Asbury Theological Seminary Syllabus

DM(CPC)916A, W1: New Church Types and Networks: Case Studies
2 Credit Hours
Wilmore, Kentucky/Hybrid
Online: May 29 – August 24, 2018
On-site Residency: August 20 – 24, 2018

PROFESSOR INFORMATION

Professors: Winfield Bevins and Bryan Collier
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Welcome to New Church Types and Networks: Case Studies! The information below provides an introduction to your teaching team.

Winfield Bevins, D.Min. Dr. Bevins serves as the Director of Church Planting at Asbury Seminary, and delights in holding a position that exposes him to such depth and diversity in the Christian tradition. Through the years, he has served with a passion for equipping others to spread the gospel in their own context, especially through church planting. As a seasoned practitioner, he has used his experience to train leaders from diverse backgrounds on four different continents. He frequently speaks at conferences, churches, seminaries, and retreats on a variety of topics. He is the author of several books and his writings have appeared in numerous places such as *Christianity Today* and *Exponential*. You can find out more about him at his website, winfieldbevins.com.

Bryan Collier, D.Min. Dr. Collier is the Founding Pastor and also the Lead Pastor and Ministry Coach at The Orchard Church in Tupelo, Miss. Prior to

planting The Orchard, he served four pastorates in the Mississippi and Kentucky Annual Conferences of The United Methodist Church.

He began his Master of Divinity at Asbury Theological Seminary in the fall of 1991 and while serving pastorates in Kentucky, and earned his degree in the spring of 1994. Receiving a Beeson Fellowship Grant in 1997, his research focus was in the arena of systems theory and its impact as a tool of the leader. Collier adapted much of MIT Professor Peter Senge's seminal work, *The Fifth Discipline: The Art and Practice of The Learning Organization* for church use.

Collier has more than 20 years of experience in pastoral ministry. His interests and expertise includes leadership issues, church for the un-churched and cultural dissection. He is passionate about helping people at all stages of faith grow deep in the love of God and branch out to others with that love. His passion extends to helping leaders and organizations facilitate this growth. To that end he is the author of *Becoming An Orchard,* Xulon Press, 2006; *Gentle Interventions*, Xulon Press, 2008; and *The Go-To Church*, Abingdon Press, 2012.

Collier is a sports enthusiast, a voracious reader and enjoys hiking and the outdoors. He is married to Wendy and they have a daughter, Olivia, and a son, Houston.

COURSE DESCRIPTION

This second seminar in the Church Planting cohort critically, constructively, and creatively reflects on a range of church planting models and movements. Included are traditional models (e.g., single-cell patterns, multiple-site [satellite] extensions, cell churches, "fresh expressions of the church," and organic and Internet church planting). Other matters considered are the rediscovery of missional ecclesiology, missional and new monastic communities, and church planting administration and networks. The course makes extensive use of case studies and features a number of guest presenters and interviewees.

PROGRAM LEARNING OUTCOMES (PLOs)

By the time students complete the D.Min. Program, they will have an accomplished or exceptional ability to:

1. Revisit foundations for sustainable ministry.
   - Being immersed in explicit Wesleyan practices of community-based formation around the priorities of scripture, reason, tradition and experience, participants will discover transformational habits for sustainable ministry lifestyles.
2. Foster ministry leadership vision, ethic and practice relevant to their ministry context and world.
   - By deeply engaging in analysis of one significant theme from their unique ministry context, participants establish a trajectory for life-long

contribution.

3. Appreciate transformational demands within contemporary ministry organizational contexts such as congregations, non-profits and marketplace engagements through various analytic means of biblical, theological, social and cultural exegesis.

- Participants must add to their biblical and theological exegesis, cultural- situational exegesis that informs ministry leadership practice on a daily basis.

STUDENT LEARNING OUTCOMES (SLOs)

By the end of DM(CPC)916A, students will have a *developing* ability to:

1. Be conversant with key church planting philosophies, methods, genres, and networks, as well as a range of informed perspectives on their strengths, weaknesses, and potential. (PLO #1, #2)

2. Reflect critically and interact analytically with course readings, lectures, discussions, and case studies vis-à-vis contemporary church planting methods and genres by offering opinions, careful assessments, and constructive recommendations. (PLO #2, #3)

3. Conduct case study research of contemporary church plants and networks and through it demonstrate up-to-date knowledge of the field, analytic competency, and proficiency in developing appropriate recommendations and strategies for improvements in church planting effectiveness. (PLO #3)

TEXTBOOKS & RESOURCES

Required Reading

All texts should be read before the first day of class.

