CHMN539

CHURCH GROWTH AND THE EQUIPPING PASTOR

Summer 2019

Ricardo Norton—DMin, PhD

Andrews
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SUMMER 2019

GENERAL CLASS INFORMATION

Class location: Southern Union. 515 Harley Lester Lane Apopka, FL 32703-6129

Class date: August 11-15, 2019
Class time/day: Sunday 6-9:30 pm. Monday-Thursday 8am to 6pm—1 Hour noon break
Credits offered: 3 credits

INSTRUCTOR CONTACT

Instructor: Ricardo Norton—DMin, PhD
Telephone: (269) 471-8318
Email: ricardo@andrews.edu

COURSE DESCRIPTION

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

COURSE MATERIALS

Required Reading (*30 hours from two or more books*)
1. Rainer, Thom S. *The Book of Church Growth: History, Theology and Principles*. Nashville, TN: Broadman and Holman Publishers, 1998.
2. Fagate, Jeff. *Church Growth: Principles and Practices*. Sword of the Lord Publishers, 2015.
3. Stetzer, Ed and Dobson, Mike. *Comeback Churches: How 300 Churches Turned Around and Yours Can, Too*. Nashville, TN: B & H Publishing Group, 2007.
4. Christensen, Michael J. *Equipping the Saints: Mobilizing Laity for Ministry*. Nashville, TN: Abingdon Press, 2000.
5. McCallum, Dennis and Lowery, Jessica. *Organic Disciplemaking: Mentoring Others into Spiritual Maturity and Leadership*. Houston TX: TOUCH Publications, 2006.
6. Ogden, Greg. *Transforming Discipleship: Making Disciples a Few at a Time*. Downers Grove, IL: InterVarsity.
7. All books are available through <amazon.com>

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

OUTCOMES

Program Outcomes (PO)

MA in Pastoral Ministry (MAPMin) English & Spanish Program Outcomes
1. Delivers effective biblically-based sermons
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological and missional development of the Adventist Church
4. Trains church members for evangelism
5. Empowers church members for leadership
6. Capable of reaching specific social groups

Student Learning Outcomes (SLO) for this class are based on PO #4 & 6) Student will be able to:
1. Participants will learn church growth principles from the Bible with special attention to principles emanating from the Apostolic Church.
2. Students will learn biblical and theoretical concepts for equipping church member for ministry.
3. Students will be able to review and analyze church growth principles from key authors in the area.
4. Participants will share with peers a strategy for equipping church members they uncovered during the collective learning discussions.

TOPICS AND ASSIGNMENTS

Month	Date	Class Topic	Assignments Due
August **2019**	9	Pre-Intensive reports are due on Friday—two days before the intensive, before **6 pm**	• ***Reading report*** (30 hours from a minimum of two books listed in the required book list • **6 points deduction** for late reports

	11	• Getting to know each other—Formal introductions • Verify electronic class registration • Review course requirements • Devotional and group presentation schedule • Course introduction	*August 11, 2019* • Punctual attendance to all classes is required specially the first day of class when the course assignments are reviewed and collective learning groups are formed.
	12	***Church growth principles and concepts*** • Types of church growth • The church as a living organism • Church growth enemies • Church growth strategies • Church pathology—Inductive approach to facing church diseases	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject
	13	***Church Growth principles*** • Penetration • Attraction • Proclamation • Persuasion • Retention • Assimilation • Education	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject
	14	***The church as an equipping school*** • Equipping Models • Teaching Methods • Principles of learning • Equipping according to gifts	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject

	15	*Equipping and discipleship* • Discipleship and the great commission • The goal and meaning of discipleship • Discipleship steps • Discipleship and the challenge of multiplication—Christian growth statistics • Discipleship lessons from Wesley	*Devotional*. Daily small group discussion and collaborative learning. ***Small group presentations*** based on collaborative learning during the week. Presentations are graded by the professor from a 1-10 point scale. (**5 points** of the final grade).
November 2019	11		**Final project is due today (November 11, 2019)**. By midnight, this day, students should post in the *Learning Hub* an electronic **MSW** document with final project. Project will be graded according to the rubric included in this syllabus.
December 2019	11		Late final-assignment submission receives no more than a **B** by midnight on this day (**December 11, 2019**).
January 2020	12		Late final-assignment submission receives no more than a **C** by midnight on this day (**January 12, 2020**).
February 2020	2		*172 days from the first day of class*. Students who have not completed all intensive requirements by **February 2, 2020** will receive an **F** and will need to repeat the class.

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, projects, and written assignments. Hours definitions for this class:

- 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 required and recommended books (see list above). A one-page report should be submitted with the following information: (a) the name of the student, (b) the number of hours read, c) the authors and titles of the books read—***In this order***.
- This report is due on ***August 9, 2019.*** The report must be posted electronically on the Learning Hub **before 5 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 on church growth and equipping member challenges, concepts, and principles.
- Each group will prepare and share a 30-minute Power Point presentation during the afternoon of the last day of class. The PPP must be shared electronically with peers.
- The presentations will be evaluated by the professor on a 1-10 grading scale, considering contents, investigation, 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. Student should bring to the professor an outline of the final report before the end of the intensive (***November 12, 2019***).
- The project's topic should be based on the Theory and practice of church growth or on the area of equipping members for ministry. The 20-page project/paper will need the following sections**: 1)** Title page. **2)** Table of Contents. **3)** Introduction describing the problem and the relevance of the topic**. 4)** *Chapter 1*—Theological foundation of the

selected topic. *5) Chapter 2*—Review of the literature on the topic—minimum of 15 authors from the past 10 years—EGW writings count as one author. *6) Chapter 3*—Strategies to solve the problem—Concrete and clear strategy. *7)* Conclusion. **8)** Bibliography—Only sources used for the research. The contents of the paper must contain a deep study on the literature on bilingualism—Minimum of 15 recent authors plus Bible and EGW. Ellen G. White counts as only one of the 15 authors required for the paper.

- This report should follow *AU Standards for Written work*: (http://www.andrews.edu/GRAD/style.html).
- 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 Learning Hub in ***ONE MSW file***.

Criteria for Grades—Summary

- Pre-Intensive Reading Report (1 Page)   30 Points
- Class presentation—Graded by peers   10 points
- Post-Intensive Project Report (20 pages)   60 Points
- **Total**:   **100 Points**

Grading Scale

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

Rubric for Assessing Project Plans

Student _____

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
Title Page	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). Has no errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
Introduction	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 preview its structure	The introduction states the main topic but lacks a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
Project Description	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 described and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
Organization	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 can be improved.	Paper provides a table of contents and is organized using different subheading level. However, does 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 in the syllabus and AUSWW	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	
Format/Style	All texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in punctuation, spelling, and sentence formation	Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows some AUSWW. Syntax and semantics are poor	Does not follow AUSWW. Syntax and semantics are deficient	
Conclusion	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 thrust of the project, but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

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 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.

Ricardo Norton teaches for the Christian Ministries Department courses such as leadership, research, church growth, and preaching. Additionally, he directs the Institute for Hispanic Ministries, the MAPMin Hispanic Track, and a lay training school currently operating in 14 countries with over 4000 students. Originally from Costa Rica, he travels extensively in the USA and abroad teaching pastors and lay-leaders how to make their churches grow. He holds a DMin from Fuller Theological Seminary and a PhD in leadership from Andrews University—School of Education.