



## **EVAN6221 Church Revitalization Internet Class**

New Orleans Baptist Theological Seminary  
Pastoral Ministry Division

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

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**VERY IMPORTANT:** If a student communicates with the professor by email, note clearly in the subject line the name of the course. Due to junk email, if the purpose of the email is not clear, the message may be deleted without ever being read.

**Blackboard Enrollment:** Students will be enrolled in Blackboard by ITC.

### **Computer Problem Assistance**

**ITCSupport@nobts.edu** - Email for general technical questions/support requests.

**504.816.8180** - Telephone contact for any technical questions/support requests.

**www.NOBTS.edu/itc/** - **General NOBTS technical help info is provided on this website.**

**Selfserve@nobts.edu** - Email for technical questions/support requests with the

**Selfserve.nobts.edu** site - Access to online registration, financial account, online transcript, etc.)

**BlackboardHelpDesk@nobts.edu** - Email for technical questions/support requests with the

**NOBTS.Blackboard.com** - NOBTS Blackboard Learning Management System

### **Course Description**

The purpose of this course is to help students develop the knowledge and skills necessary to lead plateaued and declining churches in a variety of settings to become revitalized. This course provides students with the conceptual tools necessary to understand and work effectively in revitalizing churches by using a case study approach.

### **Core Value Focus**

The seminary's core values are: (1) doctrinal integrity, (2) spiritual vitality, (3) mission focus, (4) characteristic excellence, and (5) servant leadership. The focus during this academic year is **mission focus**.

## Curriculum Competencies Addressed

This course will address the following curriculum competencies:

- 1. Biblical exposition:** The student will discover passages of Scripture that will address the revitalization of the local church.
- 2. Theological and historical perspective:** The course will provide a theological basis and a historical understanding of church revitalization during recent church history.
- 3. Effective servant leadership:** The course is designed to provide an understanding of the relationship and practice of servant leadership to church revitalization.
- 4. Interpersonal relationships:** The course emphasizes the importance interpersonal skills as a vital aspect of church revitalization.
- 5. Disciple making:** In this course, students are encouraged to understand that church revitalization must involve not just the revitalization of the church as an organization but also the revitalization of the faith of individuals via discipleship.
- 6. Worship leadership:** The relationship between the design of worship and both church decline and revitalization is noted in the course.

## Student Learning Outcomes

1. Students will learn and understand the process of church revitalization.
2. Students will study the importance of context to the revitalization process.
3. Students will become familiar with significant literature on church revitalization.
4. Students will learn how to lead their own church to become revitalized.

## Required Reading

Each student will read the required four textbooks:

*Autopsy of a Deceased Church: 12 Ways to Keep Yours Alive* by Thom Rainer; *Can These Bones Live: A Practical Guide to Church Revitalization* By Bill Henard; *Taking Your Church to the Next Level: What Got You Here Won't Get You There* by Gary McIntosh; and *There's Hope for Your Church: First Steps to Restoring Health and Growth* by Gary McIntosh. The total cost for the books (Amazon) is approximately \$50.

## Course Teaching Methodology

In coordination with Blackboard lectures, reading assignments, and threaded discussions, cases will be presented that involve the revitalization of small, medium, and large churches; churches in rural, small town, medium-sized cities, and metropolitan areas; churches with white, black, Hispanic, and Asian congregations; churches that have declined because of various problems; and churches that have not baptized anyone in years. Students will enhance their skills in leading church revitalization through three closely related ways:

1. Analyzing and developing solutions to different problems churches confront that hinder the revitalization process.
2. Constructing "principles for church revitalization" through case study discussions of revitalized churches in a variety of contexts.

3. Developing conceptual tools and frameworks that help make sense of church revitalization. In addition to internet case/class interactions, students will have discussions with church leaders who have led their churches to become revitalized. This exposure to and interaction with these real-world practitioners will help "bring to life" some of the issues discussed in the readings/cases.

