



Emmanuel Bible College
In Alliance with Nazarene Bible College
OTR4013: Developing a Missional Church

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Introduction to Christian Service.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

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COURSE DESCRIPTION:

A study of the principles and strategies required to develop a healthy congregation that fulfills the great commission as a missionary church within our diverse cultural context. *Prerequisite: Introduction to Christian Service.*

COURSE INTENDED LEARNING OUTCOMES:

The following intended learning outcomes will be achieved by this course:

- I. The student will be able to demonstrate by discussion and dialog a basic understanding of the trends of modern culture and its impact on the church in the postmodern world.
- II. The student will be able to articulate the components that are evidenced in a missional church.
- III. The student will explore the differences between being a sending church and being a sent church, in the context of Mission USA/Canada, and the Wesleyan-Arminian tradition.
- IV. The student will be able to explain possible options to be used in bringing the truth of the Gospel of Jesus Christ to address the trends of the relativistic, pluralistic society, and the individual caught up in that society.

The following are Competencies for Ministry as outlined in the *Sourcebook on Ordination USA* that will be addressed in this course:

1. Ability to lead evangelistically through preaching, modeling and equipping others. (CP7)
2. Ability to lead in discipling and assimilating new converts into the Church. (CP8)
3. Ability to understand, appreciate, and work sensitively with cultures and sub-cultures. (CX1)
4. Ability to identify and apply the principles of cross-cultural communications. (CX2)
5. Ability to discern sociological dynamics, (including the power dynamics of gender, age and ethnicity) and to apply that information to specific ministry settings. (CX3)
6. Ability to analyze and describe congregations and communities. (CX4)

COURSE TEXTBOOKS:

David Hesselgrave. *Planting Churches Cross-Culturally: North America and Beyond*. 2, Baker Academic, 2000.

ISBN: 9780801022227

Richardson, Rick. *You Found Me: New Research on How Unchurched Nones, Millennials, and Irreligious Are Surprisingly Open to Christian Faith*. IVP Books, 2019.

ISBN: 9780830841517

Supplemental: (Not Required But Highly Recommended)

Brad & Ford Brisco. *Missional Essentials: A Guide for Experiencing God's Mission in Your Life*. Foundry Publishing, 2012.

ISBN: 9780834151123

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

I. Libraries

In addition to the textbooks that have been assigned for this course, I encourage you to make use of your local public library, and if you have access to a college/university library to spend some time browsing the appropriate sections. The Library staff at NBC are also very helpful in locating and providing information as well as sending books to you that you may wish to borrow.

Bibliography

- Anderson, Leith. *Leadership That Works*. Minneapolis, Bethany House Publishers, 1999. Print.
- Baron, David with Lynette Padwa. *Moses on Management*. New York: Pocket Books, 1999. Print.
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- Bridges, William. *Managing Transitions: Making the Most of Change*. Reading: Addison-Wesley Publishing Company, 1991. Print.
- . *Transitions: Making Sense of Life's Changes*. Reading: Addison-Wesley Publishing Company, 1980. Print.
- Callahan, Kennon L. *Twelve Keys to an Effective Church*. New York: Harper Collins Publishers, 1983. Print.
- . *Effective Church Leadership: Building on the Twelve Keys*. New York: Harper Collins Publishers, 1990. Print.
- . *Visiting in an Age of Mission: A Handbook for Person-to-Person Ministry*. New York: Harper Collins Publishers, 1994. Print.
- . *A New Beginning for Pastors and Congregations*. San Francisco: Jossey-Bass, 1999. Print.
- . *Small, Strong Congregations*. San Francisco: Jossey-Bass, 2000. Print.
- . *Preaching Grace*. New York: Josey Bass, 1999. Print.
- . *The Future That Has Come*. New York: Wiley and Sons, 2002. Print.
- Collins, James C. and Jerry I. Porras. *Built to Last: Successful Habits of Visionary Companies*. New York: Harper Collins Publishers, 1994. Print.
- Covey, Stephen R. *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Simon & Schuster, 1989. Print.
- Dale, Robert D. *Leadership for a Changing Church: Charting the Shape of the River*. Nashville: Abingdon Press, 1984. Print.
- DePree, Max. *Leadership Jazz*. New York: Doubleday, 1992. Print.

