Ministry Apprenticeship Program
Seminar 3: Outreach/Missions

INSTRUCTORS

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MINISTRY APPRENTICESHIP PROGRAM

The Ministry Apprenticeship Program (MAP) is an extension of the field education classes that integrates experiential learning, expert observation, and structured spiritual development with practical day-to- day ministry training.

There are three components, each worth six (6)-hours for a possible total of eighteen (18)-hours, woven throughout the nine (9)-month Downline Institute that students participate in: Leadership/Discipleship (Seminar 1), Proclamation (Seminar 2), and Outreach/Missions (Seminar 3).

This program has 3 Core Competencies:
(1) Theological Equipping: Students will be able to demonstrate significant knowledge of the Bible, interpret Scripture's original meaning, and apply Scripture to contemporary situations.

(2) Practical Ministry Experience: Students will be able to display a biblical vision for ministry and lead with humble authority after observing and serving in an intensive mentorship situation.

(3) Leadership Development: Students will be able to demonstrate a growing, Christ-like character and a sense of God's calling to ministry.

COURSE DESCRIPTION

An intensive supervised ministry experience focused on the development of discipleship competencies consisting of the following: full involvement in the Downline Institute, ministry service in an approved setting, and appropriate academic requirements, which will enhance the student's overall understanding and implementation of biblical discipleship.

REQUIRED READINGS & RESOURCES

The following readings and resources are required. Books / articles will be read in their entirety unless otherwise noted.

Reading
• Bible (bring to every class session)

Books
• *Reaching and Teaching* by David Sills
• *Kingdom Calling* by Amy Sherman
• *Foreign to Familiar* by Sandra Lanier
• *Let the Nations Be Glad* by John Piper
• *When Helping Hurts* by Steve Corbett and Brian Fikkert

LEARNING GOALS & EVALUATION

1. The student will further develop his discipleship and leadership competencies by being immersed in a ministry setting.

2. The student will reflect on experiences through journaling and mentor relationships and apply outreach skills gleaned from course material.

3. The student will be able to articulate a biblical foundation for Mission, Mercy, and Outreach by examining pertinent biblical texts, reviewing applicable literature, and engaging in thoughtful discussions on the topic with the professor and pastors.

4. The student will be further developed in discipleship in the missional context through researching and completing a case study.

LEARNING ACTIVITIES & ASSESSMENTS

The following assignments totaling 100 points are to be completed as described below by the dates indicated.

- **Required reading and writing assignments (25 pts total / reading is 15 pts and book critiques are 5 pts each)**
  Each student will read all assigned readings and submit a report at the end of the year indicating that the student completed all reading assignments. Each student will also submit a two-page critique for each of the following texts:
    o *Reaching and Teaching* by David Sills OR *Let the Nations Be Glad* by John Piper
    o *When Helping Hurts* by Steve Corbett and Brian Fikkert

- **Contextualized Ministry Experience (30 pts)**
  The student can do one of the following:
    o Engaged in a short-term foreign ministry trip focused on discipleship training. This experience should have a minimum of 40 total hours of cross-cultural ministry (20 pts). The student will be required to keep a journal concerning the ministry involvement and lessons learned (10 pts). The student will also be required to complete all necessary records of involvement required by the professor.
    o Lead a small group using the Downline Builder through an 8-week session (20 points). The group size should have a minimum of 2 people in the group that are from a different demographic (meaning a generational age gap of at least 5 years, or a different socio-economic background, or a different ethnicity). The student will be required to keep a journal about the groups involvement and lessons learned (10 pts).
    o Another project that is your idea and approved by the professor (30 points)

- **Research Paper on Mission and Mercy (25 pts)**
  The student will write a paper on one of the following topics:

- o Discipleship in the Missional Context – Discuss how biblical discipleship is shaped by a context in which the biblical worldview is NOT the dominate worldview.
- o The Church's view concerning "panta ta ethne"
- o Appropriate and Inappropriate Contextualization
- o Missional thinking concerning relief and development
- o The Implications of Acts 1 and 2 on Mission and Mercy

The student is required to use a minimum of 20 literature citations within the paper (as well, the student is expected to additionally cite biblical references) and the reference list must include a minimum of 15 sources total including peer reviewed journal articles, scholarly commentaries, and other strong resources (you will need to include an annotated bibliography/reference list with your paper that details how the specific work impacts your understanding of the topic). Suggested length is 3500 words. Please make sure that your writing demonstrates strong critical reflection on the subject.

- **Case Study (20 pts)**
  The student will develop a thorough case study of a situation involving a gospel outreach encounter that has occurred during his contextualized ministry experience (on-field ministry time). The student will use the following guidelines in preparing the case study.

  A case study is a written account of a particular ministry situation. It is open-ended and unbiased in reporting the situation, and it leaves the reader with a problem to solve. Critical questions may be raised as teaching notes after the case material has been presented, but the case should not be resolved as such in the written account. This will allow for group discussion to clarify critical issues, attain self- awareness, acknowledge diverse points of view and enhance the individual growth of group members. Cases are best used in small groups where discussants act as peer consultants.
  In writing a case study, accuracy and objectivity are important. If opinions are expressed, they should be attributed to characters in the case, not to the author's bias. Case studies should be written from a third-person, not a first-person perspective. All names and other recognizable data should be disguised where appropriate.
  The following components need to be included in a case:

1. **Introduction:** State an attention grabber, a statement of the problem to be resolved (i.e., decision to be made, a letter to be written, a meeting where a significant issue is to be considered).

2. **Background:** Give important background information on the situation so that the reader will understand the larger context.

3. **Description:** Recreate the situation in enough detail to give the readers an accurate replay of the event. Help the reader to "feel" what is happening.

4. **Summary:** Restate the problem to be resolved, Leave it open-ended.

Teaching notes may be added at the end of the case to assist readers in focusing on critical issues. Do this by raising questions that will help in identifying motivations and behaviors and will assist in analyzing possible solutions. These case studies will be discussed in class / within groups. Please make sure to bring enough copies for each student in the MAPS cohort.

ATTENDANCE

Students are expected to attend all sessions of the Downline Institute.

RESPECT FOR DIVERSE VIEWPOINTS

Students are expected to have respect for one another, particularly when other students express diverse viewpoints in the classroom.

PLAGIARISM & ACADEMIC DISHONESTY

Plagiarism is the unattributed use of the words, quotations, or ideas of someone else. Students must always properly credit sources used in assessments and required projects.