



## PATH539-065

### CHURCH GROWTH & THE EQUIPPING PASTOR FALL SEMESTER 2026

*Tim Madding, DMin*

#### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

<b>Class Location:</b>	Forest Lake SDA Church 515 Harley Lester Ln., Apopka, FL 32703
<b>Class Time/Day:</b>	Scheduled Classes: September 27; 5:00pm-8:00pm September 28-30; 8:00am - 12:30pm, 2:00pm - 6:00pm October 1; 8:00am - 12:30pm
<b>Course Website:</b>	learninghub.andrews.edu
<b>Credits Offered:</b>	3
<b>Instructor:</b>	Tim Madding, DMin
<b>Instructor Email:</b>	madding@andrews.edu
<b>Office Location:</b>	Virtual
<b>Office Hours:</b>	Email the instructor to make an appointment.

#### 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 AND 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:

1. 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.
2. Leadership: Empowers Church to Strategic Mission
  - Implements best practices for developing and implementing a written strategy for the Church.
3. 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 PATH606 Mission-Shaped Church Planting).
4. 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 PATH656 Evangelistic Small Groups).

## COURSE OVERVIEW

### COURSE MATERIALS

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#### **Required Course Materials:**

1. Russell Burrill & Tom L. Evans. *Creating Healthy Adventist Churches Through Natural Church Development*. Berrien Springs, NADEI. (85 pages)
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. (244 pages)
3. Aubrey Malphurs. *Strategic Disciple Making: A Practical Tool for Successful Ministry*. Grand Rapids, MI: Baker Books, 2009. (192 pages)

### ***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.

Off-campus students may order books for this class at [www.nadei.org](http://www.nadei.org). To receive a 10% discount on most textbooks, use this code: 7QEAF43QV8KC. You can also order by phone: 269-471-8303 and speak to Andrea Pusey.

Note: If you have previously read one of these books as an assignment in a different MAPM course, see the instructor to select a different text as you cannot claim academic credit for the same reading in different courses.

## ***PRE-INTENSIVE COURSE REQUIREMENTS***

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### ***Pre-Intensive Course Requirements***

**1. Read three Books** listed in the required course material before the classes begin on March 8, 2026.

### **2. APEST Report**

Turn in one single report (in any format) that includes the following:

- The results of your APEST inventory (the assessment tool will be provided in LearningHub).
- One-page reflection that answers the following two questions: "Do I feel the results are an accurate reflection of who I am?", and secondly, "Reflecting on my APEST gifting, what might a fulfilling and fruitful ministry look like to me?"

The report must be submitted before the beginning of the class period at which they are due (unless otherwise announced).

## ***INTENSIVE COURSE REQUIREMENTS***

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### ***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 20% 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 5 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***

**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.

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.

1. **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 fulfillment of its mission.
2. **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 include plans to repeat the process.
3. **The Strategy Should Include** and elaborate on the following aspects:
  - Building the Team
  - Mission and Vision Statements and Plans. These aspects should follow the criteria given in class.
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.
5. **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.
6. **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.

Date	Topic	Assignment Due	PLO/CLO Addressed
September 27, 2026	Syllabus Review Challenge of the Harvest	Book Review: <i>Becoming a Mission-Driven Church</i> ; Brantley, Jackson & Cauley Book Review: <i>Creating Healthy Adventist Churches</i> ; Burrill & Evans Book Review: <i>Strategic Disciple Making</i> , Aubrey Malphurs Quiz 1	PLO: 3 CLO: 1
September 28, 2026 AM	Dysfunctional Systems & Pathologies Theology of Church Growth	Quiz 2: 8:00 AM	PLO: 4 CLO: 2
September 28, 2026 PM	Role of the Clergy in NT Era Adventism— Past & Present Role of Leadership	Quiz 3: 2:00 PM	PLO: 4 CLO: 2
September 29, 2026 AM	Evangelism & Discipleship Church Growth Movement	Quiz 4: 8:00 AM	PLO: 4 CLO: 2
September 29, 2026 PM	Dealing with Change and It's Process Organizing for Growth	Quiz 5: 2:00 PM	PLO: 4 CLO: 1
September 30, 2026 AM	Natural Church Development Church Transformation & Revitalization	Quiz 6: 8:00 AM	PLO: 4 CLO: 1
September 30, 2023 PM	Priesthood of All Believers Spiritual Gifting & Assessment The Ministry of All Believers	Quiz 7: 2:00 PM	PLO: 4 CLO: 1&2
October 1, 2026 AM	Structuring the Church around APEST Lifestyle Evangelism Friendship Evangelism	Quiz 8: 8:00 AM	PLO: 3 CLO: 1&2
October 1, 2026 PM	A Guest Welcoming Church Church Planting	Quiz 9: 2:00 PM	PLO: 3 CLO: 1
October 1, 2026 PM	Leading Multiplication	Quiz 10: 4:00 PM	PLO: 3 CLO: 1&2

