



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

Developing a Strategy for Healthy, Evangelistic Church Growth - PME8302
New Orleans Baptist Theological Seminary
September 28-30, 2020

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Purpose, Core Value Focus, and Curriculum Competencies Addressed

The purpose of this course is to carry out the mission of NOBTS as is reflected through the core values and the core competencies in the following areas:

1. Spiritual Vitality - Evangelism is a part of spiritual vitality for the individual Christian and for the church body as a whole. **Mission Focus** has been designated as the Annual Core Value for the 2020-21 academic year.
2. Mission Focus - Carrying out of the Great Commission is consistent with the value of mission focus.
3. Characteristic Excellence and Servant Leadership - Each evangelistic effort needs to be carried out with excellence and in a manner consistent with the servant leadership model of Jesus.

Core Competencies of particular emphasis...

- Disciple Making - The course will focus on the disciple making competency, particularly the pre-conversion and early conversion period of disciple making.
- Servant Leadership - All evangelistic efforts are to be carried out within the framework of servant leadership.
- Worship Leadership - Worship leadership will be addressed with a focus on hospitality strategies for evangelism.
- Spiritual and Character Formation - The course will address the spiritual and character formation of the students and of those which they serve.
- Biblical Exposition - The methods used to carry out the evangelistic calling of the church need to be consistent with Biblical teachings and will involve Biblical exposition.

Course Description

The purpose of this seminar is to lead students to develop an understanding of biblical, congregational, and contextual factors in evangelistic church growth, and to develop strategic planning skills in order to implement evangelistic church growth.

Student Learning Outcomes

Upon the successful completion of the course the students should be able to:

1. Discover, analyze, and adapt resources for healthy, evangelistic church growth.
2. Identify the theological, philosophical and methodological factors in healthy, evangelistic church growth.
3. Discover, analyze, and interpret data about their communities that could affect the evangelistic growth of their churches.
4. Discover, analyze, and interpret data about their church that could affect the evangelistic growth of their church or ministry context.
5. Prepare a detailed strategy for healthy, evangelistic church growth for the congregation or ministry they presently serve.
6. Discover insights about people without Christ through personal interviews.

Course Teaching Methodology

1. Lectures. Brief lectures from the professors will play a role in the seminar.
2. Research. Students will engage in research under the direction of the professors.
3. Presentations. Students will make presentations on their research and readings to the seminar. There may also be the opportunity for presentations from guest lecturers and video presentations.
4. Discussion. There will be a full discussion of the issues raised by the lectures, research, and presentations.

Required Textbooks

Advanced Strategic Planning: 21st Century Model for Church and Ministry Leaders, 3rd Edition, by Aubrey Malphurs
Engage: Tools for Contemporary Evangelism, General Editor, Craig Price

Other Recommended Books

Celtic Way of Evangelism by George Hunter
God Dreams: 12 Vision Templates for Finding and Focusing Your Church's Future by Will Mancini
Growing Your Church: How People are actually Coming to Faith Today by Gary McIntosh
It is a God Thing: The Powerful Results of Ministry Evangelism by Charles Roesel
The Master Plan of Evangelism, 2nd Edition, by Robert Coleman
Total Church Life by Darrel Robinson
One Size Doesn't Fit All by Gary McIntosh
Fuel the Fire: Lessons from the History of Southern Baptist Evangelism, by Charles Kelley
What Every Pastor Should Know: 101 Indispensable Rules of Thumb for Leading Your Church by Gary McIntosh and Charles Arn

Course Requirements

Every student needs to enroll in Blackboard as a supportive tool for communication and transferring of documents for this course. All assignments are due by the start of class except for assignment # 6. Students are to place a copy of each of their assignments in Blackboard.

1. Each student will complete 3 interviews with people the student believes are not Christians or have been out of church for at least 12 years. After the interview the student is to write a thoughtful reflection of the experience. You may want to include selected significant quotes, a summary paragraph on each interview, what you learned about people, what you discovered about yourself or what you need to learn.

Interview Guide

The student should request time from the person in order to interview them for a class assignment with the objective being to simply learn how people see religious things. The purpose is not to convert the person or even share the gospel message. The purpose is to learn what people are thinking about religious matters.

Sample request: "I am doing a class project and need your help. My assignment is to learn how people see religious things. Will you take a few minutes to help me?" Let them know that their name will not be included in any manner. You can interview people you know, business people, people in malls. Do not interview street people or people that are intoxicated. Also, please do not interview family members for this assignment.

