

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

CHMN539  
*CHURCH GROWTH AND THE EQUIPPING*  
PASTOR  
*Spring 2019*

Ricardo Norton—DMin, PhD



Andrews  
University  
Seek. Affirm. Change.

# Andrews University

CHMN539  
*CHURCH GROWTH AND THE EQUIPPING PASTOR*  
SPRING 2019

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## GENERAL CLASS INFORMATION

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Class location: Pacific Union, 11330 Pierce Street, Riverside, CA 92505  
Date: **January 13-17, 2019**  
Class time/day: Sunday 6:00-9:30 pm. Monday-Thursday 8:00 am to 6:00 pm—1 Hour  
noon break  
Credits offered: 3 credits

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## INSTRUCTOR CONTACT

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Instructor: Ricardo Norton—DMin, PhD  
Telephone: 269-471-8318  
Email: ricardo@andrews.edu  
Office location: S 233

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## COURSE DESCRIPTION

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"An examination of church growth research, principles, and practices, with a special emphasis on the role of the pastor as an equipper."

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## COURSE MATERIALS

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### Required Reading (30 hours from these two books)

- Morgan, Tony (2017). *The Unstuck Church: Equipping Churches to Experience Sustained Health* (Grand Rapids, MI: Thomas Nelson).
- Mallory, Sue (2001). *The Equipping Church: Serving Together to Transform Lives*. Grand Rapids, MI: Zondervan.
- Rainer, Thom (1993). *The Book of Church Growth*. Nashville, Tennessee: B&H Publishing Group.
- Hull, Bill (2006). *The Complete Book of Discipleship: On Being and Making Followers of Christ*. Colorado Springs: NavPress Publications.

## Recommended Reading

- Sánchez, Daniel R, Smith Ebbie C. (2008). *Cultivando Iglesias Saludables: Nuevas Direcciones Para El Crecimiento De La Iglesia En El Siglo 21*. Fort Worth, Texas: Church Starting Network.

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## REVISION STATEMENT

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

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## OUTCOMES

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### Program Learning Outcomes (PO)

#### *MAPM Pastoral Ministry (MAPM) English & Spanish Program Outcomes*

1. Understand the concept of church growth and identify the biblical principles that motivate it
2. Clear knowledge of church growth in the Seventh-day Adventist Church
3. recognition of the pastor's role as a mobilizer
4. Effective skills to mobilize church members to reach the community effectively

### Methodology

1. The theoretical information will be given through discussions in the classroom, seeking the participation of the students using the previous knowledge they have on the subject. Students will be able to apply these principles for the growth of the church, through the effective participation of the members.
2. Students will have an active participation in dialogues in small discussion groups and applying the study to their own environment.
3. The discussion groups will make a clear proposal of application of the principles of secular mobilization in the context of the church in North America.
4. Each student will develop a paper / project with which he will demonstrate how he practically applies his knowledge about church growth based on lay mobilization

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## GRADING AND ASSESSMENT

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### Credit-Hour Definitions

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

- Class Lectures and guided studies: 45 hours
- Pre Intensive Reading Report: 30 hours

- Post-Intensive Project Report: 60 hours
- **Total:** **135 hours**

## Criteria for Grades

### A. *Punctual attendance* at all classes is required

- Students exceeding 10% of total course appointments will need a written excuse from the dean's office.
- Absences not due to illness also need written approval from the dean's office.

### B. *Reading report*—**30 points**

- Students need to invest a minimum of 30 hours reading from two or more books from required books (see list above). A one-page report should be submitted with the following information: (a) the name of the student, (b) the author and titles of the books read, and (c) the number of hours read.
- This report is due **January 11, 2019**. The report must be posted electronically on the LearningHub **before 4 pm**.
- There is *a 6-point deduction for submitting this report late*.

