

CHMN 539

Church Growth & the Equipping Pastor

Fall 2020

Stanley Patterson, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

| | |
|------------------------------|---|
| Class location: | Remote teaching format—Participants connect with ZOOM |
| Class meeting times: | October 4-8, 2020 Sunday: 1:00 – 5:00 pm Monday – Thursday: 8:30 – 12:00pm; 1:30 - 5:00pm |
| Course Website: | learninghub.andrews.edu Pre-Intensive Reading assignment: August 24-October 3, 2020 |
| Instructor: | Stanley E Patterson, PhD |
| Instructor Telephone: | M – (269) 240-4900 |
| Instructor Email: | patterss@andrews.edu |
| Office location: | Seminary Building – N232 |
| Office hours: | By Appointment |

BULLETIN DESCRIPTION OF COURSE

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.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

MA in Pastoral Ministry (MAPM)

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

(The full set of program learning outcomes for your degree program is listed in **Appendix #3.**)

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:

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.

COURSE OVERVIEW

PRE-INTENSIVE COURSE REQUIREMENTS

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.

- a. *McCallum, D., & Lowery, J. (2012). Organic discipleship: Mentoring others into spiritual maturity and leadership.* Columbus, OH: New Paradigm. ISBN: 0983668108; 330 pp.
- b. *Woodward, J. R. (2016). The church as movement: Starting and sustaining missional-incarnational communities.* Downers Grove, IL: Intervarsity. ISBN 9780830841332, 236 pp.
- c. *Birch, R. (2018). Church Growth Flywheel: 5 practical systems to drive growth at your church.* Self-published: unSeminary 208 pp.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

1. **Pre-intensive Reflective Reading Discussions:** Do the required reading for all texts and participate substantially in the Learning Hub FORUM book discussions on or by the posted date. Ratings for each posting range from minimum of 1 point to maximum of 8 points. These postings will be graded for scholarly quality and analysis of content related to the book, reflective writing that considers the impact on you personally and professionally, and evidence of critical thinking. Forum primary thread postings must include page or location number of the source of the posted topic. Submit postings until the cumulative points total 25 for each book. Your Learning Hub grade page will show the points you have accumulated. Points rate primary postings and response statements to postings by your fellow participants. Forums open August 20 and close October 9.

REQUIREMENTS DURING THE INTENSIVE

1. **Daily Online Discussion Forum (15 points total per day):** Each day during the Intensive students are required to make at least three postings (1 initial posts + 2 response posts) in accordance with the following parameters:
 - a. Respond to two of the question posted by the teacher (initial post) - this initial post is due by 21:00 each day of the intensive
 - b. Respond to at least two of the replies made by other students (response posts) by 22:00 hrs.

POST-INTENSIVE COURSE REQUIREMENTS

- 1) Post-intensive Book Review: Choose a mentoring, discipleship, or church growth related book published 2018 or later. Read it and write a 750 - 1000 word review for consideration for 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. Grading rubric on page 13. Use MS Word—no PDF. **Due Nov 1, 2020**
- 2) Eight-page project report paper, in harmony with the criteria for grading in this syllabus. Base this paper on an actual field project already completed. The paper should clearly spell out what was done, as well as the results of implementing the project in your church or one of which you have intimate knowledge. Cite 6 book, article or website sources 3 years or less publication date, Include AU-APA formatted bibliography. Follow the *Andrews Standards for Written Work, 13th ed.* Use APA style. Grading rubric on page 11. Use MS Word—no PDF. **Due November 15, 2020**

Grading of Project Report is based on the following outline:

1. Description of the Context
 - a. Demographics
 - b. Brief history of the congregation
 - c. Leadership culture

- d. Missional attitude
- 2. Description of the Project
 - a. Problem addressed
 - b. Criteria that determines success
 - c. Protocol for implementation
- 3. Theological Foundation
 - a. Biblical narratives addressing same or similar problem
 - b. Solutions applied in biblical narratives
- 4. Church Growth Literature Review
 - a. What counsel is available from CG experts regarding your problem
 - b. What solutions are recommended in the literature
 - c. Which CG author contributed positively to your project
- 5. Assessment of the Results
 - a. What learnings emerged from this project?
 - b. Did the project initiate long-term change?
 - c. What would you do differently?
 - d. What recommendations do you have?

