



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

P225 Church Planting Design

3 credits. Prerequisites: none.

March 2-6, 2020

Module D

Monday-Friday, Times TBD

*Wednesday evening session required

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Course Content and Goals

Course Description

The purpose of this course is to increase the student's knowledge and skills for initiating new churches and creating a multiplication environment for starting new initiatives. Students will discuss, envision, and develop several strategic resources for planting within the Canadian context. While the focus is on the Canadian context, the diversity of Canada provides an opportunity for many approaches to planting with global applications.

Note: This syllabus incorporates the three-day *Church Plant Design Shop* (Tuesday – Thursday) of the New Leaf Network (www.newleafnetwork.ca) within the one-week class format. Some non-students will take part in the Church Plant Design Shop as a training opportunity in order to develop their plant. This hybrid teaching environment provides an opportunity for students to interact with leaders who are in the process of planting.

Relationship to Horizon's Mission

The ability to understand approaches to starting new congregations is essential in the current mission environment of Canada and has global applications for leadership. Students will learn to exegete their cultural context in order to engage in discipleship and create new communities of faith. This course aims to equip students with the professional ministry competencies designed for the second and/or third year of study. These concepts, models, and tools that will assist them to discern opportunities for planting as well as guide the process for developing healthy churches.

Core Competencies and Learning Outcomes

To demonstrate competency in *Ministry Development*, students will:

1. Articulate biblical rationale for planting, congregational change, and discipleship process.

- *Assessment:* Basic Ecclesiology Essay, Draft of Guiding Ideas, Church Planting Strategy Plan
2. Reflect on and develop evaluation processes for discipleship and holistic ministry.
 - *Assessment:* Church Planting Strategy Plan
 3. Design a strategic plan for a hypothetical church plant.
 - *Assessment:* Church Planting Strategy Plan

To demonstrate competency in *Contextual Awareness*, students will

4. Design and conduct contextual research of neighbourhoods and networks.
 - *Assessment:* Community Research Report
5. Formulate guiding ideas which communicate unique elements of a church plant.
 - *Assessment:* Draft of Guiding Ideas, Draft Outline of the Church Plant, Church Planting Strategy Plan

Course Work

Textbooks

Murray, Stuart. *Planting Churches in the 21st Century: A Guide for Those Who Want Fresh Perspectives and New Ideas for Creating Congregations*. Scottsdale: Herald Press, 2008.

**Provides a framework for understanding planting practices and serves as a resource book for the Planting Strategy assignment.

Siebert, Jared. *Church Plant Design Shop Guide*. Mississauga: New Leaf Network Press, 2017.

**This PDF will be made available via email or Populi (see note below). Provides guidebook and supplemental resources for the three-day Design Shop and options for the Planting Strategy assignment.

Siebert, Jared. *Gutsy: (Mis)Adventures in Canadian Church Planting*. Mississauga: New Leaf Network Press, 2016.

**Research following a documentary on 19 Canadian church plants (www.onesizefitsall.ca) several years after their initiation to assess opportunities and challenges for pioneer planting (intentionally reaching outside the typical sphere of influence of churches). Question lists provide ministry reflection opportunities.

Ott, Craig and Gene Wilson. *Global Church Planting: Biblical Principles and Best Practices for Multiplication*. Grand Rapids: Baker Academic, 2011.

**This work draws on international, missiological research to provide exploration of issues and catalogues of options for planting in a variety of global contexts.

Note: Additional reading (articles or chapters), listening (podcasts) or video (Vimeo) may be assigned as part of the course. Populi is the online course management system that Horizon uses. With your Horizon student ID, you can access the Populi site for this course.

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Church Planting Strategy Plan.* This assignment must be edited and submitted to the Ministry Development *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information. NOTE: All class assignments are designed to contribute to the final form of the Church Planting Strategy Plan.

BEFORE THE MODULE

1. *Required Reading.*

Students will read *Planting Churches in the 21st Century* chapters 2-4 and 6-7 (131 pages). These chapters will prepare students for in class discussion on Monday and complement the *Church Plant Design Shop* (Tuesday-Thursday).

- **Due date:** March 2, 2020.

