

**PT6205 Principles of Church Planting**  
**Spring 2020, RTS-Charlotte**  
Professor: Rev. Dean Faulkner, et al

## **Description**

Principles of Church Planting will cover the biblical, theological, spiritual, missional and structural aspects of church planting so that students have a foundation and roadmap to planting. In the class, the student will learn to think and apply gospel, evangelistic and ecclesiastical principles to the establishment of new and reformed churches while understanding the value of IQ, EQ and CQ in planting. Students will explore and think through the multi-stage process of planting a church in various contexts and even among various ethnic groups. Students will also carry out exercises and projects to learn the ministry rhythms and life of a church planter.

## **Course Learning Objectives**

### **A. Knowledge/understanding**

1. To understand biblical models of church planting, church health and church reproduction
2. To understand reformed distinctives in planting and various church planting methods.
3. To understand the five phases of church planting and what needs to be done in each.
4. To understand how to effectively develop disciples, leaders, structures and ministries in a new church.
5. To understand how to do effective outreach in a church plant.

### **B. Skills/doing**

1. Will be able to evaluate their own readiness for church planting.
2. Will be able to write a philosophy of ministry for a church plant.
3. Will be able to conduct a simple demographic study of a target area.
4. Will be able to develop a personal plan for growth as a church planter.
5. Will be able to develop leaders in a church plant.

### **C. Being/affective**

1. To desire to plant a church, if they are able and called.
2. To desire to plant a distinctly reformed and outward facing church.
3. To desire to make disciples and develop leaders in a church plant.
4. To desire to develop a church that plants other churches and empowers church planting around the world.

**Course Objectives Related to MDiv\* Student Learning Outcomes**

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 Campus: RTS-Charlotte  
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<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<ul style="list-style-type: none"> <li>• Strong</li> <li>• Moderate</li> <li>• Minimal</li> <li>• None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	This course will give students a biblical, theological and contextual framework for planting reformed and evangelical churches
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	This course will use Scripture in every class to guide discussion on the principles of church planting by integrating ET, BT, HT and ST considerations from the word
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	This course will utilize historic standards, especially the WCF, to highlight the call of mission while thinking theologically.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	This course will call students to grow spiritually in the knowledge of the Lord and themselves in order to give missionally with the gospel in a plant setting.
<b>Worldview</b>	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	This course will coach and call students to educate themselves on proper processes to plant churches
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Minimal	This course will call students toward a vision of church planting that engages the lost in meaningful outreach while working through various traditions of Christians that show up in planting
<b>Pastoral Ministry</b>	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Strong	This course will equip students to reach the lost, disciple the found and organize in a church plant so the kingdom is expanded in spiritually healthy ways

## Required Texts

1. Theological Vision: Keller, Timothy. *Center Church*. Grand Rapids, Mich.: Zondervan, 2012 (382 pages) for American or International Church Planting.
- OR Ott, Craig and Wilson, Gene. *Global Church Planting*. Grand Rapids, Mich.: Baker Academics, 2011, (418 pages). For International Church Planting.
2. Culture: Smith, James K.A. *How (Not) to be Secular: Reading Charles Taylor*. Grand Rapids, Mich.: Eerdmans, 2014. (143 pages)
- OR Newbigin, Lesslie. *The Gospel in a Pluralist Society*. Grand Rapids, Mich.: Eerdmans, 1989. (244 pages)
3. Evangelism: Clark, Elliot. *Evangelism as Exiles: Life as Mission as Strangers in our Own Land*. Denmark: The Gospel Coalition, 2019. (157 pages) \*\*\*Not available at RTS bookstore

## Highly Recommended Texts

- Hesselgrave, David. *Planting Churches Cross Culturally, North America and Beyond*. Second Edition. Grand Rapids, Mich.: Baker Books, 2000.
- Malphurs, Aubrey. *Planting Growing Churches for the 21<sup>st</sup> Century*. Second Edition. Grand Rapids, Mich.: Baker Books, 2004, (409 pages). For US Church Planting
- Malphurs, Aubrey. *The Nuts and Bolts of Church Planting*. Grand Rapids, Mich.: Baker Books, 2011.
- Paas, Stefan. *Church Planting in the Secular West: Learning from the European Experience*. Grand Rapids, Mich.: Eerdmans, 2016.
- Payne, J.D. *Discovering Church Planting, An Introduction to the Whats, Whys, and Hows of Global Church Planting*. Downers Grove, Ill.: InverVarsity Press, 2009.
- Roberts, Bob, Jr. *The Multiplying Church: The New Math for Starting New Churches*. Grand Rapids, Mich.: Zondervan, 2008.
- Stetzer, Ed and Daniel Im. *Planting Missional Churches: Your Guide to Starting Churches That Multiply*. Second Edition. Nashville, Tenn.: B and H Publishing, 2016.
- Wood, Tom. *Church Planter Field Manual*. 3 vols. Alpharetta, Ga.: Sandals in Sand, 2016.

