

**Mission Statement:**

Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

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**SECTION 1: COURSE OVERVIEW**

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Regent University  
School of Divinity

**PMIN501 – Leadership in Church & Ministry (3 Credit Hours)**  
**Fall 2017**  
**October 23 –December 16, 2017 (8 Weeks)**  
**(Online)**

Instructor: Dr. Larry K. Asplund

Location: Online

Office Hours: See *Communication Policy* Below

Phone: (706) 289-4031

Email: lasplund@regent.edu

**Communications Policy**

All course email communication should be conducted through the student's Regent University email account. Students can expect a faculty response to an email or a phone call within 24 hours Monday through Friday. Text first to set a time for a phone conversation. Any communication attempted after 5 PM on a Friday will be responded to the next business day.

**Course Description**

Examination of effective ways to administrate the local church, including the role of lay leadership. Attention will be given to budgets and facilities, with a view to ministry opportunities. Prerequisite or concurrent: SFRM 501.

**Program Outcomes**

The Master of Divinity, Master of Arts in Practical Theology, and the Master of Theological Studies programs share six core learning outcomes. Upon completion of the MDiv, MA in Practical Theology, or MTS program, a student will be able to:

1. Apply the Biblical text, historical knowledge, and theological resources to the process of holistic formation.
2. Interpret a Biblical text with appropriate consideration of the linguistic, literary, historical, and theological context of the passage.

3. Analyze the significance of major figures, movements, and theological developments in the history of Christianity.
4. Explain the major doctrines of Christian thought.
5. Demonstrate the characteristics of Christ-centered leadership.
6. Compare and contrast the cultural differences among people groups.

In addition to the above six shared outcomes, upon completing the **MDiv** program each student will be able to:

7. Demonstrate proficiency in the skills of ministry.
8. Synthesize Biblical, historical, and philosophical knowledge to articulate a theological position.

In addition to the above six shared outcomes, upon completing the **MA in Practical Theology** program, each student will be able to:

7. Defend a theological position pertaining to church practices and society.
8. Apply ministerial knowledge to a vocational context.

In addition to the above six shared outcomes, upon completing the **MTS** program each student will be able to:

7. Defend a theological position on Biblical, historical, and philosophical grounds.
8. Incorporate global ecumenical sources in their theological research and writing.

### Relationship of course to Regent's Mission

*Mission: Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.*

1. **Biblical Perspective:** This class grounds the student in biblical perspectives on ministry administration. It teaches the student to look at administration as stewardship of God's resources to advance the Kingdom of God on the earth through biblical principles of administration and management
2. **Global Context:** This class placed ministry administration and management in a global context, preparing the student to function in cross-cultural ministry work commonly found in missions and global cross-cultural church planting settings.

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## SECTION 2: COURSE REQUIREMENTS

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### Course Learning Outcomes (with match to Program Outcomes)

Upon completion of this course, students should be able to:

1. **Evaluate** their own context of ministry in light of a clear understanding of the state of the modern church (PLO 5, 7, 8)
2. **Apply** key principles of witness and missional church at work in their ministry context (PLO 5, 7, 8)
3. **Identify** and evaluate key ministry paradigms at work in their ministry context. (PLO 7, 8)

4. **Utilize** key equipping paradigms related to small group-based ministry to foster healthy ministry (PLO 5, 7, 8)

**Course Objectives** (specific tasks/assignments with match to CLOs)

Assignments	Course Learning Outcomes			
	CLO1	CLO2	CLO3	CLO4
Personal Blogs	X	X		
Class Wiki			X	
Midterm Project	X	X	X	X
Final Project	X	X	X	X

**Description of Faith and Learning Integration**

This course has a natural integration of faith and learning, given the content. You are expected to bring your ministry, faith and the course materials to bear on the learning process. By so doing, you will accomplish the faith and learning integration.

**Course Procedures**

*Attendance -*

In order to receive credit for a course, students must attend a minimum of 70% of courses which have a residency or an on-campus requirement. Whether the course is standard, modular or hybrid in type, residency is an essential component of the requirements for these courses. Merely completing the assigned work is not sufficient to receive a grade for courses that have a residency requirement. This applies to masters and doctoral courses in the School of Divinity. NOTE: particular courses may assign credit for attendance and discount the final grade for a lack of attendance, even above 70% (see course syllabus for particular procedures and requirements). Note that online courses also require regular participation as specified in the relevant course syllabus.

*Blackboard Requirements –*

Students should refer to the Computer Standards and recommendations presented at the following link: [http://www.regent.edu/academics/online\\_courses](http://www.regent.edu/academics/online_courses).

*Late assignment penalties –*

Late work will be accepted without penalty only if prior arrangements have been made with the instructor due to circumstances beyond the student's control. In the event of a true emergency, the instructor should be contacted as soon as is reasonable so that arrangements can be made to hand in late work. All such arrangements are subject to the approval of the instructor on a case by case basis. Aside from those circumstances listed above, all assignments will lose 10 points for each day they are late. For purposes of this course 12:00 a.m. (EST/EDT) will be considered the beginning of a new day.

