

## **Associated Canadian Theological Schools**

### **PTH 630 A: GROWING HEALTHY AND MISSIONAL CHURCHES**

Instructor: Rev. Dr. Jim Lucas, B.Sc., M.C.S.,  
D.Min.  
President of Canadian Pentecostal Seminary  
Spring 2012  
3 credit hours

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604-853-4166  
February 27 to March 2, 2012  
Monday to Friday of Spring Break  
8:30-12:30

#### **COURSE DESCRIPTION**

This course aims to explore the theology and methodology of growing healthy and missional churches for the 21st Century. It will examine various church growth principles currently advocated by the church growth/health movement that are intended to produce relevant, strategic, and successful churches. It will prepare the student to evaluate the many strategies with the goal in mind of helping the student recognize those principles that lead to growing healthy and missional churches that effectively worship God, build up the saints, and reach the lost. It will also provide the tools necessary to help the student to discern between those methods that are the direction of the Holy Spirit to grow the church of the 21st Century and those that are merely the church's accommodation to culture.

#### **COURSE OBJECTIVES**

The intention of this course is to enable the student to:

1. Demonstrate a knowledge of:
  - a. The historical roots of the church growth movement, its major tenets and objectives
  - b. The changing context of church ministry in Canada
  - c. Key principles to help guide churches to become culturally relevant, strategic, and effective.
2. Develop a Biblical mindset toward:
  - a. The sociological factors that give rise to large churches and the quality versus quantity debate that has become an issue in many churches
  - b. The relationship between Christ's timeless goals for the church and various methodologies of the church growth/health movement
  - c. The need for cultural relevance in order for churches to speak clearly to their unique settings
3. Exemplify what he or she has learned by:

- a. Exercising discernment regarding the plethora of church growth/health models and methodologies claiming success at growing churches
- b. Ministering effectively in his or her context, endeavoring to grow healthy, well balanced, missional and biblically sound ministries that clearly relate to the needs of their particular setting

## **COURSE FORMAT**

Lecture and class discussion. As time permits senior pastors from growing and healthy churches in the area will be invited to share their vision and concern for cultural relevance in their particular context.

## **COURSE TEXTS**

Required:

- Driscoll, Mark. Confessions of a Reformissional Rev. Zondervan, 2006.
- McNeal, Reggie. Missional Renaissance: Changing the Scorecard for the Church. Jossey-Bass, 2009.
- Rainer, Thom and Eric Geiger. Simple Church: Returning to God's Process for Making Disciples. Broadman and Holman, 2006.
- Warren, Rick. The Purpose Driven Church: Growth Without Compromising Your Message and Mission. Grand Rapids: Zondervan, 1995.

Recommended:

- DeYoung, Kevin and Ted Kluck. Why We're Not Emergent. Moody, 2008.
- Frost, Michael. Exiles: Living Missionally in a Post-Christian Culture. Hendrickson, 2006.
- Gibbs, Eddie and Ryan Bolger. Emerging Churches. Baker House, 2005.
- Guder, Darrell. Missional Church: A Vision for the Sending of the Church in North America. Grand Rapids: Wm B Eerdmans, 1998.
- Hull, Bill. The Complete Book of Discipleship: On Being and Making Followers of Christ. NavPress, 2006.
- Macchia, Stephen. Becoming a Healthy Church. Baker Books, 2009.

## **Late Papers and Extensions**

There is a letter grade reduction for handing in late assignments. Late assignments will not be accepted if more than one week late except in the case of extenuating circumstances.

## **COURSE OUTLINE**

1. An Introduction to the Church Growth Movement
  - The Beginnings
  - The American Beginning
  - Objections and Concerns
2. Healthy Churches Think About Cultural Issues
  - Sociological Changes Influencing Modern Leadership
  - Emerging Expectations
  - The Market- Driven Church
  - Our Uniquely Canadian Context
3. Healthy Churches Focus on Evangelism
  - The Crises of Modern Evangelism
  - Reaching Generation X
  - Friction/Traction Issues for the Postmodern Church
4. Healthy Churches Have Healthy Structures
  - What Will Your Church Look Like in the Year 2025?
  - The Emerging Church
5. Healthy Churches are Intentional
  - A Matter of Style
  - Style is Reflected in How We Do Church
6. Healthy Churches Have Healthy Leaders
  - Leaders as Change Agents
  - Change Theology
  - Christian Leadership: a helpful definition
  - Leadership Myths
7. Healthy Churches Match Methods to Purpose
  - “Why don’t you attend church?”
  - Five Foundational Questions
8. Healthy Churches Plan for Spiritual Formation
  - Discipleship/Spiritual Formation
  - Small Groups as Strategic Ministry
9. Healthy Churches Build Healthy and Strategic Ministries
  - VRPM Cycles
  - Diseases that Can Afflict the Church
  - Vital Signs for Healthy Churches
10. Healthy Churches Reproduce Themselves
  - Church Planting Requirements

- Planting Methods
- Seven Characteristics of Young, Growing Churches

**ASSIGNMENTS**

1. Book Evaluations. The student is required to read three of the required texts and one of the recommended texts and submit a two to three (2-3) page (double-spaced) reaction paper to each book. This is not to be a summary of the text but an evaluation of the strength and weaknesses of the author’s main points. Due March 20th, 2012.

2. Term Paper. This is to be a research paper written in proper seminary format, 13-15 pages in length (double-spaced, no greater than 12 point type font). Fifteen or more citations should be used including current periodicals. Due March 20th, 2012.

The following are possible topics:

- a. Church Planting in Urban Settings
- b. Strategies in Replanting Stagnant Churches
- c. Cultural Accommodation in the Church
- d. Evangelistic Strategies for Modern Churches
- e. Membership: Its Meaning and Role in the Local Church
- f. Preaching that Both Widens and Deepens the Church Community
- g. Worship Music in the New Century: Where is it Going?

3. Field Assignment. The student is required to make plans to apply one “good idea” from the reading and class material to his or her area of ministry. It should include the following: a brief description of the area of ministry under focus; an evaluation of how insight gained from assigned reading and class material might be used to revitalize that area of ministry; and specific plans to implement change. Due March 20th, 2012.

**COURSE REQUIREMENTS AND EVALUATION**

- 1. Required Reading and Book Evaluations 20%
- 2. Term Paper 45%
- 3. Field Assignment 35%

Letter Grade	Percentage	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below	0.00

	Standard	
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## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal <https://students.twu.ca>**

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### **Campus Closure**

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### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be

approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/>

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

#### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/Plagiarism_Short.swf) (8 minute flash tutorial)

#### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

## **SELECT BIBLIOGRAPHY**

Anderson, Leith. Dying for Change. Bethany, 1990.

\_\_\_\_\_. A Church for the 21st Century. Bethany, 1992.

\_\_\_\_\_. Winning the Values War in a Changing Culture. Bethany, 1994.

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- Craig, Robert H. and Robert C. Worley. Dry Bones Live: Helping Congregations Discover New Life. Westminster/John Knox Press, 1992.
- Creps, Earl. Reverse Mentoring: How Young Leaders can Transform the Church and Why We Should Let Them. Jossey-Bass, 2008
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- Ford, Kevin Graham. Jesus For a New Generation. InterVarsity, 1995.
- Frazer, Randy. The Connecting Church. Zondervan, 2001
- Frost, Michael. Exiles: Living Missionally in a Post-Christian Culture. Hendrickson, 2006.
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- Gallup, George Jr. "Secularism and Religion: Trends in Contemporary America," Emerging Trends 9 (December 1987), 10:3.
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#### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or <http://www.dianahacker.com/resdoc/>. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the

principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.