VILLAGE

Immerse

2017 STUDENT HANDBOOK

Table of Contents

The Mentoring Team

Students progress through their training under the guidance of a three-person mentoring team consisting of a ministry mentor, an academic mentor, and a network mentor. In order to develop effective ministry leaders, it is necessary to recruit seasoned and effective mentors to serve as coaches in student development. The primary responsibility of the mentoring team is to work in partnership to guide and evaluate student progress through the Immerse program. Such evaluation takes into account the student's intellectual understanding, character transformation, skill development, and leadership ability.

Academic Mentor

Academic mentors are responsible to ensure that the student's work reflects sufficient depth of engagement and reflection to achieve the outcomes of the Immerse program. They ensure that students have sufficient theoretical basis for applied work, and that students are able to critically engage with material. In addition to the above general mentor expectations, prospective academic mentors must also qualify to serve as NBS faculty under normal standards for faculty approval. This minimally requires the completion of a Master's degree, accompanied by significant pastoral ministry leadership experience.

Network Mentor

The role of network mentors is to ensure that students are mindful of what constitutes effective ministry leadership not just in their current context, but also in other contexts. In addition to the general expectations for mentors, potential network mentors must be recognized leaders within Fellowship Pacific, having sufficient experience in ministry leadership training to ensure adequate oversight of the student. This does not necessarily imply that network mentors must be employees of Fellowship Pacific, but rather that they are recognized leaders within the movement as a whole.

Pastoral Mentor

Ministry mentors are the primary contacts in the day-to-day function of pastoral ministry training. Ministry mentors are usually the student's direct ministry supervisor, and they have the most contact with students of all the members of the mentoring team, although it is not required that the pastoral mentor be the Mentoring Team Leader.

Four Year Schedule

	MLO	SEMINAR
Introduction Year	Scripture Influence Communication Holiness Creation History	Biblical Interpretation Theology of Disciple Making Biblical Communication Cornerstone Theology
Year A	Family Grace Faith Revelation Community Love Worship	The Epistles Theology of Revelation Theology of Counselling/Relationships Pentateuch/Historical Literature
Year B	Incarnation Call Vision God Church Leadership Groups	The Gospels of Acts Theology of the Trinity Theology of Leadership Prophetic Literature
Year C	Humility Hope Justice Prayer Wisdom Gospel Culture	Wisdom Literature Theology of Mission and Salvation Theology of Spiritual Life Intercultural Theology

Introduction Year

Scripture

Description of Mastery

Students master a commitment to the Scriptures as the foundational and formative document informing their sense of mission. Students display personal passion for reaching lost people that is consistent with the heart of God as revealed in Scripture. The content of the Scriptures provide the framework and materials necessary for students to help others grow in their faith. Students show success in multiplying leaders who are also committed to the Bible, faithful to its content and intent, flowing from their personal conviction that Scripture is the Word of God, understanding the principles of sound interpretation, and showing integrity in the way that others are led to the same conviction in the skillful development and support of structures that encourage the faithful use of Scripture.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Scripture** (1)

Students read 1 & 2 Chronicles and Ezra, reflecting on the role that the Scriptures played in the community life of the nation of Israel.

Instruction: **Scripture** (1)

Students attend the seminar, Biblical Interpretation.

Reading: **Biblical Interpretation** (2)

Students read Introduction to *Biblical Interpretation* (*William H. Klein, Craig L. Blomberg, and Robert L. Hubbard*) demonstrating capacity to work with a wide range of biblical genres as described in the reading.

Research: **Exegesis** (1)

Students write an exegetical paper using their interpretive strategy. Passages selected for study should be large enough to capture the biblical author's main point, but not so large as to prevent anything more than surface-level engagement with the text.

Long-Duration Project: **Exegetical Class** (2)

Students audit (in person or online) Biblical Interpretation offered at Regent College.

Research: **Context of Biblical Book** (1)

Prepare an introduction to a particular biblical book — including author, occasion, purpose, date, and an outline of the books contents — and teach this outline creatively. Put your notes for teaching online at the Immerse website.

Project: **Evaluate and Critique** (1)

Analyze and critique the hermeneutical approach used by a specific cultural personality who is significantly influencing the students target ministry group. Present your results in a 4 to 5 page paper.

Influence

Description of Mastery

Students master the interpersonal skill of empowering others in ministry through the development of an environment of purpose, affirmation, and joy. Students demonstrate personal conviction to live with integrity and to adopt the self-sacrificing model of Jesus that informs their relationships with others, leading to productive interactions that reach lost people, encourage believers to deeper discipleship, and multiply successful and sustainable ministry models that reflect the student's values.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Influence** (1)

Students read Joshua, 1 & 2 Thessalonians, Philemon, 1-3 John, and Jude, reflecting on how these leaders practiced influence with those whom they led and how the concept of "imitation" is embedded in the nature of Christian leadership.

Instruction: **Influence** (1)

Students attend the seminar, Disciple-Making.

Research: **Philosophy of Discipleship** (2)

Students read *The Complete Book of Discipleship* (*Bill Hull*) *and Simple Church* (*Thom Rainer & Eric Geiger*), and, based upon research and interaction with key biblical texts and these books, develop a philosophy of discipleship that includes their understanding of personal and corporate discipleship and how they intend to ensure the continued cultivation of discipleship in their personal lives and as a key component of their ministry.

Reflection: **Conflict Management**
Option One (1)

Students read *Crucial Conversations* (*Kerry Patterson et. al.*) and participate in two conflict resolution scenarios (one as an apprentice, one as a facilitator). Following these activities, students reflect in 8-10 pages on the interplay between conflict resolution theory as presented in the reading and conflict resolution in the applied context.

Option Two (2)

The student may attend the two day certified Crucial Conversations Seminar hosted by Fellowship Pacific. (Please contact the Fellowship Ministry Center for locations, times and cost.) Subsequent to attending the seminar the student will write a one-two page summary of the impact of the seminar on their conflict management style. They will evaluate their conflict engagement style under stress and convey how they plan to use the skills and techniques taught in Crucial Conversations to improve their interactions in the context of ministry. The student will upload a scanned copy of their Crucial Conversations Certificate of Completion along with their 1-2 page summary to complete this assignment. Credit will be award by the mentor team.

Project: **Disciple-Making Ministries** (**2**)

In consultation with mentors and others, students visit 3 disciple-making ministries (Alpha, Young Life, etc.) with the intention of understanding why those ministries have been successful in cultivating discipleship. Students then write a report on fairly critiquing the principals and methods of each ministry visited.

Reading: **Mentoring** (**1**)

Students read a book on mentoring from the bibliography as assigned by their mentors, demonstrating understanding of the purpose and process of mentoring relationships. It would be beneficial, although not required, for the mentors to read the chosen book alongside the student.

Relationship: **Mentoring** (**1**)

Students develop a mentoring relationship with another believer with the intention to develop this believer's capacity for ministry leadership.

Communication

Description of Mastery

Students master the skill of formal and informal communication of the Bible growing out of deep personal conviction regarding the fundamental importance of the preaching of the Word of God, and through the development of a credible strategy for the communication of the Scriptures. Students display their confidence through skillful presentation of the gospel to lost people one-on- one, effective teaching of the faith to developing disciples in group settings, and formal structures for the preaching of the Scriptures. Students also display capacity for leading others to the place where they can do the same.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Communication** (1)

Students read Ezra, Nehemiah, 2 Timothy, and 2 Corinthians.

Instruction: **Biblical Communication** (1)

Students participate in the seminar, Biblical Communication.

Reading: **Biblical Communication** (1)

Students rea*d Choosing to Preach* (*Kenton C. Anderson*) *and Folly, Grace and Power* (*John Koessler*), showing evidence of the principles described in their own preaching and/or teaching.

Communication: **Biblical Teaching** (2)

Students will be responsible to research, study and develop a 4-5 class curriculum for the Village Church interns program. They will be assigned the topic or passage by their pastoral mentor and each lecture will be approved before given the opportunity to teach the intern class. Students are evaluated based on their adherence to their communications strategy, the appropriate usage of research and content, and their ability to communicate effectively in order to capture the attention of their audience and compel them to action.