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Dockery, David S. ed. *The Challenge of Postmodernism: An Evangelical Engagement*. Grand Rapids: Baker Books, 2001. Print.

Drucker, Peter F. *Managing in a Time of Great Change*. New York: Truman Talley Books/Dutton, 1995. Print.

Greenleaf, Robert K. *On Becoming a Servant Leader*. San Francisco: Jossey-Bass, Inc., 1996. Print.

Guder, Darrell L. *Missional Church*. Grand Rapids: Eerdmans Publishing Co., 1998. Print.

Herrington, Jim, Mike Bonem, and James H. Furr. *Leading Congregational Change*. San Francisco: Jossey-Bass, Inc., 2000. Print.

Hunsberger, George R and Craig Van Gelder, eds. *The Church Between Gospel & Culture*. Grand Rapids: Eerdmans Publishing Co., 1996. Print.

Hunter, George III. *How to Reach Secular People*. Nashville: Abingdon, 1992. Print.

Hurst, David K. *Crisis & Renewal*. Boston: Harvard Business School Press, 1995. Print.

Johnson, Barry. *Polarity Management: Identifying and Managing Unsolvable Problems*. Amherst: HRD Press, Inc., 1992. Print.

Kao, John. *Jamming: The Art and Discipline of Business Creativity*. New York: Harper Collins Publishers, 1996. Print.

Katz, John. *Running to the Mountain*. New York: Villard, 1999. Print.

Kotter, John P. *Leading Change*. Boston: Harvard Business School Press, 1996. Print.

Kouzes, James M. *Achieving Credibility*. New York: Simon & Schuster, 1995. Audio.

Malphurs, Aubrey. *Advanced Strategic Planning*. Grand Rapids: Baker Books, 1999. Print.

---. *Developing a Vision for Ministry in the 21st Century*. Grand Rapids: Baker Books, 1999. Print.

---. *Strategic Planning: A New Model for Church and Ministry Leaders*. Grand Rapids: Baker Books, 1999. Print.

Nelson, Alan E. *The New Thing*. Scottsdale: The Southwest Center for Leadership, 1998. Print.

O'Toole, James. *Leading Change: The Argument for Values-Based Leadership*. New York: Ballantine Books, 1995. Print.

Payne, Bishop Claude. *Reclaiming the Great Commission*. New York: John Wiley & Sons, 2000. Print.

Peters, Tom. *Thriving on Chaos, Handbook for a Management Revolution*. New York: HarperCollins Publishers, 1989. Print.

Phillips, Donald T. *Lincoln on Leadership: Executive Strategies for Tough Times*. New York: Warner Books, 1992. Print.

Roof, Wade Clark. *A Generation of Seekers*. San Francisco: Harper, 1993. Print.

Schaller, Lyle E. *It's A Different World!: The Challenge for Today's Pastor*. Nashville: Abingdon Press, 1987. Print.

---. *Strategies for Change*. Nashville: Abingdon Press, 1993. Print.

---. *The Change Agent: The Strategy of Innovative Leadership*. Nashville: Abingdon Press, 1972. Print.

Senge, Peter M. *The Fifth Discipline*. New York: Doubleday, 1990. Print.

Sweet, Leonard. *Aqua Church*. Loveland: Group Publishing Co., 1999. Print.

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Toler, Stan and Alan Nelson. *The Five Star Church*. Ventura: Regal Books, 1999. Print.

Towns, Elmer, C. Peter Wagner, and Thom S. Ranier. *The Everychurch Guide to Growth*. Nashville: Broadman & Holman Publishers, 1998. Print.

Van Gelder, Craig ed. *Confident Witness - Changing World*. Grand Rapids: Eerdmans Publishing Co., 1999. Print.

Watson, David Lowes. *Covenant Discipleship* Nashville: Discipleship Resources, 1996. Print.