### C. *Group presentation*—**10 points**

- This course fosters collective learning. The first day of class, students will be divided into small groups to research, during the intensive, on a topic collectively chosen by course participants.
- Selected topics will be associated with ministerial challenges the growth of the church or equipment and lay mobilization in the context of North America.
- Each group will prepare and present a 30 minute Power Point presentation during the last day of class (January 17). The PPP must be shared with peers in the classroom.
- The presentations will be evaluated by the professor on a 1-10 grading scale, considering contents, quality of slides, and practical usability of the presentation.

### D. *Final report*—**60 points**

- Write a 20-page final report based on an outline approved by the professor during the intensive. Students should bring to the professor an outline of the final report before the end of the intensive (*April 17, 2019*).
- The project's topic should be: A project to grow his church by applying the principles of church growth or a seminar on equipping and mobilizing members as disciples of Christ in the fulfillment of the mission taking into account its geographical context. The project will be reported in a 20-page paper with the following sections: **1)** Title page. **2)** Table of Contents. **3)** Introduction where present the purpose of that project and what you want to achieve. **4)** Biblical and theological foundations of the project you want to implement in the church. **5)** Description of the project, protocols, place, dates, attendance. **6)** Conclusion—brief summary and personal assessment of the seminar or project **7)** Appendixes

that may include promotional materials and Power Point slides (6 slides per page—if the project is implemented).

- This report should follow *AU Standards for Written work*: (<http://www.andrews.edu/GRAD/style.html>).
- This report is **due on April 14, 2019** by midnight. Late submission of this report will be penalized according to the submission dates specified in the Topics and Assignments table, above.
- **Note:** The final report must be submitted through our LearningHub in **ONE MSW file**.

### Criteria for Grades—Summary

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|--|-------------------|
| • Pre-Intensive Reading Report             | 30 Points         |
| • During the intensive sermon presentation | 10 points         |
| • Post Intensive Project Report (20 pages) | 60 Points         |
| • <b>Total:</b>                            | <b>100 Points</b> |

### Grading Scale

<b>A</b> (95-100%)	<b>B</b> (83-86%)	<b>C</b> (73-76%)
<b>A—</b> (90-94%)	<b>B—</b> (80-82%)	<b>C—</b> (70-72%)
<b>B+</b> (87-89%)	<b>C+</b> (77-79%)	<b>D</b> (60-69%)

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### TOPICS AND ASSIGNMENTS

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Month	Date	Class Topic	Assignments Due
	11	Complete <i>30 hours of reading</i> from the Required and Recommended list of books, above	<b>Jan 11, 2019</b> <ul style="list-style-type: none"> <li>• Two days before the class, until 4pm.</li> <li>• Late reports—6 points deduction</li> </ul>
<b>January 2019</b>	13	<ul style="list-style-type: none"> <li>• Verify electronic class registration</li> <li>• Review course requirements</li> <li>• Course introduction</li> </ul>	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
	14	<b>Importance of church growth for pastors of the Adventist church</b> <ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Adventist Church growth statistics</li> <li>• the use of methods to grow principles of church growth</li> </ul>	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject

	14	<p><b>The pastor and the growth of the church</b></p> <ul style="list-style-type: none"> <li>• Shepherd role</li> <li>• the pastor as a determining factor in the growth of the church</li> </ul>	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
	16	<p><b>Pastor as a lay mobilizer</b></p> <ul style="list-style-type: none"> <li>• Lay training</li> <li>• small groups</li> <li>• organizing the church for growth</li> <li>• Work groups</li> </ul>	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
	17	<p><b>Presentation of the working groups. Practical applications and conclusions.</b></p>	<i>Devotional.</i> Daily small group discussion and collaborative learning. Small group presentations. Presentations are graded by peers from a 1-10 point scale. ( <b>10 points</b> of the final grade).
<b>April 2019</b>	14		<b>Final project is due today (April 14, 2019—6 pm).</b> A 20 page research paper, following <i>AU Standards of Writing Work</i> should be posted today by 6 pm. The paper must be posted in the Learning Hub, in a MSWord document by <b>6 pm</b>
<b>May 2019</b>	13		Late final-assignment submission receives no more than a <b>B</b> by midnight on this day ( <b>May 14, 2019</b> )
<b>June</b>	13		Late final-assignment submission receives no more than a <b>C</b> by midnight on this day ( <b>June 13, 2019</b> )
<b>July 2019</b>	4		<i>172 days from the first day of class.</i> Students who have not completed all intensive requirements by <b>July 04, 2019</b> will receive a <b>DN</b> and will need to repeat the class.

