Seventh-day Adventist Theological Seminary
Andrews University

PATH 539
CHURCH GROWTH AND THE EQUIPPING LEADER
Spring 2023
Dr. Abraham Guerrero

This course is an examination of the biblical principles of church growth, an emphasis on the role of the pastor or leader as an equipper being a key component for church growth.

CLASS & CONTACT INFORMATION

Class location:	North Pacific Union Conference
Class meeting dates:	January 29- Feb 2, 2023
Class meeting times:	Sun—6-9:30 pm; Mon-Thur-8am to 6pm (lunch 12;30-1:30pm).
Course Website:	**https://learninghub.andrews.edu/**
Instructor Tel.:	(786)975-5427
Instructor Email:	abrahamg@andrews.edu
Office hours:	By appointment

RATIONALE

Accolades by magazines such as USA Today consider Adventists the fastest growing Christian denomination in North America, and we like to pat ourselves on the back for achievements like that of 2019, the eighteenth year among all and the fifteenth successive year in which the worldwide church has been baptizing more than one million members per year (one new member every 22.8 seconds, or about 157 members every hour). But these huge numbers of baptisms are overshadowed when we realize that our growth rate has actually been declining steeply over the years, even though we have been baptizing one million each year for two decades in a row as of 2022. For example, we have had rates as high as 9.57% in 1919, while the 1995-2004 average was 5.22%, the 2005-2014 average dropped to 2.87%, and our growth rate in 2014 was 1.85%. This class provides tools to analyze issues such as these and to evaluate what the role of pastors and leaders might be in "equipping the saints for the work of the ministry" (Eph. 4:12), channeling their gifts toward a better fulfilment of the church's mission: to make disciples of Jesus Christ among all people groups.

COURSE OVERVIEW

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

Program Learning Outcomes (PO):

1. Deliver effective biblically based sermons.
2. Demonstrate proper biblical interpretation skills.
3. Understand the historical-theological development of the Seventh-day Adventist church.
4. Capable of training church members for evangelism.
5. Demonstrate an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

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:

4. Capable of training church members for evangelism.
5. Demonstrate an understanding of how to empower church members for leadership.

Student Learning Outcomes (SLO) The student:

1. Understand church growth needs, principles and practices
2. Consider biblical discipleship as a methodology for church growth
3. Assimilate an equipping philosophy of pastoral ministry
4. Analyze the importance of retention of members for church growth
5. Recognize social and cultural factors in growing churches
6. Learn to value the importance of spiritual disciplines in the process of church growth
7. Consider social media as an effective tool for church growth.

Date	Topic	Assignment Due	CLOs Addressed
Sunday, January 29	- Introduction to the course - Time for students to get to know each other - Discussion of the lesson plan - Syllabus review. - Devotional and group presentation schedule.	Reading report.	
Monday, January 30	- Biblical-theological foundations of mission - Biblical-theological foundations for church	- Reading report of all 4 books due at 9:00 AM - Daily review	

Date	Topic	Assignment Due	CLOs Addressed
	growth and for equipping laity		
Tuesday, January 31	- Historical framework for mission - Historical framework for church growth. - Historical framework of equipping lay people	- Critical analysis of all 4 books due at 9:00 AM - Daily review	
Wednesday, February 1	- Factors of church growth according to contemporary literature - Adventist studies on church growth - Bringing church growth and equipping laity theory to practice in the local church.	- Daily review	
Thursday, February 2	- Bringing church growth and equipping laity theory to practice at the different levels of church structure. - Final evaluation		
April 27		**Final project is due today: April 27, 2023** The project must be posted on LearningHub and emailed in a Microsoft Word document before sunset to abrahamg@andrews.edu	
May 28		Late assignments receive no more than a **B** by midnight on this day: **May 28, 2023**.	
June 28		Late assignments receive no more than a **C** by midnight this day: **June 28, 2023**.	
July 19		*172 days from the first day of class*, Students who have not completed all intensive requirements by **July 19, 2023** will receive an **"F"** and will need to repeat the class.	

COURSE REQUIREMENTS

The student will be progressively evaluated throughout the course, with reference to the following factors:

1. **Reading:** The student will complete the required readings of this course, and will submit a report of the readings at the end of the course, according to the schedule. This report can only include the 4 required books of this course, and nothing else, unless specifically authorized by the instructor. This is just a one-page report indicating 1) Name of book; 2) Pages read; and 3) Physical or electronic signature. The student does not need to summarize anything here. Just state what they read. Just that. A *suggested format* will be provided for convenience on the first day of class, but using that format is not mandatory. **The report is due by 9:00 AM the second day of class.**

2. **Practical work # 1:** The student will present a critical analysis of the required readings for the class. Please note this is the same reading as item 1. Specific instructions will be given in class regarding how to use the same reading for this second assignment. **The report is due by 9:00 AM** the third day of class.

3. **Practical work #2:** The student will design a church growth project, according to the issues learned in class.

