

PATH 539-111

CHURCH GROWTH & THE EQUIPPING LEADER SPRING 2022

EDUARD E. SCHMIDT D.MIN

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Remote by Zoom/Virtual – Zoom Meeting ID 898 1067 0671
Class meeting times:	February 13 – 12:30pm – 4:20pm (PST) February 14 to 17 – 7:30 – 11:30 am & 12:30 - 4:20pm (PST) All class times are in Pacific Standard Time
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-471-8321
Instructor Email:	eschmidt@andrews.edu
Office location:	Off Campus
Office hours:	By Appointment at www.nadei.org – button to schedule appointment is at the bottom right of the home page.



BULLETIN DESCRIPTION OF COURSE

This is a course taught by the NAD Evangelism Institute at the Seventh-day Adventist Theological Seminary. The NAD Evangelism Institute is a Division institution assisting the Seminary in the fulfillment of its practical theological education objectives. As such, this course reflects the Institute's mission statement: *Equipping leaders for Missional Disruption including deeper involvement in fulfilling the mission of the North American Division.*

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

Additionally, the course will examine the harvest potential of unchurched people, consider a biblical theology for reaching the lost, and provide strategies for reaching individuals, renewing declining churches, and planting new churches.

REVISION STATEMENT

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

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:

- MAPM: Evangelism – Exhibit capability for training church members for evangelism.
- MAPM: Leadership – Demonstrate an understanding of how to empower church members for leadership

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:

- Facilitates the Full Cycle of Evangelism/Discipleship
 - **Models effective personal evangelism and empowers community outreach. Implements contextually appropriate best practices for evangelism/discipleship to facilitate a culture of evangelism/discipleship in the local congregation**
- Leadership: Empowers church to strategic mission
 - **Implements best practices for developing and implementing a written strategy for the church**
- Evangelism: Advances church planting (Introductory)
 - **Articulates the importance of church planting from Scripture and denominational history, and demonstrates growing ability to implement best practices for planting a viable church.** (Advanced Knowledge and Competency gained through CHMN606 Mission-Shaped Church Planting)
- Evangelism: Successful in leading and promoting small group ministries (Introductory)
 - **Demonstrates growing ability to implement best practices to lead different types of small groups using a variety of resources.** (Advanced Knowledge and Competency gained through CHMN656 Evangelistic Small Groups)

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

1. Russell Burrill & Tom L. Evans, *Creating Healthy Adventist Churches Through Natural Church Development*. Berrien Springs, NADEI
2. Paul Brantley, Dan Jackson & Mike Cauley. *Becoming a Mission-Driven Church, A Five-Step Strategy for Moving your Church from Ordinary to Exceptional*. Nampa ID: Pacific Press Publishing Association, 2015, ISBN 978-0-8163-5730-7

Finding Books

It is the student's responsibility to locate and read the assigned books before the course. Books can be purchased in any manner convenient to the participant. However we would like to offer the following recommendation.

The NADEI Resource Center Bookstore is able to offer a 10% discount on many of the books listed. However students can only receive this discount when they identify themselves as students of the Church Growth course at the time of order or purchase. You can make your orders with the bookstore in three ways:

On the web at www.nadei.org and select the resource center. Once you place the order there is a comment box, please indicate that you are a Master of Divinity student to receive the 10% discount.

- By phone (269) 471-8303 and speak to Andrea Pusey.
- By fax (269) 471-8324 Attention Andrea Pusey NADEI Resource Center Bookstore.
- By mail NADEI Resource Center Bookstore
 Seminary Building, Suite S303
 4145 E. Campus Circle Drive
 Berrien Springs, MI 49104-1590

PRE-INTENSIVE COURSE REQUIREMENTS

Pre-Intensive Course Requirements

2 Book Review

- Brantley, Jackson & Cauley, -- Becoming a Mission-Driven Church – 80 pts
- Burrell & Evans, -- Creating Healthy Adventist Churches – 40 pts

The Book Reviews will be worth 120 points, for an equivalent of 24% of the course grade. The reading report must give evidence the books were well read. It must be submitted through Learning Hub with 1-inch margins all around, double-spaced, done in size 11 or 12 font. It can be 1.5 – 2 pages long.

The reviews must be submitted hard copy or emailed on, or before the beginning of the class period at which they are due (unless otherwise announced).

REQUIREMENTS DURING THE INTENSIVE

Requirements During the Intensive

Regular attendance is required at all classes and other academic appointments.