Discovery: **Interpersonal Communication** (1)

Students participate in 3 preaching modules over the course of the year designed to assess and enhance their skill in interpersonal communication. Each sermon will be critiqued by a panel of leaders and pastors. students should be able to identify specific aspects of their interpersonal communication that have been enhanced as a result

Research: **Ministry Communication Strategy** (2)

Students read *Communicating for Life* (*Quentin Schultze*) and interview their mentors (and others as appropriate) in order to prepare a workable ministry communications strategy. Such a strategy will take into account the various aspects of ministry communication, including direct communication with participants, ongoing communication between ministry events, and other areas such as social media, promotions, and technology.

Project: **Critique of Sermons** (1)

Prepare a written critique of a series of sermons preached by some respected contemporary or historical preacher. Put the crate on the Immerse site.

Holiness

Description of Mastery

While it is impossible to truly master holiness, students display an abiding commitment to personal holiness in response to the expectation of God and in keeping with his character. As a matter of personal integrity, students display an impeccable ethical standard with respect to their personal, familial, and ministry relationships. Lost people find in the student an example that compels questions and draws them to Christ. Students show skill in helping believers grow in their own commitment to holiness as disciples of Christ and in developing structures that aid in multiplying leaders similarly committed. Student perspectives on holiness build upon an understanding of God's holiness as seen throughout the Scriptures.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Holiness** (1)

Students read Leviticus, Deuteronomy, Esther, and James, reflecting on the way in which holiness is rooted in God's character, and how the ethical requirements toward holy living are restated in the New Testament.

Instruction: **Holiness** (1)

Students attend the seminar, Pentateuch/Historical Literature.

Reflection: **Personal Holiness** (2)

Students read *Devotional Classics* (*Richard J. Foster & James Bryan Smith, eds.*), and choose five authors from the anthology who resonate with their concern for personal holiness. Engaging the readings and each author's bibliography, students respond in writing to the suggested exercises.

Reading: **Ministerial Ethics** (1)

Students read *Ministerial Ethics* (*Joe E. Trull & James E. Carter*) *and Preaching with Integrity* (*Kent Anderson*), demonstrating awareness of the implications of holiness for everyday ministry work.

Long-Duration Project: **Accountability** (1)

Students meet regularly with a person or group of people for the purpose of spiritual care and accountability, with specific focus toward identifying key areas of holiness/purity in which they need to grow. Students should be careful to select accountability partners who are both committed to pray for and with them, but who are also able to offer practical support for their growth.

Reflection: **Two-Day Retreat** (2)

Each year, students take a two-day retreat for the purpose of listening to God, praying, and reflecting on Scripture. Such retreats should help students identify areas of their Christian character that require development, and students share these insights with their accountability group for support (cf. above assignment).

Research: **Biblical Holiness** (1)

Students research a specific injunction to holiness that is stated in the Old Testament and reiterated in the New Testament, seeking to understand the purpose of the injunction in both Testaments, the difference between its two iterations, and underlying reasons for any change discernible in the New Testament based upon the covenant founded in Christ's self- offering.

Creation

Description of Mastery

Students master a clear understanding of the Providential Care of God as Creator, in all its aspects in Creation. Shaped by this conviction, students personally appropriate God as the sole basis for their wellbeing and integrity in their role in creation, and display passion for reaching lost people with the gospel. The Scriptures, creeds and historical/systematic theology provide the student with the framework and materials necessary for their work in helping others grow in knowledge of their creational place and mandate as stewards of Creation. Students demonstrate competence in building ministry structures that sustain the stewardship mandate, and in multiplying leaders who are committed to knowing their place in God's providential plan and their role in caring for God's Creation.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Creation** (1)

Students read Genesis and Revelation, reflecting on the descriptions of the first creation and the new creation.

Instruction: **Creation** (1)

Students participate in the seminar, Pentateuch/Historical Literature.

Reading: **Creation** (1)

Students read pp. 371-575 of *Christian Theology* (*Millard Erickson*), showing a sincere understanding of and appreciation for God's providential care of creation and for humanity's role in it.

Research: **Image of God** (2)

To what degree does the atonement restore the original "stamp" of God on man? Students will research and write a paper on the meta-narrative of mankind being created in the image of God, the effects of sin, and the scope and impact of Christ's atoning sacrifice. This paper should demonstrate both an exegetical and theological understanding of significant biblical passages and relevant books.

Project: **Creation Stewardship** (2)

Students, along with a group of people from their ministry context, design and implement a project that reflects the biblical mandate to steward creation. Such projects must reflect an understanding of humanity's role in stewardship, and must take into account the needs of the surrounding community.

Reflection: **The Creative Power of God** (1)

Students create a multi-media presentation that depicts the creative power of God, suitable for use in their ministry context. The presentation should reveal aspects of creation that indicate to the student the design of God in nature or in people.

Discovery: **The Question of Human Origins** (1)

 In consultation with their mentors and reading *The Lost World of Adam and Eve: Genesis 2-3 and the Human Origins Debate* (*John H. Walton*) students investigate the debate on human origins, coming to an understanding of their position in the debate. Investigation of this debate may include reading other books, attending conferences, or conducting interviews. Students present their findings in a manner that demonstrates a gracious understanding of positions not their own, and that addresses common objections to their position.

History

Description of Mastery

Students master the major movements in time of broader Christian history and, more specifically, Fellowship Baptist history to the present. The purpose in gaining this "sense of historical and theological place" will be for students to cultivate a life and ministry that is wisely and graciously mindful of ecclesial and theological differences, but equally possessed of great conviction of and integrity to biblical truth and derivative Baptist principles and commitments. Students model personal devotion to Christ in outreach and discipleship for increased fruitfulness in the gospel, and skillfully create structures and circumstances for modeling, instruction, and multiplication, so that local church members and their leaders, from a good Fellowship Baptist historical and theological sense, can add their own "faithful chapter" to history for God's glory.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **History** (1)

Students read Deuteronomy and 1 & 2 Chronicles, reflecting on the ways in which knowledge of history motivated the believing community in the present.

Instruction: **Biblical History** (1)

Students attend the seminar, Pentateuch/Historical Literature.

Reading: **Christian and Denominational History** (2)

Students read *Church History in Plain Language* (*Bruce Shelley*) and *Liberty of Conscience: Roger Williams in America* (*Edwin S Gaustad*). Students reflect upon the broad movements in Christian history and the ways in which Baptist faith and practice are expressions and continuators of reformation.

Research: **Historical Leaders** (2)

Students select four Christian leaders from four different eras of church history and write a brief biography of each leader. In a concluding 4-5 page summary (including biography), students show how each leader's critical thinking and lasting legacy has impacted local churches today. At least one of the selected leaders should be taken from Baptist history.

Discovery: **Partnership** (1)

Students read the Fellowship Pacific Partnership 2016 document, working with mentors to discover how their church has sought to come into conformity with the plan, and discussing its details, implementation, and implications for the church.

Research: **Articles of Faith** (1)

Students select one of the 14 Fellowship Pacific Articles of Faith, explaining its biblical basis and significance for Fellowship Baptist faith and practice. Such research will require students to discern the meaning of various unfamiliar or technical terms that may appear in the Articles, and to uncover the biblical principles that stand back of and confirm the phrases used in the Articles.

Discovery: **IMPACT 2017/18** (1)

Each year, students attend the annual Fellowship Pacific convention for the purpose of discovering how current vision and values are being lived out within Fellowship Pacific's current structure, plans, and practices.

Year A

Family

Description of Mastery

Students master an understanding of the theological concept of the family of God and how it is echoed in earthly family structures. Students show conviction surrounding the theological concept of adoption that drives their passion to reach those outside of God's family with the good news of the gospel. Students understand family health, demonstrating such through integrity-filled living within his/her own family unit, irrespective of its present composition. Students demonstrate that their family relationships are not being side tracked for the sake of effective ministry. Students understand the importance of healthy families, resulting in the creation of family-friendly ministry structures that (1) help individuals grow in their own understanding of healthy families, (2) demonstrate skillful application of biblical counselling to families in trouble, and (3) multiply healthy family units of a variety of compositions within the student's ministry context.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Family** (1)

Students read Numbers, Song of Songs, Galatians, Ephesians, and Colossians, reflecting on both the nature of God's family and the function of earthly families.