2. *Basic Ecclesiology Essay.*

Write a summary of your denomination/association/tradition's biblical/theological understanding of "the church." Rely heavily on biblical interpretations and/or theological tradition(s) such as statement of faith, position statements (consider denominational or association websites) or ecclesiology textbooks. This is to be a collecting exercise, not a thorough research paper. This provides foundational material for the Church Planting Strategy Plan assignment.

- Related learning outcome(s): #1.
- **Assignment Length:** 2 pages (500 words). **Due date:** March 2, 2020.

DURING THE MODULE

3. *Church Planting Design Shop.*

Participation in the Monday and Friday class sessions and the Church Plant Design Shop (Tuesday – Thursday) will allow for engagement in the mission training exercises, allow coaching for the development of strategic planning process for new churches (the following assignments).

- **Due date:** March 2-6, 2020

4. *Community Research Paper.*

Preliminary research into the demographics, brief history, consideration of possible social networks within the community(ies) of interest for planting and future areas of research. This is understood to be very initial understanding of the community and will either be informed by personal experience or reliable internet sources. This is NOT required to be an academic paper (in essay format) but rather a collection of information sources and basic interpretation. This

provides material for the Church Planting Strategy Plan assignment. Class content, chapter 4 of *Planting Churches*, *Global Church Planting's* chapter 10 and the *Church Plant Design Shop* will model what is required. Class time will be given towards completion of this assignment.

- Related learning outcome(s): #4.
- **Assignment Length:** 2-4 pages. **Due date:** March 6, 2020.

AFTER THE MODULE

5. *Draft of Guiding Ideas.*

Formation of 4-6 guiding ideas which articulate the uniqueness of the (hypothetical) plant you will be planning (Resource: Page 76 of *Gutsy*). The majority of this assignment will be done in class. This assignment provides material for the Church Planting Strategy Plan.

- Related learning outcome(s): #1 and #5.
- **Assignment Length:** 2-4 pages. **Due date:** March 13, 2020.

6. *Draft Outline of The Church Plant.*

Some class time will be given to the creation of this assignment. This assignment provides material for the Church Planting Strategy Plan. This must cover the following issues:

- Why? (Resource: Chapter 2 of *Planting Churches*, chapters 1-2 of *Global Church Planting* and page 44 of *Gutsy*.) Overview of rationale for the church plant.
- Where? (Note: Chapter 4 of *Planting Churches*.) Description of geographic parameters for outreach.
- Who? (Resource: Chapter 7 of *Planting Churches*, chapter 10 of *Global Church Planting* and chapters 5 and 11 of *Gutsy*.) Describe the planters, possible team members, possible partners and brief outline of people who make up the community.
- What? (Resource: Chapter 3 and 6 of *Planting Churches*, chapters 3-6 of *Global Church Planting* and chapter 4 of *Gutsy*.) The general approach to planting and particular “style” of church/discipleship.
- What next? (Resource: Chapter 8 of *Planting Churches*, chapters 8, 11-14, 18-19 of *Global Church Planting* and chapters 7-9 of *Gutsy*.) Significant considerations for ongoing development, mission engagement, and responding to changing circumstances.

- Related learning outcome(s): #5.
- **Assignment Length:** 2-4 pages. **Due date:** March 27, 2020.

7. *Church Planting Strategy Plan.*

This will be an integrated proposal for your planting strategy. This proposal should include the following elements:

- Brief biblical/theological rationale for a plant (Resource: Chapters 1-3 of *Global Church Planting* and the Basic Ecclesiology Essay). Length: 1-2 pages/250-500 words.
- Brief description (geographic, socio-demographic, cultural/spiritual affinity networks) of the community (inclusion of prior Community Overview paper as an appendix for reference within the main body of your paper is acceptable and does not count towards total pages). Length: 1-2 pages/250-500 words.

