Course Description
This course focuses on how to develop evangelistic churches built around the five New Testament purposes of the church. Topics include leading churches to grow warmer through fellowship, deeper through discipleship, stronger through worship, broader through ministry, and larger through evangelism. Students will create a visual panorama and a written action plan for developing healthy churches.

Required Textbooks

Recommended Resources

Internet Resources
http://www.pastors.com
http://purposedriven.com/

Books may be ordered through a local bookstore or on the Internet. To receive the MS Word version of the portfolio email the professor.
Student Requirements

First, successfully complete the quizzes in the Portfolio before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory.

Second, maintain the journal in the Portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

Third, each session discuss the quizzes and journal in the Portfolio. (1) What are we as a group learning about the Bible and transformational leadership in this course? (2) How can we as leaders apply these concepts to our lives, families, and ministries? (3) How can our churches apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing the relational, speaking and creative/critical thinking skills essential to effective teaching and servant leadership.

Fourth, complete the final exam in the Portfolio. Summarize the purpose driven church in 1,000 words. This will assist student leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. This will serve as the basis for the booklet or term paper. Week 11

Fifth, contribute to a group presentation titled Becoming a Healthy Church based on textbooks, online articles, course notes, and other sources on one of the chapters. This group project can be a PowerPoint presentation, dramatic skit, role-play, set of charts or drawings (15-20 minutes). This will assist student leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant leadership. Week 12

Sixth, present a typed sermon manuscript or individual project titled Panorama of the Purpose-Driven Church based on one of the books in the bibliography, textbooks, online articles, course notes, and other sources. The individual project can be a sermon manuscript, booklet, chart, collage, dramatic reading, graphic organizer, monologue, outline, painting, poem, PowerPoint, scroll, song, timeline, or webpage (10 minutes). This will assist student leaders in developing their learning and teaching style skills essential to effective servant leadership. Week 13

Seventh, create a typed booklet or term paper titled Action Plan for Developing a Healthy Purpose-Driven Church based on textbooks, online articles, course notes, and other sources. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Booklet should be at least 3,000 words in length. Text should be single-spaced. Font should be Times New Roman 12. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student leaders in developing the creative/critical thinking and writing skills essential to effective Christian living, teaching, preaching, and servant leadership. Week 14

Welcome to the Purpose Driven Church!

Your mentors in this course are Dr. Rick Warren and Dr. Stephen A. Macchia.
Accelerated Transformational Adult Learning

Our mission is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills through church-based training centers. The course objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains, (2) to remember what they have read, (3) to sharpen their thoughts through journaling, (4) to speak effectively before others, (5) to work as learning teams of leaders, and (5) to biblically apply what they are learning to life, family, and ministry.

Adults learn in multiple ways and so this course incorporates multiple learning styles. According to the Cone of Learning, writing, discussing, and applying are more effective learning strategies than the passive lecture used in many schools. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. The portfolios are designed to guide students in training themselves in how to read with their brains, how to summarize information, how to write and speak effectively, how to reflect and apply what they are learning, and how to work in groups.

The purpose of the quiz is to train your mind to actively reflect, analyze, and summarize key concepts which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance.

The purpose of the journal reflections is to guide/mentor you in discovering that genuine learning is about life change and developing Christian character. Thinking about what you are learning and discussing how to apply it with others has a way of making learning practical and meaningful and transformative. Reflection on Christian virtues (purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.

The purpose of the group activity and presentations is to train you in how to display your thinking in charts, graphs, illustration, and drawings. Displaying your thinking brings ideas to life in a special way and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible.

The purpose of the final exam is an opportunity to put your thoughts together so that you can act on them and experience life change. The final exam provides multiple exposures to key concepts. Writing clarifies and sharpens your thoughts. The final exam is where students collect the ideas of mentors in order to fully develop and utilize them. By reviewing the final exams on an annual basis you will be able to harvest and retrieve what you have learned when you need it (otherwise you will lose it). Evaluated writing is a key component of learning, communicating, and leading.

