

Syllabus for
DMIN 730—Equipping the Church for Ministry
3 Credit Hours
Spring 2009

I. COURSE DESCRIPTION

Examines the principles and dynamics of church growth for implementation in the local church. Concepts and skills are developed that undergird the ministry of the church, both pastoral and missionary, and facilitate the task of evangelism and the incorporation of believers into Christian groups.

Prerequisites: None

This course will look at factors hindering churches from effectiveness and growth as well as factors contributing to growth and effectiveness. Strategic planning and assimilation process for ministry effectiveness will be discussed.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Become reflective practitioners and church health and growth strategists.
- B. Understand current issues and literature on church health and growth.
- C. Understand the nature and purpose of the church from a biblical perspective.
- D. Be able to carry out critical analysis on the characteristics of contemporary churches.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of the course, the student will be able to do the following:

- A. Discuss current missional trends and issues on church health, leadership development, and growth movements.
- B. Use assimilation process to attract visitors, retain newcomers, and equip them for ministry.
- C. Orally or in writing present an assessment on church health and growth.
- D. Discuss biblically sound and culturally relevant missional strategies for local churches to fulfill their missional mandate.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Crebs, Earl. *Reverse Mentoring: How Young Leaders Can Transform the Church and Why We should Let Them*. San Francisco: Jossey-Bass, 2008.

Minatrea, Milfred. *Shaped by God's Heart: The Passion and Practices of Missional Churches*. San Francisco: Jossey-Bass, 2004.

Roxburgh, Alan, Fred Romanuk, and Eddie Gibbs. *The Missional Leader: Equipping Your Church to Reach a Changing World*. San Francisco: Jossey-Bass, 2006.

White, James E. *Rethinking the Church*. Grand Rapids, MI: Baker Books, 2003.

2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
Handouts provided

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School of Theology and D.Min. Program Policies and Procedures

1. It is expected that participants attend all sessions of all seminars and workshops. Sessions missed will be made up through extra assignments and consultation with the Doctoral Dean and professor(s). Any absences not accounted for in this manner will be reflected in the course grade. Absences deemed excessive by the Doctoral Dean and D.Min. Committee will make it necessary to repeat the course.

2. Because of the importance of pre-session preparation for knowledgeable contribution to group interaction in a seminar or workshop, a student will not be allowed to attend if all precourse readings and assignments have not been submitted before the first class of a session in the modular format. Should this situation occur, a student may petition to the D.Min. Committee for interrupted status. If the petition is judged to be valid, a student must attend the seminar or workshop at the next offering, if possible. See the D.Min. handbook for fees and continuing enrollment in the program.
3. A grade of I (Incomplete) is given only after the student has established with the instructor(s) and the Dean of Doctoral Students, by petition, that the work is incomplete for good cause. Incompletes are granted only when extenuating circumstances exist (such as prolonged illness). It is the responsibility of the student to finish incomplete work by the closing date of the semester in which the course was offered. A change of grade is then submitted by the Doctoral Dean. If the work is not completed within the time allotted, the incomplete will be changed to an F.

C. Course Policies and Procedures

1. Evaluation Procedures
The final grade for this course will be ascertained as follows:

Book Reading and Reflection Papers	40%
Class Participation	20%
Missional Strategy Paper	40%
2. ePortfolio Requirements
 - a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
 - b. ePortfolio requirements for this class
None
3. Other Policies and/or Procedures
 - a. Course requirements
 - (1) Attend all classes.
 - (2) Complete precourse and postcourse assignments.
 - b. Precourse assignment—due February 15, 2009 (2 copies each):
Write a 4- to 5-page reflection paper for each of the four assigned textbooks answering the following questions:
 - (1) What is the central theme of the book?
 - (2) What are the major topics and issues discussed in the book? Briefly respond to each main topic or issue. Are his arguments biblically sound and contextually relevant?
 - (3) What do you like/dislike about the book? Explain.
 - (4) What new insights or principles have you gained from the book?
 - (5) Are there some new concepts and strategies you can implement in your life and ministry? If so, list what they are and explain how you plan to implement them.
 - c. Postcourse assignment—due May 1, 2009 (2 copies each):
 - (1) Write a 12- to 15-page paper. If you are a local pastor, apply the missional principles and insights you gained from the reading, class discussion, and lectures and develop a strategic plan for developing missionally-oriented leadership and church. If you are not currently pastoring, consider yourself as a church

consultant and develop a strategic plan for a new church to develop a healthy and growing church. Whichever position you are writing from, make sure to focus on the equipping task of the church to fulfill its mission.

- (2) Criteria for writing a strategic planning paper:
 - (a) Reading textbooks and writing reflection paper
 - (b) Participation in class discussion
 - (c) Video and lecture
 - (d) Strategic planning research project

VI. COURSE CALENDAR

The Original Vision: Revisiting the Great Commission

Missionary or Missional: What's the Difference?

Becoming a Missional Leader

Developing a Missional Church

Evaluating Your Missional State

Integration

Course Inventory for ORU's Student Learning Outcomes
DMIN 730—Equipping the Church for Ministry **Dr. Raymond K. Smith**
Spring 2009

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

Outcomes & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spirit-Filled Living				
1A	Entry-level competency —Possesses Christian character, personal integrity, a sense of calling, and a demonstrated interest in ministry-related endeavors	X			
1B	Mid-level competency —Exemplifies the fruit of the Spirit, spiritual gifts, ongoing spiritual growth, and clarification of a call to ministry	X			
1C	Candidacy-level competency —Demonstrates involvement in charismatic signs and wonders and integration of ethics and personal integrity in the healing ministry in obedience to a defined call to ministry	X			
2	Outcome #2 – Academic Excellence				
2A	Entry-level competency —Demonstrates an aptitude for graduate theological education		X		
2B	Mid-level competency —Practices theological reflection and sound scholarship in acquiring knowledge through learning and research		X		
2C	Candidacy-level competency —Evidences critical thinking, problem solving, and decision making	X			
3	Outcome #3 – Professional Competence				
3A	Entry-level competency —Demonstrates awareness of professional requirements		X		
3B	Mid-level competency —Communicates discipline-specific information effectively in written and spoken discourse as pertaining to ministry calling		X		
3C	Candidacy-level competency —Integrates leadership in ministry and academic excellence with Spirit-led practices of ministry	X			
4	Outcome #4 – Cultural Relevance				
4A	Entry-level competency —Demonstrates knowledge about cultural diversity	X			
4B	Mid-level competency —Pursues participation in diverse social/cultural contexts	X			
4C	Candidacy-level competency —Evidences skill while engaging in healing, ministry, and acts of justice and mercy in diverse contexts	X			