Webber, Robert E. *Ancient-Future Faith: Rethinking Evangelicalism for a Postmodern World*. Grand Rapids: Baker Books, 1999. Print.

Willard, Dallas. *The Divine Conspiracy*. San Francisco: Harper, 1998. Print.

II. Internet

The Internet has made it much easier for most of us to have access to a large quantity of information. Much of the most reliable, scholarly, and up-to-date information, however, is not available through commonly used search engines or through popular sites like Biblegateway.com.

In order to access some of the better resources, and consult current journals, it is usually necessary to have a subscription and password to a specialized search program.

COURSE REQUIREMENTS:

I. Reading/Lecture Notes

Students are expected to complete the assigned reading so that it may inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

II. Reading Report

Each session the student is to submit a 250-word reading report summarizing two key issues discovered in the readings. Use parenthetical references when citing passages.

III. Discussion Questions

Each session there will be two discussion questions. The student is to provide a well-thought-out response to both questions. The response should be at least 500 words in length (roughly 250 words per question), reflect knowledge and comprehension of the subject, and include specific reference (with proper MLA citation) to the assigned reading to be effective.

IV. Competency Projects

Each session students will complete a specific project and give a report. The reports are to be at least 250 words in length.

V. Final Paper

Students will write a paper which will synthesize the material covered in this course. This paper will center around a plan of action to move a local congregation toward becoming a missional church, as defined in this course. (The paper is to be a minimum of 2000 words and a maximum of 3000 words.)

In writing this paper, please use the following eight points as an outline for your evaluation:

- The church's ability to conceive and articulate purpose, mission, vision, and to develop strategic plans.
- The church's ability to develop team building, including identifying, cultivating and deploying spiritual gifts in volunteers.
- The church's ability to face, diagnose, and intervene in problems.
- The church's ability to disciple and assimilate new converts.
- The church's ability to discover, understand, and deal with social and congregational factors that influence the church's mission.
- The church's ability to understand and follow social dynamics and trends in their world and their area.
- The church's ability to analyze and describe their congregation and community and identify changes in their internal culture that may be necessary to more effectively reach their community with the gospel.
- The church's ability to identify and apply cross-cultural communication and plan for such ministries.

As you work on your paper, it is important for you to remember that you will not want to be negatively critical of the church you are studying. You should be honest in your evaluation, but as you find areas of the church that need improvement it will be more important for you to offer guidelines that you believe would be helpful for leaders of the church you are studying to follow in order to become more missional. **Be prescriptive rather than just diagnostic.**

In Session Six you will do an article review from a peer-reviewed journal that relates to something discussed in your paper. You are to include a quote from this article in your final paper.

This is an important paper. It needs to demonstrate that you know how to exegete a congregation and apply what you have learned. This is a major assignment, and will comprise 10% of your final grade.

VI. Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the week and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this topic(s)?
- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning this topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments	
	Points
Weekly Assignments:	
Reading Reports	30
Discussion Questions	30
Competency Projects	30
Participation	30
Reflection	30
<i>TOTAL EACH SESSION</i>	<i>150</i>
Course Level Assignments:	
Final Paper	100
<i>TOTAL COURSE ASSIGNMENTS:</i>	<i>100</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

I. Week One - If the Foundations Be Destroyed, What Can the Righteous Do?

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Forward – Chapter 3)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Preface and Chapters 1-3)
- Discussion Questions
 - George G. Hunter, III, in his book *How to Reach Secular People*, has listed ten characteristics of secular people. Read the following list. Notice that many of these characteristics are also displayed by individuals who have been in the Church for a number of years. Discuss all of these characteristics which you see displayed in the people who have attended the church you attend for more than 2 years.
 - What are the implications of the fact that these characteristics of secular people are also characteristics of individuals who have been a part of the Church for a long time? Secular People:
 - Are essentially ignorant of basic Christianity
 - Are seeking life before death
 - Are conscious of doubt more than guilt
 - Have a negative image of the Church
 - Have multiple alienations
 - Are untrusting
 - Have low self-esteem
 - Experience forces of history as "out of control"
 - Experiences forces in their personality as "out of control"
 - Cannot find "the door" (meaning they are unable to know how to find the "door" to salvation)
 - In our text by Hesselgrave, he lists ten characteristics of the Apostle Paul's mission strategy (Ch. 3). While this is a good biblical model to draw upon, he recognizes that some are pro and other con to identifying such a missions method. He ends the chapter with "Four Important Aspects of the Pauline Cycle." Two-part Question:
 - Do you find the Pauline Cycle to be biblical, logical and practical? Yes, No, Why?
 - Which of the Four Aspects do you believe are the strongest argument for the validity of the Pauline Cycle?
- Competency Project
 - Read the Core Values material at <https://nazarene.org/core-values>. That material explains the three aspects of our core values as a denomination. They are:
 - We are a Christian people
 - We are a Holiness people