The purpose of the group presentations is for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence. Students learn best in professional learning communities.

The purpose of the sermon or individual project is for students to improve by using their preferred learning strengths and creativity. Students benefit from using the unique God-given personality, gifts, and abilities as they teach and train others. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence in teaching and preaching.

The purpose of the booklet or term paper is for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to family, friends, and those they minister to in written form. Writing helps clarify ideas. Students benefit from the opportunity to both write and speak in formal settings. The public speaking component of this assignment along with formative feedback helps students gain experience, confidence, and vital ministry skills.
Introduction

Healthy Church Principles
A major barrier to church growth is 'people blindness'—being unaware of social and cultural differences in society.
Changed lives are the church's greatest advertisement. –Rick Warren
Christlike character is the ultimate goal of all Christian education. –Rick Warren
Churches do their members a great disservice by keeping people so busy going to the next Bible study that they don't have time to apply what they learned at the last one they attended. –Rick Warren
Each pastor serves as a "base coach," –someone who helps the runners make it safely to the next base. –Rick Warren
Everything rises or falls with leadership.
Expect failure if you are not a person of prayer.
If you want to pastor a growing church you have to do what pastors of growing churches do.
In order to love unbelievers unconditionally, people must understand the difference between acceptance and approval.
We must learn to think like unbelievers in order to win them. –Rick Warren
We serve God by serving others. –Rick Warren
When any Christian’s schedule consists completely of receiving biblical input with no outflow of ministry or evangelism, his or her spiritual growth will stagnate. –Rick Warren
When God's Word is taught in an uninteresting way, people don't just think the pastor is boring, they think God is boring! –Rick Warren
You develop a skill, not by listening to a lecture, but by practice and experience. –Rick Warren
You know you are maturing when you begin to see the hand of God in the random, baffling, and seemingly pointless circumstances of life. –Rick Warren
You will never not need a coach. If you think you don't need a coach, you are being presumptuous. –Rick Warren

External Links
1. Apologetics http://www.4truth.net
2. Baptist Theology http://www.baptisttheology.org
7. Bible in Pictures http://www.creationism.org/books/BibleInPictures/
10. Bible Study Resources www.bible.org
16. Crosswalk.com Bible study tools http://www.biblestudytools.net/
17. E-sword.net Bible study tools http://www.e-sword.net/
20. Larkin's Bible Charts http://members.citynet.net/morton/charts.htm
24. Online Bible links http://www.onlinebible.net/links.html
25. Willmington’s Bible Study Library (Theology and Bible Book Summaries) http://www.churchplantingvillage.net/site/c.iJTKZPEJpH/b.784509/k.67FF/Wilmingtons_Bible_Study_Library_1_2.htm
Instructions

You are beginning one of the most important studies of your life based on the Word of God. Much depends on the effort and dedication you invest in these sessions. Although this course is designed to require three or four hours to complete each session, every minute you spend will increase your understanding of God’s will and ways.

To get the most out of the course it is vital that you do the following:
1. Read your Bible and the textbooks each day.
2. Type answers to the Quiz Questions before class in preparation for discussion.
3. Type in your Journal brief personal reflections over each session.
4. Prepare for Group Activities before class.
5. Work on group presentations, individual projects, and booklets.

Grade and Discuss the Portfolio Take-Home Quiz (60 minutes)
Share your answers to the Take-home quiz questions.

Discuss the Portfolio Journal and Application (20 minutes)
Share your reflections to the journal questions.

Group Activity and Presentations (40 minutes)
Students learn more by discussing and doing. Explore ways to better teach and apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc.

