

**DM(CPC)918A, X1: Seminar IV, Missional GPS: Navigation for New Churches**

**2 Credit Hours**

**Wilmore, Kentucky/Hybrid**

**Online: June 3 – August 23, 2019**

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| PROFESSOR INFORMATION |

**Professors:** Winfield Bevins and Bryan Collier

**Email:** [winfield.bevins@asburyseminary.edu](mailto:winfield.bevins@asburyseminary.edu) and [bryan@theorchard.net](mailto:bryan@theorchard.net)

 

Welcome to Early Church Lessons for 21st Century Church Planters! The information below provides an introduction to your teaching team.

* **Winfield Bevins, D.Min.** Dr. Winfield Bevins is Director of Church Planting at Asbury Seminary. He has a passionate to equip others for missional engagement in a post-Christian context. As a seasoned practitioner, he has helped plant churches and has been instrumental in launching several church planting networks. He frequently speaks at conferences on a variety of topics and is a regular adjunct professor at several seminaries.  He is the author of several books, including *Ever Ancient Ever New: The Allure of Liturgy for a New Generation, Church Planting Revolution*, and *Marks of a Movement: What the Church Today Can Learn from the Wesleyan Revival.*As an author, one of his passions is to help others connect to the roots of the Christian faith for spiritual formation and mission. He and his wife Kay have three beautiful girls Elizabeth, Anna Belle, and Caroline and live in the Bluegrass state of Kentucky. You can find out more about him at his website [winfieldbevins.com](http://winfieldbevins.com).

**Bryan Collier, D.Min.** Dr. Collier is the Founding Pastor and also the Lead Pastor and Ministry Coach at The Orchard in Tupelo, Miss. Prior to planting The Orchard, he served four pastorates in Mississippi and Kentucky.

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, 2013.

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.

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| COURSE DESCRIPTION |

This final cohort seminar (Seminar IV: Missional GPS: Navigation for New Churches) runs coterminously with Seminar III. The same is true of the observational part of the situated learning component since there are several crossover components. GPS is all about getting from here to there. For us, that includes putting together the biblical concepts we began with, including a focus on church planting as one component of joining God on his mission to the world and, then, moving on from there to observe how, under the banner of church planting, we go about discerning God’s direction, making disciples, and gathering communities of the kingdom. A special emphasis of this final seminar is on the relational aspects of disciple-making, community “net-weaving,” and building Christian communities..

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| 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.

1. 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.

1. 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.

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| STUDENT LEARNING OUTCOMES (SLOs) |

By the end of DM(CPC)918A, students will have a *developing* ability to:

1. Demonstrate a wide-ranging knowledge of theological, theoretical, and applied thinking on a range of church planting issues, including missional ecclesiology, living systems, church planting leadership, and church planting priorities in diaspora populations and world cities. (PLO #3)
2. Articulate informed viewpoints vis-à-vis a range of prominent, contemporary church planting issues, emphases, and debates, as well as defend those viewpoints with cogent arguments and reliable evidence. (PLO #2, #3)
3. Integrate theory, theology, and praxis for the selected aspect of church planting ministry. (PLO #2)

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| TEXTBOOKS & RESOURCES |

**Required Reading**

Boren, Scott. *Leading Small Groups in the Way of Jesus.* IVP, 2015. 225 pp. ASIN: B00T4IB3S2, $9.99.

Dickson, John. *The Best Kept Secret of Christian Mission: Promoting the Gospel with More Than Our Lips.* Zondervan, 2010. 240 pp. ASIN: B003JMF3IK, $9.99.

Frost, Michael, and Alan Hirsch. *ReJesus: A Wild Messiah for a Missional Church.* Baker, 2008. 204 pp. ASIN: B0094GP92K, $2.51.

Frost, Michael. *Surprise the World: The Five Habits of Highly Missional People*. NavPress, 2015. 141 pp. ASIN: B012P6LDWA, $3.35.

Hunter, George G. *The Celtic Way of Evangelism: How Christianity Can Reach the West … Again.* 10th Revised edition. Abingdon Press, 2011. 170 pp. ASIN: B004IPPEYU, $9.99.

