Church Growth & Renewal 2MS703 (Spring 2017)

I. Course Purpose
This course is designed to give you a biblical, theological, missiological, and practical introduction to the ministry of church growth and renewal. The emphasis will be on equipping students with the principles and strategies needed for growing and renewing healthy, reproducing, gospel-centered churches that result in healthy, growing, reproducing disciples among all nations. Leaders from more than 50 countries, representing over 300 denominations and 7 languages, have taken this training to date.

Thought provoking lectures, interactive discussions, and practical, adult-learning activities (including the use of hybrid-social media in and outside of class) will allow you to formulate your own culturally contextualized methodologies that can find immediate application in church ministry. The primary thesis of the course is that “healthy church grow holistically” so church leaders must learn to focus primarily on church health, not church growth. The outcome of the course will be a personalized Church Growth and Renewal Proposal the student can actually use in leading a new or established church toward healthy growth and renewal.

Course Topics:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Key Question</th>
<th>Growth Plan</th>
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</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Why does the church exist?</td>
<td>Vision Statement</td>
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<tr>
<td>Prayer</td>
<td>How do I develop prayer ministries?</td>
<td>Prayer Plan</td>
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<tr>
<td>Worship</td>
<td>How do I develop worship ministries?</td>
<td>Worship Plan</td>
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<tr>
<td>Groups</td>
<td>How do I develop groups &amp; community?</td>
<td>Groups Plan</td>
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<tr>
<td>Preaching</td>
<td>How do I develop preaching ministry?</td>
<td>Preaching Plan</td>
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<tr>
<td>Mercy</td>
<td>How do I develop mercy ministries?</td>
<td>Mercy Plan</td>
</tr>
<tr>
<td>Evangelism</td>
<td>How do I develop outreach ministries?</td>
<td>Outreach Plan</td>
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<tr>
<td>Discipleship</td>
<td>How do I develop discipleship ministries?</td>
<td>Discipleship Plan</td>
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<tr>
<td>Leadership</td>
<td>How do I develop church leaders?</td>
<td>Leadership Plan</td>
</tr>
<tr>
<td>Planning</td>
<td>What do I do in the first/next 12 months?</td>
<td>Ministry Plan</td>
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<tr>
<td>Priorities</td>
<td>How do I survive and thrive personally?</td>
<td>Personal Plan</td>
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</table>

OUTCOME: Practical Church Growth & Renewal Plan (based on outcomes above)
II. Course Format

The course will be taught in 13 three–hour sessions (9am-12pm) beginning Thursday, February 9th, 2017 and ending Thursday, May 11th, 2017. Tardiness will impact the grade. Class will not meet on Thursday, March 30th, 2016 for Spring Reading Week. Classroom sessions may include: lecture–including visiting instructors, class interaction, student reports and presentations, video presentations, self-study exercises, motivation activities, and small group sharing. Occasionally, individual and small group work sessions may be conducted during the class time.

Blended Learning: This course will integrate Hybrid-Blended Adult Education (Androgogy) learning principles and methods. This will include a blending of classroom and web-based learning, leveraging the strengths of each (e.g. a Flipped Classroom). Course content will include learning from web-based platforms (including interactive videos of the professor's (and others) lectures, articles, online student exercises, discussion forums, etc.) so that classroom time can be used more for professor-student interaction, discussion, and practical application of the course concepts to the student’s personal life and ministry. There will be 12 online lessons taken by the student during these 13 weeks, with lesson1 being due on week 2, lesson 2 being due on week 3, etc.

Required Use of Social Media and Applications: Because of the nature of this course, students are required to own (or have access to) a laptop computer (not merely a tablet, e.g. iPad) in order to work on assignments during and after class meetings. Students must be familiar with: 1) using the internet (email, browsing, forum-posting, searching, downloading, uploading, etc.), 2) using Microsoft Word (or Pages), Microsoft PowerPoint (or Keynote), and converting files to PDF (Adobe) documents for uploading weekly assignments.

