

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: BIBM 661 Renewing the Church for Mission

Proposal: Add BIBM 661 Renewing the Church for Mission as a new course within the Graduate School of Theology

Rationale: This course has been taught previously as a special topics course (BIBM 640). We are now making it a permanent course offering in the GST, with an assigned course number- BIBM 661.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)

Chair Signature	Date
<i>Mason Lee</i>	Feb 13, 2025
Chair/Program Director Signature	Date

College Academic Council(s)

Chair Signature	Date
Chair Signature	Date
<i>Myron Reed</i>	Feb 13, 2025
Signature	Date
Signature	Date

Teacher Education Council

Signature	Date
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**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature	Date
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Provost

Feb 13, 2025

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	BIBM 661
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Mason Lee and Carson Reed
B	Course Instructor	Carson Reed
C	Course Title	Renewing the Church for Mission
D	Course Abbreviation for Banner if title is more than 30 characters	
E	College	CBS - Biblical Studies ▾
F	Department or School	GST - Graduate School of Theology ▾
G	Number of Credit Hours	3 ▾
G1	Number of Lecture Contact Hours	3 ▾
G2	Number of Lab Contact Hours	0 ▾
H	Is the course for a fixed or variable number of credit hours?	Fixed ▾ If variable, explain rationale:
I	Is the course repeatable for additional credit?	No ▾
J	Maximum total number of credit hours a student can earn for this course	3 credit hours
K	Course Schedule Type	Lecture (LEC) ▾ See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	3 ▾
M	Grading Mode	Standard ▾
N	Maximum Enrollment	25

O	Catalog Description (50 words or less)	This practical theology course addresses congregational renewal in declining contexts. It explores understandings of congregational renewal, practices of renewal, and planting new communities of faith. The course draws from history, social science, theology, and biblical studies to develop constructive models and practices for congregational life and mission.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
R	If the course is cross-listed, specify the subject code and course number of the other course	Not Applicable
S	Does this course require any additional student course fees?	No ▾ If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	No ▾
T2	Will the course be offered in spring terms?	Yes, odd years ▾
T3	Will the course be offered in summer terms?	No ▾
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2027
V	Is this course required for a program(s)?	Yes ▾ If yes, submit a separate completed curriculum proposal to change the program(s).

W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No - If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	Yes - If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	None

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course does not alter or change any degree plans. It was taught as a special topics course with the intention of becoming a regularly offered course. It will be part of the "Leadership Track" in the Certificate for Practical Ministry

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
It meets a gap in church leadership courses and addresses a need for the Church Leadership track of the Certificate in Practical Ministry. It exploring congregational leadership in a 21st century, post-christian context.

3. Course Design

- A. Audience and Course Goal

- Describe the intended audience, including prerequisite skills.
The intended audience is Certificate and Masters students in the Graduate School of theology. There are no prerequisite skills for this course
- State the overarching course goal(s) in performance terms.
Students will be able to utilize theological frameworks and ministerial skills for renewing established congregations or planting new ecclesial expressions.

- B. Student Learning Outcomes and Measurements

Student Learning Outcomes	Course Objectives	Assessments/Measures

Graduates will demonstrate the emotional and spiritual maturity as well as the vocation skills necessary to fulfill their professional identity (Program 3)	Identify and articulate a theologically informed discipling process which will inform work in congregational renewal. Develop awareness of the social and contextual realities of decline within American Christianity. Develop awareness of biblical, theological, and historical sources regarding God's work of renewal.	Book Reviews Reflection Papers Class Discussion
Graduates will be deeply formed by knowledge of the content and theological trajectories of Christian Scriptures and the Christian tradition and integrate it into their ministerial contexts. (program 2)	Develop awareness of biblical, theological, and historical sources regarding God's work of renewal.	Renewal in History Paper Class Discussion
Graduates will demonstrate effective and faithful leadership of individuals and communities within their ministerial context. (MDiv) Graduates will integrate theological knowledge and the skills related to their particular aspect of ministerial practice. (MACM)	Develop capacity to assess a congregation's current reality and need for transformation. Utilize biblical, theological resources to discern a congregation's readiness for transformation and to suggest appropriate strategies for strengthening readiness. Identify how they might work with congregational leadership to select and implement an appropriate transformational process which is owned by the majority of the congregation and which might help them become missionally more faithful and fruitful.	Project Class Discussion