I read and I forget.
I see and I remember.
I do and I understand.
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Principle</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Love the Lord with all your heart.</td>
<td>How Jesus attracted crowds</td>
<td></td>
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<tr>
<td>#2: Love your neighbor as yourself.</td>
<td>Preaching to the unchurched.</td>
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<tr>
<td>#3: Go and make disciples.</td>
<td>Turing attendees into members</td>
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<td>#4: Baptizing them.</td>
<td>Developing mature members</td>
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<tr>
<td>#5: Teaching them to obey.</td>
<td>Turing members into ministers</td>
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Session 1: Myths about Growing Churches

Name ___________________________ Date ___________________ Course Grade ___

Prayer

Overview of Syllabus (20 minutes)
Share samples of individual projects and booklets.

Grade and Discuss this Take-home Quiz (60 minutes)
Complete this quiz before class. Each answer should be 30-50 words.
Each question = 3.3 points. Total quiz is worth 50 points.

Complete this quiz before class. Each answer should be 50 words. The quiz is worth 50 points.
Writing answers to quiz questions is an opportunity to train your mind to actively reflect, analyze, and summarize key concepts which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance. Students learn better together.

1. In *Purpose Driven Church*, what is the wrong question, and what is the right question you as a church leader need to be asking? Why? (16)

2. What will be the key issue for your church in the twenty-first century? Why? (17)


4. What is wrong with Myth #1: the only thing that large churches care about is attendance?

5. What are the five dimensions of church growth?
6. What is wrong with Myth 2: All large churches grow at the expense of smaller churches?

7. What is wrong with Myth #3: You must choose between quality and quantity in your church?

8. What is wrong with Myth #4: You must compromise the message and mission of the church in order to grow?

9. What is wrong with Myth #5: If you are dedicated enough, your church will grow?

10. What is wrong with Myth #6: There is one secret key to church growth?

11. What is wrong with Myth #7: All God expects of us is faithfulness?
12. What is wrong with Myth #8: You can't learn from large churches?

13. What could we learn from large churches?

14. In *Becoming a Healthy Church*, “Essential Ingredients,” what comes to your mind when you read the word *church*? (9-10)

15. Which one of the six venues for discussing the ten characteristics of a healthy church does your church need to implement now? Why? (13-16)

16. Which of the ten lessons from healthy churches inspires you most? Why? (19-26)
Journal Reflections (20 minutes)
Writing journal reflections is an opportunity to experience transformational life change and develop Christian character. Thinking about what you are learning and discussing how to apply it with others has a way of making learning practical and meaningful. Reflection on Christian virtues (sexual purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.

1. What is it that you really want to learn in this course? In light of the textbook readings, group discussion, and/or recommended readings, what is God teaching you? How did this session clarify your understanding of ministry?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

Group Activity and Presentations (40 minutes)
In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals. The group activity and presentations is an opportunity to display your thinking in charts, graphs, illustration, and drawings. Displaying your thinking brings ideas to life and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual and relational learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible.
Session 2: The Foundation for a Healthy Church

Prayer
Grade and Discuss this Take-home Quiz (60 minutes)
Complete this quiz before class. Each answer should be 30-50 words.
Each question = 3.3 points. Total quiz is worth 50 points.

1. In *Purpose Driven Church*, What forces drive many churches? Why? (75-79)

2. Why is it important for your church to be purpose-driven? (80-82)

3. What is the best way to revitalize a discouraged church? Why? (82-83)

4. Why is it important to build a solid foundation for yourself and for your church? (85-86)

5. How would a clear purpose build morale in your church? (86)

6. How would a clear purpose reduce frustration in your church? (87-88)
7. How would a clear purpose allow concentration in your church? (88-90)

8. How would a clear purpose attract cooperation in your church? (91-93)

9. How would a clear purpose assist evaluation in your church? (93-94)

10. In *Becoming a Healthy Church*, why is God’s empowering presence vital for your church to be a healthy church? (27-29)

11. Why does an independent spirit need to be broken for your church to be a healthy church? (29-31)

12. How could the fruit of the Spirit be cultivated in your church? (32-35)
13. How could Spiritual gifts be discovered and used in your church? (35-37)

14. How could your church advance the cause of God's kingdom here on earth? (37-38)

15. What did you learn from the “For Reflection and Renewal”? (38-39)
Journal Reflections (20 minutes)
1. What is God teaching you? How did this session clarify your understanding of ministry?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

Group Activity and Presentations (40 minutes)
In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about the foundation for a healthy church.
Session 3: Communicating Your Purposes

Name _______________________________________ Date __________________ Course Grade ___

Prayer

Grade and Discuss this Take-home Quiz (60 minutes)

Complete this quiz before class. Each answer should be 25-50 words. Each question = 2.6 points. Total quiz is worth 50 points.

