

BRIERCREST

CM 819 Christian Ministry Specialty: Multivocational Ministry Spring 2024

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Course Dates: April 22, 2024 to June 28, 2024
Course Delivery Method: Weekly Online

3 Credit Hours

COURSE DESCRIPTION

This course will respond to the very latest research and on-the-ground insights in working with and hearing from Canadian Multivocational ministry leaders. It will focus on the theology, postures and practices that lead to thriving both for leaders and congregations. This course is designed to be of immediate practical use for those exploring, preparing for, and actively engaged in Multivocational ministry.

COURSE INTEGRATION

Students will be challenged to adopt a missiological approach to understanding theology, strategy, and structure for the successful engagement with and sustaining of Multivocational congregational ministry. They will detail the formation and unification of their own calling, explore spiritual practices that harmonize with their personality and integrate these with their daily lives. Students will also engage with the necessary information and skills to manage congregational expectations, both in the hiring process, and in everyday life and service.

COURSE TEXTS

Brisco, Brad. *Covocational Church Planting: Aligning Your Marketplace Calling & the Mission of God*. Missional Press, 2021. ISBN: 978-1-73628-211-3. (254p)

Edington, Mark D. W. *Bivocational: Returning to the Roots of Ministry*. 1st edition. New York: Church Publishing, 2018. ISBN: 978-0-8192-3386-8. (144p)

MacDonald, G. Jeffrey. *Part-Time Is Plenty: Thriving without Full-Time Clergy*. 1st edition. Louisville, KY: WJK Books, 2020. ISBN: 978-0-664-26599-1. (180p)

Watson, James W., and Narry F. Santos, eds. *Tentmakers: Multivocational Ministry in Western Society*. Eugene, OR: Wipf and Stock, 2022. ISBN: 978-1-66673-997-8. (168p)

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

COURSE OUTCOMES

PERSONAL - Articulation and validation of a unified personal calling that enfolds every role in the student's life, family and work which is supported by a sustainable and healthy rule of life.

THEOLOGICAL – Shaping a missional theology that details and wrestles with the implications of the Missio Dei and the priesthood of all believers in today's professionally served consumeristic religious milieu.

MISSIOLOGICAL – Articulating an evangelistic posture and practice for engaging people with curiosity and compassion in the students' immediate contexts.

STRUCTURAL - Reframing a practical ecclesiology in response to the Canadian secular context.

RELATIONAL/MANAGERIAL – Learning to manage time effectively while juggling multiple roles.

POTENTIAL – Gaining perspective on future career options and lifelong learning plans.

COURSE OUTLINE AND CONTENT – Wednesday night weekly online sessions beginning April 24. All sessions will be online from 6:30-9pm SK time. <https://briercrest.zoom.us/j/85369932877>

1. April 24
 - a. Welcome, Introduction and Listening: Reflection on the Missio Dei and a whole-life ministry calling.
 - b. Pre-class assignment: Personal context – Work your way through this website (including watching the video) <https://reachrightstudios.com/bivocational-ministry/> Come to class prepared to discuss this idealistic vision for bivocational ministry and its ramifications for you. What does education, peer support, and ordination look like for Multivocational leaders? What are the gaps in your training that you would like addressed? What needs do you need met – financial, theological, therapeutic, etc.? How can the CTMMP serve you?
2. May 1
 - a. Validation: Theological and Historical Roots of Multivocational Ministry
 - b. Pre-class assignment: Read I Cor 9:1-18. Write a one-page reflection on whether or not being bi/co or multi-vocational is evidence of failure, a legitimate “plan B” or an optimal set up for congregational leadership today.
3. May 8
 - a. Pro's and Con's of Multivocational Ministry: Personal, evangelistic, congregational and denominational considerations
 - b. Pre-class assignment: Interview a Denominational leader and discuss what you are learning through course readings and discussions thus far. Trace the denomination's history and posture towards MVM. (HINT – you might also want to ask them about

ethnic congregations...see next week's assignment below.) Submit a one-page reflection on their response to the ideas, challenges, and opportunities of Multivocational ministry.