4. **Final exam:** The final evaluation will be done a state-of-the-art andragogic exercise, integrating knowledge with games and fun, and will consist of at least three sections: a true/false section, a game section, and a group evaluation section.

COURSE MATERIALS

Required Reading:

Burrill, Russell. *Revolución en la iglesia: Secretos para liberar el poder del laicado.* Miami, FL: Asociación Publicadora Interamericana ****CHAPTERS 4-10*****

Guerrero, Abraham. *Escape de la Mecedora: Rompiendo el ciclo de oscilación entre el éxito y el fracaso en tu vida personal y en la iglesia.* Kissimmee, FL: Triunfo Publicaciones, 2014 **** CHAPTERS 6, 7, 8*****

Putman, Jim, Bobby Harrington and Robert Coleman. *DiscipleShift: Five Steps that help your church to make disciples who make disciples.* Grand Rapids, MI: Zondervan.

Rode, Daniel Julio. *Fundamentos de crecimiento de iglesia*. Libertador San Martín, Entre Ríos, Argentina: Editorial Universidad Adventista del Plata, 2008. ***** CHAPTERS 1, 2, 3*****

Recommended Reading:

Note: Some of these books are in bold. It is not a mistake. The books in bold are strongly suggested for those seeking additional insights on the subjects of this class.

Barna, George. *The Habits Of Highly Effective Churches*. Ventura, CA: Regal Books, 1999.

_____. *Haga Crecer su Iglesia de Afuera hacia Adentro/ Let Grow Your Church Of Outside To Inwards*. Vida, 2007.

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

Carl F. George, Warren Bird. *How to Break Growth Barriers*, Grand Rapids, MI: Baker Press, 2017.

Cho, David Yong-gi. *Secretos del Crecimiento de la Iglesia*. Nashville, TN.: Betania, 2000.

Cho, Yong-gi, and Harold Hostetler. *Los Grupos Familiares y el Crecimiento de la Iglesia*. Miami, FL: Editorial Vida, 1983.

Christensen, Michael; Savage, Carl (2000). *Equipping the Saints: Mobilizing Laity for Ministry*. Nashville, TN: Abingdon Press

Day, Dan. *8 Secrets to a Mission-Driven Church*. Nampa, ID: Pacific Press Publishing Association, 2019.

Dudley, Roger L, and Des Cummings. *Adventures In Church Growth*. Washington, DC: Review and Herald, 1983.

Espinosa, Jose M. *Discipulado en Acción: Reavivando la iglesia para el cumplimiento de la misión*. Montemorelos, N. L.: Publicaciones Universidad de Montemorelos, 2011

Fugate, Jeff (2015). *Church Growth Principles and Practice*. Murfreesboro, TN: Sword of the Lord.

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

Hirsh, Allan. (2006). *The forgotten Ways.* Grand Rapids, MI: Brazos Press.

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

Hurston, Karen. *Crecimiento de la Iglesia más Grande del Mundo*. Deerfield, FL.: Editorial Vida, 1996.

Johan, Carlsen. *El Crecimiento De La Iglesia*. [S.l.]: Credo Ediciones, 2014.

Johnson, Kurt W. *Grupos Pequeños para el Tiempo del Fin*. Miami: Asociación Publicadora Interamericana, 1999.

Johnson, Thomas P. (2011). *Mobilizing a Great Commission Church for Harvest*. **Eugene, OR: Wipf & Stock Publishing.**

Kidder, S. Joseph. Moving your Church. Nampa, ID: Pacific Press Publishing Association, 2016.

_____. *The Big Four: Secrets to a Thriving Church Family*. **Hagerstown, MD: Review and Herald Publishing Association, 2011.**

Knight, George R. *Organizing For Mission And Growth*. Hagerstown, MD: Review and Herald Pub. Association, 2006.

Kwon, Sung K. *Burst the Bubble*. Nampa, ID: Pacific Press Publishing Association, 2017.

Larson, Peter Alden. *Crecimiento de la Iglesia*. El Paso, TX.: Casa Bautista de Publicaciones, 1989.

Long, R. Brad, Cindy Strickler, and Paul Stokes. *El Poder del Espíritu Santo y el Crecimiento de la Iglesia*. Miami, FL: Editorial Vida, 2011.

Macchia, Stephen. *Becoming a Healthy Church: 10 Characteristics*. Grand Rapids, MI: Baker Books, 2000.

Martin, Carlos G. Cómo *Trastornar al Mundo*. Miami, FL: Asociación Publicadora Interamericana, 2000.

Maxwell, John (2019*). Leadershift*, NY: Harper Collins

McGavran, Donald A. *Understanding Church Growth*. Grand Rapids, MI: Eerdmans, 1980.

McIntosh, Gary. *Biblical Church Growth*. Grand Rapids, MI: Baker Books, 2003.