OUTLINE OF TOPICS AND ASSESSMENT

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

| Day | Date | Course | Outcomes (SLO) |
|------------|--------------------------|---|-----------------------|
| 1 | Oct 4 1:00 – 5:00pm | Challenge of the Harvest | SLO 1,5 |
| | | Theology of Church Growth | SLO 1, |
| 2 | Oct 5 8:30 am–5:00 pm | Leadership Implications for Church Growth | SLO 1, 2 |
| | | Principles of Church Growth | SLO 7, 4, 6 |
| | | Natural Church Development | SLO 10 |
| 3 | Oct 6 8:30 am–5:00 pm | Revitalizing Plateaued/Declining Churches | SLO 8, 9 |
| | | Managing Change | SLO 8 |
| | | Relational Nature of Church- Friendship Evangelism | SLO 4, 7 |
| 4 | Oct 7 8:30 am–5:00 pm | 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 | Oct 8 8:30 am–5:00 pm | 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 |
| | Oct 9, 2020 | Reading Forum Submissions Completed | |
| | Nov 01, 2020 | Post-intensive Book Review due | |
| | Nov 15, 2020 | Project Report due | |
| | December 10 | Course Closes, No assignments accepted after this date | |

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

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.

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 | | |
|--|--|------------------|
| 3 Credits | | |
| Instructor Contact Hours | Face to Face Instructional Time | 32 hrs |
| | Other Instructor-Directed Activities (LearningHub reading forum) | 13 hrs |
| Independent Learning Activities | Reading | 50 hrs |
| | Daily discussion forum (LearningHub) | 5 hrs |
| | Book Review for publication (reading included) | 20 hrs |
| | Project Report | 15 hrs |
| Total Hours: | | 135 hours |

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double spaced page, from start to be finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

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 |
|---|-----------|
| 1) Daily Discussion Forum due daily by 21:00 hours | |
| 2) Reading Forum Submissions due October 9, 2020 | |
| 3) Post-intensive Book Review due November 01, 2020 (Rubric on page 13) | |
| 4) Project Report due November 15, 2020 (Rubric on page 12) | |

* For grading rubrics that specify grading criteria in more detail, see Appendices.

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.

Incomplete Grade

(The AU Bulletin states that: “An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for most types of courses.)

Submission of Assignments

Assignments are to be turned in on Learning Hub before the beginning of the class period at which they are due (unless otherwise announced). No hard copy submissions. All assignment uploads should be done using MS Word—no PDF versions.

Late Submission

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. 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 date due.

Resubmission of Assignments

In order to facilitate maximum learning, students who receive a poor grade on the final project & presentation may resubmit the assignment one additional time. Resubmissions will be worth up to 80% of the original total possible score.

ABOUT YOUR INSTRUCTOR

Dr. Stanley Patterson is professor *emeritus* at the SDA Theological Seminary. He currently teaches leadership and pastoral practices contract courses for the Christian Ministry Department

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, have four adult children, eight grandchildren and one great-grandson.

OTHER COURSE-RELATED POLICIES

Attendance (*Remote Teaching format for this Intensive; attendance taken by ZOOM*)

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.

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 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 1: ASSIGNMENT RUBRIC(S)