Office Hours: You can schedule an appointment with Dr. Childers through his administrative assistant, Kathie Earll, at 407-278-4486 or kearll@rts.edu. Appointments are usually scheduled for Thursdays from 1:15 p.m. - 3:15 p.m. The course teaching assistant, Steve Kang, can be reached at 407-716-4644 or stevekang@pathwaylearning.org

III. Course Texts


IV. Course Instructor

Dr. Steve Childers is a professor of Practical Theology (since 1995) at Reformed Theological Seminary, in Orlando, Florida, where he regularly teaches evangelism, spiritual formation, church planting, church growth, and missions. He has earned masters degrees from Covenant Theological Seminary in St. Louis and Trinity Evangelical Divinity School in Chicago, and a doctorate from Reformed Theological Seminary in Orlando. Steve has also done doctoral studies in leadership development and global missions at Fuller Theological Seminary’s School of World Mission in Pasadena, California.

snt of Pathway Learning, based in Orlando, Florida. Pathway Learning is a church leadership training organization whose mission is to provide universal access to a practical, seminary-level education taught by world-class subject matter experts, all toward the goal of equipping leaders to start, grow and multiply gospel-centered churches among all nations. From the 1970’s to the mid 1990’s he planted and pastored two churches (urban and suburban) in North America.

Since then Steve has written church planting, growth, renewal and multiplication training curriculum and, through RTS and Pathway Learning, helped train thousands of church leaders from more than 300 denominations representing over 50 countries in 7 languages on 5 continents. Steve and his wife Becky live in Orlando, Florida, and have three grown daughters, two sons- in-law, and three grandchildren. Learn more about Steve on:

- Twitter: https://twitter.com/stevechilders
- Facebook: https://www.facebook.com/steve.childers
- Blog: http://www.stevechilders.org
- Web: http://www.pathwaylearning.org

V. Course Requirements

A. Attendance and Class Participation (10%)

This course requires attendance and participation during all in class and online sessions. In-class learning activities will be based on the assumption that you have completed all your assigned online lessons and readings by the required dates. Weekly classes (called Cohort Meetings) will begin promptly at 9:00AM*. Tardiness, unexcused absence and lack of class participation will impact your final grade. This course also requires active weekly participation in the Online Class Forums and the Online Class Learning Community e.g. Twitter, Facebook, Blog replies, etc. See below for more information and links.

*Students are expected to arrive in class at least 5-10 minutes before 9:00AM in order to have the necessary time to set up their laptop computers, etc. and be ready to begin the class at 9:00AM sharp—so as not to be a distraction to other students after class has begun.
B. Weekly Online Lesson Steps (40%)
You are required to complete a weekly online lesson (minimum 4-6 hours weekly) including interactive video lectures by Dr. Childers and learning exercises such as:
1. Assessments (quizzes on lectures, readings, etc.) equivalent to a Final Exam
2. Lesson Summaries (approximately 200 words) equivalent to a Final Exam
3. Discussion Forums, Events, Projects, etc.

C. Reading & Reports (20%)
You are required to read thoughtfully (not simply skim) the required text books (or assigned selections) as part of your weekly online lessons. Students are required to write a 1-page reading report (single spaced, 12 pt. font) using the format found in the Reading Report toward the end of this syllabus. You are required to upload these reports as part of your weekly online lesson by midnight of the due date.

--Lovelace Reading Report: Thursday, March 9th
--Stetzer Reading Report: Thursday, April 13th
--Malphurs Reading Report: Thursday, May 4th

D. Church Renewal Proposal (30%)
Students will write a minimum 15-20 page real or hypothetical church growth and renewal proposal showing the application of the principles and methods taught in the course. The proposal will include specific statements, plans, models, etc. for facilitating church growth and renewal. The proposal will be uploaded online as part of your final lesson, and is due by Midnight on Thursday, May 11th.

VI. Course Grading
Grades will be assigned according to the RTS grading system: 100-97=A, 96-94=A-, 93-91=B+, 90-88=B, 87-86=B-, 85-83=C+, 82-80=C, 79-78=C-, 77-75=D+, 74-72=D, 71-70=D-, below 70=F.

Late Assignments and Class Attendance Policy
Please do not ask the teaching assistant or Dr. Childers for permission to turn in an assignment late. All late assignments will automatically be penalized. If you have truly been providentially hindered from completing an assignment on time, such as a death in the immediate family, turn in a written request to the teaching assistant asking to wave the late penalty with the assignment. Please discuss any such special circumstances with the teaching assistant.

This course affirms that community growth and learning are fundamental components of spiritual formation. Therefore, class attendance and group participation is essential for the completion of this course. Lack of attendance, tardiness, and participation will impact the final grade.
VII. Course Bibliography

Bosch, David J.