### ***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:

Lectures & Discussion (including arranged hours)	45 hours
Quizzes	15 hours
<b>Assignments Outside of Class</b>	
Assigned Reading (521 pages at estimated 18 pages/hour)	29 hours
Book Reports (2 hours/report)	6 hours
APEST Report & Submission	5 hours
Mission Focused Strategic Plan (10 pages at estimated 6 hours/section)	35 hours
<b>Total Time</b>	<b>135 hours</b>

## 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	Weight	Points
<b>Attendance and Participation</b>	10%	50 points
<p><b>Quizzes</b></p> <ul style="list-style-type: none"> <li>• There will be ten quizzes. Each of them will be worth 10 points. The quizzes will be an equivalent of 20% of the course grade.</li> <li>• 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.</li> <li>• The quizzes will be given at the beginning of the class period. – See the topics and assignment outline on page 5 for the scheduled dates for the quizzes.</li> <li>• 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.</li> </ul>	20%	100 points
<p><b>APEST Report — Due September 17</b></p> <p>Turn in one single report (in any format) that includes the following:</p> <ul style="list-style-type: none"> <li>• The results of your APEST inventory (the assessment tool will be provided).</li> <li>• One-page reflection that answers the following two questions: “Do I feel the results are an accurate reflection of who I am?”, and secondly, “Reflecting on my APEST gifting, what might a fulfilling and fruitful ministry look like to me?”</li> </ul>	10%	50 points
<p><b>Three Reading and Book Reports — Due September 17</b></p> <ul style="list-style-type: none"> <li>• Brantley, Jackson &amp; Cauley, <i>Becoming a Mission-Driven Church</i> — 40 pts</li> <li>• Burrell &amp; Evans, <i>Creating Healthy Adventist Churches</i> — 20 pts</li> <li>• Aubrey Malphurs, <i>Strategic Disciple Making</i> — 40 pts</li> </ul> <p>The Book Reviews will be worth 100 points, for an equivalent of 20% of the course grade. Reading reports must give evidence the books were well read. Reports must be submitted through Learning Hub with 1-inch margins, double-spaced, size 11 or 12 font. Each report can be 1.5 – 2 pages long.</p>	20%	100 points
<p><b>Strategic Plan for Growing a Church — Due December 2</b></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>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> <ol style="list-style-type: none"> <li>1. 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 fulfillment of its mission.</li> <li>2. 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.</li> </ol>	40%	200 points

<p>3. The Strategy Should Include and elaborate on the following aspects:</p> <ul style="list-style-type: none"> <li>• Building the Team</li> <li>• Mission and Vision Statements and Plans. These aspects should follow the criteria given in class.</li> </ul> <p>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.</p> <p>5. 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.</p> <p>6. 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.</p> <p>See Grading Rubric for this assignment on page 12 Appendix 2</p> <p>The Strategic Plan Project is by due by 11:59pm December 2, 2026. The Plan will be worth 200 points, for an equivalent of 40% of the course grade.</p>		
<p><b>Total</b></p>	<p><b>100%</b></p>	<p><b>500 points</b></p>

**Assignments**

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 on Learning Hub 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 1<sup>st</sup> 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

Dr. Tim Madding joined the North American Division Evangelism Institute in 2021 and serves as the Director. Prior to that, Tim served in the Potomac Conference for seven years as Lead Pastor of the Beltsville Church where they planted three additional campuses in the community (one online). Before Potomac Conference, he served as a conference Ministerial Director in Pennsylvania, and pastored both in the Kentucky-Tennessee and Washington Conferences. He is married to Andrea, a physical therapist and graduate of the Andrews University School of Physical Therapy. They have one young adult son, Ethan. Tim earned an undergraduate degree in Pastoral Ministry from Weimar College (1993), a Masters of Divinity from Andrews University (1996), and a Doctor of Ministry from Andrews University in Evangelism and Church Growth (2012).



Tim believes that the local church is God's primary tool for the salvation of the world and as such, seeks to intentionally develop and equip students, pastors and leaders in the North American Division in leadership, church planting, evangelism and disciple-making. He is most often known for his passion for the local community, living homeless in Washington, DC and walking around in chains each for a week in an effort to bring awareness to the needs of the homeless and human trafficked.

