

**ECCO 5040-01: Mission and Ministry of the Evangelical Covenant Church  
North Park Theological Seminary  
Spring 2022 Hybrid Format**

**Module 1 in Person Jan 24 at ECC Midwinter Conference 9-Noon, 2-4 pm central time  
Modules 2, 3, 4 (Feb 5, 12, 19) Online via Zoom 11-1 and 2 to 4 pm central time  
3 semester hours  
Course Syllabus**

**Instructors:**

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**Course Description:**

Introduces the structure, policies, priorities, and missional trajectory of the Evangelical Covenant Church. Presentations highlight polity on congregational, conference, denominational, and credentialed ministerial levels. Topics covered include historic and current issues that have shaped and continue to guide the movement of the ECC. Opportunity given for participants to interact with denominational leaders about current issues and trends. This course provides practical resources for interpreting the movement of the ECC to the local ministry context.

**Course Objectives:** At the end of the course students will be able to...

1. Understand the structure, policies for change, and missional movement of the ECC's three-strands strong and interpret this to others
2. Recognize the authority and responsibilities of ministerial leadership and discern one's place within the ECC as a denominational home
3. Describe the mosaic mission of the ECC by applying the six-fold test as a matrix for ethnic diversity and inclusion of women in local contexts
4. Exegete the cultural context of one's ministry and mobilize a contextualized missional movement in line with ECC priorities in that context

**Required Learning Materials**

Additional required learning materials posted in each module in Canvas

**Module 1:**

Christine Pohl, *Living into Community: Cultivating Practices that Sustain Us*. (Eerdmans), 2012.

## **Module 2:**

Richard E. Theilin. "Bearing Rule: Pastoral Leadership in the Evangelical Covenant Church." Unpublished manuscript. Posted in online course shell.

Eric H. F. Law. *The Wolf Shall Dwell with the Lamb: A Spirituality for Leadership in a Multicultural Community*. (Chalice Press), 1993.

Choose **one** of the following that you have not read:

Ruth Haley Barton. *Pursuing God's Will Together: A Discernment Practice for Leadership Groups*. (InterVarsity Press), 2012.

Glenn Daman. *The Forgotten Church: Why Rural Ministry Matters for Every Church in America*. (Moody Publishers), 2018.

Chuck De Groat. *When Narcissism Comes to Church: Healing Your Community from Emotional and Spiritual Abuse*. (InterVarsity Press), 2020.

José Humphreys. *Seeing Jesus in East Harlem: What Happens When Churches Show Up and Stay Put*. (InterVarsity Press), 2018.

Brad Roth. *God's Country, Faith, Hope and The Future of the Rural Church*. (Herald Press), 2017.

Karl Vaters. *The Grasshopper Myth: Big Churches, Small Churches, and the Small Thinking that Divides Us*. (New Small Church), 2012.

## **Module 3**

Choose **one** of the following that you have not read:

Dennis R. Edwards. *Might from the Margins: The Gospel's Power to Turn the Tables on Injustice*. (Herald Press), 2020.

Dominique Gilliard. *Subversive Witness: Scripture's Call to Leverage Privilege*. (Zondervan), 2021.

Brenda Salter McNeill. *Becoming Brave: Finding the Courage to Pursue Racial Justice Now*. (Brazos Press), 2020.

Robert Chao Romero. *Brown Church*. (InterVarsity Press), 2020.

Alexia Salvatierra and Peter Heltzel. *Faith-Rooted Organizing: Mobilizing the Church in Service to the World*. (InterVarsity Press), 2014.

David Swanson. *Rediscipling the White Church: From Cheap Diversity to True Solidarity*. (InterVarsity Press), 2020.

Chanequa Walker-Barnes. *I Bring the Voices of My People: A Womanist Vision for Racial Reconciliation*. (Eerdmans), 2019.

## **Module 4**

Gregg Okesson, *A Public Missiology: How Local Churches Witness to a Complex World*. (Grand Rapids, MI: Baker), 2020.

Additional required learning materials posted in each module in Canvas

List of additional optional learning materials posted in each module Canvas

## **Assessments**

### **Submission Guidelines**

All assessments should be posted in the appropriate Canvas forums as a Word Documents (no PDF's will be accepted). Please do not send papers either by mail or e-mail directly to

professors.

