

Church Planting

VIMIS-1005

Course Credits: 1 Unit

Course Professors: Steve Nicholson and Jay Pathak

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About the Teacher:

Steve Nicholson

Steve began his ministry as a college student through InterVarsity Christian Fellowship in the 1970s. After graduating from Carleton College in Northfield, Minnesota, he moved to the Chicago area and was part of the group of young leaders who founded a church in Evanston that placed a high priority on contemporary worship. In 1981, Steve and his wife, Cindy, were sent out from Evanston to plant a church in Chicago's Humboldt Park neighborhood (now the Urban Vineyard).

In 1985 both churches joined the family of Vineyard USA and Steve and Cindy returned to lead the Evanston Vineyard. Steve's vision for new church planting has guided the Evanston Vineyard to plant 17 new churches since 1981. He also serves on the National Board of Vineyard USA as the Church Planting Task Force Coordinator. Steve and his wife, Cindy, have raised a daughter and two sons.

Jay Pathak

Jay Pathak is the Senior Pastor of the Mile High Vineyard. Prior to planting the church in 2001, he served as a leader in the Columbus Vineyard's young-adult ministry, Joshua House, and as an intern to the senior pastor, Rich Nathan, in Columbus, Ohio. As the Senior Pastor of the MHV, Jay strategically guides the mission and vision of the church as a whole, is the main teaching pastor and provides oversight to each of our Hubs. He has spoken nationally and internationally for Vineyard and other groups in both conference and classroom settings. In addition, he is a member of Vineyard USA's Executive Team.

Jay has a BA in Philosophy from The Ohio State University and is a graduate of the Vineyard Leadership Institute, now VI. He and his wife, Danielle, were married in 1998 and have two beautiful daughters.

Course Description

Church planting has always been a major initiative of the Vineyard movement. In this course we will cover the characteristics of a church planter; Vineyard USA's church planting process; and key issues to be addressed before and during a church plant. We will show the basic components, factors and benefits of starting a new church. Upon successful completion of this course, students will be able to recognize the essential characteristics of a church planting vision and be able to form and implement a strategy.

Course Objectives

Course Aims

The purpose of this course is to equip you with a thorough understanding of the components, start-up, development and growth of a missional church.

Course Learning Outcomes

As a result of successful completion, you will be able to:

- Articulate the personal motivations behind church planting
- Understand the Biblical perspective of the character needed for a church planter
- Analyse how spiritual gifts are essential in church planting
- Develop a missional vision for a missional church
- Develop strategies for forming community
- Understand the issues involved in church planting

You will find a more detailed learning objective section for each learning block below.

Course Resource Block

Course Format: Learning Blocks Explained

- The deadline date is posted in the Course Deadline Information Block.
- Read all directions and labels within the course. Pay careful attention to the SHOW/HIDE buttons and read the corresponding information.
- Review the first block, the Deadline, Course Resources Block and complete the GET STARTED quiz; after completing this quiz, Learning Block 1 will open.
- Review the Learning Block 1 materials by clicking on the SHOW/HIDE buttons to read through the outcomes and requirements. View the video lecture and then complete the Learning Block 1 quiz. Group discussion questions can be located by clicking on the SHOW/HIDE button for Interaction and Dialogue.
- Each subsequent Learning Block will open as you complete the previous Learning Block's quiz.
- You can progress at your own speed since each stage opens as a result of work you complete. Take note of the course closing date in order to complete all 8 Learning Blocks and the Final Assignment Block before the course closes. No extensions will be granted.

Managing Your Time

This 1 Unit, certificate level course requires approximately 45 hours:

Task	Hours
Reading/Course Materials	19-22

Lectures and Interaction	8-10
Multiple-Choice Quizzes	11-13
Total	38-45

Below is a table with the corresponding textbook reading and video lecture times to assist you in planning your schedule:

Vineyard Training			
	Vineyard Training Sessions	Readings	Chapter Names for Kindle
Learning Block 1	1, 2, 3	Ch. 1-4 Book of Acts	Basics of Church Planting Redeveloping a Missional Mindset for North The Biblical Basis of Church Planting Models of Church Plants and Church Planters
Learning Block 2	4 and Q&A 1	Ch 5	What Makes a Church Planter?
Learning Block 3	5, 6, 7, 8a (half of 8 goes into next LB)	CH. 6-7	Church Structure Planter-Pastor Leadership Issues
Learning Block 4	8b	Ch. 10-12	Church Planting in Emerging Culture Choosing a focus group Church Planting Fault Line
Learning Block 5	9, 10, 11	Ch. 13-14	Missional/Incarnational Churches Koinos Churches
Learning Block 6	12	Ch. 15-16	Evangelism in Church Planting Developing a Launch Team
Learning Block 7	13, 14, 15a	Ch. 17-23	Small Groups Finding and Handling Finances Choosing a Name and Logo Finding a Meeting Place The Launch – Birth of a New Church Worship in the New Church Preaching in the New Church
Learning Block 8	16, 17	Ch. 24-26 and 28-29	Spiritual Formation in the New Church Growth in the New Church Children in the New Church Churches Planting Churches Breaking the Mold: Church-Planting Movements