Nelson, Gary V. *Borderland Churches: A Congregation's Introduction to Missional Living.* TCP Books, 2009. 176 pp. ASIN: B001VH6NVQ, $19.99.

Roxburgh, Alan J. *Missional: Joining God in the Neighborhood.* Baker Books, 2011. 208 pp. ASIN: B004JHY6AK, $1.99.

Roxburgh, Alan J. *Missional Map-Making: Skills for Leading in Times of Transition.* Jossey-Bass, 2009. 225 pp. ASIN: B00333NCSI, $13.00.

Wright, Christopher J. H. *The Mission of God's People: A Biblical Theology of the Church’s Mission.* Zondervan, 2010. 310 pp. ASIN: B003TFE8L0, $17.49.

Total pages: 1,899

**Suggested Reading (Optional)**

(none)

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| ASSIGNMENTS |

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. Online Discussions (50 points)**

Due Date: By 11:59 p.m. Eastern Time on the last day of each month, June – August, 2019

Points/Percentage: 50

Learning Outcome: 1

A series of online discussions will be set up in our online classroom for monthly conversations on the readings. It is very important for the sake of the whole class that you post all your comments by the end of the designated month.

Your forum obligation will be to reflect on the readings and to post responses to others’ posts. You are also encouraged to provide links to suggested additional articles and books of interest, raise questions, and reflect on personal experience.

1. June: Wright, Nelson, and Frost (ReJesus) texts
2. July: Hunter, Boren, and Dickson texts
3. August: Frost (Surprise the World) and both Roxburgh texts

**2. Reading Notes (50 points)**

Due Date: August 9, 2019

Points/Percentage: 50

Learning Outcome: 2

Read the required textbooks and assemble a page of notes for each book. We recommend the form in the “Additional Assignment Guidelines” section, although the format is up to you. The reading notes must be turned in as a single document.

You will be expected to refer to your reading notes in the monthly online class discussions of the readings, so keep that in mind as you prepare them. Record in your reading notes what you find that is new, challenging, applies to your present or future work, or makes you wonder. In writing questions, keep in mind their potential benefit for the whole class; make them well-considered and open-ended. Assessment will be based on your notes for the books.

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| Pre-Residency | | | | |
| Assignment Description | SLO | Method of Assessment | Value /Due Date | Evaluator |
| **Assignment #1:** Online Discussions | #1 | Online discussions (June – August) | 50%  Due Date:  By 11:59 p.m. Eastern Time on the last day of each month, June – August, 2019.  Upload to online classroom. | Faculty |
| **Assignment #2:** Reading Notes | #2 | 9 pages of notes (1 page per textbook) | 50%  Due Date: 8/9/2019.  Upload to online classroom. | Faculty |

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| ADDITIONAL ASSIGNMENT GUIDELINES |

See next pages.

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| **Student Learning Outcomes** | **Method of Assessment** | **Exemplary=4** | **Accomplished=3** | **Developing=2** | **Beginning=1** | **Evaluator** |
| **SLO #1:**Demonstrate a wide-ranging knowledge of theological, theoretical, and applied thinking on a range of church planting issues, including missional ecclesiology, living systems, church planting leadership, and church planting priorities in diaspora populations and world cities. | Online Discussions | *Demonstrates an extensive and proficient grasp of facts, sources, insights, and contentions related to the course subject matter, and a keen understanding of the complexities of applying them in contemporary missions.* | *Interacts critically, creatively, and constructively with course readings and presentations. Participates in class discussions by raising important questions, challenging assumptions, and making theological and theoretical connections.* | *Contributes apt questions, personal anecdotes, and relevant opinions, but they do not rise to the level of critical engagement.* | *Summarizes key facts and ideas but may miss authors’ theses and arguments, important implications, and possible applications.* | Faculty |
| **SLO #2:**Articulate informed viewpoints vis-à-vis a range of prominent, contemporary church planting issues, emphases, and debates, as well as defend those viewpoints with cogent arguments and reliable evidence. | Reading Notes | *Critically evaluates plans and strategies in light of key biblical-theological issues, socio-cultural factors, and real and potential complications. Proposes feasible alternatives for achieving goals.* | *Infers salient ideas, issues, and relationships from lectures, case studies, documents, etc. Offers theologically and theoretically appropriate responses.* | *Offers relevant impressions and views but that do not relate to each other as part of an overall evaluation—i.e., in support of a specific thesis.* | *Expresses opinions, but usually they to reflect preconceptions and biases more than careful thinking on new information and ideas.* | Faculty |