*Class participation -*

Please note that students must participate in this class within the first week of the term or risk being dropped for non-participation. Simply logging in through Blackboard is not considered participation. The University's *Graduate Catalog* defines participation in the following way: "Students who have not physically attended an on-campus course, or who show no participation in any academic activities for an online course will, at the end of the add/drop period, be administratively withdrawn from that course in accordance with university practice. "Academic activity" includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about

academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course.” The simplest way to participate in this course during week 1 is by completing the “Say Hello” area of the discussion board.

#### *Academic Honesty -*

Students are on their honor to complete assignments with integrity. This means that all written assignments, reading reports, exegetical observations, and term papers are to reflect the student's own work and have been submitted for credit only in this course. Where other secondary sources are used, appropriate acknowledgement with the proper use of parenthetical citations/endnotes/footnotes must be adhered to. Relative to the entire course of study, it must be assumed that cheating and plagiarism are sins contrary to God's laws and the mission of Regent University. Plagiarism is using the intellectual property of others without proper citation to give the impression that it is the student's own work. The professor's instructions concerning "take-home, closed-book" exams are to be honored. Students are responsible for following all policies of academic honesty and integrity included in the Student Handbook. Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Student Handbook:

<http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>

### **Required and Supplemental Resources**

**Students are expected to have all required materials by the first day of the semester.**

The Regent University Bookstore website is: <http://www.cbamatthews.com/regent/>

Additional materials (e.g., articles, etc.) may be found in the *Content* section of Blackboard.

The ***Masters level*** students are required to choose any SEVEN books from the list for required reading.

***Doctoral level*** students are required to read each book specified as required reading.

Note that some of the books listed below are available in Kindle electronic version. The Kindle platform for electronic books is available for any personal computer, laptop, tablet or phone, and allows sharing the book simultaneously across all devices. You can search for Kindle download on the web to install the software that syncs across computer, laptop, tablet, and smartphone.

#### **Module 1: The State of the American Church**

- The American Church in Crisis. David Olson (Grand Rapids: Zondervan, 2008) – ISBN 9780310277132 (available in Kindle)

#### **Module 2: Ministry & Christian Witness, Part 1**

- UnChristian. Gabe Lyons (Grand Rapids: Baker, 2007) – ISBN 9780801013003 (available in Kindle)

#### **Module 3: Ministry & Christian Witness, Part 2**

- The Next Christians. Gabe Lyons (Colorado Springs: Multnomah, 2012) – ISBN 9780307716187 (available in Kindle)

#### **Module 4: Apostolic Ministry & Culture-Making**

- Culture-Making. Andy Crouch (Downer's Grove: IVP, 2008) – ISBN 9780830833948 (available in Kindle)

#### **Module 5: Prophetic Ministry & Key Shaping Factors**

- The Millennium Matrix. M. Rex Miller (San Francisco: Jossey-Bass, 2004) – ISBN 9780787962678

#### **Module 6: The Evangelist & Vocation as Ministry**

- Invading Babylon. Lance Wallnau & Bill Johnson (Publisher data forthcoming – July 16, 2013)

#### **Module 7: Pastoral Ministry: Building Healthy Leaders**

- Fit to Be a Pastor. G. Lloyd Rediger (Louisville: John Knox, 2000) ISBN 0644258441
- Confirming the Pastoral Call. Joseph Umidi (Grand Rapids: Kregal, 2000) - ISBN: 0825439027. (available in Kindle)

#### **Module 8: The Teacher: Equipping Your Leaders (LET)**

- The Making of Leader. J. Robert Clinton (Colorado Springs: NavPress, 1988) ISBN 9780891091929 (available in Kindle)

#### **Module 9: Worship & Prayer: Building an Emotionally Healthy Ministry**

- Emotionally Healthy Church. Peter Scazzero (Grand Rapid: Zondervan, 2010) ISBN 9780310293554

#### **Module 10: Missional Church: The Shape of Things to Come**

- The Shaping of Things to Come. Michael Frost, and Alan Hirsh. (Peabody: Hendrickson, 2007) - ISBN: 9781565636590
- The Missional Church . Darrell L. Guder, and Lois Barrett. (Grand Rapids: Eerdmans, 1998) - ISBN 0802843506 (available in Kindle)

#### **Module 11: Small Group-Based Ministry**

- Small Groups with Purpose. Steve Gladen (Grand Rapids: Baker, 2011) ISBN 9780801013799 (available in Kindle)
- The Relational Way. M. Scott Boren. (Houston: Touch, 2007) ISBN: 097887790X (available in Kindle)
- Transformational Coaching. Joseph Umidi, ed. (Maitland, Florida: Xulon Press, 2005) - ISBN: 1597811637

## Module 12: Church Government & Church Health

- Natural Church Development. Christian Schwarz (Carol Stream: ChurchSmart, 1996) ISBN: 9781889638003.

All term papers and essays must follow the format outlined by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations* (ISBN 0-226-81627-3) and the School of Divinity's *Manual of Style*, available online at: <http://www.regent.edu/acad/schdiv/resources/home.cfm>.

