



CCSW6364 Church Community Ministries
New Orleans Baptist Theological Seminary
Church and Community Ministries Division
Spring 2017, Tuesday/Thursday, 12:30 p.m.

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Mission Statement

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.

Core Value Focus

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is characteristic excellence.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

- 1. Biblical Exposition:** to interpret and communicate the Bible accurately.
- 2. Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.

3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
 4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
 5. **Servant Leadership:** To serve churches effectively through team ministry.
 6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
 7. **Worship Leadership:** To facilitate worship effectively.
- The curriculum competency addressed in this course is disciple making.

Course Description

A special study is made in the development of weekday programs for churches and faith-based community ministries. Emphasis is placed on discovering needs of a community and developing programs to meet these needs as well as the spiritual needs of people. Attention is given to church and community surveys in addition to supervision and administration of weekday ministries.

Student Learning Outcomes

In order to serve churches effectively through Christian Education, the student, by the end of the course, should:

1. Be able to apply their knowledge and comprehension of church and community weekday ministries to meet community needs.
2. Value community ministries.
3. Be able to administer church and community surveys and to supervise and administer weekday ministries.

Course Teaching Methodology

Lecture, discussion, guest speakers, videos, role plays, and case studies will be utilized in this in-class course.

Embedded Assignment

Ministry Project Paper

Each student is to design a ministry for his or her church. The paper should include the following: introduction, description of ministry area and need for ministry, Biblical basis for ministry, description of the church and community (including demographic information), design of the ministry, plan for implementation in the church (including a plan for recruiting, training, and supervising volunteers), conclusion, footnotes, and works cited. Each section of the paper should relate specifically to the student's chosen ministry. Papers should be typed, double-spaced with 12 point type. The body of the paper should be 14-15 pages in length. Twelve sources are required for the paper in addition to class notes and textbooks.

Textbooks

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Gospel of Luke

Morgan, Tony, and Tim Stevens. *Simply Strategic Volunteers: Empowering People for Ministry*. Loveland, CO: Group, 2005.

North American Mission Board. *His Heart, Our Hands: A Guide to Ministry Evangelism*. Alpharetta, GA: North American Mission Board, 2001. [Information about this book will be provided in class.]

Rusaw, Rick, and Eric Swanson. *The Externally Focused Church*. Loveland, CO: Group, 2004.

Sider, Ronald J., Philip N. Olson, and Heidi Rolland Unruh. *Churches that Make a Difference: Reaching Your Community with Good News and Good Works*. Grand Rapids: Baker, 2002.

Wambeam, Rodney A. *The Community Needs Assessment Workbook*. Chicago: Lyceum Books, 2015.

Course Requirements

I. Church Evaluation

Each student will complete an evaluation of his or her church using *The Externally Focused Church*. Students should use the discussion questions at the end of each chapter as a guide for their papers. The evaluation should be 5 typed, double-spaced pages with a Turabian cover sheet. Upload your paper on Blackboard in either .doc (Microsoft Word) or .wpd (WordPerfect) format.

II. Ministry Project Paper

Each student is to design a ministry* for his or her church. The paper should include the following: introduction, description of ministry area and need for ministry, Biblical basis for ministry, description of the church and community (including demographic information), design of the ministry, plan for implementation in the church (including a plan for recruiting, training, and supervising volunteers), conclusion, footnotes, and works cited. Each section of the paper should relate specifically to the student's chosen ministry. Papers should be typed, double-spaced with 12 point type. The body of the paper should be 14-15 pages in length. Twelve sources are required for the paper in addition to class notes and textbooks.

Papers will be graded on content, organization, and form. The points for each section are:

Title Page/Table of Contents/Introduction	5 points
Description of Church and Community	10 points
Description of Ministry Area and Need for Ministry	10 points
Biblical Basis for Ministry	10 points
Design of the Ministry	20 points
Plan for Implementing the Ministry	20 points
Conclusion	5 points
Works Cited	10 points
Grammar/Spelling/Style (including footnotes)	10 points
Total	100 points

*Possible ministry topics include campground ministry, criminal justice ministry, English as a Second Language, homeless ministry, hunger ministry, ministry with migrant workers, pregnancy care ministries, nursing home ministry, refugee resettlement ministries, raceway ministries, transportation ministries, multihousing ministries, substance abuse ministries, ministry with seafarers, tutoring children and youth, special needs ministries for families, afterschool programs. Any topic not listed above should be approved by the professor.

III. Community Ministry Experience (Choose one of the following options.)

Option 1: Volunteering

- Each student will participate in a community ministry volunteer experience at an approved site for a total of 20 hours. Students will choose a ministry location in consultation with the professor.
- Students cannot get "double" credit for the ministry hours in this course. For example, students cannot count the hours required in another course for the hours in this course. Students cannot receive credit for previous volunteer experience.
- The student will arrange a schedule with the on-site coordinator at the beginning of the semester. Each ministry will have different needs and students should adjust their volunteer schedules accordingly

(e.g. 10 weeks for 2 hours; 7 weeks for 3 hours; 5 weeks for 4 hours). At a minimum, students should go to their placements at least 5 weeks during the semester; volunteering less than 5 weeks will result in at least one letter grade reduction. Please do not ask for special arrangements to accommodate your schedule.

