# PT6205 Principles of Church Planting

# Spring 2022, RTS-Charlotte

#### Professor(s): Dr. Dean Faulkner, et al

##### Description

Principles of Church Planting will cover the foundational biblical, theological, missional and structural aspects of church planting so that students have a roadmap to planting a church planting church and even influencing a church planting movement. Utilizing readings and discussion, the student will learn to apply gospel, evangelistic and ecclesiastical principles to the establishment of new and Reformed churches. Students will explore 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 while understanding the value of IQ, EQ and CQ in planting.

Blurb – “Believers and future pastors watch in admiration when a new church grows and reaches new people with the gospel. We hear the stories of God’s providence and blessing and sometimes wonder what it would be like to start a church from scratch or with a team. The Principles of Church Planting Course is a great place to take some of the mystery out of starting new churches and even growing a vision for mission in the established church. It helps students understand the foundational issues for getting the gospel out into a community, for building a community of lovers and leaders and for reaching an increasingly post-Christian world with the gospel. If you are curious about how preaching, evangelism and leadership fit together in a missional setting, come and learn more about the Principles of Church Planting in PT6205.”

**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 called and gifted.

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.

**Recommendation:** Students are strongly encouraged to take the Readiness Seminar sponsored by RTS-Charlotte and Mission to North America (PCA) every November at the seminary. This is an excellent context to explore calling to ministry in general and planting in particular.



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

Course: PT6205 Principles of Church Planting

Professor: Dr. Dean Faulkner

Campus: RTS-Charlotte

Date: Spring 2022

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| **MDiv\* Student Learning Outcomes***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.* *\*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.*  | **Rubric*** **Strong**
* **Moderate**
* **Minimal**
* **None**
 | **Mini-Justification** |
| **Articulation**  **(oral & written)** | 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 |
| **Scripture** | 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 |
| **Reformed Theology** | 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. |
| **Sanctification** | 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. |
| **Worldview**  | 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 |
| **Winsomely Reformed** | 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 |
| **Pastoral Ministry** | Ability to minister the Word of God to hearts and lives of both churched 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 and Missional Philosophy**: Keller, Timothy. *Center Church.* Grand Rapids, Mich.: Zondervan, 2012 (382 pages) for American or International Church Planting.
2. **Planting Methodology**: Ott, Craig and Gene Wilson. *Global Church Planting: Biblical Principles and Best Practices for Multiplication*. Grand Rapids, Mich.: Baker Academics, 2011, (418 pages). For International or American Church Planting Methodology.

**OR** Stetzer, Ed and Daniel Im. *Planting Missional Churches: Your Guide to Starting Churches that Multiply.* Second Edition. Nashville, Tenn.: B & H Academic, 2016. 1. (375 pages) For American Methodology.

1. **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)

1. **Creating Movements**: Allen, Roland. *The Spontaneous Expansion of the Church: And the Causes which Hinder It.* Yuma, Colorado: Jawbone Digital, 2018. (186 pages)

##### Other Recommended Texts

For small town planting: Griggs, Donnie. *Small Town Jesus: Taking the gospel mission seriously in seemingly unimportant places*. Damascus, MD: EverTruth, 2016. 165pp

For process and stages of planting: Payne, J.D. *Apostolic Church Planting: Birthing New Churches from New Believers*. Downers Grove: Intervarsity, 2015. 125pp

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 21st 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.

Schaller, Lyle, *Center City Churches*; *44 Questions for Church Planters*.

For spiritual health in the planter and coaching: Morey, Tim. *Planting a Church without Losing Your Soul: Nine Questions for the Spiritually-Formed Pastor*. Downers Grove: Intervarsity Academic Press, 2020. 192pp

Thomas, Scott and Tom Wood. *Gospel Coach: Shepherding Leaders to Glorify God.*

Wood, Tom. *Church Planter Field Manual.* 3 Volumes.

For multi-cultural discipleship: Fernando, Ajith. *Discipling in a Multicultural World*. Wheaton: Crossway, 2019.

For prayer and planting: Smed, John. *Disruptive Prayer*. Vancouver, British Columbia: Prayer Current, 2018. 189pp.

For Philosophy of Planting: 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.

