

ECCO 5040-01: Mission and Ministry of the Evangelical Covenant Church
North Park Theological Seminary
Summer 2025 Hybrid Format
Saturdays July 12, 19, 26 and Friday August 1 to 5 pm central time
3 semester hours Draft 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 I:

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

Module II

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

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

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

Daniel Kreiss and Efrem Smith. *A Church for Everyone: Building a Multi-inclusive Community for Emerging Generations* (IVP, 2024).

Robert Chao Romero. *Brown Church* (IVP, 2020).

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

Jemar Tisby. *How to Fight Racism: Courageous Christianity and the Journey Toward Racial Justice* (Zondervan, 2021).

Module III:

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

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

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

Jules Glanzer. *The Sound of Leadership: Kingdom Notes to Fine Tune Your Life and Influence* (Invite Press, 2023).

James Kouzes and Barry Pozner. *A Leader's Legacy* (Jossey-Bass, 2007).

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

Michael Emerson. *Religion of Whiteness: How Racism distorts Christian Faith* (Oxford, 2024).

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, 2018).

Stephen Witmer. *A Big Gospel in Small Places: Why Ministry in Forgotten Communities Matters*. (IVP, 2019).

Module IV

Read Okesson, Chapter 6 "How to Study Congregations." (Found in Canvas)

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

Ruth Haley Barton. *Strengthening the Soul of your leadership: Seeking God in the Crucible of Ministry* (IVP, 2018).

Dennis Edwards. *Humility Illuminated: The Biblical Path Back to Christian Character* (IVP Academic, 2023).

Highly recommended:

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

Additional required learning materials posted in each module in Canvas

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

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 Canvas shell online.

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 in Canvas. 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 class 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 Canvas.
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 1. 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 how ECC congregational polity works at the denominational, conference, and local levels, 2) A brief description of how conferences work within the ECC, the name of your conference, and the name of your superintendent and her or his role in relation to your ministry, 3) An analysis of your ministry's polity model based on your constitution. This means you will need to **find your ministry's current document** and include it as one of the ten outside sources for this paper. 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 Canvas.

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

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/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.

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 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.