- We are a Missional people

One primary concept of being missional is understanding that we are not just a "sending" church, but that we are a "sent" church.

After you have read this material, submit a summary of the ways in which the church you have chosen to study for your final paper lives out the three main points of the core values of the Church of the Nazarene. Especially focus on how the church may (or may not) be displaying the concept of being sent, rather than just being a sending church. (You will want to have finished reading the reading assignment for this session before addressing this question.)

As you formulate your response, you may wish to interview the pastor and/or members of the congregation asking them specific questions that come from your reading of the material.

- Reflection

II. Week Two - Who are "They", and Why are "They" Like That? – The Contemporary Context in which the Church Operates

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Chapter 4 – 8)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Chapters 4-5)
- Discussion Questions
 - Last week we read the material on our Church of the Nazarene's Core Values. This week we want to discuss those values a bit further AND begin to develop a personal definition of what the word MISSIONAL means. When you have completed the reading for this session, write out a definition of what you understand the word MISSIONAL to mean.
 - David Hesselgrave in his dealing with church planting endeavors refers to the biblical texts of Romans 12:7-8, I Corinthians 12:28, and also Ephesians 4:11-13. However, the author indicates that in church planting or the commissioning of missionaries, some gifts need to be considered, because there is a difference between "gifts to persons" and "persons gifted to the church." This is a two-part question:
 - What is the difference between "gifts to persons" and "persons gifted to the church" according to Hesselgrave?
 - How does this differentiation affect the selection of a church planting team, or the commissioning of missionaries to other harvest fields?
- Competency Project
 - You are to ask between 12 and 15 non-churched persons two questions. The first question is for all individuals and is simply this: Do you attend church regularly? If the person responds "yes" thank them for their time, and tell them that you are attempting to take the survey among people who do not attend church regularly. If the person responds "no", then ask one of the other two questions.
The second question is for those who respond "no" to the first question. You will ask between 12 and 15 persons each of the two questions below, but ask no one both questions. In other words, you will need to talk to 24-30 people who identify themselves as not attending church regularly. Ask each of them one of the following questions. Your assignment is to simply record and report their answers.
You may ask a neighbor who doesn't attend church, a parent of some friends of your children, someone with whom you work, a waitress at a restaurant where you are eating, a clerk at a store where you are buying something, someone you meet while at the health

club or biking, hiking, etc. This must be a face-to-face contact. Do not use the telephone or the Internet to make the contact.

When asking the question, do NOT offer any explanation or comment beyond the simple words of the question. You can say that you are taking a survey for a college class, ask their permission to ask them two questions, and when they give permission, ask the questions.

Memorize these questions, and do not vary the script. This is not a backdoor evangelism tool. If a person seems to want to talk more about spiritual things, do so, but remember that is not the purpose of this project.

Remember that you are to ask each person only one of the following questions.

- Question 1: What do you think it means when someone says they love Jesus Christ?
- Question 2: What does the word "Grace" mean?

You will simply record the answers of 12-15 different persons for each question. Write down those answers and submit them in list form.