Amberson,Talmadge R. *The Birth of Churches: The Biblical Basis for Church Planting.*

Mischke, Werner. *The Global Gospel: Achieving Missional Impact in Our Multicultural World.* Scottsdale, Arizona: MissionOne, 2015. 325pp

## Course Structure and Grading

**1. Classes.** There will be 13 two-hour classes during the semester and students are strongly encouraged to participate in discussions. **10% of grade**

**2. Reading and Reading Report.** 1000+ pages total assigned. **10% of grade**

**3. Projects**. Each student should complete all the projects outlined below. **60% of grade**

**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 KNOW THIS points from the instructor. **20% (cumulative) of grade**

## 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, pastor and wife, if applicable. Turn in the self-assessment and meet with professor during semester to evaluate. (10%)

**2. Demographic study**. (3-5 pages) In a pre-assigned team of students (or, if necessary, individually), collaborate and study one of the target areas given by the professor, describing where and why you would want to plant a church in that location. Describe what target group you would try to reach, given your initial thoughts on self-assessment and philosophy of ministry. Integration of your story, 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 a 5-minute report on the demographic study and their own interest in that location via power point in class. (15%)

**Live Target Locations for Spring 2022:**

**3. Plan to enter church planting and grow as a church planter**. (3 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 a church planter.** (3 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 and stories of God’s grace, provision and redemption. 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 a potential financial supporter or church missions committee. (20%)

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

* **(for Track Students) Church Planting Fellows – monthly and special times with planting leaders and occasional field trips**
* **Internships at Church Plants – strongly recommended concurrent to Church Planting Track**
* **Center for Church Planting Forge Seminar - for exposure to church planting leaders and best practices**
* **MNA/RTS/Central Carolina Presbytery Readiness Seminar (usually first weekend of November) put on by MNA-PCA and Central Carolina Presbytery (PCA)**
* **Center for Church Planting Cohort - Post-Graduation/on-the-field Learning and Support**

**Course Content by Date with Assignments Due**

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| **Class/Date** | **Topic** | **Lecturer** | **Reading** | **Assignments Due** |
| 1. 2/1
 | IQ of CP: Orientation; The Biblical Foundation for Church Planting – ET, BT and Cultural Considerations | Faulkner |  | Visit/discuss with RTS Cohort in class |
| 2 2/8  (HOJ Brown) | IQ of CP: The Theological and Confessional Basis of Planting – ST and HT Considerations; Health, Reproduction and our Western Milieu | Faulkner |  |  |
| 3 2/15 | EQ of CP: Spiritual Life, Common Characteristics of a Church Planter/Self-Assessment/Wife; Holiness | Faulkner |  | 1. Self-Assessment and POM (CPRS at RTS-C in November) |
| 4 2/22 | CQ of CP- Phase 1: Prayer, Developing a Vision and Philosophy of Ministry, Development Phases, Relationships and Raising Money | Faulkner |  |  |
| 5 3/1 | CQ of CP – Phase 1: Contextualization, Exegeting the Community, Spiritual Warfare | Faulkner |  |  |
| 6 3/8 | CQ of CP – Phase 1: Exegesis of comm 2 and vision strategy; People dynamics and vision; team presentations on demographic study | Faulkner |  |  |
|  3/15  | Spring Break RTS-Charlotte |  |  |  |
| 7 3/22 | Integrating IQ, EQ, CQ – Phase 2: Launching Church plant through discipleship, team development, staff and worship preparation/launch | Faulkner |  | 2. Demographic study team presentation and written report |
| 8 3/29 | Integrating IQ, EQ, CQ – Phase 3: Preaching in a plant, Establishing a congregation through community, maturity of ministries, stewardship, discipleship and conflict resolution | Faulkner |  |  |
| 9 4/5 | EQ and CQ of CP: Phase 2-4: Gathering People and Evangelism Principles; Personal Evangelism practices of the planter, evangelistic preaching | Faulkner |  |  |
| 10 4/12 | EQ and CQ of CP: Phase 2-4: Gathering People, Whole- Church Evangelism Training and Practices | Faulkner |  | 3. Plan to Enter Church Planting and grow as planter paper |
| 11 4/19 | CQ of CP: Multicultural/International Church Planting Philosophy and practices | Faulkner |  |  |
| 12 4/26 | 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 |  | 4. Visit and Interview with Church Planter paper |
| 13 5/3 | EQ of CP: The basis of Phases 1-5: Spiritual Formation, Character, Strong Family, Balanced Life; review POMP projects in class | Faulkner |  | 5. Philosophy of Ministry in Planting Paper and Presentation |
| 14 5/10 | CQ of CP: How to Pursue a Call to (Any) Ministry, Networking, Apprenticing; Building a Network and Movement of Planting with others | Faulkner |  | 6. Reading Report |

**Bios on the Guest Instructors**

**Rev. Dean Faulkner** – Rev. Faulkner is a Visiting Lecturer and the Director of the Center for Church Planting at RTS-Charlotte. He is an experienced church planter and church planting leader in the Presbyterian Church of America (PCA) and with Mission to North America. He is an active evangelist and has recently planted his second church at South Charlotte Presbyterian (PCA). Dean has been an MNA Chairman of Central Carolina Presbytery, a PCA Church Planting Assessor, a Planting Network leader and a church planting coach to pastors, churches and kingdom organizations. 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.

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.