1. In *Purpose Driven Church*, How should you lead your church to define its purposes? (95-100)

2. What makes an effective purpose statement? (100-103)

3. What are the five purposes of your church? (103-106)

4. How could your church love the Lord with all its heart? (103-104)

5. How could your church love its neighbors? (104)

6. How could your church go and make disciples? (104-105)
7. How could your church baptize new members? (105-106)

8. How could your church teach disciples to obey? (106)

9. Write your own purpose statement? (107-109)

10. What are five ways to communicate your purposes in your church? Give an example of each. (111-114)

11. How can you personalize the purposes in your church? (115)

12. What are your responsibilities as a believer? (114-116)

13. What can the church provide to people that cannot be found anywhere else in the world? (117)
14. Why must the purposes be stated over and over? (117-119)

15. In *Becoming a Healthy Church*, why is God-exalting worship vital to a healthy church? (41-44)

16. Why is engagement the key? (44-47)

17. What are the elements of engagement? (47-51)

18. What are some practical issues regarding worship? (51-55)

19. What did you learn from the “For Reflection and Renewal”? (56-57)
Journal Reflections (20 minutes)
1. What is God teaching you? How did this session clarify your understanding of ministry?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

Group Activity and Presentations (40 minutes)
In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about communicating your purposes.
Session 4: Applying Your Purposes

Name ____________________________ Date __________________ Course Grade ___

Prayer

Grade and Discuss this Take-home Quiz (60 minutes)

Complete this quiz before class. Each answer should be 30-50 words. Each question = 2 points. Total quiz is worth 50 points.

1. In *Purpose Driven Church*, What are the five kinds of churches? Which kind of church are you most attracted to? (121-126)

2. What are the five major parachurch movements? Which parachurch movement are you most attracted to? (126-127)

3. What is the key to keeping your church balanced? Why? (127-131)

4. In the circles of commitment for your church, who are your community? (131)

5. In your church, who are your crowd?
6. In your church who are your congregation?

7. In your church who are the committed and who are your core?

8. How did Jesus recognize different levels of commitment? (134-136)

9. How could your church assimilate new members on purpose? (137-141)

10. How could your church program center around your purposes? (141-143)

11. How could your church educate your people on purpose? (143-146)
12. How could your church start small groups on purpose? (146-147)

13. How could your church add staff on purpose? (147)

14. How could your church structure on purpose? (148-149)

15. How could your church preach on purpose? (149-150)

16. How could your church budget on purpose? (150)

17. How could your church calendar on purpose? (150-151)

18. How could your church evaluate on purpose? (151-152)

19. In *Becoming a Healthy Church*, why are spiritual disciplines vital to a healthy church? (59-62)
20. Why is there a tension between being and doing? (62-64)

21. Why do Christians need a center of quiet? (64-68)

22. Why do you need silence and solitude? (68-70)

23. How could your church practice the how-to's of silence and solitude? (70-75)

24. What did you learn from the “For Reflection and Renewal”? (76)
Journal Reflections (20 minutes)
1. What is God teaching you? How did this session clarify your understanding of ministry?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

Group Activity and Presentations (40 minutes)
In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about applying your purposes.
Session 5: Knowing Whom You Can Reach Best

Name __________________________ Date ___________________ Course Grade ___

Prayer
Grade and Discuss this Take-home Quiz (60 minutes)
Complete this quiz before class. Each answer should be 30-50 words.
Each question = 3.3 points. Total quiz is worth 50 points.

