



Asbury Theological Seminary Syllabus

DM(CPC)917B: Seminar III, Church Planting Math: From Adding to Multiplying
2.00 Credit Hours

Extended Learning/Online course
2021 Fall Session/Sep 7, 2021 – Dec 17, 2021

PROFESSOR INFORMATION

Name: Dr. Winfield Bevins
Title: Director of Church Planting
Email: winfield.bevins@asburyseminary.edu
Office Location: Beeson Center 130
Office Hours: Wednesday 3:00-4:00pm
Office Phone: 859.858.2388

Name: Dr. Bryan Collier
Title: Founding and Lead Pastor, The Orchard Church
Email: bryan.collier@asburyseminary.edu OR bryan@theorchard.net
Office Location: N/A
Office Hours: N/A

COURSE DESCRIPTION

DM(CPC)917B, “Church Planting Math – From Adding to Multiplying” is a theological, theoretical, and applied seminar on proliferating the planting and development of new churches in a region. Moving from a survey of church planting in the New Testament

from a church planting movement (CPM) perspective, to a critical review of the contemporary advocacy of multiplication growth and CPMs, to situated conversations on current attempts to establish CPMs in a range of international settings, students will reflect on their own encounters with CPMs and the growing corpus of CPM literature by weighing the strengths and weaknesses of various and proposed approaches, and summarizing the current state of the art and best practices.

Additional discussion will focus on implications for leaders and teams seeking to put CPM ideas into practice. The components of the course will include online interactions on a set of required readings, situated learning via firsthand observations and conversations with church planting overseers and local leaders, and a reflective paper with recommendations.

PROGRAM LEARNING OUTCOMES

By the time students complete Asbury's D.Min. program, they will be able to:

PLO 1:

Practice Christian dispositions and habits in community for faithful living.

- D.Min. cohorts are immersed in community-based formation around the priorities of scripture, tradition, reason, and experience.

PLO 2:

Integrate leadership vision, ethic, and practice contextualized to their ministry setting.

- By methodically analyzing a specific ministry issue, D.Min. students contribute to the understanding of the practice of ministry.

PLO 3:

Reflect biblically, theologically, and culturally as a lifelong learner and leader in ministry.

- Students deepen their capacities for biblical, theological, and cultural exegesis as foundations for 21st century ministry around the world.

REQUIRED STUDENT LEARNING OUTCOMES

By the end of DM(CPC)917B, students will have an *accomplished to exceptional* ability to:

1. Demonstrate a mastery of biblical, historical, theoretical, and applied facts and details relative to church growth theory and its implications for rapid church extension and development. (PLO #3)

2. Critically engage with practitioners, scholars, and studies of church growth as it applies to church planting and new church development, as well as offer relevant observations, balanced opinion, critical assessments, and constructive recommendations. (PLO #2, #3)
3. Demonstrate skills in research and case study analysis vis-à-vis church growth and church planting for deducing principles and ideas for effective and efficient evangelism, discipling, and church development. (PLO #3)

ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

COURSE INTRODUCTION



Welcome to Church Planting Math: From Adding to Multiplying! The information below provides an introduction to your teaching team.

Winfield Bevens, D.Min. Winfield Bevens is the Director of Church Planting at Asbury Theological Seminary. He is an adjunct professor and guest lecturer at various seminaries and universities in the United States and England. He has a Doctor of Ministry from Southeastern Seminary in Wake Forest and is pursuing a PhD at the University of Aberdeen, Scotland. He is a visiting Scholar at the National Institute for Newman Studies, Duquesne University. Having grown up in a free-church background, Winfield eventually found his spiritual home in the Anglican tradition, but freely draws wisdom from all church traditions.

Winfield is the author of several books, including *Marks of a Movement: What the Church Today Can Learn from the Wesleyan Revival*; and *Ever Ancient Ever New: The Allure of Liturgy for a New Generation*; *Creed: Connect to the Essentials of Historic Christian Faith*; *Our Common Prayer: A Field Guide to Common Prayer*; *Grow at Home*; and *Church Planting Revolution*. He has published articles in various publications including *Liturgy*, *The Wesleyan Theological Journal*, *The Asbury Theological Journal*, *Pneuma Review*, *The Journal of Pentecostal Theology*, and *Christianity Today*.

As a seasoned practitioner, he has helped plant several churches and has used his experience to train leaders from around the world. He is also a visual artist who enjoys painting iconography, landscapes, and portraits. Over the past decade, he has helped start numerous arts initiatives, including a non-profit art gallery and studio, and an arts program in North Carolina. He and his wife Kay live in Wilmore, Kentucky and have three daughters; Elizabeth, Anna Belle, and Caroline.

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.

REQUIRED TEXTBOOKS

Addison, Steve. *Pioneering Movements: Leadership That Multiplies Disciples and Churches*. IVP Books, 2015. 192 pp. ASIN: B01959VKGY, \$8.27.