Required Course Text

Students are asked to read all of the following material for class work. Please review the learning objectives to determine how you will be tested on these materials: Course Textbook, Scripture Reading and PowerPoint material. Specific chapter-to-lecture breakdown is located above for each learning block.

Stetzer, Ed. Planting Missional Churches: Planting a Church That's Biblically Sound and Reaching People in Culture.

It is available on Amazon.com¹ in both kindle and paperback formats.

Note: Kindle files can be used by anyone who has a computer. A kindle tablet or reader is not necessary. The kindle reader application is free and installs on all platforms.²

Course Grade Explanation

Your grade for this course will be comprised of 8 Learning Block quizzes consisting of between 5-11 multiple choice questions in matching/true false/short answer, objective style.

Each quiz will be based on the Learning Block requirements. These quizzes constitute 100% of your overall course grade. They are open book and you will have 2 attempts to take each quiz. Please take into account the amount of time you will require to complete each of the 8 LEARNING BLOCKS and the FINAL Assignment Block. Please schedule your time wisely. No extensions will be granted. You will not be able to answer the questions on the quizzes without a full understanding of each learning block's learning outcomes and reading requirements. With each lecture, the student will make use of the following:

- The video or audio lecture,
- *Lecture Outline*
- *Course Textbook*

Student Communication

We desire to communicate clearly to you. Here are our communication methods:

- *Private Communication:* Rather than send an email, please use this method to ask any questions related to you. Under the Help menu on your homepage, choose Contact Staff. Select the department from the drop-down menu, enter your message and submit.

¹ <http://www.amazon.com/> Simply type in the authors first and last name in the search area.

² <http://www.amazon.com/gp/feature.html?ie=UTF8&docId=1000493771> To purchase a book through Kindle, you need to setup an Amazon account. Amazon's automated system will take you through these steps as you install the software.

Transcript

To view and download a copy of your transcript as you go through VI, under the Courses tab, choose Transcript.

Video and Virtual Support

If you experience any issues with the on-line courses, streaming videos or MP3 audio, please create a ticket from the Home Page, under the HELP menu, Contact Staff.

Learning Block Information

General guidelines for the Interactive/Study and Discussion Questions

If you are meeting together to watch the lectures in a group, then utilize the Interactive Component for each of the lectures listed below during your group times. If you are viewing the lectures individually then work through the questions independently.

Learning Block 1: Why we Plant Churches & Who should Plant them? Part A

Learning outcome/objective for Lecture 1A

1. Understand the seven reasons why we should plant churches.

Textbook outcomes/objectives for this learning block include the following from the indicated chapters.

Chapter 1:

1. Understand the term “missional”.
2. Recognize the goal of church planting.
3. Understand the five major messages of the book and how they impact a church planter.
4. Understand the goal of missional church planting.
5. Understand what the “already-reached” myth is and the problems with it.

Chapter 2:

1. Recognize the descriptions of a “mission-minded” church and a “missional” church.
2. Understand the term “indigenization”.

Chapter 3:

1. Understand the Biblical Basis for planting churches.

Chapter 4:

1. Understand the most effective way to church plant.

Reading and lecture requirements

- Read chapters 1-4 in Stetzer
- Read the **Book of Acts** in either the NIV (2011) or NRSV.
- View/listen to **Lecture 1A** video or audio and follow along using the course outline

Interactive/Study and Discussion questions for Lecture 1A

1. Discuss what you think the future of the Church would look like if followers of Jesus did not actively plant new churches.
2. This course offers seven reasons why we should plant churches. Discuss which ones resonate with you the most and why.
3. Perhaps your culture is different from that of the lecturers/writers. How does this influence the seven reasons? Are there some you can add? Do some of the seven become less significant?
4. Discuss what you believe to be the most difficult challenge to overcome in order to plant a successful church in your community.
5. Why is it important for a church to intentionally engage in ongoing church planting?
6. Discuss why you are reticent or fearful to either plant a church, or be part of a church planting team?