### Midterm & Final Projects: Expectations

For any option you choose, it is expected that:

- **Lecture Material:** You will integrate significant background information learned from the lectures in class
- **Reading Material:** You will integrate significant information from the reading you have done for this class
- **Scholarly Research:** You will do additional scholarly research to add to the reading and lecture knowledge base that was established for this class from a variety of books, journals, dissertations, and web-based resource
- **Originality:** You will add your own creative reflective and critical thought to the project to contextualize it for your specific life and/or ministry and be careful to cite sources and ideas that originate with other people
- **Format:** There are a variety of formats in which you can submit your assignment (see below). Specifications and format requirements are:
  - Written Format: submit any written papers in standard Word 2007 or above format with 1.00 margins, and according to Turabian format with appropriate front matter, body formatting, works cited, and appendices
  - PowerPoint Format: submit any PowerPoint presentations in PowerPoint 2007 or above with creative backgrounds, fonts, multimedia, weblinks, and graphics in standard forms and with bibliographic information in the “Notes” section under each slide
  - Video Format: submit any video presentations for this assignment as mp4 formatted video via Google Drive link or as mp4 upload to You-Tube

### Midterm & Final Projects: Design

For your midterm and final assignments, you have a number of directions to choose from as listed below under the individual headings for “Midterm Project” and for “Final Project”. The variety of choices for the assignments respects the fact that there are a large number of different ministry callings and interests represented in our class—one size does not fit all. Guidelines for choosing a direction for these projects might include:

- What subject has most energized you most?
- Where is there a ministry need in your local ministry context that might be met through work in an area related to this assignment?
- Do you have a personal hunger to learn more about one of these topics or apply them to your own personal life?
- Could it be that you feel the Holy Spirit directing you toward more focused research in one of the following areas?

Multimedia approaches for the production of the Midterm & Final assignments are welcome. You can submit these assignments in any of the following formats, or mix formats for multiple forms of presentation. Choose the best format that suits your desired use of the work you produce:

- **Written Assignment:** You can submit a standard written summary of your project. This might work best if you intend to keep the assignment as a record upon which to build further research later on. It would also be best suited for publishing in an informal setting or for submission to a professional or popular journal, website, blog, or Wiki. Follow the guidelines under “Format” above. I would expect this assignment to be at least 20 pages or 10,000 + if you are to cover the topic adequately.
- **PowerPoint Format:** You can submit this assignment in a PowerPoint format. This might work best if you would like to teach on the topic and would like to be ready to present it to a group. Follow the guidelines under “Format” above. Be very careful to include copious and detailed notes for each slide in the “Notes” section. Creativity is a must for the presentation, including aesthetics like appropriate background and crisp appearance, use of web-links, inclusion of graphics and multi-media, and even the inclusion of sound. The PowerPoint presentation should be such that you would be able to present it in a formal ministry or academic setting to an audience of several hundred to teach them about your subject
- **Video Format:** You can submit this assignment in video or other multimedia formats. Per format directions above, the final product, no matter what software is employed, should be an mp4 video formatted file that is either uploaded to the professor via Dropbox or an equivalent streaming large file source, or posted on You-Tube via upload. This format might work best if you want to produce an archived presentation for asynchronous teaching that could be made generally available on the Web. If you chose this option, video should be shot near FM quality audio (44.1 khz sampling or above) and at least 720 dpi near HD video quality. Use an aesthetically appropriate background and excellent communication skills. Try to integrate visual aids (white board, PowerPoint projection, etc.) into the presentation as you would any excellent production. You can also use any video editing software to integrate slides and other materials into the presentation, as long as the output format is mp4 in downloadable or linked format.

### Midterm Project Options:

Choose the one that best suits your life and ministry needs:

#### Option #1: State of the Ministry: Overall Evaluation

How does the material we have covered in the first half of our class apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers. Perform a 360-degree evaluation of the area you choose to evaluate by using the material we covered so far to answer some important questions:

- **State:** Based on the 2008 “State of the Church” information, into which categories does your focal group fit? How would it be located in some of the important areas that the State of the Church information addressed? Has the attendance declined, plateaued, or grown? What might be some of the reasons for your answers? Be specific with background and demographic information and include interviews with people that may affirm your evaluation
- **Witness:** How do the people in the focal group relate to people in the world around them? What kind of image does the focal group project to those who are lost? How does the focal

group relate to the world? Based on the matrix of attitudes presented by Gabe Lyons in his book, what kind of attitude does your focal group have toward the world?

- **Culture:** What kind of culture exists in your focal group? Is it deliberately created or a byproduct of interaction without the group's knowledge? What facets of the culture are desirable and which are damaging, worn out, or in need of change? What traits do you and others observe that lead you to think this way about the focal group's culture? What deliberate things could you do to remake the culture in such a way that it more affectively accomplishes the redemptive mission of the focal group?
- **Ministry Paradigms:** What overall paradigms of ministry are in operation within your focal group? Does it embrace some form of the five-fold ministry concept? If so, describe their view of what the fivefold ministry looks like and how some or all of the offices function in the church. Is there another paradigm for ministry in operation? If so, describe that paradigm and its strengths and weaknesses. Is vocational ministry recognized and given its proper place? If so, how?
- **Ministry Health:** What does the focal group look like as far as health is concerned? Use the material presented in class to evaluate the health of the focal group's leadership to gauge the level of health they possess. What are they doing well? What could be done better? What are the leaders modeling for the others in the ministry?