Take the approach of a student researching, not a minister evangelizing. Please do not try to convince them or to debate with them; simply record their answers on a notepad. If they ask your opinion, gracefully decline (because you do not want to influence their answer). *After* the interview, if the person asks you to tell them your beliefs, listen to the Holy Spirit and 1) either set another time to get together for that purpose or 2) go ahead and share. **THE POINT:** if they feel you are turning a conversation into a witnessing opportunity, you will not get their true feelings and thoughts.

The following list represents questions the student should ask...

1. To you, what is God like? Describe God.
If they don't believe in God, ask ...
To you, what is important in life? (then skip to question 4)
2. How would you describe your religious background and church involvement, if any?
3. What message do you think the church is trying to communicate?
4. What do you think it takes to be straightened out with God?
5. Describe what the name Jesus Christ means to you.

2. Each student will conduct three witnessing encounters with the lost. Following the encounter, a one-page description of the experience will be reported. Include how you began the witnessing conversation, the evangelistic presentation employed and the response and outcome of the encounter. Use a separate page for each report.

3. Each student will read and report on the required textbook and one additional book from the list of other recommended books. Students are to email to Dr. Roudkovski with their first choice, second choice, and third choice of books from the other recommended books' list. The professor will make assignments in the order of the emails received. Once the selection is approved by the professor, the student may begin reading his or her book. Each student will assist in leading discussion on the books for seminar.

Students should be prepared to discuss their reviews in class. The reviews must include: (1) Title page (2) A synopsis of the major/significant messages of the book; (3) A critical analysis of the strengths and weaknesses/limitations of the messages of the book; (4) An evaluation of the degree to which the author accomplishes the stated purpose; and (5) Three to five things you have learned from this work that you can apply in your current ministry context. Each review is to be 4-6 pages, typed, double-spaced, and employing Turabian.

4. Each student will complete an instrument designed to assess the evangelistic growth of their church over the last 5 years and the overall health of their church. The instrument will be placed on Blackboard. The student will record the results of the instrument and be prepared to discuss some of the findings during the seminar sessions. The assignment is to be turned in on Blackboard by the first day of the seminar.

5. Each student will prepare a "Healthy Evangelistic Church Growth" paper, assimilating material from relevant Biblical passages with specific emphasis on the book of Acts. The paper should address at least the following: (1) what is a church, (2) what is a disciple, (3) what is legitimate evangelism, (4) what is the relationship between making disciples and the carrying out of evangelism, and (5) what is success in church? The paper should be at least 7, typed, double-spaced pages employing the most recent version of Turabian. The paper will be graded on content and style. Each student should be prepared to present various components of their paper in class.

6. Following the seminar, each student will develop a comprehensive, healthy, evangelistic church growth strategy for their church that is informed by the material from the seminar. The student should think of the strategy development in terms of two time periods: (1) the first six-months, and (2) a time period not longer than two years. The primary emphasis of the paper should be on the first six months. The paper should be between 12 and 15 typed, double-spaced pages. The paper will be graded on content and layout/presentation of the materials. Calendars will need to be attached to the paper. More information about the strategy will be provided in class. The paper is due in Blackboard on November 1, 2020.

NOTE: This assignment will be graded by the Writing Assessment Coordinator. The grading assessment will involve logical development, grammar, writing style, supporting material, and citation of sources. More information will be provided during the seminar.

Course Evaluation

Students will be evaluated on both the papers submitted and the seminar interactions. The papers will be evaluated on logic, flow, style, form, grammar, structure and quality of ideas presented.

Course Schedule

This schedule serves only as a general guide and is subject to change as the professor discerns what would be most beneficial in view of the needs of the students and the objectives of the course.

Monday, September 28	1:00 pm – 9:00 pm Central Time
Tuesday, September 29	8:00 am – 4 pm Central Time
Wednesday, September 30	8:00 am – 4 pm Central Time

Grading Considerations

- 1) Assignments will be penalized four points for each day they are late, weekends and holidays included.
- 2) All work submitted for this seminar is to be typed. Grammar, syntax, spelling, punctuation, capitalization, etc. will be evaluated. Typographical errors and poor proofreading will be penalized. All work due will be submitted via Blackboard.
- 3) The student should submit all assigned work to receive a passing grade for the seminar.



Blackboard
learn⁺



Click [HERE](#) for a link to Helpful Playlist, including topics on how to view your grades, submit assignments, and post on the discussion board.

Click [HERE](#) for a video tutorial on how to navigate Blackboard and enroll in courses.

Click [HERE](#) to sign up for a one-on-one virtual assistance opportunity with ITC personnel. *Make sure to schedule your appointment at least 2 weekdays in advance.

Be sure to write down any questions you may have concerning Blackboard and bring them to the orientation session. ITC Student Support will be present and able to assist you with your inquiries.

If you have any further questions feel free to contact us at
blackboardhelpdesk@nobts.edu

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