Bevins, Winfield. *Marks of a Movement*. Zondervan, 2019. 192 pp. ISBN-13: 978-0310098355, \$16.99

Garrison, David. *Church Planting Movements, How God Is Redeeming a Lost World*. WIGTake Resources, LLC , 2012. 364 pp. ASIN: B007Q4TFSQ, \$9.99.

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

McCallum, Dennis, and Jessica Lowery. *Organic Discipleship: Mentoring Others Into Spiritual Maturity and Leadership*. New Paradigm Publishing; revised edition, 2012. 343 pp. ASIN: B008325XI6, \$4.95.

Watson, David, and Paul Watson. *Contagious Disciple Making: Leading Others on a Journey of Discovery*. Thomas Nelson, 2014. 225 pp. ASIN: B00KQ2G1T6, \$7.99.

Woodward, JR, and Dan White Jr. *The Church as Movement: Starting and Sustaining Missional-Incarnational Communities*. IVP Books, 2016. 240 pp. ISBN-13: 978-0830841332, \$16.42.

Total pages: 1,940

REQUIRED RESOURCES

N/A

RECOMMENDED TEXTBOOKS

N/A

RECOMMENDED RESOURCES

N/A

ASSIGNMENTS AND RUBRICS OR EVALUATION CRITERIA

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. TBD (50 points)

Points/Percentage: 50

Learning Outcome: 2

TBD

2. Project Presentation (50 points)

Due Date: November 12, 2021

Points/Percentage: 50

Learning Outcome: 3

During this course, students will present a 30-minute PowerPoint presentation of their Doctor of Ministry project, and will also submit a 5-7 page summary alongside it.

See the grading rubric in the “Additional Assignment Guidelines” section of this

syllabus.

| Assignments | | | | |
|--|-----|--|--|-----------|
| Assignment Description | SLO | Method of Assessment | Value /Due Date | Evaluator |
| Assignment #1: TBD | #2 | | 50% Due Date: 10/29/2021. Upload to online classroom. | Faculty |
| Assignment #2: Project Presentation | #3 | 30-minute PowerPoint presentation 5-7 page summary, double-spaced, Times New Roman 12 pt. font | 50% Due Date: 11/12/2021. Upload to online classroom. | Faculty |

COURSE SCHEDULE

N/A

ADDITIONAL ASSIGNMENT GUIDELINES

See next pages.

| Student Learning Outcomes | Method of Assessment | Exemplary=4 | Accomplished=3 | Developing=2 | Beginning=1 | Evaluator |
|--|-----------------------------|--|--|--|---|------------------|
| SLO #1: Demonstrate a mastery of biblical, historical, theoretical, and applied facts and details relative to church growth theory and its implications for rapid church extension and development. | TBD | <i>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.</i> | <i>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.</i> | <i>Contributes apt questions, personal anecdotes, and relevant opinions, but they do not rise to the level of critical engagement.</i> | <i>Summarizes key facts and ideas but may miss authors' theses and arguments, important implications, and possible applications.</i> | Faculty |
| SLO #2: Critically engage with practitioners, scholars, and studies of church growth as it applies to church planting and new church development, as well as offer relevant observations, balanced opinion, critical assessments, and constructive recommendation. | Project Presentation | <i>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.</i> | <i>Infers salient ideas, issues, and relationships from lectures, case studies, documents, etc. Offers theologically and theoretically appropriate responses.</i> | <i>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.</i> | <i>Expresses opinions, but usually they to reflect preconceptions and biases more than careful thinking on new information and ideas.</i> | Faculty |

Project Presentation Rubric

See below.