In your personal TIME with God:

- Read Genesis 12:1-3
- Read Isaiah 6:8
- Reflect on how these verses apply to your life, to church planting, and to what you are learning in this course?

Learning Block 2: Why we Plant Churches & Who should Plant them? Part B

Learning outcomes/objectives for Lecture 1B

1. Understand and be able to match the personal motivations for church planting with their type of motivation (positive, negative, and neither positive nor negative).
2. Be acquainted with the Biblical prerequisite character traits of a lead church planter.
3. Recognize the essential qualities of a lead church planter according to the Fuller Evangelistic Association.
4. Understand the six essential spiritual gifts of a lead church planter.

Textbook outcomes/objectives for Chapter 5:

1. Understand who plants churches.
2. Understand the acronym SHAPE and what it stands for.

3. Understand the three qualifications uniquely essential to church planters.

Reading and lecture requirements

- Read **chapter 5** in Stetzer
- View/listen to **Lecture 1B** video or audio and follow along using the course outline

Interactive/Study and Discussion questions for Lecture 1B

1. How would YOU describe the characteristics required for a lead church planter? In what ways might they be similar and different from a pastor who does not plant churches?
2. How does Genesis 12:1-3 impact your understanding of church planting? Why is this verse relevant?
3. What do you think is the single biggest personal/inherent asset for a church planter to have in his/her repertoire? Turning this around. What do you think is the single biggest personal/inherent liability for a church planter to have?
4. Discuss the importance of “being called” within the context of becoming a church planter. Try to find examples of church planters who have received a calling.
5. Discuss the common patterns in the New Testament regarding the ‘who’ of church planting, highlighted by Stetzer in chapter 5.

Learning Block 3: Developing & Articulating a Church Plant Vision Part A

Learning outcomes/objectives for Lecture 2A

1. Know the sources of a church planting vision for a lead church planter.
2. Apprehend the two initial steps of church planting.
3. Understand the essential characteristics of a church planting vision.
4. Grasp the components of an expanded vision statement.

Textbook outcomes/objectives for this learning block include the following from the indicated chapters.

Chapter 6:

1. Describe the church structures Stetzer highlights through his study of scripture.

Chapter 7:

1. Understand the four subjects unique to church planting leadership.

Reading and lecture requirements

- Read **chapter 6 and 7** in Stetzer.
- View/listen to **Lecture 2A** video or audio.

Interactive/Study and Discussion questions for Lecture 2A

1. Why is it important for a lead church planter to have a church plant vision? What might be the results of not having one?
2. Can you state the mission statement and/or the vision statement of the church you currently attend? Why or why not? Do you believe that the members take them seriously? Why or why not?
3. Where should a church planting vision come from? Discuss!
4. Allow each person in the group to explain one of the essential characteristics of a church planting vision. If you are not part of a group, share what you believe to be the most essential characteristic with somebody you know.
5. Discuss the topic of “church structure,” and particularly the options Stetzer has identified through scripture (chapter 6). Following this, critique Stetzer’s structure of Pastor/Elder.
6. Discuss/critique the four subjects which Stetzer (chapter 7) believes are unique to church planters. Can you think of additional, unique challenges faced by church planters?

In your personal TIME with God:

Reflect on Jeremiah 29:7 and consider the following commentary on the text. What does this passage teach you about God, church planting and your personal life?

It was revolutionary for Jeremiah to advise the exiles to *seek the welfare* (*šālôm*) of the Babylonian regime, to pray for its welfare and not its downfall.

“Jeremiah by these words cast the people completely adrift from all those things on which they depended and which they regarded as essential to their own well-being, a nation-state, kingship, an army, national borders, the temple. Without all these Yahweh could give the nation new perspectives and a new understanding of their calling. For the present the action lay in Babylon. Such advice would not have been easy to accept for people who had been carried off from their homeland by those for whom Jeremiah was asking them to pray. No doubt the advice was practical. Any other approach would result in deep resentment or leave the people open to the persuasion of false prophets who might provoke rebellion. Jeremiah could see the end, far off perhaps, but certain. God had plans of restoration in due course (vv. 10-14).”³

Learning Block 4: Developing & Articulating a Church Plant Vision Part B

Learning outcomes for Lecture 2B

1. Be aware of the recommended ways of using the church planting vision.

Textbook outcomes/objectives for this learning block include the following from the indicated chapters:

Chapter 10:

1. Understand the seven postmodern values to be aware of in order to understand postmodernity.
2. Explain the ten key values of emerging church plants that are impactful in a postmodern world.

