, and need not exceed three pages.

The book report for *Evangelism* is due on the first day of class, **Sunday, March 11, 2018.**

The other book reports must be turned in by **April 27, 2018.** Below are the books to be read and the questions to be answered in the report.

**B. Kidder, S Joseph. *Moving your Church, How to be Spirit-filled Community*. Napa, Idaho: PPPA, 2016**

1. Give a brief review. What did you like? What did you not like?
2. How do you implement the concepts of the book in your life and ministry?
3. How do you convey to the congregation the value of everyone finding their own life of worship?

**C. Kidder, S Joseph. *The big Four, Secrets of a Thriving Church Family*. Silver Springs: The Review and Herald, 2011.**

1. Give a brief review. What did you like? What did you not like?
2. Based on the ideas generated by this book, what would you put in action to change your church?
3. Since we do not live in an ideal world, what changes could you make in your local church to make it a safe place for the unchurched? Explain. If after reading this book you feel like that is no need to make any changes, explain why.

**D. White, Ellen G. *Evangelism*. Washington DC: Review & Herald, 1946.**

1. Read the entire book.
2. Write 3-4 pages of insights you have gained from the book that you can implement in your ministry.
3. Study specifically “Laboring for Special Classes” - pages 552-586. Choose one of the groups [“classes”] discussed in these pages and write a three –four page paper outlining the approaches you would use to bring the gospel to the group chosen. This paper is to be submitted by **March 11, 2018**.

**E. Bible Study:** Please study 1 Corinthians 9:19-23 and submit a 2-3 page (double-spaced, one-inch margins, 12 pt. type). Does this passage suggest that anything that works is right for evangelism? Are there boundaries that should not be crossed? If there are what are they? What principles would you suggest for applying this passage to creative evangelism? Why do you think Adventist have not studied this passage more? This paper is to be submitted by **April 27, 2018**.

There are a number of other excellent books that you should read if you want to be an innovator in church growth. You are encouraged to read as many as you can of the books listed in the bibliography below, however, this is not a requirement.

**All book reviews and studies (the Bible, Ellen G. White, etc.) are due by **April 27, 2018**.**

**F. Project:**

1. Choose a current church situation and write a paper on an innovative approach to evangelism you would use that meets your own particular need. The primary purpose of this research is for practical application in one’s ongoing ministry. You will need to reflect on your reading, papers, class lectures, and participation.
2. This paper needs to be typed, double-spaced, and must be written according to *Standards for Written Work*, Andrews University. [Available at AU Bookstore.]
3. Length of paper should be 15-20 pages.
4. Submit **two** copies of the paper to the professor. They must be in the office of the professor no later than **April 27, 2018**.
5. NOTE: Criteria for evaluating your writing can be found in my Appendix, beginning on p. 19.

**6. The criteria for grading the project will be:**

40 Pts	<b>Research Content</b>	
	Biblical foundation	(15)
	Current sources/studies	(10)
	Analysis/Synthesis	(15)
40 Pts	<b>Application</b>	
	Translated from paper to ministry (what difference does it make?)	(20)
	Plans to use project in your life or ministry	(20)
20 Pts	<b>Writing</b>	
	Logical flow and transition	(06)
	Use of English	(05)
	Neatness and quality	(04)
	Minimum of 10 different sources	(05)
	<b>Total</b>	<b>100 Pts.</b>

Schedule for class meetings: March 11-15, 2018			
			Running total
Sunday	3-8 p.m.	5 hours	5
Monday	8:00-12:30 p.m.	4.5 hours	13.5
	2:00-6:00 p.m.	4 hours	
		8.5	
Tuesday	8:00-12:30 p.m.	4.5 hours	22
	2:00-6:00 p.m.	4 hours	
		8.5	
Wednesday	8:00-12:30 p.m.	4.5 hours	30.5
	2:00-6:00 p.m.	4 hours	
		8.5	
Thursday	8:00-12:30 p.m.	4 hours	35
		4	
Pre/Post-session	Guest lectures to be viewed on-line	10 hours	45
		10	