| Rubric for Assessing the CHMN539 Project Report | | | | | |
|--|---|---|--|---|-------|
| | Excellent (90-100%) | Satisfactory (60-89%) | Emerging (30-59%) | Unacceptable (0-29%) | Score |
| Introductory material 10 | The introduction provides a well-developed context for the project. The significance of central questions is illustrated by references to course materials. | The introduction provides an adequate context for the project. The purpose is identified through reference to one or more central questions. | The introduction is present. Identification of the purpose and central questions is sketchy. | There is no introduction. The purpose is not identified. | |
| Descriptions of the setting and data collection process 10 | The narrative contains well-developed descriptions of the setting and the data collection process (which is built upon concepts from current research, theory, and course materials). | The narrative contains adequate descriptions of the case study setting and the data collection process. | The narrative contains an adequate description of the setting, but an incomplete description of the data collection process. | The narrative contains an incomplete or vague description of the setting, and no description of the data collection process. | |
| 15 Research and reporting of literature as per AU-APA standards | Diverse sources are dated within last 3 years, cited and referenced in proper AU-APA | Sources are somewhat diverse, dated within last 5 years, cited and referenced in AU-APA/Turabian format with few errors. | Sources reflect little diversity, dated within the last 10 years, cited and referenced in AU-APA format with multiple errors. | Sources reflect no diversity, outdated, cited and referenced incorrectly or using a style and format other than AU-APA. | |
| 15 Record of observations | The narrative contains observations from multiple sources, includes qualitative and quantitative data, and makes references to models of appropriate practice that are supported by current research and theory. | The narrative contains observations from multiple sources or includes qualitative and quantitative data. | The narrative contains observations from at least two sources. | The narrative contains observations from only one perspective, or of a single type of data | |
| 15 Discussion, logic and conclusions based upon sound theology and Church growth theory | The discussion seems complete. Conclusions are logical; they address the central questions, suggest possible strategies for addressing weaknesses, and are tied to the course work | The discussion seems complete. Conclusions are logical and address the central questions. | The discussion is adequate, but conclusions- if present--do not match the central questions. | The discussion is incomplete or illogical, and conclusions are missing or unrelated to the central questions. | |
| Presentation's clarity and style 10 | All of the following are true: •The project contains no serious errors in grammar, spelling or mechanics. •The page layout facilitates understanding of the narrative. " •Navigation between sections is clear. •APA/Turabian format is used for in text and bibliographical references to external resources. | One (1) of the following is true: •The project contains multiple or serious errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA/Turabian format is not used for in-text and bibliographical references to external resources | Two (2) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA/Turabian format is not used for in-text and bibliographical references to external resources. | At least three (3) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA/Turabian format is not used for in-text and bibliographical references to external resources. | |
| 75 total possible | | | | Total | |

Rubric for Assessing the CHMN539 Book Review

| | Grade range- 90-100% | Grade range-80-89% | Grade Range < 80% | |
|---|---|---|---|--|
| Focus: <i>author's thesis; book's content (10)</i> | 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: <i>evaluation on behalf of the church community; Includes specific language about strengths and weaknesses; not a personal reaction (15)</i> | 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: <i>applied aspect for Christian leaders; not limited to reviewer's personal context (15)</i> | 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: <i>to read this book or not, and why (10)</i> | 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 2: INTERPRETING LETTER GRADES

Letter Grades and Percentages

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

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 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 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.

APPENDIX 3: PROGRAM LEARNING OUTCOMES

MASTERS PROGRAMS

1. MA in Pastoral Ministry (MAPM)

- 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) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

