

**Syllabus**  
**Oklahoma Christian University**  
**Graduate School of Theology**

*“Higher Learning – Higher Calling”*  
*“Oklahoma Christian University seeks to be a premier Christian institution*  
*of higher learning and higher calling”*

**Seminar: Current Directions and Challenges in Ministry, GMIN 5843-01 (3 hrs.)**  
**May 4-7, 2009**

**Class Times**

8:00 a.m. – 5:00 p.m. Monday through Thursday  
Concluding class sessions at Quest

**Professor: Dr. Bob Young (guest, Dr. Grady King)**

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**Mission of the Graduate School of Theology**

The Graduate School of Theology seeks to fulfill the mission of Oklahoma Christian University to transform lives for faith, leadership, and service. The School seeks to honor God and God’s design for the kingdom by preparing and further equipping women and men for works of Christian ministry. Such preparation and equipping requires instruction in both the Bible and practical ministry skills. Biblical knowledge without ministry only advances academics. Ministry without biblical foundations may fail to address effectively the spiritual and eternal issues of life. Consequently, equipping for effective ministry requires investigation and correlation of both biblical and theological concepts and ministry applications.

**Purpose of the Course**

*Contemporary Directions and Challenges in Ministry* is designed to equip ministers and church leaders to meet the challenge of ministry and evangelism among post-modern peoples in the contemporary U.S. culture. This will be done through an interrelated process of *theological reflection* upon the nature of mission and the church, *cultural analysis and theological reflection* concerning church ministry contexts, *historical understanding* of the narratives that form perspectives for contemporary ministry, and *strategy formation* outlining practices which reflect the will of God in specific cultural or ministry contexts. The course will focus primary on practical equipping that helps missional leaders minister in contextualized, reproducing churches in various cultural contexts.

In summary, the course will integrate concepts of spiritual, personal, relationship, ministry, skills, and life formation in the context of the community and ministry context while encouraging students to think about church renewal at all stages of church life, beginning with church planting dynamics and continuing through the life cycle stages.

**Audience**

*Contemporary Directions and Challenges in Ministry* is especially important for those with passion for evangelism and relevant ministry in the contemporary culture. Students will elect to take this class to

fulfill a ministry requirement. Successful students will be able to help local churches respond to contemporary ministry settings. Auditors are welcome if they are committed to reading the books and being full participants in the class.

### **Course Description**

*Contemporary Directions and Challenges in Ministry* seeks to provide theological, cultural, and practical foundations for understanding contemporary ministry and developing adequate ministry skills for the changing world of ministry. Using the rubric of renewal, the class will explore the implications (contemporary challenges and directions) for ministry through understanding the church as system and community, spiritual development and vitality, missional ministry models, and shared ministry models, all with the goal of preparation for contemporary ministry and church leadership.

### **Course Goals**

*Contemporary Directions and Challenges in Ministry* will enable learners to . . .

- evaluate their call and abilities as evangelists, ministers, and church leaders
- explain the theological paradigms which undergird and inform incarnational, missional ministry
- develop a biblical theology of the church to clarify the task of church ministry and development
- analyze ministry contexts
- perceive the historical narratives that form the personal context of the evangelist or minister and the cultural contexts of their ministries
- implement theologically-focused, culturally-relevant strategies to minister in churches of various types and needs with the goal of developing mature churches

### **Required Textbooks and Readings**

- Keifert, *We Are Here Now*. [Students may become acquainted with Keifert by watching the video posted at <<http://www.youtube.com/watch?v=EwmNAuxFig8>>]
- Rainer, Thom S. and Eric Geiger. *Simple Church*. Nashville, TN: Broadman & Holman, 2006.
- Sisk, Ronald D. *The Competent Pastor: Skills and Self-Knowledge for Serving Well*. Alban, 2005.
- Note: Students will be required to “process” at least two additional books which will serve as specific texts to inform the students’ focused ministry projects.