Bevins, Winfield. *Church Planting Revolution: A Guidebook for Explorers, Planters, and Their Teams*. Seedbed, 2017. 124 pp. ASIN: B07545TRJP. $12.95.

Branson, Mark and Nicholas Warnes. *Starting Missional Churches: Life with God in the Neighborhood*. IVP Books, 2014. 192 pp. ASIN: B00HUCPX8A. $9.99.

Hirsch, Alan. *The Forgotten Ways: Reactivating Apostolic Movements*. 2nd ed. Brazos Press, 2016. 384 pp. ASIN: B01L9IVGMC. $9.99.

Moynagh, Michael, and Philip Harrold. *Church for Every Context: An Introduction to Theology and Practice*. SCM Press, 2012. 512 pp. ASIN: B008S965B8. $41.74.

Payne, J.D. *Missional House Churches: Reaching Our Communities with the Gospel*. IVP Books, 2008. 197 pp. ISBN-13: 978-0830857067. $16.98.

Snyder, Howard. *The Problem of Wineskins*. 40th anniversary ed. Seedbed Publishing, 2017. 214 pp. ISBN-13: 978-1628243390. $18.95.

Surratt, Geoff, Greg Ligon, and Warren Bird. *The Multi-Site Church Revolution: Being One Church in Many Locations* (Leadership Network Innovation Series). Zondervan, 2009. 224 pp. ASIN: B000SEQ6KQ, $6.99.

Watson, Kevin. *The Class Meeting: Reclaiming a Forgotten (and Essential) Small Group Experience*. Seedbed Publishing, 2013. 129 pp. ASIN: B00GXBBM7U, $10.99.

Total Pages: 1,976

Suggested Reading (Optional)

Hunter III, George G. *The Celtic Way of Evangelism*.

<div style="background:#1F3864;color:white;text-align:center;">ASSIGNMENTS</div>

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively participate and contribute to the learning community.

1. Multi-voiced Conversations (40 points)
   Due Date: August 20, 2018
   Points/Percentage: 40
   Learning Outcome: 1, 2

Our multi-voiced classroom will take the form of a series of café conversations, mostly in small groups around tables but also in connection with interviews, focus groups, etc. The aim of each conversation will be to work at a task set by the professors—a task, not a topic. The focus will be on the future, not the past; on actions, not opinions; on evaluation, not description; on service, not success; on collaboration, not promotion; on multi-voiced exchanges, not serial monologues.

The tasks may include, among others, 1) mining and applying insights from the course readings; 2) digging into church planting challenges, concerns, and opportunities; 3) reflecting on ministry experiences and their implications for ministry; 4) debating controversial aspects of church planting with a view to forward movement on the discussion; 5) making things better instead of dwelling on the past and present; 6) sharing know-how, not head knowledge; 7) raising concerns and questions with a view to finding solutions, etc.

Tasks, while set by the professors, may be suggested or inspired by student members of the class. Tasks may be introduced with short lectures, video clips, questions submitted by students, case studies, and the like. But these should be brief, with the emphasis on the café conversation to come.

2. Church Plant Site Visit Paper (60 points)
    Due Date: August 24, 2018
    Points/Percentage: 60
    Learning Outcome: 3

While on campus during your residency, you will visit one local church plant in Lexington, KY; Cincinnati, OH; or Louisville, KY and write a three-to-five page summary reflection of your visit, integrating insights from cohort peers as well as class texts. Be prepared to discuss with the class. This will be submitted to your professors by the end of your residency. A more detailed description of this assignment will be provided in your online academic classroom.

Pre-Residency				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
(none)				
In-Residency				
Assignment #1: Multi-voiced Conversations	#1, 2	Small group tasks	40% Due: 8/20/2018.	Peer reviewed
Assignment #2: Church Plant Site Visit Paper	#3	3-5 page personal reflection and group class presentation	60% Due: 8/24/2018. Upload to online classroom.	Faculty

ADDITIONAL ASSIGNMENT GUIDELINES

Grading Rubric Used by Faculty

See below.