## **Class Schedule**

Note the class schedule. After the total class enrollment is determined, the initial course schedule may be modified.

Guided by the course schedule with its due dates, students are expected to: (1) log on to Blackboard in order to: read and download the weekly materials and interact with the professor's questions and comments made by other students in the class via the class Discussion Board, (2) email assignments to the professor and grader, and (3) contact and interview a leader of a revitalized church assigned by the professor in order to develop a case history report on the church.

## **Course Assignments:**

### **A. Case Report:**

A major part of this course involves student reporting on the revitalization of an assigned church. During the first three weeks of class, a church will be assigned in consultation with each student by the professor. Following the assignment of a case by the professor, demographic information and an internal growth analysis of each church will be provided to the student by the professor's associate, David, at the Leavell Center for Evangelism & Church Health at NOBTS. He can be reached at [lcresearch@nobts.edu](mailto:lcresearch@nobts.edu) or by calling 504-816-8820. The church will preferably be located near where the student lives so that he/she will be able to make an on-site visit. Using a questionnaire posted on Blackboard, each student will interview church leaders and (if possible) visit the church site and take digital pictures that can be used to develop a PowerPoint presentation along with the written report in .pdf format **and** either Word or WordPerfect format. Both the PowerPoint and report file will be emailed to the professor ([bday@nobts.edu](mailto:bday@nobts.edu)).

The case study should follow the interview and reports guidelines posted on Blackboard. The report should be at least 15 double-spaced pages. It is intended to be an analytic report of issues central to the student's assigned case. Students will be expected to comment on the class' case reports on the Blackboard's Threaded Discussion section during the last two weeks of class.

**Due Date: December 11.**

**NOTE:** This is an internet course. While most students will be located in the United States, some students will be located outside the country. The professor has an extensive database of churches throughout the nation and should be able to assign churches near to where the student lives as long as the student is located within the United States. However, for students located outside the United States, the professor may assign alternative projects. In consultation with the student

located outside the country, the professor will make alternative assignments during the first three weeks of class.

### **B. Book Reports:**

Students will submit four book reports. Each report should contain a brief summary of the book. Most of the report should be an evaluation of the book in which the book's strengths and weaknesses are noted. The report should be emailed to the professor by midnight on the Monday of the week the class is scheduled discuss the book. The report should be at least five double-spaced pages. **Due dates:** Henard, *Can These Bones Live?* - **Sept. 20**; Rainer, *Autopsy of a Deceased Church* - **Oct. 11**; McIntosh, *There's Hope for Your Church* - **Nov. 8**; McIntosh, *Taking Your Church to the Next Level* - **Nov. 22**.

### **C. Class Participation:**

Scheduled participation through class discussion on Blackboard is integral to the design of this course. **Class participation counts for 20% of a student's final grade.** Weekly the professor will post one or more questions on the Blackboard Discussion Board. Several discussions will occur after antonymous posts of each student's study of a revitalized church are posted on Blackboard. Each student is expected to participate by responding to each of the professor's posted questions. Also, a demographic analysis of each student's church will be provided for each student enrolled in the course. This analysis will provide information related to questions posted during the semester.

### **Course Evaluation**

The requirements for the course and the contribution of each towards the final grade are as follows:

| ACTIVITIES                            | PERCENTAGES |
|---------------------------------------|-------------|
| <b>Book Reports</b>                   | <b>40%</b>  |
| <b>Discussion Board</b>               | <b>20%</b>  |
| <b>Revitalized Church Case Report</b> | <b>40%</b>  |

### **Course Policies**

Students will be expected to have access to online resources to download course materials in the Seminary's Blackboard system.

Assignments will be emailed to the professor and grader using either Microsoft Word (.doc or docx) or WordPerfect (.doc or .docx) formats. An additional copy will be sent in .pdf format.

Assignments are expected to be submitted by 12 midnight via email on the date indicated on the class schedule. **Exceptions to this schedule must be approved by the professor before the due date.**

## Selected Bibliography

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#### Congregational and Community Analysis

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