## **Option#2: Focus on Witness**

How does the material we have covered in the first half of our class on "Being a Witness" apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers:

- How do the people in the focal group relate to people in the world around them?
- What kind of image does the focal group project to those who are lost?
- How does the focal group relate to the world?
- Based on the matrix of attitudes presented by Gabe Lyons in his book, what kind of attitude does your focal group have toward the world?
- How might you move the focal group toward a more desirable state of witness?
- Address any other aspect of witness you think is relevant to your project

## **Option #3: Focus on Culture-Making:**

How does the material we have covered in the first half of our class on "Culture-Making" apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers:

- What kind of culture exists in your focal group?
- Is it deliberately created or a byproduct of interaction without the group's knowledge?
- What facets of the culture are desirable and which are damaging, worn out, or in need of change?
- What traits do you and others observe that lead you to think this way about the focal group's culture?
- What deliberate things could you do to remake the culture in such a way that it more affectively accomplishes the redemptive mission of the focal group?



#### **Option #4: Focus on Ministry Paradigms:**

How does the material we have covered in the first half of our class on “Ministry Orientation” apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers:

- What overall paradigms of ministry are in operation within your focal group?
- Does it embrace some form of the five-fold ministry concept?
- If so, describe their view of what the fivefold ministry looks like and how some or all of the offices function in the church.
- Is there another paradigm for ministry in operation?
- If so, describe that paradigm and its strengths and weaknesses.
- Is vocational ministry recognized and given its proper place? If so, how?

#### **Option #5: Focus on Vocational Ministry**

How does the material we have covered in the first half of our class on “Vocational Ministry” apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers:

- What is your theology of vocation and calling?
- What is the prominent view of your focal group toward vocationally-based ministry?
- How developed is their concept of vocation and calling?
- Is there still a pre-Reformation mindset that is prominent with strong division between clergy and laity? If so, what are the effects of this mindset?
- Do people understand vocational ministry and its potential? If not, what would you propose that they be taught?

#### **Option #6: Focus on Ministerial Health:**

How does the material we have covered in the first half of our class on “Ministerial Health” apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers:

- What does the focal group look like as far as health is concerned?
- Use the material presented in class to evaluate the health of the focal group’s leadership to gauge the level of health they possess.
- What are they doing well?
- What could be done better?
- What are the leaders modeling for the others in the ministry?
- What might be taught or modeled to the group to improve ministerial health?

#### **Option #7: Special Focus or Project Design (Pre-Approval Required):**

Perhaps a subject covered in the first part of our class is worthy of special attention or application for your midterm project:

- You would like to focus on a variation of one of the topics we have covered so far to advance your understanding of the topic
- You would like to develop an in-depth personal theology related to one of the topics
- You would like to do a self-assessment of one or more of the topics we have covered in the first half of class
- You would like to execute a specially designed project related to a subject covered in the first part of this class within a specialized focal group
- You have an idea related to one of the topics in the first part of class that you would like to experiment with

If so, then please prepare a written proposal for this special focus or project design of one page or less and submit to the professor for special project approval before you begin.

### **Final Project Options:**

Choose the one that best suits your life and ministry needs:

#### **Option #1: Ministry Systems and Orientation**

How does the material we have covered in the second half of our class apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers. Perform a 360-degree evaluation of the area you choose to evaluate by using the material we covered so far to answer some important questions:

- **Equipping Systems:** One of the major callings in ministry is to make disciples. This does not happen by accident, but is most often the result of a deliberate approach that has been implemented. What are the major paradigms in operation for making disciples in your focal group? What are the origins of these paradigms for making disciples—are they part of a longstanding tradition or part of a deliberately implemented plan? What steps are involved in the formal or informal discipleship process? What mile-markers exist for knowing where a person is at on the discipleship spectrum? Is there any tracking system in place to help guide individuals through the disciple-making process? Is there a way in place to help people discover their ministry gift mix? How about a way to train a person to function according to those gifts?
- **Emotional Health:** One of the most important aspects of church life is an emotionally healthy environment. To have an emotionally healthy environment, you must have emotionally healthy leaders. Use Scazzero's materials to help evaluate the state of the emotional health of your focal group's leaders and the environment in your focal group. What is the level of emotional health in your focal group? How does this level of emotional health correlate to the emotional health of your focal group's leaders? What changes are needed to have a more emotionally healthy atmosphere within your focal group? What is currently draining emotional health and how could that be changed?
- **Missional Orientation:** There is a movement going on in the church world today that orients ministries toward mission – reaching out to others. In the first half of class, we covered some of the images and impressions lost people have toward the church, and some of the different orientations people have toward people outside the church. Is your focal group missional in its approach toward those who are lost? Does your focal group use the walls of the ministry to protect itself against outside influences and ask the lost to come to it for the gospel? Does your focal group tend to take the gospel outside the walls of the ministry to others? If so, in what

ways? How would you change the focal group to move it more toward a missional approach toward ministry?