Clowney, Edmund.

Conn, Harvie M. (ed.)

Greenway, Roger S.
1979  *Discipling the City.* Grand Rapids, MI: Baker Book House.

Griffith, Jim and Bill Easum
2008  *Ten Most Common Mistakes Made by Church Starts.* Chalice Press

Guder, Darrell L., et. al. (eds.)

Hesselgrave, David J.

Hunter, George
2000  *The Celtic Way of Evangelism: How Christianity Can Reach the West... Again.* Abingdon.

Hughes, Kent and Barbara

Logan, Robert E.
1989  *Beyond Church Growth.* Old Tappan, NJ: Revell
2006  *Be Fruitful and Multiply.* ChurchSmart Resources.

Macchia, Stephan A.

Malphurs, Aubrey
Miller, Darrow

Murray, Stuart

Nebel, Tom
2002 Big Dreams in Small Places: Church Planting in Smaller Communities. St Charles, IL: ChurchSmart Resources.
2005 Church Planting Landmines. ChurchSmart Resources.

Newbigin, Lesslie

Pope, Randy
2002 The Prevailing Church. Chicago, IL: Moody.

Roberts, Jr. Bob

Sande, Ken

Schaller, Lyle E.

Schwarz, Christian
1996 Natural Church Development. Church Smart Resources, 1996.

Wagner, C. Peter

Warren, Rick
READING REPORT GUIDELINES

Your Name
Course Title & Number
Professor
Date

Limit your report to one typed (12 pt font), single-spaced page, and one paragraph per topic (Overview, Critique, Application).

Title of Book
Complete Bibliographic Reference

Overview—Give a brief overview of the book, including its theme, perspective and approach.

Critique—Offer a brief critique of the book, including elements of strength and weakness.

Application—Offer some specific application to your own ministry—demonstrating the value and relevance of the material in this book.

Best Quote—Be sure to include the page number where the quote can be found.

Did you read the entire book thoughtfully (not merely skimmed)? Yes ___ No ___ % Read (0-100) ___
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<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong> Boarsly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Strong</td>
<td>Knowledge of church growth and renewal will be presented and articulated in both written assignments and a dialogical teaching approach.</td>
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<tr>
<td><strong>Scripture</strong> Significant knowledge of the original meaning of Scripture. Also, the concepts and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Moderate</td>
<td>Direct engagement with Scripture in the original languages will not be required. Student will demonstrate suitable use of Scripture and hermeneutical methods in understanding the priority of a healthy reproducing church.</td>
</tr>
<tr>
<td><strong>Reformed Theology</strong> Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Moderate</td>
<td>Material will be presented through the grid of Reformed Theology and Practice. Minimal emphasis will be placed on the Westminster Standards.</td>
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<tr>
<td><strong>Sanctification</strong> Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Strong</td>
<td>All major course topics and themes will be presented through the grid of the “Gospel of the Kingdom” that includes a systemic emphasis on personal spiritual growth.</td>
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<td><strong>Desire for Worldview</strong> Burning desire to conform all of life to the Word of God.</td>
<td>Strong</td>
<td>Student will gain a deep understanding of the Mission of God, particularly as it applies to church growth and renewal.</td>
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<tr>
<td><strong>Winsomely Reformed</strong> Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Strong</td>
<td>Student will read books by authors who are models of being “winsomely Reformed” and be exposed to the instructor’s analysis of non-Reformed church growth principles and practices.</td>
</tr>
<tr>
<td><strong>Preach</strong> Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Moderate</td>
<td>Materials will be presented that give the students a better understanding on how to teach and preach as a means of church growth and renewal.</td>
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<tr>
<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Minimal</td>
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<tr>
<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Strong</td>
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Personal Student Information

Please email your answers to these questions, with a recent photo, to the professor at schilders@rts.edu

Name:

Spouse name (if married):

Children, name(s) and age(s):

RTS degree program/emphasis:

Years at RTS Orlando:

Church presently attending:

Denomination background (Southern Baptist, PCA, etc.):

Desired future ministry role (pastor, church planter, missionary, counselor, etc.):

What are your expectations of the course? What would you like to learn?

What is a specific, personal prayer request you would like the professor to be remembering in prayer for you this semester?