(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.
2. Adherents.com
3. Adventist.org
4. Adventiststatistics.org
5. Allen, R. (1962, 1997). *The spontaneous expansion of the church and the causes which hinder it*. Eugene, OR: Wipf & Stock.
6. Barna.org
7. Bruce, F. F., (1958, 1995). *The spreading flame: The rise and progress of christianity from its first beginnings to the conversion of the english*. Grand Rapids: Eerdmans.
8. Bugbee, B. D., Cousins, and B. Hybels. (1994, 2001). *Connections: Implementing spiritual gifts in the church*. Grand Rapids: Zondervan/Lincoln, NE: AdventSource.
9. Burrill, R. (1999). *Rekindling a lost passion: Recreating a church planting movement*. Fallbrook, CA: Hart Research Center.
10. Burrill, R. (2004). *Waking the dead: Returning plateaued and declining churches to vibrancy*. Hagerstown, MD: Review & Herald. 121 pp.
11. Burrill, R. (2009). *How to grow an Adventist Church*. Fallbrook, CA: Hart. 110 pp.
12. Burrill, R. (2014). *Creating healthy Adventist Churches through natural church development*. (Berrien Springs, MI: NADEI. 83 pp.
13. Burrill, R. *The revolutionized church of the 21st century*, Hart: Fallbrook, CA. 1997, 157 pp.
14. Burrill, R., (1999). *Rekindling the lost passion*. Fallbrook, Hart. 246 pp.
15. Burrill, R., *Radical disciples for revolutionary churches*, Hart: Fallbrook, CA, 1996), 120 pp.
16. Chilcote, P. W., and L. C Warner, eds. (2008). *The study of evangelism: Exploring a missional practice of the church*. Grand Rapids: Eerdmans.
17. Clouzet, R. E. M. (2011). *Adventism's greatest need: The outpouring of the Holy Spirit*. Nampa, ID: Pacific Press.
18. Coleman, R. (1993). *The master plan of evangelism*, 2nd ed. Grand Rapids: Revell.
19. Coleman, R. (2011). *The heart of the gospel: The theology behind the plan*. Grand Rapids: Baker Books.
20. Crewswell, J. (2006). *Christ-centered coaching*. Atlanta: Chalice, 137 pp.
21. Dever, M. (2013). *Nine marks of a healthy church*, 3rd ed. Wheaton, IL: Crossway.
22. Easum, W. (1995). *Sacred Cows make gourmet burgers*. Nashville: Abingdon. 166 pp.
23. Evans, T. L. (2011). *Steps to church planting: from inception to launch*. Berrien Springs: NADEI.
24. Folkenberg, R, Jr. (2002). *Health for the harvest: Four inspiring steps to total congregational health*. Berrien Springs: NADEI. 118 pp
25. George B. (2001). *Growing true disciples*. Colorado Springs:Waterbrook. 178 pp.
26. Gibbs, E. (1981, 1985). *I Believe in Church Growth*, rev. London: Hodder & Stoughton.
27. Gibbs, E. (2013). *The rebirth of the church: Applying Paul's vision for Ministry in Our Post-Christian World*. Grand Rapids: Baker Academic.
28. Gladden, R. (2003, 2004). *The 7 habits of highly effective churches: Why your church has stopped growing and what to do about it*. Vancouver, WA: Adventist Church Planting Center.
29. Green, (1970). *Evangelism in the early church*. Grand Rapids: Eerdmans.
30. Green, (1992). *Evangelism through the local church*. Nashville: Oliver-Nelson Books.
31. Hull, B. (1990). *The disciple-making church*. Grand Rapids: Revell.
32. Kallenberg, B. J. (2002). *Live to tell: Evangelism for a postmodern age*. Grand Rapids: Brazos Press.
33. Kelley, D. M. (1972). *Why conservative churches are growing*. New York: Harper & Row.
34. Kidder, S. J. (2011). *The big four: Secrets to a thriving church family*. Hagerstown, MD: Review

- & Herald.
35. Knowles, G. E. (1981). *How to help you church grow*. Hagerstown, MD: Review & Herald.
 36. Living-stones.com
 37. Logan, R. E. and S. Carlton. (2003). *Coaching 101: Discover the power of coaching*. St. Charles, IL: ChurchSmart. 120 pp.
 38. Mallory, S. (2001). *The equipping church: Serving together to transform lives*. Grand Rapids: Zondervan. 201 pp.
 39. Malphurs, A. (1996). *Values driven leadership*. Grand Rapids, MI: Baker. pp. 29-54.
 40. Malphurs, A. (1996, 2004). *Values-driven leadership*. Grand Rapids: Baker.
 41. Malphurs, A. (2009) *Strategic disciple making*. Grand Rapids: Baker, 182 pp.
 42. Malphurs, A. and Penfold, G. (2014). *Re-vision*. Grand Rapids: Baker. 249 pp.
 43. Marlene Wilson. *How to mobilize church volunteers* (Augsburg Publishing House: Minneapolis, 1983), pp. 28-66.
 44. McGavran, D. A. (1955, 1959). *How churches grow: The new frontiers of mission*. London: World Dominion.
 45. McGavran, D. A. (1990). *Understanding church growth*, rev. Grand Rapids: Eerdmans.
 46. McIntosh, G. (2006). *Beyond the first visit*. (Baker: Grand Rapids, 186 pp.
 47. McIntosh, G. L. (2003). *Biblical church growth: How you can work with god to build a faithful church*. Grand Rapids: Baker Books. 181 pp.
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