Seventh-day Adventist Theological Seminary
Andrews University

CHMN 539 Church Growth & Equipping Pastor

Fall 2020

Joseph S. Kidder, DMin

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location: "Zoom Virtual Classroom"

My Zoom account is:

https://andrews.zoom.us/j/2927772491.

Class meeting times: August 24 -- December 1, 2020

This class will be merged with CHMN539-999 (The Online class).

You will be able to watch the videos at your own convenient.

I will meet with you every other Tuesday or even every Tuesday as deemed necessary for about an hour to discuss the lectures you watched on the videos.

Our first meeting will be Tuesday at 2pm on September 1 , 2020. At that time, we will be voting on the best time for the majority of the class students to meet. The times are:

Tuesday 11am or 2pm. or
Wednesday at 11am or 2pm.

After we take the vote on Tuesday at 2pm, May 24, 2020, I will send you the schedule and time for our Zoom meeting

Class meeting times: August 24—December 1, 2020
Watch the Videos at your convenient and meet on Zoom to discuss them.

Course Website:	learninghub.andrews.edu
Instructor Telephone:	Home: (269) 473-2497, Office: (269) 471-8316
Instructor Email:	kiddersj@andrews.edu
Office location:	Andrews University, Seventh-day Adventist Theological Seminary 4145 E. Campus Circle Drive, Berrien Springs, MI 49104-1500
Office hours:	By Appointment

BULLETIN DESCRIPTION OF COURSE

This class 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. The class will make use of demographic to help the pastor and the church understand the community and have a better and more effective outreach.

PROGRAM & COURSE LEARNING OUTCOMES

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

1. Training church members for evangelism
2. Understanding how to empower church members for leadership
3. 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. 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:

- To help the student develop a passion for reaching lost people and bringing them to Jesus.
- To enable the student to clearly understand the biblical role of the pastor and learn how to begin to implement that role in the churches they will eventually serve.
- To provide the students with elementary tools to enable them to begin to lead their churches into growth.
- 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.
- 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:

- To sense the largeness of the mission potential in the developed world.
- To discover the basic reasons why growth has not been occurring in the developed world.
- To be able to begin to create growing strategies in the churches that they pastor.
- 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.

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

Kidder, S Joseph. *Moving Your Church, Become a Spirit-Led Community.* Nampa, ID: Pacific Press Publishing Association, 2016. **(144 pp)**

Kidder, S Joseph. *The Big Four, Secrets of a Thriving Church Family*. Hagerstown, MD: The Review and Herald, 2011**, (159 pp).**

Kinnaman, David with Aly Hawkins. *You Lost Me: Why Young Christians Are Leaving Church... and Rethinking Faith.* Grand Rapids, MI: Baker Books, 2011, **(250 pp).**

White, Ellen G. *Evangelism*. Washington DC: Review & Herald, 1946, **Chapter: Laboring for Special Classes, pages 552-586 (34 pp).**

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
- your critique as outlined on pages 6 and 7
- each report must be in print form, double spaced, and need not exceed three pages

There are also materials to be purchased at the price of $25. See the instructor.

Recommended Course Materials

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 on page 10, however, this is not a requirement.

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

PRE-INTENSIVE COURSE REQUIREMENTS

1. **Read the following book before September 23, 2020. We will not have an intensive. However, it is very helpful if you read Moving Your Church and watch the following videos.**

   Kidder, S Joseph. *Moving Your Church, Become a Spirit-Led Community.* Nampa, ID: Pacific Press Publishing Association, 2016. (144 pp)

   a. Give a brief review. What did you like? What did you not like?
   b. Based on the ideas generated by this book, what would you put in action to change your church?
   c. 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.
   This paper is due first day of class, **September 23, 2020.**

2. **Pre-Intensive Lectures**: On Youtube, watch the following videos from the Global Leadership Summit via the links below. Reflect and write a 1- page summary of each videos and give specific application to your life and ministry.
   Due first day of class, **September 23, 2020.**

   a. Joseph Grenny: Crucial Conversations (39:38)

b. **Joseph Grenny | Mastering the Skill of Influence (41:44)**

c. **Two lectures of your choice from Adventist Learning Community:**
- Evangelism and Church Growth
- Leadership
- Post-modern Thoughts
- Youth Ministry
- Retention of Youth & Young Adults
- Growing Young

REQUIREMENTS DURING THE INTENSIVE

1. Watch the videos on the scheduled Learning Hub (LH) and enter the discussion on the LH
2. Form work and discussion small groups.
4. Start developing the ideas for the proposal for the project that will be implemented in your church.