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

- Jim Davis, Michael Graham, and Ryan P. Burge. *The Great Dechurching: Who's Leaving, Why are They Going, and What Will It Take to Bring Them Back?* Zondervan Reflective, 2023. ISBN-10: 0310147433
- Brad East, *Letters to a Future Saint: Foundations of Faith for the Spiritually Hungry*. Eerdmans, 2024. ISBN-10: 0802883877
- Christopher James, *Church Planting in Post-Christian Soil*. Oxford Press, 2017. ISBN-10: 0190673648
- Tod Bolsinger, *Canoeing the Mountains: Christian Leadership in Uncharted Territory* IVP, 2015. ISBN-10: 0830841474
- Andrew Root, *Churches and the Crisis of Decline: A Hopeful Practical Ecclesiology for a Secular Age*. Baker, 2022.
- Willie James Jennings, *Acts. Belief: A Theological Commentary on the Bible*. Westminster John Knox, 2017. ISBN-10: 0664234003
- Darrell Guder. *The Continuing Conversation of the Church*. Eerdmans, 2000. ISBN-10: 080284703X
- Craig Van Gelder and Dwight J. Zscheile. *Participating in God's Mission: A Theological Missiology for the Church in America*. Eerdmans, 2018.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).

7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

Updated 8/19/2024

**Syllabus
BIBM 661
Renewing the Church for Mission
Spring 2025**

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Frazer Chair for Church Enrichment
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*And the Church must be forever building, and always decaying, and always being restored. –
T.S. Eliot, "The Rock."*

ACU Mission Statement

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world. The mission of the College of Biblical Studies is to provide leadership, preparation, and resources for effective worldwide ministry in the cause of Christ. The broad mission of the Department of Undergraduate Bible is to provide biblical training, Christian spiritual formation, and a Christian world-view for every student in the university.

Graduate School of Theology Mission Statement

The GST aims to equip men and women for effective missional leadership for ministry in all its forms, and to provide strong academic foundations for theological inquiry. By equipping students with the requisite skills, knowledge, and experience, the GST aspires to produce graduates with trained minds and transformed hearts.

Course Description

This practical theology course arises in the decline in Christianity and Christian communities in American contexts. Church closures, mergers, secularity, urbanization, technology, social upheaval and more create the environment for ministerial leaders to reflect on the renewal of congregations, engage in Christian practices that lead to renewal in established congregations, and the planting of new communities of faith. The course will draw from history, social science, theology, and biblical studies to develop constructive models and practices for congregational life and mission.

Student Learning Outcomes

Program Student Learning Outcomes	Course Objectives	Assessments
Graduates will demonstrate the emotional and spiritual maturity as well as the vocation skills necessary to	Identify and articulate a theologically informed discipling process which	Book Reviews Reflection Papers Class Discussion

fulfill their professional identity (Program 3)	will inform work in congregational renewal. Develop awareness of the social and contextual realities of decline within American Christianity. Develop awareness of biblical, theological, and historical sources regarding God's work of renewal.	
Graduates will be deeply formed by knowledge of the content and theological trajectories of Christian Scriptures and the Christian tradition and integrate it into their ministerial contexts. (program 2)	Develop awareness of biblical, theological, and historical sources regarding God's work of renewal.	Renewal in History Paper Class Discussion
Graduates will demonstrate effective and faithful leadership of individuals and communities within their ministerial context. (MDiv) Graduates will integrate theological knowledge and the skills related to their particular aspect of ministerial practice. (MACM)	Develop capacity to assess a congregation's current reality and need for transformation. Utilize biblical, theological resources to discern a congregation's readiness for transformation and to suggest appropriate strategies for strengthening readiness. Identify how they might work with congregational leadership to select and implement an appropriate transformational process which is owned by the majority of the congregation and which might help them become missionally more faithful and fruitful.	Project Class Discussion

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Textbooks

- Jim Davis, Michael Graham, and Ryan P. Burge. *The Great Dechurching: Who's Leaving, Why are They Going, and What Will It Take to Bring Them Back?* Zondervan Reflective, 2023. ISBN-10: 0310147433
- Brad East, *Letters to a Future Saint: Foundations of Faith for the Spiritually Hungry.* Eerdmans, 2024. ISBN-10: 0802883877
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- Darrell Guder. *The Continuing Conversation of the Church.* Eerdmans, 2000. ISBN-10: 080284703X
- Craig Van Gelder and Dwight J. Zscheile. *Participating in God's Mission: A Theological Missiology for the Church in America.* Eerdmans, 2018.