Miranda, Juan Carlos. *Manual de Iglecrecimiento*. Miami, Fla.: Editorial Vida, 1985.

Ogden, Greg. *Unfinished Business: Returning the Ministry to the People of God.* **Grand Rapids, MI: Zondervan, 2003.**

Peters, George W. *A Theology Of Church Growth*. Grand Rapids, MI: Zondervan Pub. House, 1981.

Putman, Jim. Real-life Discipleship: Building Churches that Make Discipleship. Colorado Springs, CO: NavPress.

Putman, Jim, Bobby Harrington and Robert Coleman. *DiscipleShift: Five Steps That Help Your Church to Make Disciples Who Make Disciples.* **Grand Rapids, MI: Zondervan.**

Rainer, Thom. *Surprising Insights from the Unchurched and Proven Ways to Reach Them.* Grand Rapids, MI: Zondervan, 2001.

Rainer, Thom S. *The book of Church Growth: History, Theology and Practice***. Nashville, TN: Broadman & Holman Publishers, 1993.**

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

Reeves, R. Daniel, and Ron Jenson. *Avanzando*. Barcelona: CLIE, 1988.

Rode, Daniel Julio. *Fundamentos de Crecimiento de Iglesia***. Libertador San Martín, Entre Ríos, Argentina: Editorial Universidad Adventista del Plata, 2008.**

Schuller, Robert H. *Su Iglesia Tiene Posibilidades*. Terrassa (Barcelona): Libros CLIE, 1976.

Schwarz, Christian A, and Jon Haley. *Coloree su Mundo con el Desarrollo Natural de la Iglesia***. Barcelona, España: Editorial CLIE, 2005.**

Schwarz, Christian A, and Christoph Schalk. El *Desarrollo Natural de la Iglesia en la Práctica***. Barcelona, España: Editorial CLIE, 1999.**

Schwarz, Christian A. *Cambio de Paradigma en la Iglesia*. Barcelona [Spain]: Editorial CLIE, 2001.

_____. *Las 8 Características Básicas de una Iglesia Saludable*. Barcelona: Editorial CLIE, 1996.

Shelley, Marshall. *Growing Your Church Through Training And Motivation*. Minneapolis, Minn.: Bethany House, 1997.

Smith, Fred. *La Dinamica del Iglecrecimiento*. Miami, Fl.: Editorial Caribe, 1993.

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

Stevens, R. Paul, Collins Phil (1993). *Equipping Pastor*. NY: Rowman& Littlefield.

Wagenveld, Juan. *Iglecrecimiento Integral*. Miami, Fl.: Unilit, 2000.

_____. *Iglecrecimiento Integral*. Cork: BookBaby, 2013.

Wagner, C. Peter. *Guiando su Iglesia al Crecimiento*. Miami, FL: Unlit, 1997.

_____. *Su Iglesia Puede Crecer*. Barcelona: CLIE, 1980.

_____. *Your Spiritual Gifts Can Help Your Church Grow*. Ventura, CA: Regal Books, 1979.

Warren, Rick. *The Purpose Driven Church*. Grand Rapids, MI: Zondervan, 1995.

Weld, Wayne & Donald A. McGavran. *Principios del crecimiento de la iglesia*, Pasadena, CA: Comité latinoamericano de textos teológicos, 1990.

Wilkins, Scott G. *Reach: A Team Approach to Evangelism and Assimilation*. Grand

Rapids, Michigan: 2005.

Zunkel, C. Wayne. *Strategies For Growing Your Church*. Elgin, IL: D.C. Cook Pub. Co., 1986.

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 (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 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**		**45** hrs
Independent Learning Activities	**Name of Assignment #1** **Pre-Intensive Reading**		**30** hrs
	Name of Assignment #2 **20-page project/paper**		**60** hrs
Total Hours:			**135** **hrs**

Note. 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 dates indicated in the Course Overview--Above.

Late Submissions

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points%--for this course, see penalties posted on the *Course Overview Table*. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

ABOUT YOUR INSTRUCTOR

Dr. Abraham Guerrero is in love with mission and discipleship. His passion for mission has led him to planting several churches in Colombia, his home country, as well as in the United States, where he currently serves as a pastor and church planting coordinator. He also serves as editor for doctoral dissertations and adjunct professor at Andrews University, and teaches master-level and doctoral-level classes for the Inter-American Adventist Theological Seminary as well as the Peruvian Union College. Happily married to Natalia, he strongly believes having fun with his wife and his children (Ángel and Natasha) is a vital part of discipleship at home.

EVALUATION CRITERIA

Grades are based on the independent and group 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 Requirements and the Course Overview above.

Assesment tool	Total points	Weight in percentage
Reading report	100	10%
Practical assignment # 1	100	30%
Practical assignment # 2	100	40%
Final evaluation	100	20%
Total		100%

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

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 students 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

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**
				58-Below	**F**

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 or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

REVISION STATEMENT

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

ASSIGNMENT RUBRIC

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	