Chapter 11:

1. Understand the difference between being open to everyone and focused on a certain people group.
2. Understand how to develop a focus group.

Chapter 12:

1. Describe what the bible holds to be the essential characteristics required for a group of people to be defined as a ‘church’.

³ J. A. Thompson, *The Book of Jeremiah*, The New International Commentary on the Old Testament (Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 1980), 546.

Reading and lecture requirements

- Read **chapter 10-12 in Stetzer**.
- View/listen to **Lecture 2B** video or audio.

Interactive/Study and Discussion questions for Lecture 2B

1. Unpack the lecturer's teaching on "using the church planting vision". How does his church planting understanding compare with what you and your church have experienced?
2. Discuss Stetzer's section about the idea and practice of "focusing" (selecting a group which the church will reach). Be sure to draw out the benefits and weaknesses of the strategy.
3. Do you agree/disagree with what Stetzer and Barna write about there being a "church planting fault line" (chapter 12)? How does what they write apply to your church and where you live?
4. Discuss Keller and Thomson's statement "Christology (understanding of Jesus) shapes our missiology (our understanding of mission) and creates our ecclesiology (how we function as church)" and Stetzer's comments about it (chapter 12 in Stetzer).

Learning Block 5: How to Develop & Use a Church Plant Strategy Part A

Learning outcomes for Lecture 3A

1. Understand the three main steps in building a church.
2. Understand the ten strategies for gathering people.

Textbook outcomes/objectives for this learning block include the following from the indicated chapters:

Chapter 13:

1. Explain the nature of a missional/incarnational church.

Chapter 14:

1. Understand what a "Koinos Church" represents.

Reading and lecture requirements

- Read **chapter 13-14 in Stetzer**.
- View/listen to **Lecture 3A** video or audio.

Interactive/Study and Discussion questions for Lecture 3A

1. What do you think of the strategies for gathering people described in the lecture; were any of them a surprise to you? Why or why not?
2. Analyze the lecturer's three main steps for building a church.
3. Critique the nature and practice of missional/incarnational churches. Do their benefits outweigh their negatives? Are you aware of such churches?

4. Discuss the nature of a Koinos church? What is your experience of such churches? Are they a reality where you live?

In your personal TIME with God:

Reflect on the following texts and then consider how effectively they are applied by yourself, family, friends and the local church. Furthermore, how were they applied in your life to lead you to the point of salvation?

1. Read Matthew 28:18-20
2. Mark 16:15

Learning Block 6: How to Develop & Use a Church Plant Strategy Part B

Learning outcomes for Lecture 3B

1. Understand the strategies for forming community.
2. Understand the strategies for getting people into ministry.
3. Understand aspects of putting together and implementing a two-year, church planting plan.

Textbook outcomes/objectives for this learning block include the following from the indicated chapters:

Chapter 15:

1. Understand why a church planter needs to be intentional about evangelism when planting a church?

Chapter 16:

1. Explain the nature of a “launch team” and highlight the critical nature thereof.

Reading and lecture requirements

1. Read **chapter 15-16 in Stetzer.**
2. View/listen to **Lecture 3B** video or audio.

Interactive/Study and Discussion questions for Lecture 3B

1. What are some strategies for forming community and getting people into the different ministries?
2. How do you plan in order to allow for God to do His work also?
3. Discuss why a church planter needs to be intentional about evangelism when planting a church, and consider the different ways in which this might be practiced?
4. Debate the pros and cons of “launch teams”. Reflect on any launch team success and failures which you have experienced or heard about.

Learning Block 7: Recruiting a Team & Developing a Plan Part A

Learning outcomes for Lecture 4A

1. Understand the recommended ways for building a church planting team and compare them with Stetzer's "launch team" (see learning block 6).
2. Recognize some potential problems when building a team.
3. Understand the relevance of the gift-oriented approach.

Textbook outcomes/objectives for this learning block include the following from the indicated chapters:

Chapter 17

1. Understand the nature and importance of small groups within the context of church planting.
2. Describe how to run a small group.

Chapter 18:

1. Recognize the importance for establishing financial guidelines and not having only one person responsible for financial accounting.