**Credit-Hour Definitions**

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

<b>Estimated Time for this Class—MAPM---3 credit (135 hours)</b>		
Class Lectures face to face	35	45 hours total
Pre/Post Online	10	
<b>Independent Completion of Assignments</b>		
Reading	45 hours	
2-page Paper on 1 Cor	5 hours	
15-page Project Paper	40 hours	
<b>Total Hours</b>	<b>135 hours</b>	

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**OUTLINE OF TOPICS AND ASSIGNMENTS**

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Day	Date	Class Topic	Assignments Due
1	March 11	The Big Four	March 11 and April 27, 2018
		Leadership	
		Training	
2	March 12	How people come to the lord?	
		Dying for change.	
		The dream church.	
3	March 13	The worship experience.	
		People's expectations of the worship service.	
		People's expectations of the worship service. Part 2	
4	March 14	Building a house of prayer.	
		How to reach the new generation for Jesus.	
		How to reach the new generation for Jesus. Part 2	
5	March 15	Hoe to revive a dying church	



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**HOW MUCH TOTAL TIME INVESTMENT FOR THIS CLASS?**

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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 40 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, 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            15-20 pages/hr.
- Average writing speed            3 hr./page

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

- Required reading (3 books)    45 hrs.
  - 2-page paper on 1 Cor        5 hrs.
  - 15-page project paper        40 hrs.
  - Hours in class                45
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| Total Hours for class | 135 |
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**GRADING CRITERIA AND COURSE ASSESSMENT ITEMS**

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**GRADING and Evaluation**

The grade will be based on the total number of points. Possible points are as follows:

Reading and written reports	35
Class participation & assignments	5
Project	60
Total points possible	100

Letter grades will be given based on the following percentages:

A	93-100	C+	77-79
A-	90-92	C	73-79
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	60 or less

**ANY QUESTIONS:**

If you have any questions about the requirements or need additional information please feel free to contact me. I am looking forward to this class.

**Late Submission**

The following penalties will be applied for late submission of assessment items:

Assessments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

### Rubric for Reflection Paper

Category	Very Good 20, 19 (95%)	18, 17 (85%)	Average 16, 15 (75%)	14, 13 (65%)	Poor 12 (60%) >	Score
<b>Adventist perspective on spiritual life</b>	Clearly articulates an Adventist perspective of intentional spiritual life		Somewhat articulates an Adventist perspective of . . .		A deficient articulation of an Adventist perspective of . . .	/60
<b>Understanding of Church growth methods</b>	Clearly demonstrates understanding of devotional habits		Demonstrates some understanding of devotional habits		Is quite vague about what constitutes devotional habits	/60
<b>Personal and evangelistic practices</b>	This semester intentionally and consistently practiced devotional habits		This semester inconsistently practiced personal spiritual habits		This semester was inconsistent and had very little intentional devotional time	/60
<b>Commitment to balanced form of evangelism</b>	Reflects on lifestyle and makes commitment to discipline and balance		Reflects on lifestyle and discusses some aspects of future balanced living		Reflects little on personal life or does not make commitment to future lifestyle	/60
<b>Evaluation of specific and overall church issues</b>	Evaluates specific and overall course experience		Discusses course experience but with little or no evaluation		Makes little reference to course experience	/60
<b>Paper presentation</b>	Paper is presented neatly, with correct grammar, spelling and punctuation		Paper somewhat displays neatness, correct grammar, spelling and punctuation		Paper poorly displays neatness, correct grammar, spelling and punctuation	/60
<b>Total</b>						/100

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## MDIV STUDENT REQUIREMENTS

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**If you are enrolled in the MDiv program, please see the professor for the requirements**

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## CLASS POLICIES

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### **Emergency Protocols**

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.

### **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. Whenever the number of absences exceeds 10% 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.”

*Andrews University Bulletin 2010, page 29-30*

### **Academic Integrity**

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“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.”

*Andrews University Bulletin 2010, page 30*

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## INSTRUCTOR PROFILE

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Dr. Kidder is a well-recognized authority in the area of Leadership and Church Growth, discipleship and spiritual growth. He has invested his life in the equipping and training of pastors and the laity. He has written many articles and books on the subject of Discipleship, Worship, Spiritual Growth, leadership and Church Growth.



Dr. S. Joseph Kidder has been teaching at the Seventh-day Adventist Theological Seminary for the last ten years. Prior to that, he had over 20 years of successful pastoral work. He has helped many people come to the Lord and grow in their spiritual walk.