1. **Reading Log.** (10% of course grade). Reading is a key component of the course. Students will complete the reading log posted in Canvas indicating reading that was completed on time, late, or not at all. The due date for the reading log is listed in the course schedule below.
2. **Online Reflections and Responses.** (5% of course grade for each of 4). Each module will have learning materials course participants are asked to read, view, and reflect upon.  
**Online Reflections.** From the learning materials in each module post a 500-750 word response. Responses can amplify important themes, critically engage ideas, or advance the ideas in the reading. All should demonstrate that you have done the reading and can apply learning to ministry on an individual and communal level. Sections from the responses that you write or ideas you engage can be incorporated into your final paper. Deadlines for posting reflections are on midnight central time the Friday before the Saturday when we have our online session.  
**Online Responses:** Write a 200-250 word response offering feedback to at least two other course participants' posts. Good responses are demonstrated by understanding of another's view, offering candid & caring feedback, advancing ideas of peers and readings, reflecting on how content affects students in the classroom differently, and demonstration of empathy with a variety of perspectives. Response postings are due by midnight central time the Tuesday following the initial post with a response of approximately 250 words. A detailed rubric for reflections and responses is posted in the Canvas shell. Due dates for online reflections and responses are listed in the course schedule below.
3. **Live session attendance and presentations.** (10% of course grade for each of 4). Each live Saturday session will have an assignment for presentation and an opportunity for interaction. Detailed rubrics for each week's presentation are posted in Canvas. Due dates for these presentations are on each of the four Saturdays of the class. Please post a written summary of your presentation in Canvas by midnight of that same Saturday. Parts of your written responses can be incorporated into your final paper. You are not required to post comments to other students, but this is optional. Due dates for live session presentations are listed in the course schedule below.
4. **Quiz.** (10% of course grade). You will be given an information assessment quiz at the beginning of the course. The first time you take this quiz it will not count towards the course grade. At the end of the semester you will be asked to take the same quiz again to assess how much progress has been made and this one will be graded. Due dates for the quizzes are listed in the course schedule below.
5. **Final Paper.** (20% Course Grade). Instructions for Final Paper:  
Adapt this paper to your particular ministry context as much as possible. Follow the rubric provided online carefully. Incorporate course readings and viewings and ten additional sources to be found in articles, books or online that you find helpful. List all references as footnotes or endnotes. Your total paper should total between 4500 and 5000 words. Double-spaced, with 1 inch margins all around; your name and the page number should appear at the top right of each page (your computer can do this automatically); the question number should appear before each essay. Use 12 point

fonts, not 18 point and not 8 point. Use a serif font like Cambria (used here) or Times New Roman. Use good citations showing you read the material on your topic. Footnotes are not necessary but cite quotations or references in parentheses in the text. Please use gender inclusive language when referring to people. All assessments should be submitted through Canvas as Word Integrate course material and ECC resources into your writing. Your paper should divide in three major sections:

**Part I. What are ECC Priorities?** In no more than 1500 words explain the five ministry priorities of the ECC in a way that someone new to the ECC could grasp them. This should include the following: 1) A brief description of each of the five priorities of the ECC, 2) An overview of how the ECC is structured to help your ministry move forward in these five priority areas, 3) An analysis of how your local ministry is or is not presently involved in these areas and 4) Your thoughts and suggestions for possible improvement in involvement with these areas of mission priority at the local, conference and denominational levels.

**Part 2. What is Polity?** In no more than 1500 words explain polity in a way that someone new to your ministry could understand it. This should include the following: 1) A summary of the denominational polity of the ECC as compared to other models, 2) A brief description of how conferences work within the ECC, 3) An in-depth description and analysis of the polity model your ministry has chosen (in comparison to those not chosen) including its strengths and challenges at the local, conference and denominational levels. 4) Your own understanding of ministry authority as a credentialed leader in the ECC.

**Part 3. Where Are You in the Mosaic Movement?** In no more than 1500 words describe your ministry through the lens of the 6-Fold Test to those unfamiliar with either. This should include the following: 1) A brief explanation of the 6-Fold test with one example of each, 2) a demographic study of your ministry's local context evaluating the missional challenges and opportunities of implementing the 6-Fold test (A helpful link for U.S. communities is [www.city-data.com](http://www.city-data.com)), 3) An honest evaluation of your ministry's involvement in each of the five areas with suggestions for improvement and 4) Your role as a credentialed leader in mobilizing for mission in your context. Due date for the final paper is listed in the course schedule below.