1. In Purpose Driven Church, Why is it important for your church to target? (155-158)

2. How is targeting for evangelism biblical? (158-160)

3. How would you define the target of your church? (160-168)

4. How could you personalize your target? (169-172)

5. What is the most effective evangelistic strategy for your church? (173-175)
6. What kind of leaders do you have in your church? (175-179)

7. What could you do if your church does not match your community? (179-181)

8. How could you recognize spiritual receptivity in your community? And what will you do about it? (181-184)

9. In *Becoming a Healthy Church*, why is learning and growing in community so vital to a healthy church? (77-80)

10. How did Jesus practice community? (80-81)
11. What are the hindrances to community? (81-82)

12. How could you overcome obstacles to developing community within the local church? (83-84)

13. How could you test your zeal for building a community of growth and learning? (84-92)

14. What did you learn from the “For Reflection and Renewal”? (92-93)
Journal Reflections (20 minutes)
1. What is God teaching you? How did this session clarify your understanding of ministry?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

Group Activity and Presentations (40 minutes)
In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about knowing whom you can reach best.
Session 6: How Jesus Attracted Crowds

Name ___________________________ Date ________________ Course Grade ___

Prayer

Grade and Discuss this Take-home Quiz (60 minutes)

Complete this quiz before class. Each answer should be 20-50 words.
Each question = 2 points. Total quiz is worth 50 points.

1. In Purpose Driven Church, why do you need to develop your strategy for reaching people? (185-188)

2. What does it mean to learn to think like a fish? (188-191)

3. What are the four basic complaints about churches? (191-194)

4. How could you catch fish on their terms? (195-199)

5. What could your church use more than one hook? (200-201)

6. What are the costs and rewards of reaching your community? (201-203)
7. How could your church attract crowds like Jesus did by loving unbelievers? (207-208)

8. What is most overlooked key to growing a church? (208-210)

9. How could your church create an atmosphere of acceptance? (210-212)

10. How could church leaders be loving? (212-216)

11. How could churches be accepting of people without approving their sins? (216-218)

12. How could your church attract crowds like Jesus did by meeting people's needs? (219)
13. How could your church get people’s attention? (219-222)

14. How could your church attract crowds like Jesus did by teaching in a practical way? (223-228)

15. How could your church relate truth to life like Jesus did? (228-230)

16. How did Jesus make his teaching interesting? (230-234)

17. Why is ministry to unbelievers controversial? (234-238)

18. In *Becoming a Healthy Church*, why are efforts to build loving, caring relationships within families, between members, and in the community vital to a healthy church? (95-98)
19. How could building caring relationships express unconditional love and acceptance? (98-101)

20. How could building caring relationships encourage authenticity, transparency, honesty, and integrity? (101-102)

21. How could building caring relationships exhibit grace, mercy, and forgiveness? (102-105)

22. How could building caring relationships communicate and resolve conflicts? (105-107)

23. How could building caring relationships establish means for bearing one another’s burdens? (107-108)

24. How could building caring relationships welcome diversity into your fellowship? (108-110)
25. How could building caring relationships equip families through intentional ministries? (110-111)

26. What did you learn from the “For Reflection and Renewal”? (112-113)
Journal Reflections (20 minutes)
1. What is God teaching you? How did this session clarify your understanding of ministry?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

Group Activity and Presentations (40 minutes)
In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about how Jesus attracted crowds.
Session 7: Worship Can Be a Witness

Name _______________________________________ Date __________________ Course Grade ___

Prayer

Grade and Discuss this Take-home Quiz (60 minutes)
Complete this quiz before class. Each answer should be 20-50 words. Each question = 2.6 points. Total quiz is worth 50 points.