Quizzes

1. There will be ten quizzes. Each of them will be worth 10 points. The quizzes will be an equivalent of 34% of the course grade.
2. The quizzes will be based on the content of the class lectures and reading assignments. They will require short essays as well as include true and false, multiple-choice, matching, and fill-in questions.
3. The quizzes will be given at the beginning of the morning and afternoon intensives. – See the topics and assignment outline on page 6 for the scheduled dates for the quizzes.

Students are expected to adhere to those dates and to integrate them into their planning calendar. The only exceptions to the prescribed dates are illness or dire emergency. Personal plans, family events, church activities, and the like do not qualify for a change of date

POST-INTENSIVE COURSE REQUIREMENTS

Post-Intensive Course Requirements

Strategic Plan for Growing a Church

Each student will write a Strategic Plan Project based on class lectures, readings and personal ministry reflection. The student creates the plan to move members and leadership to be mission driven. The primary objective is to mobilize the church to reach people everywhere with the distinctive, Christ-centered, Seventh-day Adventist message of hope and wholeness

1. To create a process to move the church to growth. The Strategic Plan Project must include the following six areas, and be not less than 8 pages long.
 - ❖ **Articulating Basic Values that will define the culture** – These are aspirational values instilled in the congregation in order to define culture. They should have a Biblical and Theological foundation that will guide the church in the fulfilment of its mission.
 - ❖ **An overview of the Strategy with dates**, it should start with assessing the church’s preparedness – The plan includes a time frame and dates for preparation, assessment, team development, creating a mission, vision statements and strategy implementation. To create habits and sustainability the strategy should includes plans to repeat the process.
 - a. The strategy should include and elaborate on the following aspects:
 - i. Building the team,
 - ii. Mission and Vision Statements and plans. – These aspects should follow the criteria given in class.
 - b. **Role of the Pastor** – The strategy includes intentional education of the role of the pastor and throughout the strategy there is evidence that the student understands their role in relationship to lay ministers.
 - c. **Leadership Development** – The plan grapples with the issues of APEST with opportunities provided for personalized equipping within diverse ministries. Careful consideration is given on how these relate to the overall strategy. Includes a list of resources for equipping.
 - d. **Include Goals and how Progress will be Measured** – The strategic plan should be well thought out and contain a department roadmap to align ministries with the church’s mission. Annual assessment is included to measure culture progress, and evaluate effectiveness.

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

Date	Topic	Assignment Due	CLO Addressed
February 13, 2022	Class Assignments Challenge of the Harvest	Book Review: Becoming a Mission-Driven Church... Brantley, Jackson & Cauley Book Review: Creating Healthy Adventist Churches Burrill & Evans	(PLO 3; CLO 1)
February 13, 2022	Theology of Church Growth; Priesthood of All Believers		Quiz 1(PLO 4; CLO 2)
February 14, 2022	Role of the Clergy in NT Era Adventism – Past & Present Role of Leadership, Evangelism & Church Planting		Quiz 2 (PLO 4; CLO 2)
February 14, 2022	Missional Church Systems Church Growth Movement - Coaching		Quiz 3 (PLO 4; CLO 2)
February 15, 2022	Dealing with Change and its Process Recreating a Mission Driven Church Organizing for Growth – John Boston II		Quiz 4 (PLO 4; CLO 1)
February 15, 2022	Natural Church Development		Quiz 5 (PLO 4; CLO 1 & 2)
February 16, 2022	Dysfunctional Systems (Pathologies) Church Transformation & Revitalization - Vision, Values and Strategic Planning - Revitalizing Plateaued and Declining Churches		APEST Assessment & Submission (PLO 3; CLO 1 & 2) Quiz 6
February 16, 2022	Spiritual Gifting APEST and Assessment The Ministry of all Believers		Quiz 7 (PLO 3; CLO 1)
February 17, 2022	Structuring the Church around APEST Implementation and Team-Building (NAD strategic plan format)		Quiz 8 (PLO 3; CLO 1& 2)
February 17, 2022	Lifestyle Evangelism Friendship Evangelism		Quiz 9 (PLO 3; CLO 1& 2)
February 17, 2021	A Guest Welcoming Church Understanding Generations - Church Planting and Leading Multiplication		Quiz 10 (PLO 3; CLO 1)

MORE ABOUT THE COURSE

This course positions congregational leadership for the purpose of equipping churches towards effective ministry and evangelism in local communities. A biblical and mission-focused paradigm regarding church growth and multiplication shapes the students' awareness and competencies for: church growth principles and methods, assessment of spiritual gifting, community-based ministry, evangelism and discipleship cycles, church values and culture change, revitalization, and a capstone strategic planning project.