### Education:

Doctor of Ministry (DMin) <i>Andrews University, Berrien Springs, Michigan</i>	Graduated 2012
Masters in Divinity (MDiV) <i>Andrews University, Berrien Springs, Michigan</i>	Graduated 1996
Bachelor of Arts in Pastoral Ministry (BA) <i>Weimar College, Weimar California</i>	Graduated 1993

### Experience:

2022-Present	Director, North American Division Evangelism Institute
2021-2022	Associate Director, North American Division Evangelism Institute
2014-2021	Lead Pastor, Beltsville Seventh-day Adventist Church, Potomac Conference
2011-2014	Ministerial Director, Pennsylvania Conference
2006-2011	Pastor, Louisville First Seventh-day Adventist Church, Kentucky-Tennessee Conference
2002-2006	Pastor, Renton Seventh-day Adventist Church, Washington Conference
2000-2002	Pastor, South Sound Seventh-day Adventist Church, Washington Conference
1996-2002	Pastor, Lacey Seventh-day Adventist Church, Washington Conference

## 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.

### **AI Use: Guidelines, Ethical Considerations, and Risk Awareness**

At The Seventh-day Adventist Theological Seminary, we acknowledge the transformative impact of Artificial Intelligence (AI) on education and research. AI tools offer a range of capabilities that can enhance accessibility, streamline learning processes, and support academic excellence. From grammar correction and logical flow analysis to brainstorming and idea lookup, AI tools help students sharpen their thinking and present their ideas more effectively. For instance, AI can support self-quizzing, assist in the pre-reading of materials, and aid in the development of structured thesis statements.

However, the benefits of AI must be balanced with awareness of its limitations and risks, as well as a commitment to ethical use. While AI can serve as a powerful tool, its application must uphold our seminary's values of originality, integrity, and accountability.

#### **Appropriate Uses of AI in Academic Work:**

- AI-powered tools may be used to enhance students' understanding of complex ideas, assist in logical flow analysis, and provide support with grammar, syntax, and thesis development.
- AI tools can help students brainstorm, create structured outlines, and analyze data patterns for research projects, offering vital support for academic rigor.

- Students using AI for academic purposes are required to document its use clearly in a footnote, specifying the tool and purpose to ensure transparency. Students need to clearly also state the source, usage, tools as well as the amount/quantity of AI generated text they included in the paper.

#### **Inappropriate Uses and Accountability:**

- AI-generated content must not be presented as original work. Any attempt to pass off AI-generated text as one's own or to use AI to fabricate sources will be considered academic dishonesty, with serious consequences. When a case of academic dishonesty is identified, the faculty member formally reports the incident to the academic dean. The Associate Dean reviews the case and may refer it to the seminary's conduct committee for further investigation. The committee evaluates the evidence, hears from the involved parties, and determines the appropriate consequences based on the severity of the violation. Depending on the findings, disciplinary actions may range from formal warnings to suspension or, in the most severe cases, if it's recurring, expulsion from the program. This process underscores the seminary's commitment to academic integrity and the ethical development of its students.
- AI cannot be used for completing exams, take-home tests, or assignments intended to assess students' independent understanding.
- Students are expected to verify any information generated by AI and are responsible for inaccuracies or unsupported claims that may result from AI's occasional "hallucinations" or fabrication of sources.

#### **Risks and Limitations of AI**

AI's potential risks in academic settings must be carefully managed. Overdependence on AI can impair students' ability to think critically and independently. Students must also be vigilant against AI's tendency to create false or fabricated references, a risk that could lead to accidental plagiarism. Additionally, without proper oversight, AI's design can sometimes inadvertently spread misinformation, undermining the reliability of academic work.

Faculty need to review AI-related submissions carefully, with an understanding of AI's strengths and weaknesses. AI can serve as a beneficial supplement to learning but should not replace essential academic skills or undermine the authentic voice and insight students bring to their work.

#### **Commitment to Ethical Standards and Academic Integrity**

At the Seventh-day Adventist Theological Seminary, our commitment is to foster an environment where AI enhances, rather than diminishes, the academic experience. Both students and faculty share responsibility in using AI thoughtfully and ethically. We continue to reassess AI's role in academic settings, ensuring it aligns with our mission to support both intellectual and moral development.

In conclusion, AI has the potential to enrich academic work when used responsibly. By combining its advantages with a commitment to integrity, accountability, and critical thought, we can create a balanced approach to AI in education that supports, rather than detracts from, true learning.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](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](mailto: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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

### **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](http://www.learninghub.andrews.edu).***

### **Incomplete Policy**

Students who experience extenuating circumstances such as a death in the family, a major car accident, or hospitalization may apply for an Incomplete.

### **General stipulations**

An Incomplete can be assigned only if the following stipulations are met:

- When the major portion of the work for the course has been completed
- The request comes due to illness or unavoidable circumstances
- Incompletes cannot be assigned because of negligence or inferior performance
- If a student does not finish an Incomplete and fails the class, they must attend and repeat the course and submit all the required course work.
- Students will be billed \$35 for each incomplete.

### **Faculty must meet with the student and submit an incomplete contract which clearly states**

- A list of work to be completed
- The date by which each assignment will be submitted
- The requested completion date, which must be prior to the end of the next semester.
- The grade the student will receive if the work is not completed by the agreed-upon time.