1. In *Purpose Driven Church*, Who can worship God and where can He be worshiped? (239-240)

2. What is the correct “style” of worship and should unbelievers be allowed to observe? Why? (240-241)

3. How could worship also be a witness to unbelievers and how should unbelievers be considered? Why? (241-243)

4. Does a worship service have to be shallow to be seeker sensitive and do the needs of believers and unbelievers often overlap? (244-245)

5. Should worship services be specialized according to their purposes and can evangelistic seeker sensitive services replace personal evangelism? (245-249)

6. Why is it that most churches rarely attract unbelievers to their services? (251-253)
7. How could your church make it as easy as possible to attend? (254)

8. How could your church improve the pace and flow of the services? (255-256)

9. How could your church make visitors feel comfortable? (257-263)

10. How could your church brighten up the environment? (264-269)

11. How could your church create an attractive atmosphere? (270-277)

12. How could your church continually evaluate and improve? (275-277)

13. In *Becoming a Healthy Church*, why is servant leadership vital to a healthy church? (115-116)
14. What are some biblical models of servant leadership? (116-119)

15. What are the results of servant leadership training? (119-120)

16. What is leadership? (120-122)

17. What makes a good shepherd? (122-132)

18. Which of these leadership qualities do you desire the most? Why? (123-132)

19. What did you learn from the “For Reflection and Renewal”? (133-134)
Journal Reflections (20 minutes)
1. What is God teaching you? How did this session clarify your understanding of ministry?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

Group Activity and Presentations (40 minutes)
In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about the worship service.
Session 8: Preaching to the Unchurched

Prayer
Grade and Discuss this Take-home Quiz (60 minutes)
Complete this quiz before class. Each answer should be 30-50 words. Each question = 3.3 points. Total quiz is worth 50 points.

1. In *Purpose Driven Church*, how important is the music? Why? (279-280)

2. How should your church choose the style of music? (280-282)

3. Why should you sing a new song? (282-285)

4. What are the rules of selecting a music style for your church? (285-289)

5. What about the organ and congregational singing? (290-292)
6. How could you adapt your preaching/teaching style to your audience? (293-296)

7. How could your church make the Bible accessible to unbelievers? (296-299)

8. How could you plan your sermon titles to appeal to the unchurched? (299-301)

9. How could you preach for commitment? (302-306)

10. In *Becoming a Healthy Church*, why is an outward focus of demonstrating Jesus’ love to those outside of the faith vital to a healthy church? (135-138)

11. What does it mean to evangelize out of your overflow? (138-139)
12. How can you and your church choose joy? (140-144)

13. What are the tools of the trade for an outwardly focused life and church? (145-148)

14. How can you and your church help those less fortunate than you are? (149-152)

15. How can a dollar a day save a life? (153-154)

16. What did you learn from the “For Reflection and Renewal”? (155-156)
Journal Reflections (20 minutes)
1. What is God teaching you? How did this session clarify your understanding of ministry?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

Group Activity and Presentations (40 minutes)
In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about music or preaching.
Session 9: Developing Mature Members

Name _______________________________________ Date __________________ Course Grade ___

Prayer

Grade and Discuss this Take-home Quiz (60 minutes)
Complete this quiz before class. Each answer should be 30-50 words.
Each question = 2 points. Total quiz is worth 50 points.

1. In *Purpose Driven Church*, how could your church develop a plan to assimilate new members? (309-312)

2. How could your church communicate the value of membership? (312-315)

3. What should be covered in a membership class? Why? (315-319)

4. What are the benefits of a membership covenant? What should be included? (319-322)

5. Why is it important to make members feel special and to create opportunities to build relationships? (320-325)

6. Why is it important for your church to encourage every member to join a small group? (325-327)
7. How can your church keep the lines of communication open? (327-329)

8. What is wrong with Maturity Myth #1: Spiritual growth is automatic once you are born again? (331-333)

9. What is wrong with Maturity Myth #2: Spiritual growth is attainable by only a select few?

10. What is wrong with Maturity Myth #3: Spiritual maturity can occur instantly if you find the right key? (335-336)

11. What is wrong with Maturity Myth #4: Spiritual maturity is measured by what you know? (336-338)

12. What is wrong with Maturity Myth #5: Spiritual growth is a private matter? (338-340)
13. What is wrong with Maturity Myth #6: All you need is Bible study to grow? (340-342)