### **Grading**

The weight of assignments is as follows:

Reading log	10% Course Grade
Online reflections and responses	20% Course Grade
Live session attendance and presentations	40% Course Grade
Quiz	10% Course Grade
Final Paper	20% Course Grade

Grading Scale (based on NPTS catalogue):

95-100 %	A	86-87%	B-	76-77%	D+
93-94 %	A-	84-85%	C+	72-75%	D
91-92%	B+	80-83%	C	70-71%	D-
88-90%	B	78-79%	C-	69% and below	F

### **Grade Reduction for Late Assignments**

Letter grades for late assignments without excuse or request for an incomplete will be reduced 1 letter for each day late. Students who do not complete pre-class work in a timely way will be asked to take the course at another time. Students who do not complete the final assignment on time, without excuse or request for an incomplete, will not be allowed to take further Orientation courses until work for this course is completed.

## **Notes**

### **CANVAS**

For any questions or concerns about Canvas please open an online Helpdesk ticket.

### **WRITING FORMAT**

Use the Turabian style for references in your writing. Here is a link to writing handbook for NPTS. Refer to it for your questions regarding formatting:

<https://assets.northpark.edu/wp-content/uploads/20200717101927/Writing-Handbook-2020-2021.pdf>

### **INCLUSIVE LANGUAGE**

Course participants are encouraged to follow the Statement of Inclusive Language from the Board of Publication Policy of the Evangelical Covenant Church which states, “We are committed to being inclusive in language and imagery in an effort to eliminate prejudice, whether gender, racial, ethnic, national, religious, denominational, cultural, or physical. This way of proceeding in no manner seeks to deny personal identity; rather, it guards against any use of word or phrase that tends to exclude people.” Consider how you can best incorporate inclusive language into all of your communication (written and oral) during the course particularly in your references to God and to humanity.

### **ONLINE ETIQUETTE**

While online in class students are required to keep cameras on. This gives all in the class the ability to connect at least visually, if not in audibly. When not speaking please mute microphones unless asked to do otherwise. When necessary, course participants may send chat messages to instructors during the class time. All programs such as internet use, solitaire and other games, email, and any others not related to the course should not be open during class time.

### **INCOMPLETE GRADES**

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.” For the full policy, see page 15 of the [Seminary Academic Catalog](#).

## **ACADEMIC DISHONESTY AND PLAGIARISM**

The community at North Park University promotes a commitment to integrity in all areas of life. In the case of breaches of academic honesty such as plagiarism or cheating on examinations, the matter will be reported to the Dean of Faculty/Academic Dean. Students should be advised that normally in cases of academic dishonesty or plagiarism the penalty can range from receiving a failing grade for the assignment to expulsion from the seminary. For the full policy, please see the seminary academic catalog.

## **STUDENTS WITH DISABILITIES**

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email [ada@northpark.edu](mailto:ada@northpark.edu) or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

## **HARASSMENT POLICY AND TITLE IX**

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-6222) or Director of Human Resources (773-244-5601) for information about campus resources and support services, including confidential counseling services. As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park's Safe Community site (<http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>) for contact information and further details.

## **COURSE SCHEDULE**

Subject to change based on availability of speakers

### **Module I: Jan 24 Mission and Ministry of the ECC**

Review required learning materials in Canvas before first day of class

Topics/Activities in Module 1:

What do we mean by mission in the ECC?

Gallery Walk

How Well Do You Know the ECC?

Student Discussion of materials

Ministry and Mission: Similarities and Differences

Post reflection online by midnight Sat Jan 29

Two online responses due by midnight Tuesday Feb. 1

### **Module II: Feb 5 Modalities of the ECC**

Online Reflection on Module II Learning Materials due Friday Feb 4

Presentation #2 due in class Feb 5, posting write-up by midnight Feb 4.

Topics/Activities in Module 2:

Three Strands Strong

SAT Findings, Commissions, Boards, and Associations

Student Presentations

Q&A time with Superintendent

The Role of the Ministerium on Conference and Denominational Levels

Online Response due Tuesday Feb 8

**Module III: Feb 12 Mosaic Movement of the ECC**

Online Reflection on Module III Learning Materials due Friday Feb 11

Presentation #3 due in class Feb 12, posting write-up by midnight Feb 11.

Topics/Activities in Module 3: 9Student Presentations

Women in Ministry

Q&A with Mosaic and Anti-Racism Panel

Online Response due Tuesday Feb 15

**Module IV: Feb 19 Mobilizing in the ECC**

Online Reflection on Module IV Learning Materials due Friday Feb 18

Presentation #4 due in class Feb 19, posting write-up by midnight Feb 18

Topics/Activities in Module 4:

How Does Change Happen in the ECC?

Student Presentations

Q&A About Lifetime Credentialing

Exegeting Your Context (de Neui article posted online)

Online Response due Tuesday Feb 22

Take Quiz 2 and submit online by midnight Sat Feb 26

Turn in Reading log by midnight Mar 5

Turn in Final Paper by midnight Mar 12