- c. Explanation of church name and guiding ideas (inclusion of prior Guiding Ideas paper as an appendix for reference within the main body of your paper is acceptable if you have improved the concepts from feedback – does not count towards total pages). Length: 1 page/250 words.
 - d. Brief description of “dream team,” potential partners and relational networks of interest for this initiative (Resource: Chapters 15-17 of *Global Church Planting* and chapter 11 of *Gutsy*). Length: 1-2 pages/250-500 words.
 - e. Projected timeline overview with major developmental milestones and prominent activities. Length: 1-2 pages/250-500 words.
 - f. Narrative description of the different developmental stages represented in the timeline (Resource: Chapter 8 of *Global Church Planting* and chapter 6 of *Gutsy*). What are the significant developmental activities you anticipate in each stage of development? Length: 1-2 pages/250-500 words.
 - g. Projected budget which is comprehensive of every year of the plant plus one year beyond the end of your timeline (Resource: Chapters 10 and 12-13 of *Gutsy*). A budget must include relevant sources of funding (“income”) and all costs covered by the plant (“expenses”) and for each year the totals of income and expenses should cancel each other out (a balanced budget). Length: 1 page/250 words.
 - h. Explanation of how your personal understanding of ecclesiology impacts the planting process and your vision for the church community (inclusion of prior Basic Ecclesiology paper as an appendix for reference within the main body of your paper is acceptable). Length: 1-2 pages/250-500 words.
 - i. Description of a “disciple” who is spiritually influenced by this church plant and the discipleship process (Resource: Pages 44, 67 and 73 of *Gutsy*). Length: 1-2 pages/250-500 words.
 - j. Summary: The brief overview you would provide to someone who is asking what you intend to do (and why it is important). This short explanation/invitation should be concise, easily understood and engaging. Length: 1 page/250 words.
- Related learning outcomes: #2, #3, and #5.
 - **Assignment Length:** 10-20 pages. **Due date:** April 8, 2020.

Estimate of Time Investment (individual time investments may vary)

1. Required Reading	3.5 hrs	March 2
2. Basic Ecclesiology Plan	1.5 hrs	March 2
3. Church Planting Design Shop	35 hrs	March 2-6
4. Community Research Paper	8 hrs	March 6
5. Draft of Guiding Ideas	4 hrs	March 13
6. Draft Outline of the Church Plant	8 hrs	March 27
7. Church Planting Strategy Plan	30 hrs	April 8
Total =	90 hrs	

Assessment Rubrics

Assessment Rubrics will be available on Populi under the Lesson “P225 Assessment Rubrics.”

Course Outline / Class Schedule

Monday March 2	Tuesday March 3	Wednesday March 4	Thursday March 5	Friday March 6
	<i>Church Plant Design Shop</i>			(morning only)
Overview, Review of Syllabus	Developing Awareness	Cultural Tools	Managing, Measuring, Mutating	Debriefing
<i>Missio Dei</i> and Church	Theology of Change	Timelines	Telling Your Discipleship Story	Working on integrated strategy
Canada – Mission Field	Understanding Culture	Testing Your Ideas	Church Planting Post-Mortem	Q and A
Community Demographics	Guiding Ideas	Community Research	Tying Together Loose Ends	Discernment Conversation: Next Steps
Planting Rationale	Your Team	Exegesis Walk (evening)	Jesus as Pastor	

- First submissions of assignments will not be accepted after April 10, 2020.

Monday, April 13	Resubmissions of Basic Ecclesiology Plan (as necessary) Resubmissions of Draft of Guiding Ideas (as necessary)
Tuesday, April 14	Resubmissions of Draft Outline of the Church Plant (as necessary)
Wednesday, April 15	Resubmissions of Church Planting Strategy Plan (as necessary)
Thursday, April 16	Secondary Resubmissions (as necessary)

- No resubmission of assignments will be accepted after April 16, 2020.

Academic Policies**General Assignment Guidelines**

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is

submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor’s teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.

- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

[Please insert your bibliography in alphabetical order and with proper Chicago Manual of Style bibliographic formatting and a hanging indent.]

[Note: If useful for student research in your course, please send a list of materials to the library (library@horizon.edu) that need to stay in the library on reserve (i.e., for short-term student use). This especially includes reference books, which can otherwise be checked out by students. If you prefer, you can come in to the library in person and select the library materials you think should be kept on reserve. Your requests for reserve can include materials from any of the Saskatoon Theological Union libraries, which you can search through our [online library catalogue](#).]