14. How could your church raise the level of commitment? (343-348)

15. How could your church help people develop spiritual growth habits? (348-349)

16. How could your church apply Spiritual Growth Key #1: Knowledge? (350-354-348)

17. How could your church apply Spiritual Growth Key #2: Perspective? (343-348)

18. How could your church apply Spiritual Growth Key #3: Conviction? (343-348)

19. How could your church apply Spiritual Growth Key #4: Skills? (343-348)
20. How could your church apply Spiritual Growth Key #5: Character? (343-348)

21. In *Becoming a Healthy Church*. why is wise administration and accountability vital to a healthy church? (157-159)

22. Why is strategic planning important—and how could it be done in your church? (159-167)

23. What is strategic goal setting—and how could it be done in your church?

24. Why is accountability important—and how could it be done in your church? (170-172)
25. Why is ongoing assessment and evaluation important—and how could it be done in your church? (172-175)

26. Why is change management important—and how could it be done in your church? (175-177)

27. What did you learn from the “For Reflection and Renewal”? (177-178)
**Journal Reflections (20 minutes)**
1. What is God teaching you? How did this session clarify your understanding of ministry?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes)**
In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about developing mature members.
Session 10: Turning Members into Ministers

Prayer
Grade and Discuss this Take-home Quiz (60 minutes)
Complete this quiz before class. Each answer should be 20-50 words.
Each question = 1.7 points. Total quiz is worth 50 points.

1. In *Purpose Driven Church*, how is the church like a sleeping giant? (365-367)

2. How can your church raise Pillar #1: Every believer is a minister? (368)

3. How can your church raise Pillar #2: Every ministry is important? (368-369)

4. How can your church raise Pillar #3: We are dependent on each other? (369)

5. How can your church raise Pillar #4: Ministry is the expression of my SHAPE? (369)
6. How has God shaped you for ministry in regards to your spiritual gifts? (370-372)

7. How has God shaped you for ministry in regards to your heart? (372)

8. How has God shaped you for ministry in regards to your abilities? (372-373)

9. How has God shaped you for ministry in regards to personality? (373-374)

10. How has God shaped you for ministry in regards to your experiences? (374-375)

11. Why should your church streamline its organizational structure? (375-379)

12. How can your church streamline its organizational structure? (375-381)
13. How can your church establish a ministry placement process? (381-383)

14. How can your church provide on-the-job training? (383-384)

15. When should a church start a new ministry? (384-385)

16. What standards and guidelines should your church establish? (385-386)

17. How can your church allow people to quit or change ministries gracefully? (387)

18. How can you trust people by delegating authority with responsibility? (387-389)

19. How can your church provide the necessary support for its lay ministries? (390-391)

20. Why should your church renew the vision regularly? How can this be done? (391-392)

21. How can you become a purpose driven person? (393-398)
22. In *Becoming a Healthy Church*, what does a healthy church teach its members about stewardship and generosity? (197-199)

23. How is giving a matter of the heart? (199-201)

24. What is the lesson of the parable of the multiplied talents in Matthew 25? (201-204)

25. What is divine ownership and interdependent partnerships? (204-207)

26. What is personal stewardship? (207-208)

27. Why should Christians give out of their substance, not surplus? (208-212)

28. What did you learn from the “For Reflection and Renewal”? (213-214)

29. What is the process of becoming a healthy church? (215-216)
30. How can you maintain the proper balance? (217)

31. How can you embrace a season of growth and change? (218-219)

32. How can you pursue the requisites for revival? (219-231)
Journal Reflections (20 minutes)
1. What is God teaching you? How did this session clarify your understanding of ministry?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

Group Activity and Presentations (40 minutes)
In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about God’s purpose for your church.
Session 11: Final Exam and Preparation for Group Presentations

Final Exam

Name __________________________ Date _______________ Course Grade ___

Complete this exam in class. Each question = 50 points. The exam is worth 100 points.