Instruction: **Family** (1)

Students participate in the seminar, The Epistles, demonstrating an understanding specifically of the theological concept of adoption.

Reflection: **The Family of God** (1)

Students read *Children of the Living God* (*Sinclair B. Ferguson*) and *What Is The Doctrine of Adoption?* (*Michael A. Milton*), reflecting in 6-8 pages on the significance of the doctrine of adoption for their life and ministry.

Research: **Resilient Ministry** (2)

Students read *Resilient Ministry* (*Bob Burns, Tasha Chapman, & Donald C. Guthrie*), demonstrating an understanding of the principles related to long-term ministry health. Students will construct a "Rule of Life Plan": a strategy for long-term ministry health. This plan should follow the 5 areas addressed in Resilient Ministry (spiritual formation, self-care, emotional and cultural intelligence, marriage and family, and leadership and management), including actionable and measurable benchmarks for each section. As with other personal life plans in Immerse, connect this to your faith development plans and accountability.

Project: **Healthy Family** (3)

Students complete one of the following options:
Option 1: Marriage Encounter and Counselling. Students attend a training session (online or live) for Prepare Enrich, becoming a qualified facilitator. Students will then need to become mentors with spouse in the Village Church marriage prep course. After, students will need a 6 page reflection of what they have gained from counselling couples in marriage
or
Option 2: Singleness and Celibacy. Students read and explore materials on the gift of singleness or celibacy and interview a celibate priest in the life and theology of one practicing celibacy. From these research material, students develop a 6 page philosophy on the importance and gift of being single.

Reflection: **Cultural Critique** (1)

Students need to read *The Meaning of Marriage* (*Tim Keller*) and write a 6-8 page reflective paper in how a biblical perspective of marriage is superior for the well-being of an individual than the current cultural climate of relationships, sexuality and marriage.

Grace

Description of Mastery

Students master a gracious manner of living, informed by a deep understanding of the grace of God as specifically described in the New Testament Epistles. Students personally appropriate the grace of the gospel as evidenced by their demonstrated conviction to reach lost people with the Good News of Jesus. Students show skill in the art of gracious living, understanding that God's grace is the great levelling ground for all who believe in him. Students draw others toward themselves through their gracious manner, and their integrity spurs others toward a deeper life of discipleship. Students prove the ability to multiply gracious living among others in their ministry context, and are capable of organizing their ministry in such a way as to have grace infuse the very structure of the ministry itself.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Grace** (1)

Students read Romans and Ephesians, reflecting upon the relationship between law and grace and the meaning of the word "grace."

Instruction: **Grace** (1)

Students participate in the seminar, The Epistles.

Reflection: **Grace in the Epistles** (2)

Students create an outline of either the book of Romans or Ephesians, using appropriate commentary resources (e.g., Romans by Paul J Achtemeier, or Ephesians by Frank Thielman). After completing the outline, students write a 3-page summary of Paul's understanding of the relationship between law and grace.

Research: **A Critique of Grace** (2)

Students read *The Theology of Paul the Apostle* (*James G. Dunn*) and *The Theology of the Letters of James, Peter, and Jude* (*Andrew Chester & Ralph P. Martin*) and write a 10-12 page paper in defining Paul's and the other NT writers perspectives of grace, how they are different and how they are similar.

Reflection: **The Challenge of Grace** (1)

At the end of every year of the Immerse program, mentors challenge students regarding at least two areas of their lives in which grace could be better demonstrated, and encourage deep reflection and plans for appropriate change.

Reflection: **The Nature of Redemption** (2)

Students read *The Cross of Christ* (*John R. W. Stott*) and reflect in 5-7 pages on Christ's redemptive work and its significance for life and ministry.

Faith

Description of Mastery

Students will be people of deep Christian faith displaying vision for their lives and ministries that is rooted in biblical and theological truth energizing a hopeful and compelling way of being. Students reach people outside of the faith and are appreciated by those they contact because of their relational integrity, their skillful expression of the faith, and their wisdom in answering common objections to faith. Students understand the place of doctrine in the work of reaching lost people and helping new believers grow in their faith, skillfully encouraging the development of structures that reproduce men and women of faith who are capable of leadership in the church.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Faith** (1)

Students read Ruth, Esther, and Hebrews, reflecting on how faith influences action.

Instruction: **Faith** (1)

Students attend the seminar, Theology of Revelation, reflecting on their conviction regarding the relationship between God's self-revelation and faith.

Long Duration Project: **Sustaining Faith** (2)

In conversation with their mentors, students establish a long-term plan for building and sustaining their faith that identifies specific areas of potential growth, submitting this pain to their accountability partner/group and demonstrating consistency in its use for the duration of the Immerse program.

Reading: **The Importance of Doctrine** (2)

Students read *Understanding Doctrine* (*Alister McGrath*) and, in 6 pages, describe the importance of doctrine for a compelling faith.

Reflection: **Sociology** (1)

Students read *Beyond the Gods and Back* (*Reginald Bibby*), along with other materials researches of religion in Canada. After reading the book, students have meaningful conversations with at least two people of other faiths, interacting with their understanding of Canadian culture and faith foundations, and summarizing the conversation in one page.

Research: **Apologetics** (1)

Students will need to participate in the Village-U Apologetics class, watch all 12 video lectures and with their class notes and additional materials write a 10-12 page research paper choosing a specific apologetics topic of contention (e.g., the problem of evil, the relationship of science and faith, etc.), and master a cogent, compelling, and faithful way of speaking to faith challenge. Students must demonstrate the ability to discuss faith challenges in a way that is winsome and persuasive, not presenting arguments that are manipulative or poorly founded, but that are sensible and convincing.

Reading: **History of Spiritual Formation** (1)

Read *Reclaiming Pietism: Retrieving an Evangelical Tradition* (*Roger E. Olson and Christian T. Collins Winn*) and respond weekly on the Immerse website to each chapter. Students will need to consider how Pietism plays a role in spiritual formation.

Revelation

Description of Mastery

Students master a clear understanding of the self-revelation of God as Father, Son, and Holy Spirit in all its aspects within creation, developing a conviction about God that forms the sole basis of the student's faith, life, and ministry. Students demonstrate skill in helping others grow in knowledge of the extent and content of this revelation, in multiplying leaders who are committed to knowing God's revelation, and in developing structures through which God can be more fully revealed.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Revelation** (1)

Students read Exodus, Isaiah, and John, reflecting on the ways in which God reveals himself to His people.

Instruction: **Revelation** (1)

Students participate in the seminar, Theology of Revelation.

Reading: **Revelation and Scripture** (2)

Students read pp. 17-285 in *Christian Theology* (*Millard Erickson*), and at least 3 other important historical documents (e.g., *The Chicago Statement on Inerrancy*) relating to the development of the doctrine of revelation in the church, showing their appreciation for God's self-revelation in the Scriptures.

Communication: **Scripture and Authority** (2)

Students research the topic of the authority of Scripture, including ways in which Scripture's authority can be heard and seen in their present ministry context. Based on this research, students develop a four-week series (sermon, small group, Bible Study, etc.) on "Why the Bible is True."

Reading: **Revelation, Inspiration and Interpretation** (1)

Students will read *Holy Scripture* (*Donald G. Bloesch*) and respond weekly on the Immerse website to each chapter in the book. Students should be considering the differences of revelation, inspiration and interpretation.

Discovery: **Interview Pastors** (1)

Students are responsible to interview 2-3 teaching pastors (lead, youth, young adults, etc.) from different denominations and inquire in how their understanding of the doctrine of revelation affects their preparation and preaching of a sermon. Student then will need to write a 6 page reflection paper on their findings.

Discovery: **God's Interaction with People** (1)

Students interview at least two Christians and two non-Christians to explore their spiritual experiences, and share their reflections with their mentors, including the differences between the definitions of "spiritual experiences" offered by Christians and non-Christians. The following questions must be included in each interview:

- What was your major spiritual experience?
- Why was it significant?
- How did it affect you?