### **Suggested Supplemental Texts**

- Frazee, Randy. *The Connecting Church: Beyond Small Groups to Authentic Community*. Grand Rapids: Zondervan, 2001.
- Friedman, Edwin H. *Generation to Generation*. Guilford, 1985.
- Friedman, Edwin H. *A Failure of Nerve: Leadership in the Age of the Quick Fix*. Seaford, 2007.
- Herrington, Jim, Mike Bonem, and James Furr, *Leading Congregational Change: A Practical Guide for the Transformational Journey*. San Francisco: Jossey-Bass. 2000.
- McLaren, Brian. *The Church on the Other Side*. Zondervan, 2000.
- McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. Jossey-Bass, 2000.
- Ogden, Greg. *Transforming Discipleship*. Downers Grove, IL: InterVarsity Press, 2003.

- Roxburg, Alan J. and Fred Romanuk. *The Missional Leader*. Jossey-Bass, 2006.
- Note: additional bibliographic lists will be provided to class participants. Each student will be expected to research and develop bibliographies of relevant materials within the individual ministry focus area selected by the student.

### **Course Focus/Organization**

*Contemporary Directions and Challenges in Ministry* will be organized as follows:

#### Introduction

Biblical/practical perspectives

Dynamics of church and personal renewal

Relationship between renewal and ministry

Calling to ministry

Historical perspectives: definitions and development of ministry expectations

Contextual perspectives: discussions of church types/characteristics, and ministry

Nature of ministry/role of the minister in older churches, small churches, enduring churches

Theology of church/theology of ministry

Renewal through community spiritual formation, both in new and existing churches.

The Meaning of *Spiritual Formation*

Developing Simple Processes for *Spiritual Formation*

Practices of *Spiritual Formation* in the Life of a Church

*Spiritual Formation* in Church Renewal

#### Grady King

Introduction of missional church/emergent church.

The integration of gospel and culture.

Cultivating missional conversation and imagination in an established/institutional church

Dwelling in the word: how “missional” calls for a discussion of how we read Scripture

Spiritual formation as foundational to missional transformation.

Learning to facilitate healthy conversations/civic engagement (communal discernment).

#### Bob Young

Dynamics of team renewal (enrichment and interventions rather than team formation issues)

Relational essentials for renewal

Shared vision/goals

Understanding church culture as a subset of the societal culture

Power/authority structures

#### Conclusion

Productive ministry: finding a setting, entering a system, settling on a role

Tenure and success in ministry

Relationship with church leader

Continuing self-reflection

### Competencies and Measurements

<i>By the end of this course, learners will be able to:</i>	<i>Achievement of the competency will be measured by:</i>
<ol style="list-style-type: none"> <li>1. Evaluate their calls and ministry abilities as evangelists, church planters, ministers, and church leaders in the missional context of the current culture and world.</li> <li>2. Explain the theological foundations for missional ministry.</li> <li>3. Explain the theological paradigms formative to community spiritual formation.</li> <li>4. Develop a biblical picture of church and (missional) ministry through theological reflection on specific biblical texts.</li> <li>5. Analyze cultural contexts for church planting or ministry interventions.</li> <li>6. Perceive and explain the historical narratives that form evangelists and ministers, Christians, ministry, and the cultural contexts of ministry.</li> <li>7. Analyze current ministry contexts and demonstrate the ability to identify correlative missional cultural and church dynamics.</li> <li>8. Implement theologically-focused, culturally-relevant strategies for effective ministry and ministry intervention.</li> </ol>	<ol style="list-style-type: none"> <li>1. Group reflections in class; personal interactions in current ministry setting, interactions with the teacher and other students.</li> <li>2. Class discussion, reading reports.</li> <li>3. Class discussion, integrative project.</li> <li>4. Class discussion, integrative project.</li> <li>5. Class discussion; integrative project.</li> <li>6. Class discussion; integrative project.</li> <li>7. Class discussion; integrative project</li> <li>8. Class presentation and final paper; class discussion; final project.</li> </ol>

### Course Assignments

1. **Pre-Course Reading and Writing (20):** Before the course begins, learners will write a three-page, single-spaced reflection (interactive book review) on the texts listed below. These reflections should (1) give the major thrusts of the readings and (2) critically engage its content by raising implications, questions, and objections and by applying the material to ministry. These reflections should be submitted on the first day of class.

- Rainer, Thom S. and Eric Geiger. *Simple Church*. Nashville, TN: Broadman & Holman, 2006.

- Sisk, Ronald D. *The Competent Pastor: Skills and Self-Knowledge for Serving Well*. Alban, 2005.