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.

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** 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	37 hrs
	Other Instruction	8 hrs
	Quiz	15 hrs
Independent Learning Activities	#1 Tom Evans Book Review	10 hrs
	#2 Paul Brantley Book Review	19 hrs
	#3 Book Reports: 1 page per book	6 hrs
	#4 APEST Assessment and Submission	5 hrs
	#5 Mission focused Strategic Plan	35 hrs
Total Hours:		135

GUIDELINES FOR COURSE ASSIGNMENTS

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

Assignment Description	Weighting
<p><u>Quizzes</u></p> <ol style="list-style-type: none"> 4. There will be ten quizzes. Each of them will be worth 10 points. The quizzes will be an equivalent of 34% of the course grade. 5. The quizzes will be based on the content of the class lectures and reading assignments. They will require short essays as well as include true and false, multiple-choice, matching, and fill-in questions. 6. The quizzes will be given at the beginning of the class period. – See the topics and assignment outline on page 6 for the scheduled dates for the quizzes. 7. Students are expected to adhere to those dates and to integrate them into their planning calendar. The only exceptions to the prescribed dates are illness or dire emergency. Personal plans, family events, church activities, and the like do not qualify for a change of date. 	34%
<p><u>2 Book Review –</u></p> <ul style="list-style-type: none"> • Brantley, Jackson & Cauley, -- Becoming a Mission-Driven Church – 80 pts • Burrell & Evans, -- Creating Healthy Adventist Churches – 40 pts <ol style="list-style-type: none"> 1. The Book Reviews will be worth 120 points, for an equivalent of 24% of the course grade. The reading report must give evidence the books were well read. It must be submitted through Learning Hub with 1-inch margins all around, double-spaced, done in size 11 or 12 font. It can be 1.5 – 2 <u>pages long</u>. <p>The reviews must be submitted hard copy or emailed on, or before the beginning of the class period at which they are due (unless otherwise announced)</p>	24%

<p><u>Strategic Plan for Growing a Church</u></p> <p>Each student will write a Strategic Plan Project based on class lectures, readings and personal ministry reflection. The student creates the plan to move members and leadership to be mission driven. The primary objective is to mobilize the church to reach people everywhere with the distinctive, Christ-centered, Seventh-day Adventist message of hope and wholeness</p> <p>2. To create a process to move the church to growth. The Strategic Plan Project must include the following six areas, and be not less than 8 pages long.</p> <ul style="list-style-type: none"> ❖ <u>Articulating Basic Values that will define the culture</u> – These are aspirational values instilled in the congregation in order to define culture. They should have a Biblical and Theological foundation that will guide the church in the fulfilment of its mission. ❖ <u>An overview of the Strategy with dates</u>, it should start with assessing the church’s preparedness – The plan includes a time frame and dates for preparation, assessment, team development, creating a mission, vision statements and strategy implementation. To create habits and sustainability the strategy should includes plans to repeat the process. <ul style="list-style-type: none"> a. The strategy should include and elaborate on the following aspects: <ul style="list-style-type: none"> i. Building the team, ii. Mission and Vision Statements and plans. – These aspects should follow the criteria given in class. b. <u>Role of the Pastor</u> – The strategy includes intentional education of the role of the pastor and throughout the strategy there is evidence that the student understands their role in relationship to lay ministers. c. <u>Leadership Development</u> – The plan grapples with the issues of APEST with opportunities provided for personalized equipping within diverse ministries. Careful consideration is given on how these relate to the overall strategy. Includes a list of resources for equipping. d. <u>Include Goals and how Progress will be Measured</u> – The strategic plan should be well thought out and contain a department roadmap to align ministries with the church’s mission. Annual assessment is included to measure culture progress, and evaluate effectiveness. <p>3. See Grading Rubric for this assignment on page 12 Appendix 2</p> <p>4. The Strategic Plan Project is by due by 11:55pm April 28, 2022. The Plan will be worth 210 points, for an equivalent of 42% of the course grade.</p>	<p>42%</p>
--	------------

* For grading rubrics that specify grading criteria in more detail, see Appendices 2 page 12.

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

Submission of Assignments

Assignments are to be turned in by email before the beginning of the class period at which they are due (unless otherwise announced).