Community

Description of Mastery

Students develop conviction regarding the concept of Christian community, particularly as it is seen in the doctrine of the Trinity, the life and ministry of Jesus, and Paul's themes of partnership and koinonia. Students display integrity as members of the Christian community through the quality of their relationships and their participation in the groups and structures that develop community within the church. Students grasp the relationship between life in community and the nature of Christian identity, identify ways in which community serves as a means to reach the lost and build disciples, and show skill in multiplying leaders who can build such community. Students form and implement a Biblical strategy to build congregational community, and are able to challenge, exhort, and support the congregation to develop the kind of partnership described in the Bible.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Community** (1)

Students read 1 & 2 Samuel, Job, and 1 Corinthians, reflecting upon the nature and function of biblical community.

Instruction: **Community** (1)

Students attend the seminar, Theology of Counselling and Relationships.

Reading: **Team Leadership** (1)

The student will read two of *The Five Dysfunctions of a Team* (*Patrick Lencioni*), *Creativity Inc.* (*Ed Catmull and Amy Wallace*), *and Sticky Teams* (*Larry Osborne*), demonstrating their understanding of the importance of teams in the function of a church.

Project: **Team-Based Leadership** (2)

Students design and implement a project within their ministry context that requires them to build and lead a team of people toward the project's completion. Such projects must be significant enough to require planning, but not so ambitious as to require unnecessary complexity.

Research: **Biblical Community** (1)

Students write a research paper on the topic of biblical community. For example, this paper could be an exegetical investigation into a particular biblical passage on community, a theological investigation into the meaning of community in Scripture, or an examination of the various metaphors for the church in Scripture (e.g., body, family, temple) and what they teach about the essence of Christian community.

Reading: **Life Together** (1)

Students read *Life Together* (*Dietrich Bonhoeffer*) and reflect on how worship and service inform and create Christian community.

Discovery: **Philosophy of Community** (1)

Students must interview the Village Community Groups Director about the theology, philosophy and methodology of building community within the church. Students then must, with additional research, develop a robust philosophy and plan for building biblical community in their church and present to the mentor and Community Groups Director.

Reading: **Small Groups** (1)

Read *Seven Deadly Sins of Small Group Ministry* (*Bill Donahue & Russ Robinson*) and respond weekly on the Immerse website to each chapter. Student will need to reflect on their specific context at Village Church.

Love

Description of Mastery

Students master a personal and relational practice of pastoral care, displaying personal skills that are rooted in the Biblical conviction regarding the nature of God's sacrificial love for his people and reflect an authentic understanding of the appropriate expression of love in multiple their ministry contexts. Students display personal accountability in attitude and action in both the personal ministry of discipleship and the structural behaviour of leadership, built out of a growing sense of self-awareness and accountability that is applied in all areas of life. Students display capacity for loving others toward faith and multiplying the ability for others to do the same.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Love** (1)

Students read Psalms, Song of Songs, Philemon and 1-3 John, reflecting on how the nature of God's love and human love.

Instruction: **Counselling and Relationships** (1)

Students participate in the seminar, Theology of Counselling/Relationships.

Reading: **Christian Counselling** (2)

Students read parts 1-4 and relevant sections of part 5 of *Competent Christian Counselling* (*Timothy Clinton & George Ohlschlager*), demonstrating an understanding of the foundations of Christian counselling and its specific practice in their ministry context.

Long Duration Project: **Pastoral Care** (2)

Students observe and ultimately practice various activities related to pastoral care and counselling within their ministry context and within other ministries as appropriate. Students keep an ongoing record of their pastoral care activities, the nature of the care provided, and how their experiences are shaping their understanding of the nature of pastoral care in the church. Students and mentors will also ensure that concerns for privacy and confidentiality are maintained at all times.

Research: **Philosophy of Pastoral Care** (1)

After completing the long duration assignment, students write a personal philosophy of pastoral care, giving attention to both the theoretical and applied aspects of care as appropriate to their ministry context.

Relationship: **Conflict and Love** (1)

During the course of the Immerse program, students use the opportunities presented by failure, rejection, or conflict to discuss with mentors how to apply the sacrificial love of Christ to ministry and people. These discussions should lead to active restoration and forgiveness within relationships as the love of God is internalized and expressed to those around us.

Project: **Pastoral Responsibilities** (1)

Students complete one of the following:

Project Option 1. Students need to arrange a time to shadow a pastor at a funeral, in which the student must plan a discussion with the pastor inquiring how he leads families through the grief and navigates the challenges of loss. The student must write a 2 page reflection on learnt practical insight for leading a funeral and a well written funeral liturgy.
or
Project Option 2. Students need to arrange a time to shadow a pastor at a wedding, in which the student must plan a discussion with the pastor in how to best manage all the families involved and further practical advice in leading the ceremony. The student must write a 2 page reflection paper on learnt practical insight for leading a wedding and a well written wedding liturgy.

Worship

Description of Mastery

Students master a commitment to a lifestyle of worship as key to discipleship. Students passionately pursue God in a manner that is rooted in the biblical conviction that God alone is worthy of worship. Students demonstrate integrity before God that attracts others to a deeper life of discipleship. Students have the ability to structure God-honouring worship services for their ministry context through which believers are edified and lost people are presented with the good news of the gospel, and to develop others who can similarly lead.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Worship** (1)

Students read Psalms, reflecting on the various types of expression therein (thanksgiving, repentance, etc.), and Job, reflecting on the call to worship God in the midst of suffering.

Instruction: **Worship** (1)

Students attend the seminar, Theology of the Trinity, demonstrating understanding of how God's character inspires personal and corporate worship.

Reading: **Missional Worship** (1)

Students read *Worship by the Book* (*D. A. Carson, ed.*) and/or *Sent and Gathered* (*Clayton J. Schmidt*).

Reflection: **Worship Journal** (1)

For a period of at least one year, students maintain a bi- weekly journal of personal worship reflections derived from corporate (church-wide) worship experiences.

Reflection: **Worship as Personal Relationship** (1)

Students read *Walking with God* (*John Eldredge*), describing in 5-7 pages how the author's story influences their own story and what steps they might enact to enhance their personal worship. Such reflections become part of the student's plan for sustaining faith (cf. Ministry Leadership Outcome: Faith), and are the subject of discussion with their accountability partner or group (cf. Ministry Leadership Outcome: Holiness).

Discovery: **Worship** (3)

Students attend worship services at three to four other churches representing a variety of worship styles (not simply a variety of worship genres), and interview the worship leader to determine the biblical, theological, and philosophical principles that inform that congregation's worship, including that congregation's perspective on the role of the Holy Spirit and the use of spiritual gifts in corporate worship. Based on these conversations, and with reference to the assigned texts above, students compose a 5-6 page philosophy/theology of worship, and use this document to develop a strategy to enhance the use of worship in their ministry context in ways that are practical, culturally relevant, and appropriate to their sense of personal gifting. Students then serve on a team (in whatever role is appropriate) tasked with designing at least four corporate worship services.

Project: **Worship Series** (1)
Develop a 4 week series of Bible studies on theology of worship.

Year B

Incarnation

Description of Mastery

Students integrate a deep understanding of the incarnation into their daily lives and relationships. Students are able to articulate the theological significance of Jesus as God Incarnate, with an appropriate application of this theological truth to their family, community, church, and leadership. Personal conviction regarding the incarnation is revealed by a consistent service- oriented and sacrificial lifestyle, demonstrated ability to structure incarnational ministry, and skillful leadership of others in church ministry to reach beyond themselves in order to fulfill the mission to disciple followers of Jesus.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Incarnation** (1)

Students read Mark, Luke, John, and Colossians, reflecting on the significance of Jesus' incarnation and providing evidence for his divine-human nature.

Instruction: **Incarnation** (1)

Students attend the seminar, The Gospels and Acts.

Reflection: **The Incarnation of Christ** (1)

Students read *Incarnation* (*T. F. Torrance*) and reflect in 8-10 pages on the significance of Christ's incarnation and describing how one might explain to a Muslim, a Jehovah's Witness, or a Mormon that Jesus is not just a special person or human prophet, but the very Son of God in flesh.

Long-Duration Project: **Personal Involvement** (2)

In conjunction with mentors, students determine an area of personal interest and passion, matching it with a community need. Students become involved in this area of need/interest for a minimum of one year (This may be seasonal if appropriate to the specific need), fulfilling their commitment with a transparently loving heart. At the conclusion of the project, students write a 4-page reflection on how this experience influenced their understanding of theology and church practice.