The book reviews are due on the first day of class.

Students will become familiar with Keifert, *We Are Here Now*. At a minimum, students will watch the video posted at <<http://www.youtube.com/watch?v=EwmNAuxFig8>>] and come to class prepared to discuss the concepts presented.

Students will write a brief essay on “Contemporary Challenges and Directions in Ministry”. The paper should address personal awareness or experience of challenges and directions, as well as challenges and directions observable in the larger church culture. (3-5 pages). These should be submitted by April 27.

Students should bring to class one-paragraph definitions of emergent church and missional church.

2. **Course Participation and In-Week Preparations (10)**. Learners will complete daily pre-work, luncheon assignments, informal interactions, and group work as assigned by the instructors. Course participation may include interactive assignments (postings, discussion, etc.) as well as informal testing and examination.
3. **A Theology of the Church or A Theology of Ministry (10)**. Based on the readings, research into significant texts about the church or ministry, and class lectures and discussions, learners will write a five-page theology which can serve as a foundation for church or ministry development. The paper should reflect (1) effective exegesis of two significant passages from the New Testament and (2) application of the meanings of these texts in a specific cultural context. In regard to the second aspect, the learner will answer the question, “What will a missional church look like in this specific cultural context?” Note: in all of the following assignments, due dates indicate the date when the hard copy must be postmarked; electronic version must be sent. Due May 15.
4. **Narrative Assignment (10)**. Learners will learn by interviewing others with a set of questions regarding missional dynamics, ministry challenges, or other topics as approved by the instructors. Due May 22.
5. **A Historical and Cultural Analysis for Church Planting, Intervention, or Ongoing Ministry (10)**. Based upon class lectures and discussions, learners will write a five-page historical and cultural analysis of some specific prospective church-planting or ministry context of personal interest. This analysis will present the results of effective participant-observation, interviewing, and demographic analysis. Due May 29.
6. **A Contextual Strategy Model (25)**. Learners will develop a contextual strategy model for a specific church planting or church ministry setting. The model should build on the theological and historical-cultural perspectives of their previous papers. This 12-15 page paper will describe the practice of ministry based upon critical research and imagination. Due June 12.
7. **Post-Course Reading (15)**. Learners will write two three-page, single-spaced reflections on two books approved by the professor. These reflections should (1) give the major thrusts of the reading and (2) critically engage its content by raising implications, questions, and objections and by applying the material to ministry contexts explored in the class. Due June 12.

### Submitting Assignments

Submitted materials should be prepared according to exacting standards. Samples of books reviews and a suggested grading template are available on the professor's website. Papers should follow the general rules of Turabian's *A Manual for Writers* (Sixth Edition), with special attention to details often considered irrelevant, e.g. margins, spacing, and similar mechanics. A writing guide is available online [[www.bobyongresources.com/academics/researchguide.htm](http://www.bobyongresources.com/academics/researchguide.htm)]. Students must submit assignments both in hard copy and electronic form.

Papers will be graded according to the guidelines on the professor's website. The following percentages will be used to weight the grading process: content 60%, organization and style 25%, grammar and literary mechanics 15%.

### Late Assignments

Homework must be turned in on time. If you cannot turn work in on time, you must ask for permission to turn the work in late. Students should realize that late work is not consistent with the general expectations of graduate studies. Major assignments must be produced and submitted on the timetable set forth in this syllabus. Students who do not produce and submit timely work will fail the class. An exception is made for work which is late due to uncontrollable circumstances such as illness or family emergencies. When such circumstances occur near the end of the semester and prohibit the student finishing the course requirements timely, an I (incomplete) may be given to allow the student time to complete the work.