Administrative Information

- 1) **Contact Expectations:** Most course instructors prefer to communicate via email. The instructor will provide his/her phone number if telephone correspondence is acceptable. Students should expect to receive prompt responses to email or phone messages: within normal business hours during the week (9am-5pm Central Time, Monday through Friday) and within 24 hours on the weekend.
- 2) **Participation:** The cumulative nature of a graduate-level course makes regular participation a must. In the two week-end format of this course, the expectation is that you have read the necessary material for class session and that you will be present in class. Students whose participation is limited due to illness or other unforeseen circumstances should notify the instructor as soon as possible to make arrangements to submit assignments after the deadline.
- 3) **Inclusive Language:** Every attempt will be made to use inclusive language, as this concern influences not only classroom assignments but also our interpretation of the Bible. Exceptions to this policy will be made for translation accuracy only. Students who persist in using non-inclusive language after the instructor's correction will receive a reduction in grade.
- 4) **Course Deadlines:** Assignments are due when they are due. Exceptions to this policy may be made for serious unforeseen circumstances with *prior* permission of the instructor. Exceptions will not be made after the deadline has been missed. Assignments turned in after the deadline will receive partial credit.

- 5) Special Needs Policy: ACU complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have a documented disability and wish to discuss academic accommodation, please contact the ACU Student Disability Services Office (a part of the Alpha Scholars Program). In order to receive accommodation, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodation. Call (325) 674-2667 for an appointment with the Director of Disability Services.
- 6) Academic Integrity Policy: Definitions and consequences are posted at <http://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>
- 7) Subject to Change Clause: This syllabus, course calendar, and other attending documents are subject to change during the course. Every attempt will be made to notify students promptly when changes are made.
- 8) GST Classroom Virtues: The GST invites students to participate in a process of theological and spiritual formation. Knowing how to think theologically comes by habit and by imitation, not simply by acquiring isolated facts. The assumption here is that books alone are insufficient for addressing difficulties of life and forming people into the image and likeness of God. Ultimately, we strive to form communities of inquiry, inviting you to inhabit a shared world of learning. Within such an environment, the goal is to cultivate critical skills of reflection, spiritual disciplines, interact authentically with one another, and learn to function as a community of inquiry. A large part of this involves connecting areas of life rather than pitting them against one another. Prayer, study, and other dimensions of life are all integral to the process of formation. Consequently, we invite you to participate in a set of practices; nurtured within this context, you pursue “intellectual, moral, spiritual excellence” the result of which is the formation of the whole person.
 - a. **Desire for truth in the context of love**—the aptitude to discern whether belief-forming processes, practices, and people yield true beliefs over false ones. People motivated by this desire will be more likely to conduct thorough inquiries, scrutinize evidence carefully, investigate numerous fields of study, and consider alternative explanations while respecting and caring for others.
 - b. **Humility**—the capacity to recognize reliable sources of informed judgment while recognizing the limits of our knowledge and the fallibility of our judgments. This is not created in isolation but takes into account feedback and correction from other sources of informed judgment.
 - c. **Honesty**—the capacity to tackle difficult questions without seeking simple answers. Ignoring complex and difficult questions only solidifies vices such as intellectual dishonesty, close-mindedness, and rash judgments. These vices preclude the possibility of refining our thinking and of participating in conversations with others.
 - d. **Openness**—the desire to engage in an open-ended search for knowledge of God, including receptivity to different ideas, experiences, and people. Listening becomes a discipline that acknowledges the other and respects diversity. The art of being a student and a teacher is an ongoing process that necessitates hospitality, patience, and love.
 - e. **Courage**—the ability to articulate one’s position while considering other perspectives. The aptitude to express convictions involves risk yet fosters opportunities for

meaningful dialog. Responding to objections entails tenacity but should not be confused with close-mindedness.

- f. **Wisdom**—the capacity to offer a synthetic discernment of knowledge on behalf of the community. The aim is not merely the dissemination of information but a pastoral implementation of faith for the building up of the community. It solidifies various pieces of data, practices, and experiences and aptly applies knowledge and faith to particular situations.
- g. **Stewardship**—the commitment to one’s accountability to the gifts and responsibilities that one brings to the classroom. Classroom engagement includes proactively participating in the course goals, seeking mastery of course competencies, and collaborating with faculty and fellow students in the development of a learning environment. Committing oneself to spiritual and intellectual well-being and growth is a faithful response to the opportunities graduate education affords.
- h. **Hopefulness**—the receptivity to the future possibilities of God. The cultivation of thankfulness for our heritages and expectation for our future ministries engenders a guard against cynicism and a spirit of perseverance during times of stress and disorientation.
- i. **Prayerfulness**—the making of space to commune with God. The task of learning and teaching so that we are formed into the image of Christ through the Spirit involves our consistent reliance on God’s sanctifying work.