The final exam is an opportunity to put your thoughts together so that you can act on them and experience transformational life change. The final exam provides multiple exposures to key concepts. Writing clarifies and sharpens your thoughts. The final exam is where students collect the ideas of mentors in order to fully develop and utilize them. By reviewing the final exams on an annual basis you will be able to harvest and retrieve what you have learned when you need it. Evaluated writing is a key component of learning, communicating, and leading.

1. Summarize The Purpose Driven Church in 500 words.
2. Summarize *Becoming a Healthy Church* in 500 words.
Journal Reflections (20 minutes)
1. What did God teach you during this course? Why is it important that you obey?

2. How have you applied these concepts to your life, family, and ministry during this course?

3. How has your church applied these concepts in making disciples and developing leaders?

Group Activity and Presentations (60 minutes)
Work with your team in preparing to team-teach using PowerPoint or handouts. (60 minutes)
Peer review and revise your booklets or term papers (60 minutes)
Session 12: Group Presentations

Name _______________________________________ Date __________________ Course Grade ___

Contribute to a group presentation titled Becoming a Healthy Church based on textbooks, online articles, course notes, and other sources. This group project can be a PowerPoint presentation, dramatic skit, role-play, set of charts or drawings that applies theology to life and ministry. Group presentations will be given on week 12 (15-20 minutes). This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective Bible interpretation and application. Videotaping this assignment so that students can view themselves would help them improve as well.

The group presentation is an opportunity for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence. Students learn best in professional learning communities.

Session 13: Sermons or Individual Projects

Name _______________________________________ Date __________________ Course Grade ___

Present a typed illustrated individual project or sermon manuscript titled Panorama of the Purpose-Driven Church based on the books in the bibliography, textbooks, online articles, course notes, and other sources. The individual project can be a chart, an illustrated outline, a painting, a scroll, a collage, a booklet, or a PowerPoint presentation. This project will be presented on week 14 (five minutes). This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership. Videotaping this assignment so that students can view themselves would help them improve as well.

The sermon or individual project is an opportunity for students to improve by using their preferred learning strengths and creativity. Students benefit from using the unique God-given personality, gifts, and abilities as they teach and train others. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence.

Session 14: Booklet or Term Paper Presentations

Name _______________________________________ Date __________________ Course Grade ___

Present a typed illustrated booklet or term paper titled Action Plan for Developing a Healthy Purpose-Driven Church based on textbooks, online articles, course notes, and other sources to be distributed in your church. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Booklet should be 2,000-3,000 words in length. Text should be single-spaced. Font should be Times New Roman 12 font. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective Christian living, teaching, preaching, and servant leadership. Videotaping this assignment so that students can view themselves would help them improve as well.

The booklet or term paper is an opportunity for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to family, friends, and those they minister to in written form. Writing helps clarify ideas. Students benefit from the opportunity to both write and speak in formal settings. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence.
Debriefing and Testimonials

1. What learning activities did you enjoy most about this course? How did they help you learn?

2. How have you applied what you learned during this course? What difference is it making? How did this course strengthen your relationship with Jesus?

Transfer of Credits to Southern California Seminary

To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the quizzes, journal reflections, booklets or term papers, and exams for each course. Upon successful completion of the course, students may transfer units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable.

Attendance Policy. Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 56 homework hours) courses, more than 10 minutes late is a Tardy; more than 20 minutes late is an Absence. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of NC (No Credit) will be recorded when a student misses four sessions or does not complete coursework on time. Exceptions must be approved in writing by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute. Students who attend all 14 sessions will receive 100 points.

Transformational Learning Tip: If you review this portfolio just once a year (such as on New Year’s Day or another holiday) as part of a commitment to life change—you will exponentially increase your memory and ability to apply this material to your life, family, and ministry throughout your life.