- **Small Group Ministry:** What kind of small group ministry does your focal group have in operation? How well does your focal group promote small group ministry? What is its philosophy of small group ministry and how is that worked out in its ministry life? What predominate kind of small groups exist? How are small groups formed and what administrative structures are in place to minister to their needs? How effective is the small group ministry and what are some its noticeable positive and negative effects? What might be done to strengthen the small group ministry potential within your focal group?
- **Ministry Health:** Summarize the eight principles in natural church development. Evaluate your focal group for each of the eight different principles. How well are each of these principles functioning in the church? What is the visible programs or ministry efforts that are used to implement the eight principles? Which of the eight principles seems to be the strongest in your focal group at this time? Which of these eight principles seems to be the weakest in your focal group at this time? Which of the eight principles seems to be your minimum factor? How might the minimum factor be addressed in a positive manner?

## **Option #2: Focus on Equipping Systems**

How does the material we have covered in the second half of our class on “Equipping Systems” apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers. Perform a 360-degree evaluation of the area you choose to evaluate by using the material we covered so far to answer some important questions:

- What are the major paradigms in operation for making disciples in your focal group?
- What are the origins of these paradigms for making disciples—are they part of a longstanding tradition or part of a deliberately implemented plan?
- What steps are involved in the formal or informal discipleship process?
- What mile-markers exist for knowing where a person is at on the discipleship spectrum?
- Is there any tracking system in place to help guide individuals through the disciple-making process?
- Is there a way in place to help people discover their ministry gift mix?
- How about a way to train a person to function according to those gifts?

## **Option #3 – Focus on Emotional Health**

How does the material we have covered in the second half of our class on “Emotional Health” apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers. Perform a 360-degree evaluation of the area you choose to evaluate by using the material we covered so far to answer some important questions. Use Scazzero’s materials to help evaluate the state of the emotional health of your focal group’s leaders and the environment in your focal group:

- What is the level of emotional health in your focal group?
- How does this level of emotional health correlate to the emotional health of your focal group’s leaders?
- What changes are needed to have a more emotionally healthy atmosphere within your focal group?

- What is currently draining emotional health and how could that be changed?

#### **Option #4: Focus on Missional Orientation**

How does the material we have covered in the second half of our class on “Missional Orientation” apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers. Perform a 360-degree evaluation of the area you choose to evaluate by using the material we covered so far to answer some important questions:

- Is your focal group missional in its approach toward those who are lost?
- Does your focal group use the walls of the ministry to protect itself against outside influences and ask the lost to come to it for the gospel?
- Does your focal group tend to take the gospel outside the walls of the ministry to others?
- If so, in what ways?
- How would you change the focal group to move it more toward a missional approach toward ministry?

#### **Option #5: Small Group Ministry**

How does the material we have covered in the second half of our class on “Small Group Ministry” apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers. Perform a 360-degree evaluation of the area you choose to evaluate by using the material we covered so far to answer some important questions:

- What kind of small group ministry does your focal group have in operation?
- How well does your focal group promote small group ministry?
- What is its philosophy of small group ministry and how is that worked out in its ministry life?
- What predominate kind of small groups exist?
- How are small groups formed and what administrative structures are in place to minister to their needs?
- How effective is the small group ministry and what are some its noticeable positive and negative effects?
- What might be done to strengthen the small group ministry potential within your focal group?

#### **Option #6: Ministry Health**

How does the material we have covered in the second half of our class on “Ministry Health” apply to your church, ministry, community, or denominational context (your focal group)? Take on the role of a participant-observer. Conduct interviews or surveys, either verbal or written, with significant sample size, to substantiate your answers. Perform a 360-degree evaluation of the area you choose to evaluate by using the material we covered so far to answer some important questions:

- Summarize the eight principles in natural church development.
- Evaluate your focal group for each of the eight different principles.
- How well are each of these principles functioning in the church?
- What is the visible programs or ministry efforts that are used to implement the eight principles?
- Which of the eight principles seems to be the strongest in your focal group at this time?

- Which of these eight principles seems to be the weakest in your focal group at this time?
- Which of the eight principles seems to be your minimum factor?
- How might the minimum factor be addressed in a positive manner?

#### **Option #7: Special Focus or Project Design (Pre-Approval Required):**

Perhaps a subject covered in the second part of our class is worthy of special attention or application for your final project:

- You would like to focus on a variation of one of the topics we have covered so far to advance your understanding of the topic
- You would like to develop an in-depth personal theology related to one of the topics
- You would like to do a self-assessment of one or more of the topics we have covered in the first or second half of class
- You would like to execute a specially designed project related to a subject covered in the first or second part of this class within a specialized focal group
- You have an idea related to one of the topics in the first or second part of class that you would like to experiment with

If so, then please prepare a written proposal for this special focus or project design of one page or less and submit to the professor for special project approval before you begin.

#### **Personal Blog:**

In the past, online education has made use of discussion posts for asynchronous interaction in the classroom. Over the past several years, blogging has changed the way people interact online. The term “Blog” originated from the contraction of two words – “web” and “log (journal).” A “web-log” or “Blog” is designed to allow you (a “Blogger”) to post your thoughts in a journal-like format and to allow others to share their thoughts as an attachment (“Comment” or “thread”) to your Blog. Blogging is a much more personal way for people to interact online. It allows us to share our knowledge and experiences with one another in an environment that is rich with multimedia capabilities. The class will be divided into Groups to make the blogs more manageable.