- Students will complete a Ministry Assignment Agreement with their on-site supervisor. A copy of the agreement should be submitted to the professor by February 16, 2017.
- Students will submit a 3-4 page reflection paper on their ministry assignment on May 2, 2017. The paper should include a summary of volunteer responsibilities and an evaluation of the volunteer experience including any problems or challenges encountered. The paper should be typed, double-spaced (12 point Times New Roman type) and submitted with Turabian style cover pages. A record of hours completed should be submitted with the final report.

Each student will be evaluated by the on-site coordinator at the ministry site.

Grade for Ministry Assignment

- Ministry Hours Completed 50 points
- Ministry Assignment Agreement 10 points
- Reflection Paper 25 points
- Supervisor's Evaluation 15 points

Option 2: Community Awareness Experiences

Students choosing this option should complete 6 of the following experiences:

1. Attend a church service of another cultural group.
2. Interview a pastor of another cultural group about the strengths and needs of the cultural group. Include in your interview questions about how the pastor and the congregation seek to meet community needs.
3. Attend a community meeting in a neighborhood where you do not live.
4. Attend a city council meeting at City Hall.
5. Eat a meal at Dong Phuong Restaurant in New Orleans East, walk through the bakery, and talk to the store clerk.
6. Ride a New Orleans city bus for a total of 30 minutes.
7. Interview a resident of a housing project.
8. Attend a chapel service at a homeless shelter.

For each experience, write a 2 page reflection paper (typed, double-spaced) about your experience that discusses what you saw, how you felt, what you thought, and how the experience impacted you. End with a reflection regarding what a compassionate Christian response would be.

Midterm and Final Exams

Students will complete midterm and final exams on the assigned dates.

Evaluation of Grade

The student's grade will be computed as follows:

Assignment	Percentage of Grade	Due Date
Church Evaluation	15%	March 7
Midterm Exam	15%	March 9
Ministry Project Paper	25%	April 20
Community Ministry Experience	25%	May 2
Final Exam	20%	May 9

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Course Policies

Policy on Late Papers/Assignments

All work is due on the assigned day and at the assigned time. Late assignments will be reduced by 10 points. *Assignments that are more than one week late will not be accepted.*

Style Guides for Assignments

Social work students should use the APA style guide for all assignments. Non-social work students may use Turabian or APA.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Netiquette

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Emergency Plan

In the event of a hurricane or other emergency, go to the seminary web site for information: www.nobts.edu. Also, students should use Blackboard to follow any announcements that may be posted. Students should ensure their current email address is updated on Blackboard.

Extra Credit

Students can receive 2 points which will be added to their final average by volunteering 4 hours at SeniorFest on April 7, 2017. Students who plan to volunteer must commit by March 7, 2017.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

Dates	Topic	Assignment
January 24 January 26	Introduction Historical Basis Philosophical Foundations for Ministry	<i>His Heart, Our Hands</i> (HHOH), Chapters 1-3 Sider, et al., Chapters 1-3 Rivers, L. "Baptist Centers: Influences and Education." <i>Baptist History and Heritage Journal</i> 46, no. 2 (Summer 2011), 77-89
January 31	Biblical Basis	Gospel of Luke Rusaw & Swanson, Appendix
February 2	Church Community Ministry Example	Rusaw & Swanson, Chapters 1-2
February 7	Church Community Ministry Example	Rusaw & Swanson, Chapters 3-5
February 9	Church Community Ministry Example	Read about NAMB Send Relief. https://www.namb.net/send-relief/
February 14	Current Context for Ministry	HHOH, MAPs 1, 2, 6, 10, 11, and 16
February 16	Starting a Ministry Ministry Evangelism Example	HHOH, Chapter 4, Appendices A-C Sider, et al., Chapters 8-9
February 21 February 23	Assessing Your Church	Rusaw & Swanson, Chapters 6-11 Sider, et al., Chapters 6-9, 12 (p. 249-257) Wambeam, Chapters 1-4
February 28 (Mardi Gras – no class) March 2 March 7	Community Needs Assessment	Sider, et al., Chapter 12 (p. 257-270); HHOH, Chapter 6 Wambeam, Chapters 5-10 Church Evaluation Paper Due (March 7)
March 9	Midterm Exam	
March 13-17	Spring Break- no class	
March 21 March 23	Involving People in Ministry Working with Volunteers: Overview and Recruiting	HHOH, Chapters 5, 7; Complete Appendix D; Morgan & Stevens, pages 1-115
March 28 March 30	Working with Volunteers: Training and Supervision	Morgan & Stevens, pages 116-235 HHOH, Chapters 8 and 9
April 4 April 6	Funding/Grants	HHOH, Chapters 10 and 11, MAPs 3-5, Appendices E, F; Sider, et al., Chapter 5
April 11 April 13	Evaluation Policies and Procedures	Sider, et al, Chapters 13-14 HHOH, MAPs 7-9
April 18 April 20	Nonprofit Organizations	Sider, et al, Chapter 11 HHOH, MAPs 12-15 Ministry Project Papers Due – April 20
April 25 April 27	Advocacy and Social Action	Sider, et al., Chapter 4 HHOH, MAPs 16-27