POST-INTENSIVE COURSE REQUIREMENTS

Keep in mind that there is no intensive, but theses are the projects you need to work on with the due dates.

1. **Submit proposal for project (see number 4 below).**
   Due September 21, 2020

2. **Read the following books and submit a book report on each book by the end of the designated time:**

   Kidder, S Joseph. *The Big Four, Secrets of a Thriving Church Family*. Hagerstown, MD: The Review and Herald, 2011**, (159 pp).**

   a) Give a brief review. What did you like? What did you not like?
   b) Based on the ideas generated by this book, what would you put in action to change your church?
   c) 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.
   Report due December 1, 2020

   Kinnaman, David with Aly Hawkins. *You Lost Me: Why Young Christians Are Leaving Church... and Rethinking Faith.* Grand Rapids, MI: Baker Books, 2011, **(250 pp).**

   a) Give a brief review. What did you like? What did you not like?
   b) How do you implement the concepts of the book in your life and ministry?
   c) How do you reach the new generation?
   Report due December 1, 2020

   White, Ellen G. *Evangelism*. Washington DC: Review & Herald, 1946, **Chapter: Laboring for Special Classes, pages 552-586 (34 pp).**

   a) Read the chapter: "Laboring for Special Classes"
   b) 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.
   Report due December 1, 2020

3. **Bible Study:** Please study 1 Corinthians 9:19-23 and submit a 2-3 page paper (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 **December 1, 2020**.

4. **Project:**

a) 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/video lectures, and participation.

   1) Developing a comprehensive 2-year evangelistic plan for the church
   2) Develop a lay training program for leaders and members
   3) Develop an innovative program to reach and retain youth and young adult in the church
   4) Develop a plan on how to reach a different group (social/cultural) group
   5) Develop a Church planting or some other innovative church growth plan.

b) This paper needs to be typed, double-spaced, and must be written according to *Standards for Written Work*, Andrews University. [http://www.andrews.edu/grad/documents/standards-for-written-work-2015.pdf]
c) Length of paper should be 15-20 pages with a minimum of 15 references.
d) Submit **two** copies of the paper to the professor. They must be in the office of the professor no later than **December 1, 2020.**
e) NOTE: Criteria for evaluating your writing can be found in my Appendix, beginning on p. 19

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

Date	Topic	Assignment Due	CLOs Addressed
	Kidder, S Joseph. *Moving Your Church, Become a Spirit-Led Community.*	Reading	
		Reading Report	
	Video lecture of your choice, #1	Summary	
	Video lecture of your choice , #2	Summary	
	Video Lecture: Joseph Grenny: Crucial Conversations	Summary	
	Video Lecture: Joseph Grenny: Mastering the Skill of Influence	Summary	
	The Big Four		
	Leadership		
	Training Guest speaker		
	How people come to the Lord?		
	Dying for change		
	The dream church. Guest speaker		

Date	Topic	Assignment Due	CLOs Addressed
	The worship experience		
	People's expectations of the worship service		
	People's expectations of the worship service Part 2 Guest speaker Case study		
	Building a house of prayer		
	How to reach the new generation for Jesus		
	How to reach the new generation for Jesus Part 2 Guest Speaker		
	How to revive a dying church		
	Guest speaker		
	Case study		
September 21	Proposal for project	Proposal	
December 1	Kidder, S Joseph. *The Big Four, Secrets of a Thriving Church Family*.	Reading Report	
December 1	Kinnaman, David with Aly Hawkins. *You Lost Me: Why Young Christians Are Leaving Church... and Rethinking Faith.*	Reading Report	
December 1	White, Ellen G. *Evangelism*. Washington DC: Review & Herald, 1946, **Chapter: Laboring for Special Classes, pages 552-586**	Reading Report	
December 1	Bible Study	Paper	
December 12	Project	Paper	