Chapter 19:

1. Understand the pitfalls to choosing a name for your church.

Chapter 20

1. Understand the facility needs of both new and growing churches.

Chapter 21

1. Explain the nature and importance of church plant launches.

Chapter 22

1. Appreciate the significance of worship within the context of a church plant.

Chapter 23

1. Know how to preach within the context of a church plant.

Reading and lecture requirements

1. Read **chapter 17-23 in Stetzer**.
2. View/listen to **Lecture 4A** video or audio.

Interactive/Study and Discussion questions for Lecture 4A

1. Discuss the pros and cons of a church 'renting' versus 'purchasing' a property. Consider what experience you can add to the discussion.
2. How does Stetzer's chapter on Small Groups relate to your experience of small groups? Do you believe in the importance of Small Groups, or not? Explain your answer.
3. What thoughts and feelings come to mind when you combine the words 'worship' with 'unbeliever'? In what ways can you make worship within the context of a church service pleasing for unbelievers?

4. Have you ever been part of launching a church plant? If so, share your experience of it. What worked and didn't work well?
5. Discuss the significance of the name given to a church from both a theological and practical perspective.
6. Critique Stetzer's chapter on preaching. What is your experience and preference when it comes to the different types of preaching? Explain.

Learning Block 8: Recruiting a Team & Developing a Plan Part B

Learning outcomes for Lecture 4B

1. Match the key issues a church plant team faces with each stage/size of a church plant: 0-50 people, 50-100 people and 100-150 people.
2. Recognize the eight questions you should answer before going public.
3. Understand the concept of assimilation.
4. Understand how to deal with people who have their own agenda.
5. Recognize the top ten do's and don'ts.
6. Understand primary reasons why Vineyard church plants failed.

Textbook outcomes/objectives for this learning block include the following from the indicated chapters:

Chapter 24:

1. Understand the role of spiritual formation in church planting.

Chapter 25:

1. Understand why children's ministry is relevant to a new church plant.

Chapter 26

1. Explain the realities, importance and action steps required within children's church.

Chapter 28

1. Explain the dynamics, and importance of churches planting out numerous times.

Chapter 29:

1. After reading the book the author states his greater intention for his book. Understand that intention and its impact for the true Church Planter.

Reading and lecture requirements

1. Read **chapter 24-26 and 28-29 in Stetzer.**
2. View/listen to **Lecture 4B** video or audio.

Interactive/Study and Discussion questions for Lecture 4B

1. Explain the different phases that a new church plant might go through? What are some distinct issues during each phase?
2. What are the most essential tasks when planting a new church?

3. What are the greatest risks of a new church plant?
4. Discuss the meaning of the statement in Ephesians 4:3.

In your personal TIME with God:

Read Ephesians 4:1-6 and reflect on 1 Timothy 3:1-13.

Course Deadline Information

Add/Drop Date- Refund Policy

You may DROP a course prior to the 7th day of the quarter/term and receive a full refund of the tuition, as long as you have not progressed further than the second Learning Block. After seven days there is *no refund*.

Withdrawing from a Course

If you do not complete the exam or assignment in a course you may receive an 'F' on your transcript which will count against your GPA. If you will be unable to complete a course you may withdraw from the course prior to the end of the quarter. Note that no refunds will be issued, regardless of the starting date of the course.

Withdrawing from a course will put a 'W' on your transcript in place of a letter grade and it will not affect your GPA calculation. If you would like to remove the W from your transcript at a later date you will need to follow the appeal's process by filling out an appeal located in the Forms/Docs area under the Resources tab at the top of the page. Once you receive the response to your appeal, you will then need to retake the course and the 'W' will be replaced with the new grade. Please check the course offerings to see when the course will be available.

To withdraw from a course, go to the HELP MENU > Contact Staff. For the department choose Registration then select *Withdraw from a Course* as the subject and provide the course title.

Local Hub/Site Activities (check with your local site/hub to see if you will be participating in a local group community, otherwise you will be working independently through the course)

All students in a local site/hub learn within communities of 2-7 students. A site coordinator/hub mentor will guide each learning community through the course. This person is not the teacher, but rather the *facilitator*. (However, if you are tackling this course on your own, please work through the discussion questions as well.) The following interactive components are likely to take place within the group meetings (hub mentors/coordinators might add to or subtract from this list to enhance their group's learning experience contextually):

1. Questions for group discussion after each lecture or couple of lectures.
2. The use of brief presentations by students, either presenting an aspect of a particular lecture, or their "take" on it.
3. Asking students to adopt opposing positions through debate to tease out certain aspects of the course content.

4. Questions that focus on application: essentially how will this lecture change your life or ministry? These can be combined with suggestions for ministry time or ministry activities.