Reading: **Book Critique** (1)

Read *The Wounded Healer* (*Henri Nouwen*) writing a point-form critique in three calories — Agree; Disagree; Need to Discuss — and use this critique to carefully discuss the authors premise and how it relates to the concept of incarnation ministry.

Research: **Incarnational Living** (1)

Students describe what it means to live incarnational lives, basing their description on Jesus' model of incarnation, the Holy Spirit's role in empowering believers, and specific steps they will take to model incarnation in life and ministry. This description must also take into account the reality of suffering as an incarnational expectation.

Project: **Community Service** (1)

Support/Participate in a local missions initiative established by the Village Local and Global Missions Director.

Discovery: **Interviews With Community Leaders** (1)

Visit with significant business, political, and service club leaders in the community asking about needs in the community and ways that churches and ministries can serve.

Call

Description of Mastery

Rooted in an understanding of the biblical concept of calling, students display conviction with respect to their personal vocational call to ministry leadership, displayed by a strong personal desire to lead, evidence of God's blessing on their leadership of both people and structures that are responsive to their leadership, and external recognition of sufficient skills and relational integrity for the task. Students show conviction about this vocational calling that extends directly to reaching others with the gospel, developing others in the faith, and multiplying leaders for the same.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Call** (1)

Students read Daniel and the Minor Prophets (Hosea through Malachi), reflecting on how these prophets experienced God's call to their specific ministry.

Instruction: **Call** (1)

Students attend the seminar, Theology of Leadership.

First Steps (1)

Students complete the Immerse Mentoring First Steps which reviews results from DIP Assessment and establishes a good relationship and accountability

Long-Duration Project: **Spiritual Health and Wholeness** (1)

Students attend at least three counselling sessions, or participate in a program intended to cultivate spiritual and emotional wholeness (e.g., Freedom Sessions, Redemption Groups, etc.), fulfilling all the requirements of said program, and showing willingness to do so with openness and vulnerability. Mentors will not be privy to details of student progress, but should ensure that students are able to identify areas of personal growth that result from their participation in these counselling sessions or program.

Reading: **Personal Calling** (2)

Students read *The Call* (*Os Guiness*) and a second book from the bibliography, displaying evidence of understanding the theology and implications of a person's call to ministry, both generally and vocationally.

Discovery: **Calling and Vocation** (2)

Students interview at least three people who are engaged in vocational Christian ministry, all of whom are from outside of their own ministry context, in order to discover how these people perceive the relationship between a general calling to participate in Christian ministry and a specific calling to make such their vocation. Following these interviews, students read *Work in the Spirit* (*Miroslav Volf*), and describe their understanding of a theology of work, including how their vocational calling may change through their lives under God's direction.

Reflection: **My Call to Vocational Ministry** (1)

After completing the reading and research described above, students write a reflection of 6-7 pages describing their understanding of their personal calling to the work of pastoral ministry. Students share this reflection with at least 3 other people (including their spouse, if applicable) and write a further 2 pages discussing these conversations and what they revealed.

Vision

Description of Mastery

Students demonstrate the ability to discover and deliver a Kingdom-oriented vision at a personal and corporate ministry level, ensuring the fulfillment of the God-appointed mission to reach lost people, disciple believers, and multiply leaders. Operating from the conviction that a leader's personal clarity regarding mission always precedes broader ministry vision, students create an integrity-based personal mission statement that informs their daily activities and choices. Upon further development of vision-creation skills and tools, students master the process of facilitating the creation and communication of an inspiring vision within Christian organizations, enabling these organizations to clearly define their structures, culture, and activities in order to achieve the mission.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Vision** (1)

Students read 1 & 2 Samuel and 1 & 2 Kings, reflecting on how the leaders in these narratives expressed vision and led others toward its fulfillment.

Instruction: **Vision** (1)

Students attend the seminar, Theology of Leadership.

Reading: **Vision** (2)

Students read *Good to Great* (*Jim Collins*) and *Visionary Leadership* (*Burt Nanus*).

Reflection: **The Leader's Role in Vision** (1)

Students study resources on vision casting that represent two leadership approaches to vision—namely, the leader as sole visionary and the leader as vision team member—and reflect on the strengths and weaknesses each. Students show the ability to arrive at practical steps for implementation that are ministry-specific and in keeping with their sense of personal gifting.

Discovery: **Vision Creation** (2)

In conjunction with mentors, students identify and visit three businesses where the vision is clearly known and practiced, interviewing the primary vision champion to discover (1) how this person learned to develop vision, (2) his or her experiences regarding vision-creation, and (3) his or her opinions on the keys to implementing vision. Using the knowledge gained from these interviews, students identify three websites related to creating vision that provide valuable resources and tools. Students prepare a 12-page report on their activities, including a 3-page report on each vision interview and a 1- page overview (can be point-form) of each website detailing why it was helpful and summarizing the available resources.

Long Duration Project: **Vision Creation** (2)

Taking into account learning gained from the above assignments, students participate in a vision-creation process within a ministry or event planning, serving as part of the guiding team. After the event, students evaluate the implementation of this vision, ensuring a direct connection between vision and ministry results, and producing a 4-6 page report summarizing their conclusions.

God

Description of Mastery

Students appreciate the mystery of the Triune God as Father, Son, and Holy Spirit, and of his mission. This understanding leads students to know and love God personally, such that his mission becomes theirs. Students demonstrate personal passion for reaching lost people with the gospel that is rooted in knowledge of the passion God has to save his people. The Scriptures, creeds and historical/systematic theology provide students with the framework and materials necessary for their work in helping others grow in faith and mission. Students demonstrate competence in multiplying leaders who are also committed to knowing God and developing structures for ministry that sustain his mission as Father, Son, and Holy Spirit.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **The Triune God** (1)

Students read Genesis, Exodus, and Revelation, reflecting on how God reveals himself as Father, Son, and Holy Spirit in these texts.

Instruction: **The Trinity** (1)

Students participate in the seminar, Theology of the Trinity.

Reading: **The Trinity** (1)

Students read *The God Who is Triune* (*Allan Coppedge*), displaying a sincere understanding of and appreciation for God in his three persons.

Project: **Teaching Doctring of the Trinity** (2)

Students create an eight week bible study in which they cover the doctrine of the Trinity, the attributes of God and the significance of baptism. Students will lead one of their studies to a group.

Reflection: **The Doctrine of the Trinity** (1)

Students read *Life in the Trinity* (*Douglas Fairbairn*) and detail an annotated list of 5 important historical documents relating to the development of the doctrine of the Trinity in the church. Such annotations will be no more than 300 words each.

Project: **The Activity of God** (1)

Students select one aspect of God's activity (e.g., goodness, righteousness, etc.) and write a research paper of 8-10 pages detailing the nature of this activity and its significance for life and ministry. Students continue their focus on this aspect of God's activity by delivering a series (sermon, Bible Study, ministry context specific application) articulating this aspect of God's activity and its significance as appropriate to their ministry context in a way that is theologically sound and that motivates the audience toward a deeper understanding of and love for God.

Reflection: **Contrasting Views on Sovereignty of God** (1)

Students read *God's Greater Glory* (*Bruce Ware*) and *Most Moved Mover* (*Clark Pinnock*), and, with reference to the relevant Fellowship Pacific Articles of Faith, write a 6-10 page reflection comparing and contrasting these two views, discussing with their mentors the impact this assignment has had on their approach to ministry.

Instruction: **Theology Course** (1)

Take or audit (online or in person) Regent College THEO 500 Systematic Theology Overview.

Church

Description of Mastery

Students display conviction about the nature of the church as God's instrument to reach the world with the gospel and see believers developed in their faith, while showing skill in multiplying leaders who can sustain the structures of the church. Specifically, students master the skill of discerning principles that define the nature, mission, values, vision, community, organization, and witness of a local church as part of the universal church. Students develop personal passion for the church akin to the Messiah's passion for his people, showing relational integrity in the way they help believers develop in their understanding of the church, their identity within it, and the critical role that leadership plays in sustaining a congregation. Further, students discern how the witness of the congregation is embodied in preaching, celebrating the ordinances, and equipping the people to be "ministers" of the gospel in every aspect of life, exercising a prophetic voice within society.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Church** (1)

Students read Leviticus, Acts, 1 Corinthians, 1 & 2 Thessalonians, Titus, and Jude, reflecting on how these books inform their understanding of the meaning and function of the people of God as a called people.