<u>Assignment</u>	<u>Course Grading Percentage of Final Grade</u>	<u>Date Due</u>
1 Pre-readings	20%	May 4
2 Course participation	10%	May 7
3 Theology assignment	10%	May 15
4 Narrative/Interview assignment	10%	May 22
5 Historical and cultural analysis	10%	May 29
6 Contextual Strategy Model	25%	June 12
7 Post-Course readings	15%	June 12

### Grading Scale

A description of criteria used in assigning grades is available at [www.bobyongresources.com/academics/gradetable.htm](http://www.bobyongresources.com/academics/gradetable.htm)

While this table will provide help to the student in understanding the criteria used for evaluating class assignments, the student should note that the following grading scale is in effect for this graduate class: A = 91+, B=81-91, C=70-80 [<70=failing]

### Class Attendance

Regular attendance is expected of all students. Translation: All students are expected to attend every class session. This is especially important in a graduate seminar class with smaller enrollments and increased opportunities for discussion. Preparation for class and participation in the class are essential. Participation in the discussions requires awareness of the issues and topics covered and the ability to think critically concerning the application of the concepts. If class participants are absent for any reason

during any part of this short course, they must talk (in advance) with the professor. Problems with class attendance may lower the students' grade up to one grade point.

### **Classroom Conduct and Participation**

Students must arrive at class on time. A student who must arrive at class late is expected to enter class without being disruptive and wait until after class to explain the reason for his or her tardiness. Learning occurs when we ask questions about concepts and words unfamiliar to us, when we explore cross-disciplinary applications, and when we actively participate in the learning process. Involvement in the class interaction will be the primary gauge of the class participation grade. Disruptive behavior will lower the class participation grade.

### **Academic Integrity**

When a student presents an assignment or an examination which is not the student's own work, he or she is at variance with the purposes of Oklahoma Christian and the Graduate School of Theology. Seeking a false grade is out of harmony with the scriptural principles which the university seeks to uphold, and the means used to attain this end are dishonest. Such seems especially out of place in the context of ministerial training.

### **Withdrawal Procedure**

Class withdrawal procedures are set forth in the catalog. The student must initiate an official process involving their advisor and the chair. Non-attendance does not constitute official withdraw. The student who neither attends nor drops the class will ultimately receive a failing grade.

### **Laptop Etiquette**

Students are allowed to bring laptops to class for the purpose of taking notes and viewing online materials suggested by the professor. Laptops are not to be used during class for any activities that do not pertain to the current class activity and discussion. The professor may at times instruct students to close laptops to give full attention to a class project, discussion, or presentation. If, in the opinion of the professor, the student is not following this policy the procedures on academic honesty will be followed. Any student who brings a laptop to class agrees to use it in class only for legitimate class activities and according to this laptop policy.

### **Blackboard**

The professor may use Blackboard to communicate with students. Students should regularly consult Blackboard or other Internet sites as referenced to supplement instructions and class assignments.

### **Email Policy**

Students may feel free to consult the professor by email with concerns, questions, or comments that were not addressed in class. Emails should indicate the subject in the subject line. The professor will read and reply as soon as possible. Students needing a more rapid reply are encouraged to call. Please do not use the mailing lists you have from this class or from your status as an OC student for spamming.

### **Americans with Disabilities Act Statement (ADA/504)**

If you have a diagnosed disability and need special accommodations, please notify Amy Janzen (425-

5907) before or immediately after your first scheduled class meeting. After your disability has been verified, your instructor will work with you, with Amy Janzen, and with the Office of the Vice President of Academic affairs to provide reasonable accommodations to ensure that you have a fair opportunity to perform in the course.

### **Copyright Policy**

Copyright 2009. Oklahoma Christian University (the University) as to all class materials and lectures whether distributed in class, on Blackboard, or by any other means. All rights are reserved. The University prohibits anyone from selling notes or being paid for taking notes without the express written permission of the University. Violation of copyright laws could subject a person to federal and state civil penalties and criminal liabilities as well as disciplinary action under University policies. The University holds the exclusive rights to reproduce, distribute, and publicly display the above works and to make derivative works based on those works. The work may be copied, viewed, and/or downloaded for educational and research purposes only by a current student of the University. Class lectures and other activities may not be recorded, copied, or distributed without the written permission of the professor and dean.

### **Professors Role and Availability**

The role of the teachers during this course is that of mentors in equipping class participants to think through the nature of missional ministry and the process of developing contextual strategies for church planting based upon theological reflection. The lead professor is available for personal advising on each project of this course by telephone or email, and will facilitate contact with the guest professors as desired or needed.

### **In-class Exercises**

Emergent/missional definitions for discussion

Kiefert discussion

Pastoral analysis

Case study

Individual chapter presentations from the pre-reading texts