## Recommended Texts

- Amberson, Talmadge R. *The Birth of Churches: The Biblical Basis for Church Planting*.
- Barna, George. *The Power of Vision*.
- Chaney, Charles L. *Church Planting at the End of the Twentieth Century*.
- Conn, Harvey. *Planting and Growing Urban Churches*.
- Schaller, Lyle, *Center City Churches; 44 Questions for Church Planters*.
- Shenk, David and Ervin Stutzman, Ervin. *Creating Communities of the Kingdom, New Testament Models of Church Planting*.
- Wood, Tom. *Gospel Coach, Shepherding Leaders to Glorify God*.

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## Course Structure and Grading

- 1. Classes.** There will be 13 two-hour classes during the semester (with an optional class at end of semester). **Attendance and participation – 10%**
- 2. Reading.** 1000 pages total. In addition to the 700+ pages of required reading an additional 300 pages should be read from the recommended book lists. **15%**
- 3. Projects.** Each student should complete all the projects outlined below. **55%**
- 4. Weekly Quiz.** In lieu of a final exam, the class will take a 5 minute quiz on the prior week's lectures focusing on the main points (KNOW THIS) from the instructor. **20% cumulative**

## Projects

All written assignments should be typed and completed in conformity to the SBL handbook of style.

- 1. Self-assessment and Preliminary Philosophy of Ministry exercise.** (3 pages) Complete the self-assessment exercise and discuss this with your mentor (and wife if applicable). Turn in the self-assessment and meet with professor during semester to evaluate. (5%)
- 2. Demographic study.** (3-5 pages) In a pre-assigned team of students or individually, collaborate and study one of the target areas given by the professor, describing where and why you would want to plant a church there, and what target group you would try to reach, given your initial thoughts on self-assessment and philosophy of ministry. Integration of your vision and current gifts and passions is crucial. Each student should write their own evaluation and study after gaining insight with other students in a team setting. Individuals or Teams will give 7 to 10-minute reports on the demographic study and their own interest in that location via power point in class. (15%)  
**Live Target Locations for Spring 2020: Lowell MA, Wooster, OH, Eau Claire, WI, Seven Lakes, NC, Louisville KY, Stony Brook, NY and Riverside CA (If you already have a target in mind, you may petition the professor to study and report on that area)**
- 3. Plan to enter church planting and grow as a church planter.** (2 pages) Considering the distinct institutions in your denomination outline a ten-point action plan for becoming a church planter. If you were to pursue church planting, how would you need to grow as a pastor and planter. Complete the work sheet on a personal growth plan to help you think through growth. (5%)
- 4. Visit at a church plant and interview with a church planter.** (2 pages) Visit a church planter and summarize your observations about how they do mission and what interests you. Interview a church planter to discover how he maintains a healthy spiritual and family life. Explore his rhythms of ministry and the particular emphases he must work in planting (versus maintaining an existing church). Discuss with him the struggles of planting – what has been hard. Write up your observations and a plan for yourself for the future. (10%)
- 5. Philosophy of ministry.** (10 pages and Power-point presentation) Write a complete philosophy of planting ministry paper using the guidelines given by the professor to describe the church you would like to plant. This is a research paper, you should integrate all your reading into this paper and footnote copiously. Develop a five-minute Power-Point, or similar presentation, to submit and present in class. Present as if you are presenting to an interested congregant or even a potential financial supporter or church missions committee. (20%)

**Post-class experiences and post-graduation follow up opportunities:**

- Internships at Church Plants – strongly recommended concurrent to Church Planting Track
- Center for Church Planting Spring Seminar - for exposure to church planting leaders and best practices
- November 2020 Church Planter Readiness Seminar (usually first weekend) put on by MNA-PCA and Central Carolina Presbytery (PCA)
- Center for Church Planting Forge Conference with Church planting leaders (Jan/Aug each year)
- Center for Church Planting Cohort - Post-Graduation/on-the-field Learning and Support (Oct, Jan, May each year)

**Course Content by Date with Assignments Due**

<b>Class/Date</b>	<b>Topic</b>		<b>Reading</b>	<b>Assignments Due</b>
1 2/4 (RTS Cohort)	IQ of CP: Orientation; The Biblical Foundation for Church Planting – ET, BT and Cultural Considerations	Faulkner		Visit/discuss with RTS Cohort in class
2 2/11 (HOJ Brown)	IQ of CP: The Theological and Confessional Basis of Planting – ST and HT Considerations; Health, Reproduction and our Western Milieu	Faulkner		
3 2/18	EQ of CP: Spiritual Life, Common Characteristics of a Church Planter/Self-Assessment/Wife; Holiness	Culbertson		1. Self-Assessment and POM (CPRS at RTS-C in November)
4 2/25	CQ of CP- Phase 1: Prayer, Developing a Vision and Philosophy of Ministry, Development Phases, Relationships and Raising Money	Faulkner		
5 3/3	CQ of CP – Phase 1: Contextualization, Exegeting the Community, Spiritual Warfare	Hardy		
6 3/10	CQ of CP – Phase 1: Exegesis of comm 2 and vision strategy; People dynamics and vision; team presentations on demographic study	Hardy/ Faulkner		2. Demographic study team presentation and written report