Dr. Kidder was born in Nineveh, Iraq, and immigrated to the U.S. when he was kicked out of home and beaten almost to death by his family when he converted to the Adventist faith.

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## RESEARCH/PUBLICATIONS

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### Scholarly/Professional Publications - Books

*Majesty: Experiencing Authentic Worship.* Hagerstown, MD: Review & Herald Publishing Association, 2009.

*The Big Four, Secrets of a Thriving Church Life.* Hagerstown, MD: Review & Herald Publishing Association, 2012

The Youth Speaks, The church listens. Lincoln, Nebraska: Advent Source, 2014

*Moving your Church, How to be Spirit-filled Community.* Napa, Idaho: PPPA, 2016

### Scholarly Publications in the Area of Biblical Studies

This Generation in Matthew 24:34. *Andrews University Seminary Studies*, Autumn 1983, (21:3), 203-209.

Creeds and Statements of Belief in Early Adventist Thought. *Andrews University Seminary Studies*, Spring 2009 (47:1), 101-116.

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**SCHOLARLY PUBLICATIONS IN THE AREA OF CHURCH GROWTH**

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Por Que Algumas Igrejas Crescem. *Revista do Anciao*, Apr-June 2008, 5.7.

The Power of Relationship in Evangelism. *Ministry*, July 2008 (80:7), 10-12.

Why Churches Grow. *Elder's Digest*, January-March 2009, 4-5.

The Biblical Role of the Pastor. *Ministry*, April 2009, 19-21.

"Reflections on the Future of the Seventh-day Adventist Church in North America: Trends and Challenges (Part 1 of 2)." *Ministry: International Journal for Pastors*, December 2010.

"Reflections on the Future of the Seventh-day Adventist Church in North America: Trends and Challenges (Part 2 of 2)." *Ministry: International Journal for Pastors*, February 2011.

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**SCHOLARLY PUBLICATION IN THE AREA OF SPIRITUAL FORMATION & GROWTH**

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Living with a Passion for the Presence of God, A Call for Authentic Biblical Spirituality.  
Published in *Encountering God in Life and Mission: A Festschrift Honoring Jon L. Dybdahl*. Berrien Springs, MI: Andrews University, 2010. 80-99.

Prayer Is Seeking God's Presence. *Best Practices for Adventist Worship*, September 2010. Accessed January 10, 2011. <http://archive.constantcontact.com/fs033/1101578508634/archive/1103601495701.html#WorshipAndPrayer>

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**SCHOLARLY RESEARCH IN THE AREA OF ELLEN G. WHITE STUDIES**

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A review of Ellen G. White book *Christian Service* to be published by the GC of the SDA Church in the upcoming *Adventist Encyclopedia*.

A review of Ellen G. White book *Testimonies to Ministers* to be published by the GC of the SDA Church in the upcoming *Adventist Encyclopedia*

A review of Ellen G. Whites book *Testimonies to Ministers and Gospel Workers*, 1923, 544 pp., to be published by the GC of the SDA Church in the upcoming *Adventist Encyclopedia*

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POPULAR ARTICLES

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**Popular Publication**

Escape from Iraq, Part 1. *New England Pastor*, March-April 2008, 9-12.

Escape from Iraq, Part 2. *New England Pastor*, May-June 2008, 10-12.

Challenged by the Truth. *Review & Herald*, February 15, 2007, vol. 155, 26-29.

Watching for His Return. *Gleaner*, February 3, 1007, (92:3), 5.

Hated, Beaten, and Spat Upon, He is Alive, July-August 1991 (2:4), 11-15.

## APPENDIX 1

# CRITERIA FOR ASSESSMENT GUIDELINES

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### **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 fulfils 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 centre, 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 demonstratable 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 class 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 plagiarising 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 GRAMMAR**

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.