#### **Blogging Expectation:**

Post your lead blog post by Wednesday night in the assigned weeks.

**Blog Post:** For this class, you will be required to create ONE new Blog of about 300-500 words per week based on the material covered in the module that week by Wednesday evening, at midnight (11:59 p.m. EST/EDT). The Blog should address one aspect of the topic of the week covered in the reading and lecture you are doing. The Blog should be constructed as if you are the teacher for this module, with the goal of distilling and conveying the important knowledge and practical application of one or more of the topics covered in this week’s module:

- **Summarize:** Be sure to teach us what you have learned about the subject you have chosen to address from that week’s lecture, reading, or interaction. Spend time teaching through your Blog in a concise and clear manner
- **Opine:** What do you agree with or disagree with in this week’s lecture or reading as it relates to your chosen topic? What can you add to what has been presented from your

wealth of experience and knowledge on this topic? How would you approach the topic differently?

- **Apply:** Your studies are all about application of knowledge to real-world contexts to solve problems in the context of ministry. How does the topic you have chosen relate to the real world? How does it relate to your life or ministry? How might it be applied to problems in your context of ministry?
- **Innovate:** What new ideas can you see that emerge from your consideration of the topic and the way it might be applied to you, your ministry, or other ministries?

**Blog Response:** For this class, you are asked to read and digest the blog posted by another member of the class to see where they are going with this week's module. Respond with at least one comment of at least 100-200 words each week. The Comment should add substantive response to the selected person's Blog and be posted by Saturday evening at midnight (11:59 p.m. EST/EDT). The Comment should contain specific information, rather than "that's real nice-type" words. Respond to at least two other members in the blog group with threaded comments to their comment.

- **Interact:** Verbally interact with the Blog's contents by addressing specific points and adding your opinion or comments related to that Blog
- **Engage:** Feel free to offer your opinion on the content and direction of that person's Blog (always in a constructive and encouraging manner, of course!).
- **Embellish:** Add important information on the topic of the Blog that you feel might be missing or might be valuable to other readers

Blogs are expected to contain substantial reflection on the weekly material that integrates lecture, reading, and supplemental sources into your creative writing. It is also expected that you will incorporate rich multimedia elements into your blogs and comments such as pictures, videos, web-links, digital files, and music.

There will be 5 total blog entries and they will be evaluated based on the following rubric:

Criteria	Weight	Assessment	Score
<b>Creation &amp; timely posting and facilitation of Blogs</b> that are creative and thought-provoking, foster critical thinking, and invite interaction.	50%	20 points out of 40 possible for each blog	50.00
<b>Application of course readings/materials and Scripture in Blogs and interaction</b> , while also utilizing outside sources such as media and other online sources.	30%	12 points out of 40 possible for each blog	30.00
<b>Post Blogs by assigned dates/time</b> , according to the course schedule (Wed. evenings by 11:59:59 p.m. EST/EDT for initial post and Saturday evenings by 11:59:59 p.m. EST/EDT for comments)	10%	5 points out of 40 possible for each blog	10.00

Kind, courteous, and engaging responses to others' posts.	10%	5 points out of 40 possible for each blog	10.00
<b>Total:</b>			100.00

### **Class Wiki: *Leadership in Church & Ministry***

Learning is a collaborative effort – together we can learn more than if we try to learn on our own. This assignment involves the construction of a class “Wiki.” What is a Wiki? Although it does mean “hurry” in the Hawaiian dialect, the term is used today to describe a collaborative learning effort whereby a community of learners discover truth and construct meaning. The term was coined by the “Wikipedia” folks who developed one of the largest online collaborative encyclopedia projects in the world ([http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)). This collaborative effort is a living and breathing collection of knowledge that is user mediated and encompasses vast areas of individual information and expertise. The benefit of its construction by a community is the breadth of knowledge and subjects that it captures and that is changing moment by moment in scope and detail. The drawback is that its sources are sometimes not reliable and information can be skewed or altered at any given moment.

A Wiki environment is ideal in our case because we can construct meaning together as a learning cohort and we can rely on our common Christian moral and ethical framework to guide us in the learning process.

#### **Wiki Assignment:**

- A wiki is a community knowledge base that is encyclopedic in nature and that is focused on a particular topic. We will build a wiki this term called "Leadership in Church & Ministry." I will start us off by creating the wiki and divide it into chapters so that you can add pages to these chapters and together we can build a book on the subject. Here are the chapters:
  - Chapter 1 – The State of the American Church
  - Chapter 2 – Ministry & Christian Witness
  - Chapter 3 – Apostolic Ministry & Culture-Making
  - Chapter 4 – Prophetic Ministry & Key Shaping Factors
  - Chapter 5 – Evangelist and Vocation as Ministry
  - Chapter 6 – Pastoral Ministry
  - Chapter 7 – Ministerial Health
  - Chapter 8 – Teaching Ministry
  - Chapter 9 – Worship & Prayer
  - Chapter 10 – Missional Church

#### **Wiki Access:**

The Class Wiki can be accessed in the “Assignments” on the left-hand side of the Blackboard page as well as the “Course Content” weekly assignments. Click on the chapter you wish to contribute to, and then click the “Create Wiki Page” button. From there, you can:

- Enter a new section into the Wiki with your material
- Append new information to an existing section as your contribution

- Edit in sentences or words to existing sections of the chapter
- DO not create a new Wiki chapter because for this wiki we will restrict ourselves to entries within the bounds and subjects of the particular chapter headings
- Consider flow and overall composition for your entry because we are jointly constructing a book.
- Use excellent grammar and spelling, with substance of reflection and critical thought knowing that our plan is to make this Wiki available as an electronically published book.
- Be sure to respond to the request for release posted in the Wiki area prior to beginning your Wiki entries.