### **Duration of an Incomplete**

- Ordinarily, an Incomplete shall be concluded during the following semester.
- An Incomplete may be extended to the following semester in cases where circumstances dictate. An additional semester may be granted with approval from the Dean's office.
- Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the Dean's office.
- The number of I's on a student's record affects the student's class and workload.

### **For the MDiv**

When an incomplete or Deferred Grade has not been cleared by the end of the following semester, the student's course load must be reduced as follows:

- One Incomplete/DGs—no reduction
- Two Incompletes/DGs—may register for no more than 10 credits
- Three Incompletes/DGs—may register for no more than 9 credits
- With more than three I/DGs, the student must cease taking classes until the Incompletes/DGs are cleared.

### **Important**

- Faculty is asked to post alerts in the system as issues arise. This will flag the program office/advisor and keeps record of the issue in the system.
- It is requested that faculty and contract teachers hold the line and not grant Incompletes unless "unavoidable circumstances" or illness are proven.
- Students who are failing and have no way of passing the class, should be advised by the instructor to withdraw before the withdrawal deadlines, which is 9 calendar days before the term is over or when 80% of the term is completed.
- The responsibility of informing failing students to drop the class is on the faculty member or contract teacher.
- Contract teachers must be informed of this policy.

## APPENDIX 1: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

<b>A</b>	94-100%	188-200 pts	<b>B</b>	83-86%	166-173 pts	<b>C</b>	73-76%	146-153 pts
<b>A-</b>	90-93%	180-187 pts	<b>B-</b>	80-82%	160-165 pts	<b>C-</b>	70-72%	140-145 pts
<b>B+</b>	87-89%	174-179 pts	<b>C+</b>	77-79%	154-159 pts	<b>D</b>	60-69%	120-139 pts
						<b>F</b>	<60%	0-120 pts

#### ***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 CHURCH PLANT PROJECT

Criteria	Exceptional 30	Proficient 26	Satisfactory 22	Marginal 18	Unsatisfactory 14	Weight
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 no 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
Criteria	Exceptional 20	Proficient 16	Satisfactory 12	Marginal 8	Unsatisfactory 4	Weight
7. Grammar, References, Bibliography	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	20

## APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

### Church Growth Studies:

Roland Allen. *Missionary Methods: God's Plan for Missions According to Paul*. Aneko Press, 2017.

Allan Hirsch and Tim Catchim. *The Permanent Revolution: APEST for the People of God, A Six Week Exploration*. Canada: Mission Publishing, 2014.

Alan Hirsh. *5Q: Reactivating the Original Intelligence and Capacity of the Body of Christ*. Canada: Mission Publishing, 2017.

Joseph S. Kidder. *The Big Four: Secrets to a Thriving Church Family*. Hagerstown, MD: Review & Herald, 2011.

Ronald L. Preast. *Proven Methods for Growing Your Church*. GodWins Publishing, 2024.

Burrill, Russell. *Waking the Dead: Returning Plateaued and Declining Churches to Vibrancy*. Hagerstown, MD: Review & Herald, 2004.

Mark Sayers. *Disappearing Church: From Cultural Relevance to Gospel Resilience*. Moody Publishers, 2016.

Stetzer, Ed and Thom S. Rainer. *Transformational Church: Creating a New Scorecard for Congregations*. Nashville: B & H, 2010.

### Church Growth Strategies:

Ed Stetzer, and Mike Dodson. *Comeback Churches: How 300 Churches Turned Around and Yours Can Too*. Nashville, TN: B&H Books, 2008.

Gene Getz and Joe Wall. *Effective Church Growth Strategies*. Nashville, TN: Word Publishing, 2000.

Mark Mikelberg. *Becoming a Contagious Church: Increasing Your Church's Evangelistic Temperature*. Grand Rapids: Zondervan, 2007.

Sam Rainer. *The Church Revitalization Checklist: A Hopeful and Practical Guide for Leading Your Congregation to a Brighter Tomorrow*. Carol Stream, IL: Tyndale Momentum, 2022

Peyton Jones. *Church Zero: Raising 1st Century Churches Out of the Ashes of the 21st Century Church*. Colorado Springs, CO: David Cook Publishing, 2013

Thom S. Rainer and Eric Geiger. *Simple Church, Returning to God's Process for Making Disciples*. Nashville, TN: B&H Publishing Group, 2011.

### Coaching:

Ogne, Steve & Tim Roehl. *Transformational Coaching, Empowering Leaders in a Changing Ministry World*. Nashville, TN: B&H Books, 2008.

Webb , Keith E. *The Coach Model for Christian Leaders*. Morgan James Publishing, 2019.

**Cross-Cultural Mission:**

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>