- Reflection

III. Week Three - Congregational Transformation - Or Incremental Congregational Change?

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Chapter 9 – 11)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Chapter 6)
- Discussion Questions
 - In *The Postmodern Challenge*, edited by David Dockery, is this statement: "We dare not fall into the trap of wistfully longing for a return to the modernity that gave evangelicalism its birth – indeed, we simply cannot turn back the clock – for we are not called to minister in the past, but in the contemporary context, influenced as it is by postmodern ideas." List some reasons you would agree or disagree with this statement.
 - In Chapter 10 Hesselgrave develops the understanding and importance of worldview and how teaching and biblical theology are important for communicating the gospel.
 - How does Hesselgrave develop the understanding of worldview, and do you think it is important for the missional church? Yes, No, Why?
 - Why does Hesselgrave believe biblical theology and teaching are important when seeking to communicate the gospel of Christ to others? Do you agree or disagree, why?
- Competency Project
 - Please read Rainer's blog at Pastors and Time in Sermon Preparation: Some Good News (https://thomrainer.com/2012/07/pastors_and_time_in_sermon_preparation_some_good_news/). After having read that blog, talk with the pastor of the church you are studying about the amount of time she/he spends in sermon preparation. Discuss together whether you and she/he agree with Rainer's findings or not. Then, report that conversation to the class, including why you agree or disagree with Rainer's conclusions. (Hint: You may also want to read some of the comments posted below the blog and Rainer's responses to them, to help you as you think about what he is saying.)
 - After reading all the lectures, especially the lecture titled Pre-Modern, Modern, or Post-Modern, write an essay listing at least three people you know (perhaps from your church) who would fall into each of the categories described in the lecture. Tell about one pre-

modern, one modern, and one post-modern person you know and compare their responses to various events in their life, world, or church.

- Reflection

IV. Week Four - Learning to Lead Change with Discipline

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Chapters 12 – 13)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Chapters 7-8)
- Discussion Questions
 - In chapter twelve, Hesselgrave , discusses the issue of “Belonginess” as related to the assimilation ion of New Believers into the “Believing Community”. Using Scripture, principles addressed in the reading and steps Hesselgrave identifies in meeting the spiritual needs of New Believers, discuss and explain the experience of “Belonginess” and the development of a healthy church. (Minimum of 300 words.)
 - In chapter thirteen, Hesselgrave addresses the theme of Confirmation. Identify the author’s definition then discuss the strengths, weaknesses and importance of Confirmation in the context of a growing, learning, healthy church. As a pastor and/or staff person, how would you implement an effective, Biblical and practical ministry of Confirmation. Consider church tradition, the Biblical concept of “priesthood of believer’, the Great Commission, the impact of Confirmation upon church health to include worship patterns and type of disciple you vision as the end product for your local church? (Minimum of 300 words.)
- Competency Project
- Reflection

V. Week Five - Moving from Where We Are to Where We Need to Be - Becoming Missional

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Chapters 14 – 16)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Chapters 9-10)
- Discussion Questions
 - It is obvious in Scripture that the Early Church was organized and had structures in place that were rooted in both Scripture and tradition. The New Testament has much to say about the qualifications and consecration of local church leadership, both lay and pastoral. It is noted that no organization will rise above the competency of its leadership. With that in mind, answer the following questions from a biblical, practical, and cultural context.
 - Why is the development of “spiritual leaders” so important to the ongoing ministry of a local church?
 - Churches who have competent and spiritual lay leadership teams can navigate change more effectively than churches where such leadership is absent. Agree/Disagree? Why?
 - The Church of the Nazarene has a representative form of governance, thus providing a denominational structure while allowing local autonomy. While this makes it possible for form to follow function, it also provides a greater sense of unity by a shared understanding of “mission.” It also helps churches avoid the error of being isolated. With this in mind, Hesselgrave points out that the following relationships are important:

- The relationship between the local church and its denomination
- The relationship of a local church with other Christian congregations
- The relationship of the local church with the greater goal of world evangelism.
- Two: Questions:
 - What is the pastor's role in maintaining these relationships?
 - In the church you attend, rate the quality of these relationships as you perceive them. Think in terms of the congregation's awareness and commitment to these relationships.
- Rating Scale: 1 – 5:
 - 1 = Very poor: not very apparent, little publicity or involvement
 - 2 = Poor: somewhat aware but not very involved
 - 3 = OK: importance taught but not very engaged in practice
 - 4 = Good: taught as part of membership, engaged from time to time
 - 5 = Very Good: understood as part of our mission, strategy and purpose and very much integrated into the life and calendar of the church.
- Competency Project
 - Hesselgrave in Chapter 14, p. 276, lists three steps for a good master plan for local church leadership development.
 - Step One: Intentional teaching and preaching on the subject of spiritual leadership in the church
 - Step Two: Discovering, discipling, and preparing local leaders as well as instructing the congregation in how to recognize and select spiritual leaders in the local church.
 - Step Three: Special responsibilities and on-going training should be provided for both recognized and potential lay leaders. (i.e. involved in ministry and honing their skills)
 - Write a description of a three-fold master plan of how you would ensure that this would take place in a church where you were the lead pastor. (If you are preparing to be a staff pastor or pastor a special age group, then think in terms of developing spiritual leaders for your ministry or department.) Outline your answer as follows:
 - What passages would you preach or teach?
 - How would you help people discover that they had the gift of leadership?
 - How would you prepare others for knowing how to choose good “spiritual leaders”?
 - How would you create and calendar on-going leadership training?
- Reflection

VI. Week Six - Structures and Forms of a Missional Church

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Chapter 17)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Chapter 11)
- Discussion Questions
 - State the three primary things that you feel have been the most important things you have gained from this course. You may include:
 - Insights gained that you were unaware of before. (Do not include your ideas and opinions with which you entered the class, but which were reaffirmed during the class.)
 - Learning Resources that you will want to share with others.

- Concepts or principles that will assist you in leading a church to become more missional.
 - Any other thing that you may have learned.
- David Hesselgrave in Chapter 17 shares one of his concerns as being the loss of the traditional “Mission Conference,” and what that means for the lack of meaningful reporting to sponsoring congregations about the work of the Lord. The text then lists six ways a congregation can experience active participation in the mission of the church. This is a two-part question:
 - Share some additional ways that you may have thought of for local congregations to experience active participation in the mission of the church.
 - Select two or three suggestions (from the text and your own) that you would recommend for your local congregation to embrace in order to develop a strong engagement in their participation in the mission of the church, and why these suggestions would fit your local context.
- Final Paper
 - Throughout the six weeks of this course we are seeking to discuss how to lead a church to be more missional. As a final synthesis of all that you have learned in this course you are to write and submit a paper (Minimum of 2,000 words – Maximum of 3000 words) on a church that you choose to study. This church may be the church you attend, but it does not have to be. In the final paper you will analyze the study church's current level of being missional and outlining steps you would suggest to enable that church to progress toward being more missional. This is an important paper. It needs to demonstrate that you know how to exegete a congregation and apply what you have learned. This is a major assignment, and will comprise 10% of your final grade.
 - In writing this paper, please use the following eight points as an outline for your evaluation:
 - The church's ability to conceive and articulate purpose, mission, vision, and to develop strategic plans.
 - The church's ability to develop team building, including identifying, cultivating and deploying spiritual gifts in volunteers.
 - The church's ability to face, diagnose, and intervene in problems.
 - The church's ability to disciple and assimilate new converts.
 - The church's ability to discover, understand, and deal with social and congregational factors that influence the church's mission.
 - The church's ability to understand and follow social dynamics and trends in their world and their area.
 - The church's ability to analyze and describe their congregation and community and identify changes in their internal culture that may be necessary to more effectively reach their community with the gospel.
 - The church's ability to identify and apply cross-cultural communication and plan for such ministries.
 - As you work on your paper it is important for you to remember that you will not want to be negatively critical of the church you are studying. You should be honest in your evaluation, but as you find areas of the church that need improvement it will be more important for you to offer guidelines that you believe would be helpful for leaders of the church you are studying to follow in order to become more missional. **Be prescriptive rather than just diagnostic.**

- In Session Six, you will do an article review from a peer-reviewed journal that relates to something discussed in your paper. You are to include a quote from this article in your final paper.

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.