## Wiki Expectations

To give you some idea of my expectations, if you are making a Wiki entry to the Wiki page, it should be about 500 words/50 sentences and have practical value for your learning cohort. I would like to see at least three such entries (edits) onto the existing page, for a total of about 1500 words/150 sentences throughout the semester. Feel free to edit in sentences or your entries by appending them right on to other people's entries – that is the joy of collaborative writing. Part of any Wiki effort is also knowing the context and flow of the Wiki as it exists, and melding your entries into it in such a way as to keep continuity and theme. Quality is of more concern than quantity and the word/sentence ranges are approximate. My Wiki assessment tools will allow me to see what entries you have made as edits onto the existing page, as well as when and how often you have accessed the Wiki, and the individual sentences/pages words/pages you have added, which will contribute to the final grade you are awarded

Wiki pages should address a specific area of the class materials you found extremely helpful in our learning process. Sources for your information should come from class lecture, discussion, reading, or independent sources. The guiding theme relates to what wisdom you would share to coach someone in the subject area you chose, to make them more successful in their efforts.

By the end of class, our goal for the Wiki is to have constructed a book called "Leadership in Church & Ministry."

Criteria	Weight	Assessment	Score
<b>Active participation in one's Group Wiki, reflecting substantive content and critical thinking:</b> (Three original Wiki entries of at least 500 words each with postings due by week 7)	50%	50 of the total 100 points for the Wiki	50.00
<b>Application</b> of course readings and materials, Scripture, and creative use of outside resources ( <i><b>including external links</b></i> ). Using outside sources is essential! Appropriate citation of sources also required.	30%	30 points of the total 100 points for the Wiki	30.00
<b>Post Wiki entries</b> in a timely way (week 7).	10%	10 points of the total 100 points for the Wiki	10.00



Correct grammar.	10%	10 Points of the total 100 points for the Wiki	10.00
<b>Total:</b>			<b>100.00</b>

## Method of Evaluating Student Performance

Assignments	Points	Weight
Personal Blog	100	15%
Class Wiki	100	10%
Midterm Project	100	35%
Final Project	100	40%
<b>TOTAL</b>	<b>400</b>	<b>100%</b>

## MASTER'S GRADING: PHILOSOPHY & CRITERIA

The following evaluation rubric is employed in the Masters programs of the School of Divinity and is in keeping with grading policies at most U.S. graduate schools.

### A A-

Work of superior quality in all areas. Work displays an outstanding mastering of the facts, a creative and critical use of the data, and an analysis or evaluation of facts, research, and trends, that shows real scholarship and talent for graduate work at the highest level. Practical or formational implications of work are included, as appropriate.

### B+ B B-

Good grasp of facts, creativity and analysis, showing good comprehension of the subject. Practical or formational implications of work are included, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

### C+ C C-

The student has shown a minimal grasp of the facts of the course, and does not demonstrate the desired level of creativity, analytical performance, or comprehension. Practical or formational implications of work are included, as appropriate. The grade will vary from C+ to C-.

### D+ D D-

Below minimal understanding and ability to handle the subject material of the course, but not requiring the course to be repeated. Practical or formational implications of work are included, as appropriate. The grade will vary from D+ to D-.

### F

Not acceptable for graduate level study. The student's work indicated major deficiencies both in routine learning and in use of data. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

## MASTER'S GRADING SYSTEM

GRADE	PERCENTAGE	QUALITY POINTS	MEANING OF GRADE
A	94-100	4.00	<i>Superior</i>
A-	90-93	3.67	
B+	87-89	3.33	<i>Very Good</i>
B	83-86	3.00	<i>Good</i>

B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	Minimal
C-	70-72	1.67	Unsatisfactory
D+	67-69	1.33	
D	63-66	1.00	
D-	60-62	.67	
F	0-59	0.00	Failing

### Course Schedule:

The reading guide below refers back to the OPTIONS you can chose from as outlines in the “Required and Supplemental Resources” section of this syllabus. **Master** students can choose any SEVEN of the books listed. **Doctoral** students are required to read them all.