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #1: Be conversant with key church planting philosophies, methods, genres, and networks, as well as a range of informed perspectives on their strengths, weaknesses, and potential.	Multi-voiced Conversations	*Be conversant, at an exemplary level, with key church planting philosophies, methods, genres, and networks, as well as a range of informed perspectives on their strengths, weaknesses, and potential.*	*Be conversant, at an accomplished level, with key church planting philosophies, methods, genres, and networks, as well as a range of informed perspectives on their strengths, weaknesses, and potential.*	*Be conversant, at a developing level, with key church planting philosophies, methods, genres, and networks, as well as a range of informed perspectives on their strengths, weaknesses, and potential.*	*Be conversant, at a beginning level, with key church planting philosophies, methods, genres, and networks, as well as a range of informed perspectives on their strengths, weaknesses, and potential.*	Faculty
SLO #2: Reflect critically and interact analytically with course readings, lectures, discussions, and case studies vis-à-vis contemporary church planting methods and genres by offering opinions, careful assessments, and constructive recommendations.	Multi-voiced Conversations	*Reflect critically and interact analytically, at an exemplary level, with course readings, lectures, discussions, and case studies vis-à-vis contemporary church planting methods and genres by offering opinions, careful assessments, and constructive recommendations.*	*Reflect critically and interact analytically, at an accomplished level, with course readings, lectures, discussions, and case studies vis-à-vis contemporary church planting methods and genres by offering opinions, careful assessments, and constructive recommendations*	*Reflect critically and interact analytically, at a developing level, with course readings, lectures, discussions, and case studies vis-à-vis contemporary church planting methods and genres by offering*	*Reflect critically and interact analytically, at a beginning level, with course readings, lectures, discussions, and case studies vis-à-vis contemporary church planting methods and genres by offering*	Faculty

			.	opinions, careful assessments, and constructive recommendations.	opinions, careful assessments, and constructive recommendations.	

Late Assignments: Any assignment submitted after the due date and time will be reduced one numerical point for every day late. For example, two days late would reduce the grade from a 90 to an 88, unless the student talks to the professor ahead of time and receives permission to turn in the assignment late, based upon a legitimate excuse (such as illness).

Incomplete Work: "A grade of 'I' denotes that course work has not been completed *due to an unavoidable emergency.* Delinquency or attending to church work or other employment (i.e. being too busy) does *not* constitute an unavoidable emergency. Without an approved 'I,' a letter grade will be recorded based on grades received for completed work and an 'F' grade assigned to incomplete work" (ATS 2015-16 Student Handbook, page 67).

Format of Papers: Students must use MLA academic style for completing papers; this is also the required style for your dissertation.

GRADING

Assignment	Weight/Point Value
Multi-voiced Conversations	40
Church Plant Site Visit Paper	60
	Total: 100

Grading Scale

Letter	Lowest	Highest
A	95.00%	100.00%
A-	90.00%	94.99%
B+	87.00%	89.99%

B	84.00%	86.99%
B-	80.00%	83.99%
C+	77.00%	79.99%
C	74.00%	76.99%
C-	70.00%	73.99%
D+	67.00%	69.99%
D	64.00%	66.99%
D-	60.00%	63.99%
F	0.00%	59.99%

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

GRADE	EVALUATION CRITERIA
A	Exceptional work: surpassing outstanding achievement of course objectives
B	Good, accomplished work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives, developing potential
D	Marginal work: inadequate, minimal, beginning achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

Note: For the Doctor of Ministry Program, 80% or above is required to meet the program standard.

MOODLE (LEARNING MANAGEMENT SYSTEM)

Moodle is the current learning management system used for Asbury seminary classes. Log into https://connect.asburyseminary.edu/. Click on the **grid matrix** (e.g., large square comprised of nine smaller squares). Click on the **Online Classroom** graphic to access each course you are enrolled in. In the gray Navigation block on the left, click on **My courses** and then the desired course. Information is arranged as follows:

The **Course Information Center** contains two main sections with features noted below:

1. **Course Related:**
   - **Announcements** – class news and information
   - **Syllabus** – the course syllabus
   - **Meet Your Professor** – a short profile about your professor with photo
   - **Course Schedule** – the course schedule with assignments and due dates
   - **Expectations** – requisites for the instructor and students
   - **Netiquette** – tips for communicating effectively online
   - **Course Questions** – students can post questions about the course and even answer each other
   - **Library Links** – help finding and accessing library resources

2. **Community Related:**
   - **Prayer and Praise** – a forum where students can post praises and prayer concerns and a great way to build community
   - **Let's Talk** – a forum where students can post information such as an upcoming birthday or event and discuss topics that are not course related
   - **Community Formation** – links to ATS Community Formation & Christian Formation Process
   - **Course Evaluation** – links to a course evaluation form at the end of the term

The modules located below the Course Information Center are labeled by topics or weeks, depending upon the course organization. Assignment information, group discussion forums, and links to documents and class resources are located in the modules.