Late Submission

Assignments are an essential part of class activities. Late assignments will lose 30% of possible points within the 1st day late, after that it will lose an additional 15% per day. Any requests for extra time on an assignment must be made in advance with the professor. This request must be formally made in writing. Such requests should be a rarity and 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. The resubmission will be before the end of 3 days after the student's request in writing and receives a response from the teacher. Resubmissions will be worth up to 80% of the original total possible score.

ABOUT YOUR INSTRUCTOR

Eduard E. Schmidt, D. Min. is the Director of the North American Division Evangelism Institute. During the last decade he has developed and taught Master's and Doctoral level classes in the areas of equipping and mobilizing for evangelistic ministry, church growth, personal and friendship evangelism, and pastoral ministries. Besides teaching he and his wife, Sonia, find their greatest joy in working together with church members as they become ministers of God's church in the community. He and Sonia live in Southwestern Michigan.



Education:

Doctor of Ministry - Fuller Theological Seminary, Pasadena, CA 2002

Master of Divinity - Andrews Theological Seminary, Berrien Springs, MI 1985

Bachelor of Arts in Theology - River Plate University, Entre Rios, Argentina 1981

Experience:

2016 to Present	Director, North American Division Evangelism Institute and Director of Field Theological Education
1993 to present	Associate Director, North American Division Evangelism Institute, Andrews Theological Seminary, Berrien Springs, MI
1991 – 1993	Church Ministries Director, Texico Conference of SDA, Amarillo, TX
1988 – 1991	Senior Pastor, North Valley Bilingual SDA Church, Albuquerque, NM
1985 – 1988	Senior Pastor, Roswell District SDA Churches, Roswell, NM
1981 – 1983	Senior Pastor, Grants and Gallup SDA Churches, Grants, NM

Professional Activities:

Teaching:

Classes Taught	CHMN566 Mobilizing Laity for Evangelistic Ministry CHMN545 Pastoral Ministry and Church Policy CHMN536 Personal Evangelism CHMN539 Church Growth and the Equipping Pastor CHMN749 Equipping & Mobilizing Church Members for Ministry CHMN767 Formation of Evangelistic Strategy
----------------	--

Service:

Participation and Visitation in Public Evangelism
Seminar Presenter at Seeds Conventions
Seminar Presenter at Union, Conference Worker's Meeting and Church Groups
Consultant for Church Revitalization, Lay Mobilization and Church Planting

Office & Hours:

Office:	Off Campus
Appointment Hours:	By Appointment at www.nadei.org – button to schedule appointment is at the bottom right of the home page.
E-Mail Address:	eschmidt@andrews.edu
Telephone:	(269) 471-8303

OTHER COURSE-RELATED POLICIES

Academic Integrity

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

Academic Dishonesty includes:

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

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

Academic Accommodations

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

Use of Electronics

(The seminary-voted statement regarding recording of course lectures is below. Exceptions are at the discretion of the instructor.)

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-

related activities during class time.

Communications and Updates

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

LearningHub Access

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

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its 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: INTERPRETING LETTER GRADES

Letter Grades and Percentages

Insert the grade scale used for this course. For example:

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

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 2: ASSIGNMENT RUBRIC FOR MISSION FOCUSED STRATEGIC PLAN

Elements	Exceptional 30	Proficient 26	Satisfactory 22	Emerging 18	Lacking 14	Points
1) Basic Values That will Define the Culture	Aspirational Values are exceptionally written. Foster evangelism and are articulated with a Biblical and Theological foundation.	Aspirational Values are well written. Foster evangelism and contain a Biblical reference to support the value.	Values are listed. A few foster evangelism and contain a Biblical reference to support the value.	Values are tangential to Project. Limited to proof texting with little or no mention of evangelism.	Behaviors instead of values are listed. Confusion as to what constitutes a value	30
2) Overview of Strategy Including Assessing the Church's Preparedness	The plan includes a time frame and dates for preparation, assessment, team development, creating a mission, vision statements and strategy implementation. In order to create habits the strategy includes plans to repeat the process.	The plan stipulates an overall time frame for preparation, assessment, team development, creating a mission, vision statements and strategy implementation. In order to create habits the strategy includes plans to repeat the process.	A time frame is mentioned. Essential steps are listed with brief descriptions for each step. Plans to repeat the process are evident.	Although some essential steps are listed, some have been omitted. Very brief descriptions are given for each step. There is no evidence of creating habits by mention of repeating the process.	Very few or none essential steps are listed.	30
3) Basic Steps: Build the Team Mission Vision and Plans	The Mission and Vision statements are excellent. Criteria application is clear. The plan includes the development of a Mission-Driven Team, including coaching and assessment.	The Mission and Vision statements are good. Criteria application is clear. The plan includes the development of a Mission-Driven Team, including coaching and assessment.	The Mission and Vision statements are average. Criteria application is clear. The plan includes the development of a Mission-Driven Team, including coaching and assessment.	Mention is made in the steps in the nature and process of change with little or no practical suggestions.	Tangential to the project, limited to one fits all solutions and a Lone Ranger approach is evidenced	30
4) Role of the Pastor	The strategy includes intentional education of the role of the pastor and throughout the strategy there is evidence that the student understands their role in relationship to lay ministers	The strategy evidences a clear understanding of the role of the pastor and the need for equipping the laity for ministry	Although there is evidence of understanding of the role of clergy there is an apparent disconnect with the relationship of the ministry of the laity to the project	The pastor is presented as the sole initiator and leader recruiting unwilling volunteers to accomplish tasks	The pastor is described in role of caretaking, initiator and leader, while the laity is viewed as drafted participants	30
5) Leadership Development	The plan grapples with the issues APEST and opportunities are created for personalized equipping within diverse ministries. Careful consideration is given on how these relate to the overall strategy. Includes a list of resources for equipping.	The plan includes a list of equipping factors and events and how these relate to the overall strategy, a budget and a list of resources for equipping	The need for equipping is mentioned. Equipping opportunities are limited	Equipping is limited to program implementation with little or no consideration personal contributions	Little or no mention is made for the need of equipping or events	30
6) Goals and Measuring Progress	The strategic plan is well thought out and contains a department roadmap to align ministries with the church's mission. Annual assessment is included to measure culture progress, and evaluate effectiveness.	The strategic plan is good. Essential steps are identified and there is evidence of a logical progression that leads to short and long-term goals. Little or no mention of long-term sustainability.	The strategic plan is basic. Activities are proposed and there is some evidence of a logical progression that leads to short and long term goals	Large number of proposed activities but they seem disjointed and there is no evidence of progression or interconnectedness	A few activities are mentioned but there is little or no evidence of strategy and planning to achieve desired outcomes	30
Grammar, References, Bibliography (APA format)	Error free grammar, references, bibliographic entries	1-5 errors in grammar, references, bibliographic entries	6-10 errors in grammar, references, bibliographic entries	11-15 errors in grammar, references, bibliographic entries	16 or more errors in grammar, references, bibliographic entries	30

APPENDIX # 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

- a. Church Growth Studies:
 - I. Allan Hirsch and Tim Catchim, (2014). *The Permanent Revolution: APEST for the People of God, A Six Week Exploration*, Canada: Mission Publishing.
 - II. Alan Hirsh, 5Q: *Reactivating the Original Intelligence and Capacity of the Body of Christ*. Canada: Mission Publishing.
 - III. Burrill, Russell. *Waking the Dead: Returning Plateaued and Declining Churches to Vibrancy*. Hagerstown, MD: Review & Herald, 2004.
 - IV. Kidder, S. Joseph. *The Big Four: Secrets to a Thriving Church Family*. Hagerstown, MD: Review & Herald, 2011.
 - V. Stetzer, Ed and Thom S. Rainer. *Transformational Church: Creating a New Scorecard for Congregations*. Nashville: B & H, 2010.
- b. Church Growth Strategies:
 - I. Stetzer, Ed, and Mike Dodson. *Comeback Churches: How 300 Churches Turned Around and Yours Can Too*. Nashville TN: B&H Books, 2008.
 - II. Mittelberg, Mark. *Becoming a Contagious Church: Increasing Your Church's Evangelistic Temperature*. Grand Rapids: Zondervan, 2007.
 - III. Thom S. Rainer and Eric Geiger, (2011). *Simple Church, Returning to God's Process for Making Disciples*. Nashville, TN: B&H Publishing Group. 240 pages
- c. Coaching:
 - I. Ogne, Steve & Tim Roehl. *Transformational Coaching, Empowering Leaders in a Changing Ministry World*. Nashville, TN: B&H Books, 2008.
- d. Cross-Cultural Mission:
 - I. Henderson, David, W. *Culture Shift, Communicating God's Truth to our Changing World*. Grand Rapids, MI: Baker Books, 1998.

For additional books and articles, see also the Seminary Library Portal at <http://libguides.andrews.edu/religion> .