

ECCO 5040-01: Mission and Ministry of the Evangelical Covenant Church
North Park Theological Seminary
2024 Hybrid Format
Friday January 26 meeting 1 to 5 pm in person at Midwinter Conference
Saturdays February 3, 10, and 17, 1 to 5 pm online central time
3 semester hours
Course Syllabus

Instructors:

Rev. Dr. Paul H. de Neui

Professor of Missiology and Intercultural Studies, North Park Theological Seminary

3325 W. Foster Ave, Chicago, IL, USA 60625

Office (773) 244-6230

pdeneui@northpark.edu

Rev. Dr. Catherine Gilliard

Superintendent of Southeast Conference

575 Travis St NW, Atlanta, GA 30318

Office (404) 768-2514

cgiillard@northpark.edu

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Unpublished manuscript.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.

In addition to 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.

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.

Or, if you are involved in rural ministry, select one of these:

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

Rob Dixon. *Together in Ministry: Women and Men in Flourishing Partnerships*. (InterVarsity Press), 2023.

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

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

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

Danielle Strickland. *Better Together: How Women and Men Can Heal the Divide and Work Together to Transform the Future*. (Thomas Nelson), 2020.

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

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 online in Canvas.

List of additional optional learning materials posted in each module online in Canvas.

Assessments

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 course instructors.

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). Adapt this paper to your particular ministry context as much as possible. Follow the rubric provided online carefully. Incorporate course materials and ten additional sources to be found in articles, books or online that you find helpful. At the end of your paper list all sources you used in your writing; this can be either alphabetically by author's last name or as endnotes. Your total paper should total between 4500 and 5000 words, double-spaced, 12 point font, with normal 1 inch margins. Footnotes are not necessary but cite quotations or references in parentheses in the text. Please use gender inclusive language whenever possible. Add your name and the page number at the top right of each page (your computer can do this automatically

as a header).

Your paper should divide in three major parts using the headings below for each of the three parts:

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: 1) A summary description of the congregational polity of the ECC, 2) A brief description of how conferences work within the ECC, 3) An analysis of your ministry's constitution. This means you will need to *find your organization's document* and include it as one of the ten outside sources for this paper. Describe why your ministry has chosen the model it has and evaluate its strengths and challenges at the local, conference and denominational levels. 4) Include your own understanding of what "bearing rule" means in your ministry context as a credentialed ECC leader.

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), 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.

Additional Notes

Academic Accommodation: NPTS provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe that they may need accommodations in this class are encouraged to contact Seminary Academic Services as soon as possible. If desired or necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Services is found at <https://www.northpark.edu/campus-life-and-services/student-success-and-wellness/disability-resources/>.

Academic Honesty: In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

- Plagiarism - the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
- Copying another's answers on an examination.
- Deliberately allowing another to copy one's answers or work.
- Signing an attendance roster for another who is not present.
- Use of ChatGPT or other AI composition software to impersonate individual assignments.

For a fuller discussion of academic dishonesty, see pp. 25-27 of the Seminary Academic Catalog.

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

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.

Inclusive Language: NPTS encourages all students to follow the Statement of Inclusive Language of the ECC which explains, "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.

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](#).

Online/Zoom 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. Please use the same etiquette you would use when in the classroom with other students. This means **avoid** traveling in your car, preparing a meal, dressing, showering, personal grooming, or engaging in other activities at the same time as when you are in the online classroom. We understand that cats, dogs, and young children like to be in on the activity and that is not a problem as long as they do not distract from your ability to engage and learn. 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.

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>

COURSE SCHEDULE

Subject to change based on availability of guest speakers

Module I: Jan 26 Mission and Ministry of the ECC – in person at Midwinter Conference

Review required learning materials in Canvas before first day of class Jan 26

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 Thursday Jan 25

Two online responses due by midnight Tuesday Jan 30

Module II: Feb 3 Modalities of the ECC – synchronous online 1 to 5 pm central time

Reflection on Module II Learning Materials posted online by Friday Feb 2

Presentation #2 due in class Feb 3, posting write-up by midnight Feb 2

Topics/Activities in Module 2:

Three Strands Strong

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 6

Module III: Feb 10 Mosaic Movement of the ECC – synchronous online 1-5 pm

Reflection on Module III Learning Materials posted online by Friday Feb 9

Presentation #3 due in class Feb 10, posting write-up by midnight Feb 9

Topics/Activities in Module 3:

Student Presentations

Women in Ministry

Q&A with Mosaic and Anti-Racism Panel

Online Response due Tuesday Feb 13

Module IV: Feb 17 Mobilizing in the ECC – synchronous online 1-5 pm central time

Reflection on Module IV Learning Materials posted online by Friday Feb 16

Presentation #4 due in class Feb 17, posting write-up by midnight Feb 16

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 20

Take Quiz 2 and submit online by midnight Sat Feb 24

Turn in Reading log by midnight central time March 3

Turn in Final Paper by midnight central time March 8

Revised 27 Oct 2023