4. May 15
 - a. Guest Speaker – Nary Santos - How ethnicity affects our perspective on MVM
 - b. Pre-class assignment: Research the ethnic churches in your denomination. Write a one-page report on Multivocational realities for ethnically-based churches in your denomination. How many are Multivocational? How do they feel about being Multivocational leaders? What are the unique struggles or gifts in their contexts?
5. May 22
 - a. Building a Sabbath Life: Time and Energy Management, Margin and Home as Sanctuary
 - b. Pre-class assignment: Watch the youtube video on “First Things First,” <https://www.youtube.com/watch?v=uvBHyE7PGdE> reflect on the next week of your life and come to class with the Time Management matrix filled in with what you have to do, and a tentative weekly schedule. Be prepared to share and discuss this schedule with the class.
6. May 29
 - a. Managing Expectations: Leader's, Families', Congregation's and Denomination's: How theology, models and structures affect the possibilities of Multivocational Ministry
 - b. Pre-class assignment: Submit a one-page reflection on a specific tension you experience or expect between congregational, outside work and family expectations. If you are married, discuss this with your spouse. What strengths might you access to resolve these conflicts?
7. June 5
 - a. Guest Speaker: Judith McCartney – Thinking Outside the Box on how to sustain and multiply ministry
 - b. Pre-class assignment: Watch this interview with Judith and her husband Colin. <https://www.youtube.com/watch?v=ujlrmMC-Dt4> Do some further internet research and see what you can discover about their ministry. Bring several questions you want to ask her about her ministry and life.
8. June 12
 - a. Models for Shared/Distributed Leadership: Team, Polycentric, Priesthood of all Believers
 - b. Pre-class assignment: Watch the series of videos on polycentric leadership that begins here: <https://www.youtube.com/watch?v=vy-B0QJ4le4> and work through all of the APEST videos. Come prepared to discuss the pros and cons of this particular model.
9. June 19
 - a. Guest speaker: Darryl Dozlaw & Amy Bratton - Adjusting our ideas of Success
 - b. Pre-class assignment: Submit a one-page reflection on your vision of ministry success based on Scripture, what you hear from others, what you received growing up, and what you currently hold on to as dreams for your ministry.
10. June 26
 - a. Final Session: Lifelong learning, Career and Life Planning, Commissioning

- b. Pre-class assignment: Reflect on your journey through this course. Come prepared with several final questions or missing pieces you want filled in as you enter into a new chapter of life and ministry.

ASSIGNMENTS:

Please submit all written assignments to Canvas. Use APA formatting.

Pre-Course Assignment:**Integrative Reading Report (5-7p)**

Students will read the required texts and write an integrated reading report that has a summative introduction and conclusion. For each resource, they will summarize key concepts, memorable insights, integration and application, as well as some insights on how the resources interact with each other. While critical discernment should be used in reading, it is not necessary for students to share critical insights in the report. In the conclusion, they will integrate and summarize all the insights gained and describe potential applications.

Length: 5-7 pages (1250-1750 words)

Basis of grade: Demonstrated understanding, selection of memorable insights, thoughtful adoption or adaptation to live forward and reflection on values of each and the collective set of resources.

Due Date: April 22, 2024

Course Value: 25%

Mid-Course Assignments: (see course outline above)

Written Assignments are to be submitted the Tuesday night prior to Wednesday's class.

Basis of Grade: All assignments will be graded on the basis of timely completion, consistency of formatting, spelling and grammar, depth of reflection and clarity of thought.

Course Value: 50%

Post-Course Assignment:

Possible final assignments – choose your scenario from the list below or propose your own:

- Research paper - Explore the history of your denomination's approach towards uni- or multi-vocational (it might have been called tentmaking or something similar) ministry.
- Denominational assessment – how friendly and supportive is your denomination to this model of ministry? What are the risks or benefits of pursuing this calling?
- Scenario – you are recently retired, or have a full-time job but feel called to step into the leadership vacuum in your church created by a pastoral transition. Write a proposal to the board.
- Scenario - If your denomination has a pathway to propose a Multivocational church planting project, follow their guidelines and submit it to me and the denomination.
- Scenario – a church board wants to become a Multivocational church. Write a proposal that they would submit to the membership, laying out the considerations and plan.
- Scenario – you and your spouse want to work multivocationally with a church that has listed a univocational full time position. Write a proposal to the hiring team or board.

Length: 6-8 pages

Due Date: August 21, 2024

Basis of Grade: correct formatting, grammar and spelling; integration with course concepts and models, relevance to personal context, effectiveness of proposals or insight of analysis.

Course Value: 25%

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week

after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI (e.g., ChatGPT) without instructor authorization in the preparation and/or submission of their assignments violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately. Students are responsible to ensure they are using their sources with transparency and honesty. For more details, consult the [Seminary Calendar](#). In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

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