Instruction: **Church** (1)

Students participate in the seminar, The Gospels and Acts.

Research: **The Nature of the Church** (2)

Students read "The Church" (pp. 1035-1154) in *Christian Theology* (*Millard Erickson*) and *A Peculiar People* (*Rodney Clapp*), and write a research paper in which they articulate and defend a biblical definition of the church. This paper should demonstrate an understanding of the essential character of a church, and of a Fellowship Baptist church particularly, discussing the distinctive elements of a church, its governance, and its work.

Project: **Ministry Proposal** (1)

In conversation with mentors, students present a proposal regarding a new ministry to the church executive team. This proposal must be thoroughly detailed, including financial numbers, and be presented in a way that is compelling. It would be helpful for mentors to arrange for direct input into this assignment as may be appropriate.

Reflection: **Consultation Weekend** (1)

Students participate as an observer in a Fellowship Pacific consultation weekend. Students prepare thoroughly by reading all consultation information and coming to the consultation with a list of key questions. After the consultation, students debrief with a team leader, and share reflections from this experience with their mentors.

Discovery: **Undercover Christian** (1)

Students attend two church services (only one at their home church) with a non-Christian friend. After each service, students interview their friend about their experience and questions they might have. Students then write a 1-page report on their friend's impressions and reactions, citing specific elements or services provided (e.g., the nursery), sharing these with their mentors.

Discovery: **Effective Boards** (1)

Read *High Impact Church Boards: How to Develop Healthy, Intentional, and Empowered Church Leaders* (*T.J. Addington*), and discuss what you learned with your Pastoral Mentor. Compare the concepts of the book with the reality of the church in which you serve, making your observations on the Immerse blog.

Communication: **Leadership in the Church** (1)

Deliver a lecture on the nature of the church in the 21st century and its relations to culture and society, specifically developing the teaching of Paul in Ephesians 4:12 about the validity of the various leadership roles (apostle, prophet, evangelist, and pastor/teacher) for church health today.

Leadership

Description of Mastery

Students master a theological and Biblical conviction about leadership sufficient to undergird their personal practice of spiritual leadership and to ensure the multiplication of leaders in the church. Students understand their personal leadership strengths and growth areas so as to develop and maximize personal strengths and expand personal discipline, understanding how assessment can allow for consistent and sustainable leadership adaptations. Students embody integrity in the way by which they relate to others, leading others to initial faith and to a deeper discipleship, and showing skill in the way they lead groups and develop structures in pursuit of the church's mission.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Leadership** (1)

Students read 1 & 2 Kings, 1 & 2 Timothy, and 1 & 2 Peter, reflecting on the leadership principles (or leadership folly) evidenced therein.

Instruction: **Leadership** (1)

Students participate in the instructional seminar, Theology of Leadership.

Reading: **Leadership** (2)

Students read *The Unnecessary Pastor* (*Marva Dawn & Eugene Petersen*) and *The Leadership Challenge* (*James Kouzes & Barry Pozner*), interacting with the understanding of the concepts of biblical and practical leadership expressed in these books.

Research: **Philosophy of Leadership** (1)

Students write a personal philosophy of Christian leadership, reflecting their understanding of spiritual leadership, their personal gifts and abilities, and the call they sense God has placed upon their lives. This learning unit is appropriately undertaken after the self-assessment (Humility) and the call to ministry reflection (Call).

Reflection: **The Abuse of Authority** (1)

Students read *The Subtle Power of Spiritual Abuse* (*David Johnson & Jeff Van Vonderen*) and interview at least two prominent Christian ministry or business leaders, reflecting on the temptation to abuse authority and how to avoid falling into such abuse.

Discovery: **Debatable Discussions** (1)

Students, along with their mentors, choose two key church leadership topics (e.g.,, the role of women in ministry leadership, the authority of pastors/elders, governance, membership and baptism, restoration of leaders after moral failure, etc.) and meet with people who hold perspectives on these topics different than their own, seeking to understand why these individuals have come to their conclusions. After these discussions, students present their discoveries to their mentors, along with insights gained regarding implications for future ministry.

Reading: **Leadership Study** (1)

Reading a study specifically related to leadership, such as *Heroic Leadership* (*Chris Lowney*), and reviewing the implications for the practice of leadership.

Discovery: **Conference** (1)

Attending and reflecting on a leadership seminar, such as the Global Leadership Summit or Leadership Plumbline. Student need to write a 6 page reflection paper in how the conference has impacted the students personal understanding and methodology of leadership.

Groups

Description of Mastery

Students will master an understanding and application of group ministry in the life of a local church. Specifically, they will have a grasp of the range of philosophies of small group ministry, along with an awareness of the missional, discipling, and connecting strengths of each philosophy. The student will have experience being involved in a small group, skill in leading a small group, and capabilities in designing small group ministries for the church. Further, this learning outcome will initiate discussion of conflict management and motivation of volunteers.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Groups** (1)

Students read Joshua, Nehemiah, and Matthew, reflecting on how the leaders in these narratives built and managed ministry teams.

Instruction: **Groups** (1)

Students participate in the seminar, Theology of Leadership.

Reading: **Small Group Philosophies and Connections** (1)

Students read *The Connecting Church* (*Randy Frazee*) or *Sticky Church* (*Larry Osborne*), reflecting on the small group philosophies represented in these books, and *Tribes* (*Seth Godin*), reflecting on the cultural importance of informal connections.

Long Duration Project: **Lead a Small Group** (2)

Students serve as apprentices (leaders-in- training) within a small group for a period of one year. The following year, students recruit, form, and lead a small group. Periodically throughout the year, students and mentors evaluate the student's small group leadership skills as well as their ability to apply the general small group philosophies discussed in the readings to the specific small group they are leading.

Discovery: **Visit Churches with Small Group Ministries** (2)

Students visit at least two churches with vibrant small group ministries, but with different philosophies. As part of the visit, students attend a small group and interview the church's small group ministries leader. Based on these visits, students write a 5-page summary of the strengths of each style of ministry.

Discovery: **Volunteers** (1)

Students interview at least three ministry volunteers, one of whom is from outside of their ministry context, to determine their motivation for service. Based on these interviews, students write a 6-page reflection on the nature of volunteer commitment and its importance to the church's mission fulfillment.

Research: **Conflict Management** (1)

Students compose a philosophy of biblical conflict management, including principles for managing interpersonal and team conflict and a personal approach to conflict resolution in life and ministry.

Year C

Humility

Description of Mastery

Students master, as much as is possible for sinful humanity, the attitude of humility as a personal conviction that forms the primary foundation of character. Students develop a Biblical definition of humility as a primary leadership principle and display the integrity of this attitude by relating the mindset of obedience as a follower of the Lord to the practice of leadership. The context of humility reflected in the Christ-like character of "serving and giving" provides the framework for students to serve in congregational leadership structures, help disciple others with care, and reach non-believers with the message of the gospel. Students will measure the integrity of their commitment through use of self-assessment and accountability.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Humility** (1)

Students read Proverbs, Ecclesiastes, Isaiah, and Philippians, reflecting on the nature of biblical humility as found in these books.

Instruction: **Humility** (1)

Students participate in the seminar, Theology of the Spiritual Life.

Long-Duration Project: **Intentional Humility** (1)

Students identify an area in which they can serve in a role that is considered to be "below their level," and will participate in such a role for at least one year. Examples of such roles include washing dishes at a soup kitchen, collecting garbage in the neighbourhood, etc. Students should intentionally select a role in which they will receive very little, if any, public recognition, preferably one that is outside of the church.