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. MAPM, 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**	36 hours
	Other Instructor-Directed Activities	9 hours
Independent Learning Activities	**Reading**	32 hours
	Reading Reports (3 Reports-3 pages each)	9 hours
	"Laboring for Special Classes" – Paper (3-4 pages)	6 hours
	Paper on 1 Corinthians (2-3 pages)	5 hours
	Project paper (15 pages)	38 hours
Total Hours:		**135 hours**

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. Reading and written reports	30 points
2. Class participation & assignments	10 points
3. Project	60 points
Total	**100 points**

The criteria for grading the project will be:

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

* For grading rubrics that specify grading criteria in more detail, see Appendix 1.

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

Submission of Assignments

Assignments are to be submitted via email and via LearningHub.

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)

ABOUT YOUR INSTRUCTOR

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 bestselling books on the subject of Discipleship, Worship, Spiritual Growth, leadership and Church Growth. He also has regular columns in *Elder's Digest* and *Ministry*.

Dr. S. Joseph Kidder has been teaching at the Seventh-day Adventist Theological Seminary for the last 20 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.

Below is a small portion of what I have written:

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

Out Of Babylon, How God Found Me On The Street Of Baghdad. Napa, Idaho: PPPA, 2018.

Hope For The Orphan, Re-imaging The Youth Sabbath School. Advent Source: Lincoln, Nebraska, 2018.

Journey to the Heart of God: Spiritual Practices That Will Transform Your Life. Napa, Idaho: PPPA, 2019.

OTHER COURSE-RELATED POLICIES

Attendance

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

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

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)

Category	Very Good 20, 19 (95%)	18, 17 (85%)	Average 16, 15 (75%)	14, 13 (65%)	Poor 12 (60%) >	Score
Understanding of Church growth methods	Clearly demonstrates understanding of 8 of the church growth methods such as the NCD		Demonstrates some understanding of 7-5 of the church growth methods		Is quite vague about what constitutes church growth methods and understands 4 or less of the church growth methods.	**/20**
Personal and evangelistic practices	Helped the church to intentionally and consistently practice 3 different approaches to innovative evangelism such as personal evangelism, becoming seeker friendly church, health, children and new methods of reaching the millennial generation.		Helped the church to intentionally and consistently practice 2 different approaches to innovative evangelism such as personal evangelism, becoming seeker friendly, health, children and new methods or reaching the millennial generation		Helped the church to intentionally and consistently practice 1 approach to innovative evangelism such as personal evangelism, becoming seeker friendly, health, children and new methods or reaching the millennial generation	**/20**
Commitment to balanced form of evangelism	Pastor and church have a comprehensive and balanced approach to evangelism that combine public evangelism, personal evangelism, and the news methods listed above		Pastor and church have a less than comprehensive and balanced approach to evangelism that combine public evangelism, personal evangelism, and the news methods listed above		Pastor and church have no comprehensive or balanced approach to evangelism	**/20**
Evaluation of specific and overall church issues and challenges	Evaluates specific and overall church issues and challenges through focus groups and surveys		Discusses church issues and challenges but with little or no evaluation through focus groups and surveys		Makes little reference to church issues and challenges	**/20**
Paper presentation	Paper is presented neatly, with correct grammar, spelling and punctuation—use at least 15 references, makes no more than 15 grammatical mistakes , and use Turabian style of writing		Paper somewhat displays neatness, correct grammar, spelling and punctuation—uses 14-10 references, makes 15-20 grammatical mistakes and does not use a clear style of writing.		Paper poorly displays neatness, correct grammar, spelling and punctuation—uses less than 9 references, makes more than 20 grammatical mistakes and has no style of writing.	**/20**
Total						**/100**

APPENDIX 2: INTERPRETING LETTER GRADES

Letter Grades and Percentages

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

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

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.