### Rubric for Assessing Research Projects

Student \_\_\_\_\_

Criteria	(5) <b>Exceptional</b>	(4) <b>Proficient</b>	(3) <b>Satisfactory</b>	(2) <b>Emerging</b>	(1) <b>Unsatisfactory</b>	Score
<b>Title Page</b>	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Shows 0 errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
<b>Introduction</b>	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper but does not adequately previews its structure	The introduction states the main topic but lack a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
<b>Content</b>	Content is focused, ideas are well developed and transitions are used to enhance ideas. Each paragraph has thoughtful supporting sentences. Meets paper length requirements. Uses recently published sources and exceeds the use of sources and number of pages recommended	Content is focused. Good transitions. Paragraph development is present. Meets paper length requirements. Uses a minimum of 15 sources published in the past 10 years	Content is focused. Transitions are deficient. Paragraph development is present but not perfected. Meets paper length requirements	Content is not well focused. Transitions and paragraphs are weak. Does not meets paper length requirements	The paper is written and completely out of focus	
<b>Project Description</b>	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly describes and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
<b>Organization</b>	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject but wording need can be improved.	Paper provides a table of contents and is organized using different subheading level. However, do not follow AU standards of written work	Paper provides first level headings but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated	Does not provide a table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated	

				in the syllabus and AUSWW	in the syllabus and AUSWW	
<b>Format/Style</b>	Follows <i>AU Standards for Written work</i> (AUSWW). Document includes: 1) title page, 2) table of content, 3) Introduction with description of the project, 4) three chapters, 5) chapters are organized with different subhead levels and follow previous description, 6) A conclusion and recommendations, 7) reference list	Follows consistently AUSWW with minor flaws. Syntax and semantics is very good. No major errors in style	Follows consistently all format AUSWW. Syntax and semantics are good. Few errors in style	Follows inconsistently some AUSWW. Syntax and semantics is poor	Does not follow AUSWW. Syntax and semantics are deficient	
<b>Conclusion</b>	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results. Lacks personal reflection on projected implementation	Conclusion attempts to summarize the trust of the project but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	



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## CLASS POLICIES

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### **Classroom Seating**

In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise.

### **Disability Accommodations**

If you qualify for accommodation under the American Disabilities Act, please 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.

### **Late Assignment Submission**

All late assignments incur the penalties specified under the heading Grading and Assessment.

### **Additional Policies**

During the preaching practicum, when students preach a sermon before their peer, the classroom door will be closed to avoid distractions to the preacher. Once closed, students will not be allowed into the classroom until the sermon ends.

### **Examinations**

"Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time". *AU Bulletin*

### **Class Attendance**

"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements."  
*AU Bulletin*

### **Teacher Tardiness**

"Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean".  
*AU Bulletin*

### **Class Absences**

"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

*AU Bulletin*

### **Excused Absences**

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

*AU Bulletin*

### **Academic Integrity**

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically 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 (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”. *AU Bulletin*

**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.

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## INSTRUCTOR PROFILE

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Ricardo Norton (DMin, PhD) has taught at the Seventh-day Theological Seminary since 1996. He currently directs a Masters Program and coordinates three DMin cohorts. In addition, he is the founder of a lay training program (Seminario Adventista Laico—SAL) with over 5,000 students spread in 14 different countries. His lectures and writings carry the weight of serious investigation and the practical knowledge that 40 years of teaching and ministerial experience confer. He travels extensively in the U.S. and abroad, teaching pastors and lay leaders how to make their churches grow.



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## BIBLIOGRAPHY

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