Discovery: **Self-Assessment** (2)

Students undertake at least one session with a Christian counsellor; read *Living Your Strengths* (*Albert L. Winseman, Donald O. Clifton, & Curt Liesveld*) and *Emotional Intelligence 2.0* (*Travis Bradberry & Jean Greaves*), and take the included assessments; and take at least two other character/leadership assessments (e.g., Ministry Match, Leadership Competency Inventory, The Christian Life Profile, etc.). At the completion of these activities, students prepare an honest and thoroughgoing 6-page self- assessment of their strengths and weaknesses, displaying openness and vulnerability about their character, and making concrete plans to address those areas that are deficient.

Reflection: **External Assessment** (1)

Students discuss the findings of their self-assessment with at least three other people (including their spouse, if applicable) and write a 2-page reflection describing these conversations. Such reflection must include any difference between the nstudent's assessment and that of the external assessors, and the student's thoughts as to why these differences might exist. Students and mentors should ensure that their conversations include healthy and truthful discussions of the relationship between godly personal security and true humility, and an assessment of current level of each.

Reflection: **Humility** (1)

Students read *Embracing Obscurity: Becoming Nothing in Light of God's Everything* (*Anonymous*), along with relevant biblical texts, and reflect in 4-6 pages on how their reading is shaping their understanding of biblical humility.

Discovery: **The Meaning of Sin** (1)

Students interview at least three people representing a cross- section of their congregation or ministry context, seeking to determine how people understand the concept of sin, and presenting in 6-8 pages their findings and any suggestions to enhance a biblical understanding of sin.

Reflection: **Servant Leadership** (1)

Students read Leading from the *Second Chair (Mike Bonem & Roger Patterson)*. At the conclusion of all the above activities and reading the book, students write a paper on the application of servant leadership to their ministry, making reference to relevant Scripture and their personal experience.

Hope

Description of Mastery

Against secular and religious eschatological confusions, students are mastered by the life- changing conviction of the Christian's hope—the bodily resurrection of Jesus Christ and his promised glorious appearing—and its present and future implications. Students are energized to live the life of the new creation with conviction, in persistent personal godliness and devotion to Christ in all circumstances, and in courageous gospel witness in ministry to the troubled and the lost. In the knowledge that the increase greatly honours God, students skillfully disciple other believers and multiply leaders to the same integral pattern of godliness, devotion and witness. This will be achieved by deliberately cultivating a range of relationships and creatively structuring varied means by which, by God's grace, a personal impact in modelling and instruction of the hope-filled life of the kingdom can occur.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Hope** (1)

Students read Jeremiah, Lamentations, Romans, and Revelation, reflecting upon the providential sovereignty of God—in trial, in discipline, and in future judgement—as giving the only sure foundation for hope.

Instruction: **Hope** (1)

Students attend the seminar, Prophetic Literature.

Research: **Hope in Revelation** (2)

Students read the book of Revelation, using the relevant application sections of *Revelation* (*Craig S. Keener*) as a thought-provoking resource. Upon conclusion of their reading, students write an 8-10 page paper that describes a biblical understanding of the connection between suffering, persecution, and hope, showing evidence of increased understanding of the practical effects of Christian hope upon life and ministry.

Discovery: **Interview** (1)

With the guidance of mentors, students identify one or two people who are seen to express hope in the midst of tragedy or in the face of death. Students interview these people to understand the basis of their hope, and write a brief summary of each conversation explaining how the experience has served to strengthen their own hope.

Discovery: **Pastoral Visits** (2)

Students accompany and assist on three pastoral visits to individuals who have experienced a health crisis or personal loss, either within their ministry or another ministry within the church as appropriate. Students observe the first two visits and lead the third visit (accompanied by an experienced person). At the conclusion of the process, students write a 4-page summary of what they learned. Students are shown to demonstrate the utmost sensitivity, empathetic listening skills, the wisdom to discern the needs reflected in each conversation, and the ability to respond to these needs with spiritual counsel and prayer that gives meaningful comfort by helpfully bearing witness to and encouraging Christian hope.

Reading: **Eschatology** (1)

Students study materials that represent various views on biblical eschatology (for example, *A Basic Guide to Eschatology*, *Millard Erickson*), reflecting on the perspectives described and forming a preliminary strategy for engaging this subject in their ministry context.

Reflection: **Hope and Final Judgement** (1)

Students read *Love Wins* (*Rob Bell*) and *Erasing Hell* (*Francis Chan & Preston Sprinkle*), discussing and evaluating both books in an 8-page paper.

Justice

Description of Mastery

Students master a personal commitment to the biblical concept of justice, including God's justice, congregational justice, and social justice, demonstrating the character traits that evidence this commitment. Students display conviction regarding God's perfect justice, which nurtures a passion to reach lost people with the gospel. Students understand God's justice as portrayed in the Old Testament prophetic literature, leading to their skillful communication of the biblical teaching on the subject. Students also understand humanity's role in God's system of justice, which inspires the development of ministry structures that promote social justice. Students pursue just living, and their lives inspire those around them to pursue justice and to teach others to do the same.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Justice** (1)

Students read Judges, Jeremiah, Lamentations, Ezekiel, 2 Corinthians, and Hebrews, reflecting on how God's justice was demonstrated to Israel, how justice is demonstrated within a congregation, and how God justly disciplines believers.

Instruction: **Justice** (1)

Students participate in the seminar, Prophetic Literature.

Research: **God's Justice** (1)

Students choose a passage from the Old Testament prophetic literature related to God's justice that is restated in the New Testament, writing a research paper on the meaning of the passage in both Testaments and its implications for God's people.

Reflection: **Congregational Justice** (2)

Students read a book on the practice of church discipline chosen in consultation with their mentors (preferably one that deals with the specific legal and ethical aspects of church discipline in a Canadian context), along with any existing policies regarding church discipline from their church. In 8-10 pages, students describe their understanding of the purpose of church discipline and how it should be enacted. Focus should be on areas of application that pertain specifically to the student's ministry context. It would be helpful for students to investigate any examples of current church discipline, but such investigations must be undertaken with the utmost care and charity.

Reflection: **Biblical Justice** (2)

Students read *The Irresistible Revolution* (*Shane Claiborne*), reflecting on its contents in 6-8 pages with specific attention to whether and to what extent the principles reflected in the book can be applied in their lives.

Project: **Justice Initiative** (2)

Students organize and execute a social justice initiative within their ministry context (for example, a service opportunity with an external organization, or going on a missions trip), participating in this initiative for period of several months. Students will demonstrate the relationship between their selected project and the exercise of social justice as seen in Scripture.

Prayer

Description of Mastery

Students master the practice of prayer, in a variety of its historic forms, displayed in both personal private practice and communal corporate leadership. Students develop both conviction about prayer and skill in its practice, both publicly and privately, learning to relate to God and others prayerfully and with integrity. A significant focus of student prayer life is for the mission of the church, such that lost people are reached by the gospel, built up in the faith, and multiplied as leaders for the church. Students understand prayer in broad terms, in keeping with biblically faithful patterns of spiritual discipline seen within the church across its history. Students display a disciplined and growing relationship with God through prayer, a quality of relationship with others as they care prayerfully for them, and an effective group ministry empowered by prayer, working to see the same replicated in those they are leading.

Development of Mastery
Students complete the following Outcome Development Assignments:

Bible Reading: **Prayer** (1)
Students read Numbers, Ezekiel, Daniel, and 1 & 2 Peter, reflecting on the role of prayer in the lives of believers and in those called to vocational ministry leadership.

Instruction: **Prayer** (1)
Students participate in the seminar, Theology of the Spiritual Life.

Reflection: **Prayer and Personal Formation** (2)
Students read *The Transforming Friendship* (*James M. Houston*), and, with reference to *The Disciplines of Christian Spirituality* (*Donald S. Whitney*), *The Spirit of the Disciplines* (*Dallas Willard*), *and The Mentored Life* (*James M. Houston*), craft a personal philosophy of prayer and the spiritual disciplines.

Project: **Prayer Group** (1)
Students join in pre-service prayer at their assigned site for at least six months, keeping record of specific prayers and their answers. The specific nature of this group is negotiable, but must be such that students can display the capacity to lead others in significant, prolonged prayer.

Relationship: **Prayer Mentoring** (1)
Students mentor a specific individual in the growth of their prayer life.