May 2 May 4	Making a Difference in Your Community	Community Ministry Experience Due May 2
May 9 1-3 p.m.	Final Exam	

Selected Bibliography

Atkinson, Donald A., and Charles L. Roesel. *Meeting Needs, Sharing Christ: Ministry Evangelism in Today's New Testament Church*. Nashville: LifeWay, 1995.

Bolton, Barbara, Mike Bright, and Byron Cressy. *Care and Feeding of Volunteers: Recruiting and Keeping an Excellent Volunteer Ministry Staff*. Cincinnati, OH: Standard Publishing, 2001.

Cobble, Jr., James F. "Screening Children's Workers." *Leadership* 23, no. 3 (Summer 2002): 72-77.

Corbett, Steve, and Brian Fikkert. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor . . . and Yourself*. Chicago: Moody, 2009.

Danielson, Thay, Pat Lucas, Rose Malinowski, and Sharon Pittman. "Set Free Ministries: A Comprehensive Model for Domestic Violence Congregational Interventions" *Social Work & Christianity*, 36 (2009): 480-493.

Dudley, Carl S. *Community Ministry: New Challenges, Proven Steps to Faith-Based Initiatives*. Bethesda, MD, 2002.

Huysen, Mackenzi. "Social Work with Volunteers" *Social Work and Christianity* 37, no. 1 (2010): 93-95.

Keith-Lucas, Alan. "The Church's Witness in Social Welfare" *Social Work and Christianity*, 37, no. 3 (2010): 330-340.

Keller, Timothy J. *Ministries of Mercy: The Call of the Jericho Road*, 2d ed. Phillipsburg, NJ: P & R Publishing, 1997.

Lewis, Robert, and Rob Wilkins. *The Church of Irresistible Influence: Bridge-Building Stories to Help Reach Your Community*. Grand Rapids, MI: Zondervan, 2001.

Maeker, Nancy, and Peter Rogness. *Ending Poverty: A 20/20 Vision: A Guide for Individuals and Congregations*. Minneapolis: Augsburg Fortress, 2006.

Martin, Joyce Sweeney. *Faith Works: Ministry Models for a Hurting World*. Birmingham, AL: Woman's Missionary Union, 1996.

Poole, Jay, John C. Rife, Fran Pearson, and Wayne R. Moore. "Developing Community Partnerships With Religiously Affiliated Organizations to Address Aging Needs: A Case Study of the Congregational Social Work Education Initiative." *Social Work & Christianity*, 36 (2009): 176-191.

Rivers, Loretta. "Baptist Centers: Influences and Education." *Baptist History and Heritage Journal* 46, no. 2 (Summer 2011), 77-89.

Roberts-Lewis, Amelia, and Tonya D. Armstrong. "Moving the Church to Social Action." *Social Work and Christianity*, 37 no. 2 (2010): 115-127.

Ronsvalle, John. *The Poor Have Faces: Loving Your Neighbor in the 21st Century*. Grand Rapids, MI: Baker Book House, 1992.

Rusaw, Rick, and Eric Swanson. *The Externally Focused Life*. Loveland, CO: Group, 2009.

Seaton, Michael R. *Becoming a Good Samaritan*. Grand Rapids, MI: Zondervan, 2009.

Skjegstad, Joy. *Starting a Nonprofit at Your Church*. Bethesda, MD: The Alban Institute, 2002.

_____. *7 Creative Models for Community Ministry*. Valley Forge, PA: Judson Press, 2013.

Sjogren, Steve, and Janie Sjogren. *101 Ways to Reinvest Your Life*. Colorado Springs: NavPress, 2003.

Special Needs – Special Ministry: For Children’s Ministry. Loveland, CO: Group Publishing, 2004.

Unruh, Heidi Rolland, and Ronald J. Sider. *Saving Souls, Serving Society: Understanding the Faith Factor in Church-Based Social Ministry*. New York: Oxford University Press, 2005.

Websites:

FASTEN: Fasten and Service Technical Education Network. <http://fastennetwork.org>

Greater New Orleans Community Data Center. <http://www.gnocdc.org>

Leavell Center for Evangelism and Church Health. <http://www.leavellcenter.com>

North American Mission Board. <http://www.namb.net>

PURE Ministries. <http://www.pure-ministries.com>

Woman’s Missionary Union. <http://www.wmu.com>