Week	Readings/Resources Used	Activities/Assignments	Due Dates
1	Module 1 & 2 David Olson, <i>The American Church in Crisis</i> Module 1 Supplementary Resources Gabe Lyons, <i>UnChristian</i> Module 2 Supplementary Resources	Module Lectures 1.1 - 1.4 Module Lectures 2.1 - 2.2 Blog #1/Response	Oct. 28
2	Modules 3 & 4 Gabe Lyons, <i>The Next Christians</i> Module 3 Supplementary Resources Andy Crouch, <i>Culture-Making</i> Module 4 Supplementary Resources	Module Lectures 3.1 - 3.2 Module Lectures 4.1 - 4.2 Blog #2/Response Collaborate Meeting	Nov. 4
3	Modules 5 & 6 M. Rex Miller, <i>The Millennium Matrix</i> Module 5 Supplementary Resources Wallnau & Johnson, <i>Invading Babylon</i> Module 6 Supplementary Resources	Module Lectures 5.1 - 5.2 Module Lectures 6.1 - 6.2 Blog #3/Responses	Nov. 11
4	<i>No books required</i>	No Module Lectures No Blog/Responses <b>Midterm Project</b> Collaborate Meeting	Nov. 18
5	Modules 7 & 8 Lloyd Rediger, <i>Fit to Be a Pastor</i> Joseph Umidi, <i>Confirming the Pastoral Call</i> Module 7 Supplementary Resources J. Robert Clinton, <i>The Making of a Leader</i> Module 8 Supplementary Resources	Module Lectures 7.1 - 7.3 Module Lectures 8.1 - 8.2 Blog #4/Responses	Nov. 25
6	Module 9 & 10 Peter Scazzero, <i>Emotionally Healthy Church</i> Module 9 Supplementary Resources	Module Lectures 9.1 - 9.2 Module Lectures 10.1 - 10.2 Blog #5/Responses (Last Blog)	Dec. 2

	Frost & Hirsh, <i>The Shaping of Things to Come</i> Guder & Barrett, <i>The Missional Church</i> Module 10 Supplementary Resources		
7	Module 11 & 12 Steve Gladen, <i>Small Groups with Purpose</i> M. Scott Boren, <i>The Relational Way</i> Joseph Umidi, ed., <i>Transformational Coaching</i> Module 11 Supplementary Resources Christian Schwarz, <i>Natural Church Development</i> Module 12A Supplementary Resources Module 12B Supplementary Resources	Module Lectures 11.1 - 11.2 Module Lectures 12.1 - 12.2 Module Lecture 12.3 No Blog/Responses <b>Wiki Assignment</b>	Dec. 9
8	<i>No books required</i>	No Module Lectures No Blog/Responses <b>Final Project</b>	Dec. 16

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### SECTION 3: POLICIES & PROCEDURES

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This section covers policies related to academic integrity, accommodations, and University policies and procedures.

#### **Christian Foundations of Academic Integrity**

*Biblical.* Regent University affirms the Biblical commandment of “thou shalt not steal” (Ex. 20:15). In the context of academic integrity, this must be understood in the larger framework of “love thy neighbor as thyself” (Matt. 22:39) as well as “render therefore unto Caesar what are Caesar’s; and unto God what are God’s” (Matt. 22:21). Paul writes from this framework of love and respect when he says, “Pay to all what is owed them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed” (Rom. 13:7). Each of these passages conveys the social obligation to respect the dignity of both the personhood and the property of those in society. Paul thus prescribes the biblical standard of honest, hard work as a key to respecting each other’s personhood and property. In his letter to the Ephesians, Paul even provides counsel to those who have committed theft, stating, “Let him labor, doing honest work with his own hands, so that he may have something to share with anyone in need” (4:28). As such, the God of the Bible mandates a higher life than the world requires, a life in which Christians participate in the love and dignity God holds for himself as Father, Son, and Spirit. Indeed, even as Christ honors and acknowledges the will of his Father and the works of his Spirit, so should Christians honor and acknowledge the wills and works of those that provide opportunities to edify their minds and hearts with the knowledge and wisdom of sound scholarship. In doing so, Christians follow the biblical precept of integrity that is founded on love and respect and enables them to learn both from one another and those outside the faith.

*Philosophical.* Regent University also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one’s sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act morally, individuals must act in a manner that prevents themselves from being placed in a position

where they must choose between convenience and morality, or, stated differently, into a position where they “consider one thing to be right but not expedient, and another to be expedient but not right” (102). The virtues, therefore, require diligence in order to act morally upright—diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. *On Moral Obligations*. Trans. John Higginbotham. London: Faber and Faber LTD, 1967. Print.)

*Legal.* Finally, Regent University affirms the necessity of equipping students for the reality of functioning within a society bound by laws, including copyright laws. Paul speaks clearly about a Christian’s responsibility to abide by the laws of the land. He concludes that authority is ultimately from God, so believers must work within that God-ordained system (Rom. 13). Thus, in mastering the art and science of proper attribution of sources, students are participating in the Biblical tradition of exhibiting reverence for the divine institute of law as well as giving honor where honor is due.

**Accommodations for Students with Disabilities** The policy and intent of Regent University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Regent University will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services. Regent University will provide reasonable accommodation to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Services.

For information about student records, privacy, and other University policies and procedures, students are directed to the most recent version of the Student Handbook located at <http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>

#### **REGENT UNIVERSITY CONTINUITY POLICY:**

In the event of an emergency, it may be necessary for Regent University to suspend normal operations. During this time, Regent University may opt to continue delivery of traditional classroom instruction using the Blackboard Course Management System. It is the responsibility of the student to monitor the course Blackboard site in the event of campus closure.

***This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract; either expressed or implied, and is subject to change without notice.***

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