### Reading Notes (Sample)

Your Name and Email Address

Doe, Jane. *Why I Gave up My Wimbledon Hopes for Church Planting in Madagascar.* Plant City, Iowa: Sliproot Press, 2019. Kindle.

**Most Important Ideas and Insights of the Book/article**

1.

2.

3.

4.

**New Thoughts I Am Thinking or Questions I Am Asking**

1.

2.

3.

4.

**Questions We Need to Discuss in Class**

1.

### 2.

**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.

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| GRADING |

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| **Assignment** | **Weight/Point Value** |
| Online Discussions | 50 |
| Reading Notes | 50 |
|  | **Total:** 100 |

**Grading Scale**

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| **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:

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| 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.

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| CANVAS (LEARNING MANAGEMENT SYSTEM) |

Canvas is the new learning management system that Asbury is in the process of transitioning to for seminary classes. To access Canvas for the fall semester, log into <http://connect.asburyseminary.edu> and click on the **Online Courses** tab (upper right corner) 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. You will see a link that will direct you to the Canvas website. Once you have logged in, it is recommended that you bookmark this page for easy access. The courses that you are enrolled in should appear as “course cards” on this page. You may navigate to your desired course here.

Information is arranged on the Canvas homepage as follows:

1. A banner introducing your course and instructor
2. **Course Related:**
   1. **Announcements** – class news and information
   2. **Course Questions** – students can post questions about the course and even answer each other
   3. **Student help link** for navigating Canvas
   4. **Prayer forum**– a forum where students can post prayer concerns and a great way to build community
   5. **Office Hours** – your instructor’s scheduled office hours availability (please note that this may vary based on your instructor)
   6. **Request a Conference** – additional information about your instructor’s conferencing availability
3. **Course Syllabus**
4. A reminder to access your course materials through the Modules section
5. Any further information and/or resources about the course from your instructor

In the Modules section, you will see the course materials labeled either by topics or weeks, depending upon the course organization. Assignment information, group discussion forums, and links to documents and class resources are located within the modules.

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| 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](mailto:helpdesk@asburyseminary.edu) or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

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| 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](mailto:student.support@asburyseminary.edu)
* Phone: 859.858.2100 or 800.2ASBURY (toll free)

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| LIBRARY RESOURCES |

Library resources, research support, and library loan are available via:

* Website: [asbury.to/library](file:///C:\Users\michael.kuney\Downloads\asbury.to\library)
* Email: [helpdesk@asburyseminary.edu](mailto: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](http://guides.asburyseminary.edu/libraryloan).

**Online Resources**

* ***Asbury Scholar*** *–* Find library books, ebooks, journal articles, and other media at [asbury.to/library](file:///C:\Users\michael.kuney\Downloads\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](http://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](file:///C:\Users\michael.kuney\Downloads\asbury.to\library)
* Email: [helpdesk@asburyseminary.edu](mailto: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](file:///C:\Users\michael.kuney\Downloads\asbury.to\library)
  + Email: [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu)
  + 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](http://asbury.to/library).

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| POLICIES |

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/](http://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. D.Min. 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](http://plagiarism.org/" \o "Plagiarism Spectrum)

In this course we may utilize Unicheck, 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 [unicheck.com](https://unicheck.com/) that states if and how another person’s work was used in the assignment. For more information, see [www.unicheck.com](http://www.unicheck.com). If you have questions about academic honesty, please contact the library at [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu).

**Copyright Information**

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