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CLASS BIBLIOGRAPHY:

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BOOKS:

- Anderson, Leith.** *Dying for Change - An Arresting Look at the New Realities Confronting Churches and Para-Church Ministries.* Minneapolis, MN: Bethany House Pub., 1990.
- Anderson, Leith.** *A Church for the 21st Century.* Grand Rapids, MI: Zondervan Pub. House, 1992.
- Barker, Joel.** *Paradigms-The Business of Discovering the Future.* New York: Harper Collins, 1992.
- Barna, George.** *Evangelism That Works - How to Reach Changing Generation With the Unchanging Gospel.* Gospel Light Pub., 1997.
- Barna George.** *The Fog in the Kettle - What Christians Need to Know in the Year 2000.* Ventura, CA: Regal Books, 1990.
- Barna, George.** *User Friendly Churches.* Ventura, CA: Regal Books, 1991.
- Barna, George.** *Today's Pastors.* Ventura, CA: Regal Books, 1993.
- Barna George.** *Generation Next - What You Need to Know About Today's Youth.* Ventura, CA: Regal Books, 1995.
- Barna George.** *The Habits of Highly Effective Churches.* Ventura, CA: Regal Books, 2000.
- Barna George.** *The Second Coming of the Church.* Nashville: Word Publishing, 1998.
- Baumgartner, Erich W.,** ed. *Re-Visioning Adventist Mission in Europe.* Berrien Springs, MI: Andrews University Press, 1998.
- Burrill, Russell.** *Revolution in the Church.* Fallbrook, CA: Hart Research Center, 1993.
- Burrill, Russell.** *Radical Disciples for Revolutionary Churches.* Fallbrook, CA: Hart Research Center, 1996.
- Burrill, Russell.** *The Revolutionized Church of the 21st Century.* Fallbrook, CA: Hart Research Center, 1997.
- Callahan, Kennon L.** *Twelve Keys to an Effective Church.* San Francisco: Harper, 1993
- Celek, Tim & Zander Dieter.** *Inside the Soul of a New Generation.* Grand Rapids: Zondervan Publishing House, 1994.
- Dybdahl, Jon L.,** ed. *Adventist Mission in the 21st Century.* Hagerstown, MD: Review and Herald Pub. Assn., 1999.
- Easum, William & Bandy, Thomas.** *Growing Spiritual Redwoods.* Nashville: Abingdon Press, 1997.

- Fink, Roger & Stark, Rodney.** *The Churching of America, 1776-1990.* New Brunswick, NJ: Rutgers University Press, 1992.
- Ford, Kevin Graham.** *Jesus for a New Generation.* Downers Grove, IL: InterVarsity, Press 1995.
- George, Carl.** *The Coming Church Revolution.* Grand Rapids, MI: Fleming H. Revell, 1994.
- Gibbs, Eddie.** *Church Next: Quantum Changes in How We Do Ministry.* Downers Grove, IL: InterVarsity Press, 2000
- Goldman, Ari L.** *The Search for God at Harvard.* New York: Ballantine Books, 1991.
- Hunter George.** *How to Reach Secular People.* Nashville: Abingdon Press, 1992.
- Hunter, Kent.** *Foundation for Church Growth.* Corunna, IN: Church Growth Center, 1994
- Hybels, Bill and Mark Mittelberg.** *Becoming a Contagious Christian.* Grand Rapids: Zondervan Publishing House, 1994.
- Klaiber, Walter.** *Call & Response.* Nashville: Abingdon Press, 1997.
- Liesch, Barry.** *The New Worship.* Grand Rapids: Baker Book House, 1996.
- Long, Jimmy.** *Generation Hope - A Strategy for Reaching the Postmodern Generation.* Downers Grove, IL: InterVarsity Press, 1997.
- Loscalzo, Craig A.** *Apologetic Preaching: Proclaiming Christ to a Postmodern World.* Downers Grove, IL: InterVarsity Press, 2000.
- Loscalzo, Craig A.** *Evangelistic Preaching That Connects.* Downers Grove, IL: InterVarsity Press, 1995.
- McIntosh, Gary.** *Three Generations - Riding the Waves of Change in Your Church.* Grand Rapids, MI: Fleming H. Revell, 1995.
- Malphurs, Aubrey.** *Pouring New Wine into Old Wineskins- How to Change a Church Without Destroying It.* Grand Rapids, MI: Baker Book House, 1993.
- Mittelberg, Mark.** *Building a Contagious Church.* Grand Rapids, MI: Zondervan Publishing House, 2000.
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