Modules

First Weekend

- 1. Contexts—Characterizing the Societies of America
 - a. *Amusing Ourselves to Death*, Neil Postman
 - b. “Social Dilemma” documentary
 - c. Allen Hilton
 - d. Hatch, *The Democratization of America’s Christianity*
 - e. Secular Culture
 - f. Bullivant and nonverts
 - g. Christopher James
- 2. Contexts—Changing Congregations
 - a. *DeChurching*
 - b. Life Cycles of Congregations
 - c. The Tickle Theory and emergence
 - d. Dudley and Ammerman, *Congregations in Transition*
 - e. Granberg-Michaelson
 - f. COVID
 - g. Post Christendom
- 3. Theological Frames
 - a. Receiving the Gospel—Again
 - b. Darrell Guder, *Continuing Conversion of the Church*
 - c. Ecclesiology—what does it mean to be church?
 - i. Root
 - ii. Called

- iii. Community
 - iv. Sent
 - v. Witness
 - d. Pneumatology
 - e. Catechesis
 - i. East
 - f. Mission and the Kingdom of God
 - i. Van Gelder and Zscheile
 - ii. Roxburgh, Alan. "The Missional Church." *Theology Matters*, 10:4, 2004, pp. 1-5.
- 4. Transition Models
 - a. Bolsinger
 - b. Reviving the Already Assembled
 - c. Creating Parallel Universes
 - d. Inviting a Merger from a Similar Body
 - e. Inviting a Merger from a Healthy Body
 - f. Parachuting to a Healthy Body
 - g. Parachuting with Survivors to Form Something New
 - h. A Good Death

Second Weekend

- 5. Case Studies in History—Student Presentations/Renewal in History
- 6. Mission Practices
 - a. Liturgy
 - b. Community
 - c. Discipleship
 - d. Action
 - e. Hospitality
- 7. Leadership and Innovation
 - a. Bolsinger
 - b. Cormode
 - c. Polity
 - d. Chris James
 - e. Student reports
 - f. Adaptive leadership
 - g. Polarities
 - h. Discernment

Assessments:

- 1. **Renewal in History Paper.** Paper and presentation. Choose one (with consultation with the instructor). Prepare a 12-15 minute oral report with a formal paper to introduce to the class a historical case study that illuminates some aspect of renewal. See possible suggested persons/movements below. Confer with the professor. Your research must include primary source material and select secondary

sources. To make your oral presentation you may choose to use (if desired) powerpoint or video elements. Your formal paper shall be done in usual term paper style with footnotes. Word Count: 4000.

- a. Philip Jacob Spener and Pietism
 - b. Celtic Christianity and Revival
 - c. Early monastic movement as vehicle for evangelism/renewal
 - d. Spiritual Franciscans
 - e. Brethren of the Common Life
 - f. Protestant Monastic Orders
 - g. Oxford Movement
 - h. Cambridge Movement
 - i. Taizé Community
 - j. Lollards
 - k. Catholic Worker Movement
 - l. Women's Missionary Movement
 - m. Jesus Movement (1970's)
 - n. Confessing Church (Germany, 1930's)
 - o. Pheobe Palmer
 - p. Wesleyan Tradition and band meetings
 - q. Stone-Campbell—Cane Ridge, 1804
 - r. African American Revival
 - s. Early Anabaptists (e.g., Menno Simmons, Conrad Grebel, Balthasar, Georg Blaurock)
 - t. Azusa Street and Pentecostalism
 - u. Jonathan Edwards and the Great Awakening
 - v. East African Revival
 - w. Tonga Revival
 - x. Indonesian Revival
 - y. Social Gospel/Rauschenbusch
 - z. Leslie Newbigin
 - aa. Civil Rights Movement (in relationship to black churches)
 - bb. Third/Fourth Century Church (following Alan Kreider)
 - cc. Primitive Church—Acts in light of the Greco-Roman World (Kavin Rowe)
 - dd. Other
2. **Book Reviews.** Choose three titles from the *Current Conversations in Books Bibliography* in the Syllabus. Please choose three titles that **you have not yet read** but you have an interest in the author or topic. One of the three titles must be one marked by an asterisk (*). Asterisk titles are significant works that have or may stand the test of time. You will write a book review essay on each title. Your book review will be written for ministerial leaders (as reflected in your colleagues in the course). These reviews will be posted in Canvas. Each review will demonstrate a close reading of the text. The review will offer the reader how and in what contexts the book might be helpful for church renewal. The review may also point out limitations or critique. The purpose of the review is to help the read assess whether the book would be useful by the reviewers thoughtful and specific engagement with

the author. Book review due dates will be posted in Canvas. WORD COUNT: 800 words for each review.