Research: **A Model of Prayer** (1)
Students develop and implement a personal philosophy and model of prayer based upon Jesus' example of prayer and the readings noted above. This philosophy must include a strategic plan for personal and spiritual formation, demonstrating awareness of and appreciation for a variety of prayerful practices from the history of the church, and showing commitment to pursue its implementation. Such reflections become part of the student's plan for sustaining faith (cf. Ministry Leadership Outcome: Faith), and are the subject of discussion with their accountability partner or group (cf. Ministry Leadership Outcome: Holiness).

Discovery: **Prayer Retreat** (1)
Embark on a personal prayer retreat, reflecting on the experience in writing.

Reading: **A Prayer Critique** (1)
Students will read *Prayer* (*Hans Urs Von Balthasar*) and write a 6 page critique against the students developed personal formation of prayer.

Wisdom

Description of Mastery

Students discern the contours of biblical wisdom as a central aspect of worship, demonstrating conviction that Scripture is the authoritative standard by which all other claims to wisdom must be measured. Students show the ability to define and apply biblical wisdom in personal, relational, and structural aspects of life in the church and in the world. Knowing the gospel as the summation of God's revealed wisdom, Students are motivated to share this wisdom with others, both by example and in word. Students discern the difference between godly wisdom and wisdom that has its source in Satan and humanistic culture. Students understand the relationship between wisdom, holiness, and worship, and lead ministry teams to collectively discern God's wisdom so they can be a prophetic voice in culture. Students display capacity to share God's wisdom well so that other believers are encouraged, corrected, guided, and equipped. In this pursuit, students show humility, not arrogance; grace, not impudence; and a passion for justice, not selfish ambition.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Wisdom** (1)

Students read Proverbs, Ecclesiastes, Matthew, and James, reflecting on the nature of biblical wisdom, its cultivation, and its expression.

Instruction: **Wisdom** (1)

Students attend the instructional seminar, Wisdom Literature.

Reading: **Biblical Wisdom** (2)

Students read *Jesus the Sage* (*Ben Witherington, III*) and one of *Gospel and Wisdom* (*Graeme Goldsworthy*), *God's Twilight Zone* (*T. A. Perry*), or *Love the Lord Your God with All Your Mind* (*J. P. Moreland*), demonstrating understanding of the relationships between wisdom, faith, spirituality, and ethics.

Research: **Biblical Wisdom** (1)

Students write an exegetical paper on an important passage of text from the Old Testament Wisdom Literature, or on a major theme of Wisdom Literature.

Discovery: **The Application of Wisdom** (1)

In conversation with the lead pastor and board chair, students explore how congregations, pastoral leaders, and church boards discern and apply individually and collectively the wisdom (or "will") of God with respect to current issues and ministry plans. Students show a respectful understanding of and submission to the church's customary practice of discernment.

Communication: **Wisdom in the Sermon on the Mount** (1)

Students deliver a series on biblical wisdom, selecting two contemporary issues addressed by Jesus in Matthew 5-7 that help believers learn how to apply biblical wisdom to make biblically-consistent ethical decisions regarding contemporary personal situations.

Project: **Contemporary Issue** (1)

In consultation with mentors and ministry leaders, students identify a contentious contemporary issue, either within their ministry context or outside their church, and describe how biblical wisdom can be applied to its resolution. Such description must include concrete actions that can be taken to move the issue forward.

Reading: **Wisdom and James** (1)

Students read through the Epistle of James and defining in journal format how James understood the relationship between faith, wisdom, and Christian living.

Gospel

Description of Mastery

Students are fluent in understanding the message of the gospel and communicating it to others. Students possess passion to reach the lost and have the privilege of leading people to Christ. Students train others to live out and share their faith in effective ways personally and through the development of structures intended for the same. Students show integrity by applying the power of the gospel to their personal lives in a manner consistent with the truth of Scripture, communicating the gospel skillfully, and wisely reflecting on common objections brought to the faith.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Gospel** (1)

Students read Mark, Luke, Acts, and Galatians reflecting on what the gospel message of Jesus and the early church consisted of, and how it was communicated.

Instruction: **Gospel** (1)

Students attend the seminar, Theology of Mission and Salvation.

Reading: **The Essence of the Gospel** (2)

Students read two of the following books: *The Mission of God* (*Christopher J. H. Wright*), *The Gospel in a Pluralist Society* (*Lesslie Newbigin*), and *The Gospel as Centre* (*D. A. Carson & Tim Keller, eds.*). By the end of their reading, students should be able to demonstrate the ability to articulate the lessons of the gospel.

Research: **Cultural Analysis** (1)

Performing a cultural analysis on your city, considering the idols and philosophies that are prevalent. In the same manner as Paul in Acts 17, in addition to other reading materials, write a 10-12 page paper on your findings.

Long Duration Project: **Knowing and Sharing the Gospel** (3)

Over the duration of the Immerse program, students are expected to demonstrate their love for the gospel and concern for the lost in a variety of ways.
• Students develop relationships with non-believers in a variety of contexts (e.g.,community service,family, etc.).
• Using a variety of available tools, students craft an appropriate, contextualized gospel presentation that tells the story of the gospel through their personal story. Students then share this presentation with three people, at least one of whom being a non-Christian.
• Students read *Mere Christianity* (*C. S. Lewis*) and/or *Simply Christian* (*N. T. Wright*), and, in 6 pages, distil a series of compelling arguments for the validity of Christian faith. Students will develop their "real-world" skills by using these arguments with non- believers.
• Prior to graduation, students clearly present the gospel to a number of people (friends, family members, people in the community) with the intention of leading them to a saving relationship with Jesus Christ, and demonstrating increasing success in their efforts.

Project: **Evangelism Equipping** (1)

Students develop and present a training program to help those in their ministry contexts enhance their ability to share their faith.

Culture

Description of Mastery

Students master the skills of personally understanding, appreciating, and serving within and across cultures. This includes the ability to enter relationally and sensitively with Christ-like integrity into an unfamiliar cultural context and, conversely, the capability to help people adapt comfortably to settings foreign to them. Students are competent in communicating God's word in a contextualized manner in both formal and informal settings for the purpose of reaching people with the gospel and helping others grow in their faith. Students develop the ability to exegete a cultural context for effective ministry, understanding how to express their convictions in ways that are compelling within the given culture. Students display their familiarity with God's global mission and are capable of leading a church, in whole or in groups, toward appropriate and value-added missions involvement. Students also display capacity for leading others to the place where they can do the same.

Development of Mastery

Students complete the following Outcome Development Assignments:

Bible Reading: **Culture** (1)

Students read Judges, the Minor Prophets (Hosea-Malachi), 1 Timothy, and Titus, reflecting on the ways in which the surrounding culture influenced the presentation of the God's message.

Instruction: **Culture** (1)

Students attend the seminar, Intercultural Theology.

Reading: **Contextualization** (1)

Students read chapters 1, 3, 7, 8, 10-14, 26, and 28, plus other chapters up to 300 pages total, from *Appropriate Christianity* (*Charles H. Kraft, ed.*), demonstrating an understanding of the concept of contextualization and its implications, and demonstrating practical application of contextualization in their ministry contexts.

Reflection: **Servanthood Posture & Leadership** (1)

Students read *Cross-Cultural Servanthood* (*Duane Elmer*) and *Leading Across Cultures* (*James Pluedemann*), and prepare a 5- page description of their ideal posture in ministry, taking into account their personal gifting and the ministry context, and citing principles from the book.

Project: **Gospel and Culture** (2)

Students conduct research into the reasons why members of the local community reject or are unwilling to consider the gospel message. Students present their findings to their ministry leadership group, and consider how they might respond to each reason, and implementing at least one of these specific responses over a period of several weeks.

Project: **Short-Term Missions** (2)

Students are involved in a short-term missions team at a leadership level, ensuring they have specific responsibilities within each of the areas of preparation (including STM team training), trip, and debrief (including conducting the debriefing session with all STM team members). Evaluation will occur during and after the trip, taking into account student ability to lead in a manner appropriate to their "ideal posture" as defined in the reflection assignment above.

Research: **Intercultural Models** (1)

Students will write a paper on three intercultural models: integrating people into a dominant culture; maintaining separate ethno-specific churches; and establishing multi-ethnic churches. Research may involve visiting other churches, surveys, articles, etc...

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