COURSE EVALUATIONS

Course evaluations are a vital part of Asbury Seminary's efforts to achieve excellence in the classroom. At the end of the semester, you will receive an email with information and directions for completing course evaluations. Your responses are completely anonymous, and your participation is greatly appreciated. If you have questions or encounter problems accessing the evaluations, contact the Help Desk at helpdesk@asburyseminary.edu or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

TECHNOLOGY REQUIREMENTS & SUPPORT

To take an online or hybrid class, you should be comfortable using e-mail, web browsers, word-processing software and be able to download files and create attachments. You will need the following in order to participate online:
   - A computer with Windows 7 or MAC OS 10.6 or above
   - An account with or regular access to an internet service provider (ISP)
   - Reliable, high-speed internet (recommended)
   - Word processing software
   - A webcam (built-in or external) for video conferences, as needed
   - A headset with microphone (preferable)

Contact the Help Desk for technical assistance accessing the online class, using electronic resources, or with other technical issues related to Asbury Seminary coursework.
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

LIBRARY RESOURCES

Library resources, research support, and library loan are available via:
- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

Materials Requests
Use the links on the library website to search the library catalog for available materials. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be returned or mailed to the library at either the Kentucky or Florida campus.

Students may request books, photocopies, or emailed attachments of journal articles or portions of reference books from the library. Allow 3-10 business days for requests to be filled. Contact the library for costs and instructions on how to make requests, or view the online tutorial at guides.asburyseminary.edu/libraryloan.

Online Resources
- *Asbury Scholar* – Find library books, ebooks, journal articles, and other media at asbury.to/library.
- *Databases* – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at guides.asburyseminary.edu/az.php.

Research Assistance
Students should contact Research Services in the library for research assistance. Help is available for general research questions, including how to find course materials online or navigate library resources. Training for supported Bible software or bibliographic management software is also available. Appointments can be made via:
- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

The Writing Center
- The goal of the Writing Center is to help students improve their graduate-level writing. Assistance is available both online and on the Kentucky campus to help with various aspects of the writing process, including structure and organization, grammar, punctuation, and citation formatting. Appointments can be made by contacting the library via:
  - Website: asbury.to/library
  - Email: helpdesk@asburyseminary.edu

- o Phone: 859.858.2100 or 800.2ASBURY (toll free)

- Students can sign up for 30-minute sessions on the library website at asbury.to/library.

Each student is responsible for being familiar with seminary policies. Asbury Seminary reserves the right to change policies when necessary. Below are brief descriptions of a few seminary policies. For more detailed information regarding school policies, please refer to the ATS Student Handbook at asburyseminary.edu/students/student-services/student-handbook/

Attendance/Participation

To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. DMin students are required to attend all classes during each residency.

Disability Accommodations

Asbury Theological Seminary provides reasonable accommodation on an individualized basis for qualified students with disabilities. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning before or at the start of the term and are generally not provided retroactively, students need to contact an Accommodations Officer as soon as possible. If you are a student with a disability and believe you require reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students attending the Tennessee site should contact the Kentucky Registrar.

Academic Integrity

Academic integrity is expected of every student. Plagiarism, that is, "presenting … another's ideas or writings as one's own," is considered a serious violation of integrity and is unacceptable. Detailed information, including the penalty for plagiarizing, is in the Student Handbook. For additional information about plagiarism, go to plagiarism.org

In this course we may utilize Turnitin, an automated system that compares students' assignments with websites as well as a database of previously submitted student work. After the assignment is processed, instructors receive a report from turnitin.com that states if and how another person's work was used in the assignment. For more information, see www.turnitin.com. If you have questions about academic honesty, please contact the library at helpdesk@asburyseminary.edu.

Statement on Inclusive Language

It is the policy of Asbury Theological Seminary to use inclusive or non-sexist language in all Seminary publications, literature and communications. The faculty of Asbury Theological Seminary has adopted the following statement recommending the use of nondiscriminatory language by all members of the Seminary community.

Rooted deeply within the history and heritage of Methodism is the active participation in the lifting of oppression in any form so as to extend and implement the freedom of the gospel to all whom God has created and seeks to redeem. The record of Wesleyans on behalf of women is impressive and honorable and should be furthered by the modern offspring of Wesley.

Language does make a difference. When terms create certain feelings, we respond to these feelings for the sake of fostering relationships. We do not bind ourselves to etymology or even historical usage, for history is always thrusting us into new situations and struggles. We are constantly adapting our language in order to be responsible and effective communicators.

Language does not create a problem nor does language solve a problem, but language may contribute to both sometimes in obvious ways, more often in subtle ways. It is the intent of the "Suggestions for Inclusive Language" to help sensitize the Asbury Theological Seminary community to some of the cultural problems related to using previously accepted gender specific references as generic terms and to provide help in moving beyond our present habits to more just expressions.

Copyright Information

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

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