3. **Pathways Project.** Complete a major project, which may be any one of the following: case study, ministry project, strategy plan, or other form of project. Projects may be done individually or in groups of two or three. Your work will be designed with a particular congregational or ministry context in mind. The form or artifact that you create will be suitable for presentation to some specific, identified context. That could be a church staff or leadership team, church board, a non-profit staff, or perhaps a workshop for a congregation. Some suggested topics:
- a. Analysis of a particular renewal movement
 - b. Comparative analysis of two or more movements
 - c. Study of a contemporary church or movement
 - d. Planning for congregational renewal in an established congregation
 - e. Beginning or strengthening small groups in the congregation for the purpose of renewal
 - f. A church plant proposal
 - g. Analysis of a particular factor in renewal, viewed biblically and/or historically Preaching/teaching for renewal
 - h. Theology of renewal—and how such a theology might inform a church community
 - i. Using Chris James' work, developing an analysis of a particular congregation and specific trajectories for renewal
 - j. Biblical models for renewal
 - k. Music or preaching or ? as a factor in renewal—complete with theological, historical engagements to make the case.
 - l. A plan for building community in the church

The nature of this project will be discussed and decided upon during the first weekend meeting. The project will need to include significant descriptive and/or qualitative research (You will need sources either from credible books, peer-reviewed journals, and possibly interviews, focus groups or active research activity). **Form and Word Count:** The artifact for this project could take on several forms—video presentations, curriculum for students or congregational use, formal paper, etc. You will signal the shape and length of your project with your proposal. You or your team will need approval from the professor before proceeding.

4. **Reflection Papers**—bringing Scripture, theological reflection, and ecclesial renewal into thoughtful dialogue. As a part of the class each student will spend weekly time reading Acts and the Willie James Jennings commentary on *Acts*. Out of that reading a series of reflection papers on selected pericopes from Acts and the corresponding sections of Jennings commentary will be written. Each reflection paper will offer the reader insight to the text, to Jennings theological interpretive work, and to the prayerful response of the student. WORD Count: Each essay 400 words. Total essays: 10. This assignment will follow Jennings organizational structure. Jennings arranges his commentary around five major themes—revolution, diaspora, God's

desire, the Spirit, and the disciple-citizen. The student will select two pericopes from each section to read, reflect and write on. Look for five due dates in Canvas. The reflection essay will be graded for representing Scripture and Jennings thoughtfully and well. They will also be graded for the theological engagement into the theme of the pericope chosen by the student.

5. **Class Discussion.** This is a graduate course and students will be expected to have read appropriate materials and be prepared to engage in various forms of discussion. I will be looking for knowledge awareness, respect to authors, ideas, and fellow students, curiosity, the capacity to engage in theological reflection and the imagination to do the integrative work of ministerial leadership.

Assessment Values for Grade:

Renewal in History Paper and Presentation	25%
Book Reviews (5% each)	15%
Project	30%
Reflection Papers (2% each)	20%
Class Discussion	10%

The grading scale and standards utilized in this course are provided below.

A = 90–100	Excellent – covers full range of material, displays depth of comprehension. Written work is perfect or nearly perfect in grammar, spelling, and usage.
B = 80–89	Good – but not superior, reflects comprehension of most crucial aspects of material only. Very few grammar, spelling, or usage errors.
C = 70–79	Decent – competent in most aspects but with significant lapses. Multiple grammar, spelling, or usage errors.
D = 60–69	Uh-Oh – some effort shown but overwhelmed by flaws in thinking. Major mistakes in grammar, spelling, or usage.
F = <59	No – don't make me go here.

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Adams
Center

December 10, 2024

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Re: Renewing the Church for Mission | BIBM 661

Dear Dr. Lee,

Thank you for submitting *Renewing the Church for Mission: BIBM 661* to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist. If you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott E. Hamm', followed by a long horizontal line.

Dr. Scott E. Hamm,
Assistant Director, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 14, 2025
TO: Dr. Mason Lee
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for BIBM 661 – Renewing the Church for Mission

After reviewing the course application and syllabus, the library does have adequate resources to support the proposed course. Please contact Ethan Lewis, Theological Librarian Assistant, if additional resources are needed for the course. Thank you for letting us review the course proposal and syllabus.