3/17	Spring Break RTS-Charlotte			
7 3/24	Integrating IQ, EQ, CQ – Phase 2: Launching Church plant through discipleship, team development, staff and worship preparation/launch	Kinyon		
8 3/31	Integrating IQ, EQ, CQ – Phase 3: Preaching in a plant, Establishing a congregation through community, maturity of ministries, stewardship, discipleship and conflict resolution	Kinyon		
9 4/7	EQ and CQ of CP: Phase 2-4: Gathering People and Evangelism Principles; Personal Evangelism practices of the planter, evangelistic preaching	Upton		
10 4/14	EQ and CQ of CP: Phase 2-4: Gathering People, Whole-Church Evangelism Training and Practices	Upton		3. Plan to Enter Church Planting and grow as planter
11 4/21	CQ of CP: Multicultural/International Church Planting Philosophy and practices	Powers		
12 4/28	Integrating IQ, EQ and CQ of CP: Phase 4 and 5: Reproducing Officers and Leaders in a Plant; Becoming a church planting church; Prayer Together in Planting	Faulkner/ Miller		4. Visit and Interview with Church Planter
13 5/5 (RTS Cohort)	EQ of CP: The basis of Phases 1-5: Spiritual Formation, Character, Strong Family, Balanced Life; review POMP projects in class	Kinyon/ Faulkner		5. Philosophy of Ministry in Planting Paper and Presentation Cohort visit?
14 5/12	(Optional) CQ of CP: How to Pursue a Call to (Any) Ministry, Networking, Apprenticing	Faulkner		6. Reading Report

## **Bios on the Guest Instructors**

**Rev. Dean Faulkner** – Rev. Faulkner is an experienced church planter and church planting leader in the Presbyterian Church of America (PCA). He is an active evangelist and is currently planting his second church at South Charlotte Presbyterian (PCA). Dean has been an MNA Chairman of Central Carolina Presbytery, a PCA Church Planting Assessor, a Network leader and a church planting coach to pastors and kingdom organizations. He is currently the Associate Director at the Center for Church Planting at RTS-Charlotte. Dean has two children out of the home and is married to his gifted wife, Elizabeth, who is an artist, teacher and talented women’s ministry leader.

**Dr. Rod Culbertson** - Dr. Culbertson joined RTS in 1994 and currently serves as Associate Professor of Pastoral Theology and Dean of Student Development. Before coming to RTS, he ministered for 10 years to college students at the University of Florida through Reformed University Fellowship (RUF) and in the Presbyterian Church of America. After his ministry at UF, he and his wife, Cathy, planted a PCA church in Clearwater, Florida.

**Rev. Jeff Hardy** – Rev. Hardy is the planter and Senior Pastor of Crosspark Church (PCA) in Charlotte. He formerly served with Cru in China and has a long history of training young pastors and leaders. Crosspark has even planted a Chinese church in South Charlotte in conjunction with their ongoing outreach in mainland China. Mr. Hardy attended RTS-Charlotte and the University of North Carolina-Chapel Hill where he was a Morehead Scholar.

**Rev. Mark Upton** – Rev. Upton is a co-planter and pastor of Hope Community Church in Charlotte. Hope has become a multi-site church under his leadership as they have recently planted their second site. Mr. Upton has also served as a leader in Central Carolina Presbytery and also leads in the Charlotte community through Urban Promise. Rev. Upton graduated from RTS-Charlotte and Wake Forest University.

**Rev. John Kinyon** – Rev. Kinyon is a third-time church planter currently planting in Southern Pines, North Carolina, at Redeemer Church (PCA). He has planted prior churches in Hawaii and the Lehigh Valley of Pennsylvania. John is a national and international church planting leader with extensive experience in assessment, leadership development, church multiplication and even presbytery reproduction. In his prior vocation, John served as a corporate lawyer. He graduated from RTS-Orlando and from Vanderbilt with his law degree.

**Dr. Ted Powers** - Ted Powers has been an ordained Teaching Elder in the Presbyterian Church in America since 1980. Currently, Ted is coaching church planters, providing training and coaching to church planting networks and providing vision and leadership for PCA churches in church planting in the Midwest Region as the Director of the Midwest Alliance. Ted served as Mission to North America’s Church Planting Coordinator from 2002 until spring of 2019. In his role as Church Planting Coordinator, Ted spent a great deal of time in the areas of vision-building, prayer mobilization, strategic planning with church planters, recruiting, training, and mentoring. He oversaw staff in the area of coaching, recruiting and church renewal. Ted is the recipient of a Doctor of Ministry degree from Covenant Theological Seminary. His dissertation topic was church planting apprenticeships; a model he devised for that program is currently in use in a variety of settings in the PCA and elsewhere.

**Rev. Mike Miller** – Rev. Miller is an associate pastor and Pastor of Missions at Christ Covenant Church (PCA), Charlotte. He has not only led Christ Covenant in various mission and church planting initiatives,

he has also planted a church himself in Jupiter, Florida. Mike formerly served with Campus Crusade for Christ after a football career at the University of Mississippi.

### RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.