| | 5 POINTS | 4 POINTS | 3 POINTS | 2 POINTS | NO POINTS |
|--|---|---|--|--|---|
| CENTRAL IDEA OR THESIS AND DEVELOPMENT | <p>Excels in responding to all the elements of the assignment.</p> <p>Has a clear central idea or thesis.</p> <p>Develops solid, convincing evidence and arguments</p> <p>Has a purpose and point of view</p> | <p>Responds competently to the assignment</p> <p>Evidence and arguments clearly presented</p> <p>Has clear purpose and point of view but may have minor lapses in development</p> | <p>Responds less well to assignment</p> <p>Presents central idea in general terms; may depend on platitudes or clichés</p> <p>Uses second-rate sources, tends to generalize and use dictionary definitions</p> | <p>Responds poorly to the assignment</p> <p>Weak or vague central idea or thesis</p> <p>Central idea or thesis stated but not adequately developed</p> | <p>Does not respond to the assignment or does not pay attention to the assignment guidelines</p> <p>Lacks a thesis or central idea</p> |
| PLAN & STRUCTURE | <p>Has a plan/structure in mind that corresponds with the purpose or thesis</p> <p>Successfully implements the plan throughout</p> <p>Clearly defines terms</p> <p>Appropriate and helpful subtitles (and sub-sub titles) are included</p> | <p>Logical progression of ideas</p> <p>Each paragraph relates to the overall thesis</p> <p>Attempts to define terms</p> <p>Appropriate headings and subheadings indicating the structure</p> | <p>May list ideas or arrange them randomly rather than using any evident logical structure</p> <p>May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based</p> | <p>May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions</p> <p>Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective</p> | <p>No appreciable organization; lacks transitions and coherence</p> |
| SELECTION, CRITICAL ENGAGEMENT WITH, AND USE OF SOURCES | <p>Uses well-chosen primary and secondary sources</p> <p>Skillfully analyzes and synthesizes the information and/or views in a variety of sources.</p> <p>Interacts critically with sources</p> <p>Offers value-added observations, insights, and ideas</p> | <p>Appropriately uses primary and secondary sources</p> <p>Offers evidence to support positions</p> <p>Shows understanding of sources and attempts to evaluate them</p> <p>Analyses and ideas are reasonably solid and useful</p> | <p>May misunderstand sources</p> <p>May use generalizations to support points</p> <p>Examples used may be obvious or irrelevant</p> <p>May depend on unsupported opinion or personal experience</p> <p>May not acknowledge other views</p> | <p>Depends on clichés or over-generalizations for support, or offers little evidence of any kind</p> <p>May be personal narrative rather than essay, or summary instead of analysis</p> | <p>Uses irrelevant details or lacks supporting evidence entirely</p> <p>May be unduly brief</p> <p>May neglect to use sources where necessary</p> |
| MECHANICS | <p>Sentences are well constructed, appropriate to academic writing and the purpose of the paper, and adequate in specificity/detail</p> <p>Sentences are clear, not fuzzy, convoluted, or rambling</p> <p>Paragraphs flow smoothly</p> | <p>Generally uses words accurately and effectively, but may sometimes be too general</p> <p>Sentences generally clear, well structured, and focused, though some may be awkward or ineffective</p> | <p>Uses relatively vague and general words, may use some inappropriate language</p> <p>Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing</p> | <p>May be too vague and abstract, or very personal and specific</p> <p>Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous</p> | <p>Usually contains many awkward sentences, misuses words, employs inappropriate</p> |

| | | | | | |
|--------------|---|--|--|--|--|
| FORM & STYLE | Has been thoroughly proofread and is free of spelling, punctuation, and grammatical errors Follows Turabian form and style | May contain a few errors, which may annoy the reader but not impede understanding Mostly follows style requirements | Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding Partly follows style requirements | Contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts | Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence |
|--------------|---|--|--|--|--|

Attendance/Participation: To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. Students are responsible for notifying instructors of the reason for any absences as soon as possible and are accountable for all assignments. Makeup quizzes or exams are generally not permitted unless previously arranged with the instructor. Each faculty member will provide a written attendance policy for each class and also go over that policy on the first day of class for the course. Refer to the ATS Student Handbook for additional information regarding attendance policies and excused absences.

Late Assignments: Any assignment submitted after the due date and time will be reduced two numerical points for every day late. For example, two days late would reduce the grade from a 90 to an 86, 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).

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

INCOMPLETE WORK POLICY

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 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).

| Letter | Lowest | Highest |
|--------|--------|---------|
| A | 94.00% | 100.00% |
| A- | 90.00% | 93.99% |
| 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 work: strong, significant achievement of course objectives |
| C | Acceptable work: basic, essential achievement of course objectives |
| D | Marginal work: inadequate, minimal achievement of course objectives |
| F | Unacceptable work: failure to achieve course objectives |

GRADING

| Assignment | Weight/Point Value |
|----------------------|--------------------|
| TBD | 50 |
| Project Presentation | 50 |
| | Total: 100 |

CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas is the learning management system used for Asbury seminary classes. Log into <http://connect.asburyseminary.edu> and click on the **flashing cube** (upper right corner) to access a link 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 your Dashboard. You may navigate to your desired course here. If you do not see your course, or there is nothing in your course, please contact your professor.

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/writingcenter
 - Email: 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.

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/

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 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 (through SpeedGrader™) that states if and how another person’s work was used in the assignment. For more information, see www.unicheck.com. If you have questions about academic honesty, please contact the library at helpdesk@asburyseminary.edu.

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.

By using online media resources, students are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is strictly prohibited.

ZOOM

Courses may use Zoom for synchronous online instruction. These sessions may be recorded by the professor and posted into the Canvas classroom. The recorded sessions will not be downloadable, and will not be used by the professor in future classes unless there is documented permission from all of the students in the recording. Chat rooms in a

Zoom call are recorded and discretion should be exercised when using the chat feature, including in private rooms.

Video recordings may be considered educational records under the Family Education Rights & Privacy Act (FERPA) and will be protected as such by the Seminary. Zoom collects only minimal client information and ensures that information is kept secure (<https://zoom.us/docs/doc/FERPA%20Guide.pdf>).

Requests for accessibility accommodations related to Zoom will be dealt with on a case-by-case basis as described above under Disability Accommodations.

APPENDIX

N/A

SAMPLE