



MNST 6100 MISSION EQUIPPING AND TRAINING EVENT (METE)
North Park Theological Seminary in conjunction with Center for World Christian Studies
of Serve Globally of the Evangelical Covenant Church
Summer 2026, 3 Seminary Credits
Online sessions May 29, June 5, 12, 19 from 1 to 4 pm Central time
Draft Course Syllabus

INSTRUCTION COORDINATOR

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Director of the Center for World Christian Studies (CWCS)
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COURSE DESCRIPTION

What is God doing in the world and how can we join with it? This course seeks to address how we can best participate in God's wholistic mission wherever that may lead. This begins with recovering a biblical understanding of God's priorities in the world, confessing the painful lessons of the past, and exploring postcolonial possibilities for the future. With input from international and domestic guest speakers, this course presents the foundational perspectives of partnership with the missio dei as promoted by Serve Globally of the Evangelical Covenant Church. This course is open to all students, mission mobilizers, lay leaders, and pastors, together with those intending to join Serve Globally. To grow in self-awareness, participants will take the Intercultural Development Inventory (IDI) if they have not done so within the previous two years. This course fulfills a requirement of the Intercultural Ministry Certificate offered by CWCS.

COURSE OBJECTIVES

Completing this course, a participant should be able to:

- Identify biblical and cultural evidence of the presence and work of the missio dei
- Appraise historic mission strategies and approaches
- Communicate postcolonial mission priorities in the face of current cultural contexts
- Demonstrate understanding of the service pathways of ECC's Serve Globally
- Analyze personal gifting for intercultural service and develop steps towards growth
- Construct a presentation that integrates learning from METE with personal development specific to the ministry context of the participant

REQUIRED READINGS

Al Tizon. *Whole and Reconciled: Gospel, Church, and Mission in a Fractured World*. Baker, 2018. (254 pages)

Carlos F. Cardoza-Orlandi. *Mission: An Essential Guide*. Abingdon, 2002. (162 pages)

Sarah Lanier. *Foreign to Familiar: A Guide to Understanding Hot- and Cold-Climate Cultures*. McDougal Publishing, 2000. (84 pages)

Choose one of these:

- Lisa Sharon Harper. *The Very Good Gospel: How Everything Wrong Can be Made Right*. Waterbrook, 2016 (240 pages)
- Randy Woodley. *Mission and the Cultural Other: A Closer Look*. Wipf and Stock, 2022. (162 pages)

In addition, participants will choose one of the following:

- Mekdes Haddis. *Laying Down Power and Embracing Mutuality*. IVP, 2022. (240 pages)
- Mary T. Lederleitner. *Women in God's Mission: Accepting the Invitation to Serve and Lead*. IVP, 2018. (230 pages)
- Robert J. Stevens and Brian Johnson. *Profiles of African-American Missionaries*. William Carey Library, 2012. (336 pages)
- Jemar Tisby. *The Color of Compromise: The Truth About the American Church's Complicity with Racism*. Zondervan, 2019. (256 pages)
- Richard Twiss. *Rescuing the Gospel from the Cowboys: A Native American Expression of the Jesus Way*. IVP, 2015. (272 pages)

Additional required readings from female and male authors and non-western voices will be made available to students in each module.

ADDITIONAL RECOMMENDED READINGS

- Carlos F. Cardoza-Orlandi and Justo Gonzalez. *To All Nations from All Nations: A History of the Christian Missionary Movement*. Abingdon, 2013. (484 pages)
- Jeremy Chambers and Monica Paredes Chambers. *The Art of Missional Spirituality: 31 Sacred Practices for Jesus-Followers*. 100 Movements Publishing, 2023. (222 pages)
- David Johannes and Nik Ripken. *The Mind of a Missionary: What Global Kingdom Workers Tell Us About Thriving on Mission Today*. Within Reach Global, 2024. (437 pages)
- Juan Francisco Martinez and Jamie Pitts. *What is God's Mission in the World and How Do We Join It?* Herald Press, 2021. (84 pages)

COURSE ASSIGNMENTS

Attendance and participation in each session is required.

Participation and Attendance: This course follows the flipped classroom model. Required learning materials for each module are posted online in Canvas and participants are asked to review them before each online session and follow the weekly assignments listed. Come to online sessions prepared to share responses to the questions in each topic for that module. 25% of course grade.

Online Reflections: Write one 500-750 word reflection on what was most helpful from the material of each module. This should be one robust paragraph on each of these three categories:

- Describe how you understand the topic(s) in this module connect with God's mission, biblically or theologically (scripture references only, not quoted passages) (25% of grade)
- Summary of your personal comments about the topics - were there new thoughts for you? Helpful? Disturbing? Expansive? Other? Explain in one full paragraph. (25% of grade)
- Explain how you might apply what you have learned now in your personal life, your ministry setting, or sometime in the future. (25% of grade)

Each of the above paragraphs should refer back to learning materials and your additional reading or viewings assigned in the module (include titles and page numbers, but not long quotations!) (25% of each assignment grade).

Due dates for posting reflections are listed in Canvas. These four online reflections together equal 25% of the course grade.

Final Project: The objective of this project is to provide an opportunity for participants to demonstrate learning in a venue relevant to their local ministry context. Detailed grading rubric posted on Canvas.

- Make a visual (A video? PowerPoint? TikTok? A map?) highlighting what you gained from METE and how you will use it. Add a 1000-1500 word descriptive document to explain your intended audience, content, and goals of this visual communication. Include references to learning materials, your intercultural development plan, and discussions you have had during METE.
- Write a sermon manuscript or detailed teaching lesson that builds upon a theme you learned at METE that helps listeners consider ways that theme can be applied in their own lives. Add a 1000-1500 word descriptive document to explain your intended audience, content, and goals of this visual communication. Include references to learning materials, your intercultural development plan, and discussions you have had during METE.
- Prepare a 2000-word manuscript of a talk you will give to supporting churches describing what you gained from METE and how you will use it. Add a 1000-1500 word descriptive document to explain your intended audience, content, and goals of this visual communication. Include references to learning materials, your intercultural development plan, and discussions you have had during METE.
- Write a 2000-word article for publication in a journal such as the Covenant Companion or for your own blog that describes what you gained from METE. Add a 1000-word descriptive document to explain your intended audience, content, and goals of this visual communication. Include references to learning materials, your intercultural development plan, and discussions you have had during METE.
- Present the idea for your final project in our last online class on June 19. Post your final project in Canvas by the due date listed online. 40% of course grade.

Annotated Reading Log: A completed reading log with your notations of the learning materials will be submitted at the end of the course by the deadline listed in the schedule below. This form is provided below and also in Canvas. 10% of course grade.

Grading:

Weight of course assignments is as follows:

| | |
|---------------------|-----|
| Class Participation | 25% |
| Online postings | 25% |
| Final Project | 40% |
| Reading Log | 10% |

Final course grades follow the policy found in the NPTS catalog:

A = 95-100; A- = 93-94
B+ = 91-92; B = 88-90; B- = 86-87
C+ = 84-85; C = 80-83; C - = 78-79
D+ = 76-77; D = 72-75; D - = 70-71
F = 69 and below

ADDITIONAL COURSE GUIDELINES

Inclusive Language

NPTS encourages all students to follow the Statement of Inclusive Language from the Board of Publication Policy of the Evangelical Covenant Church which states, “We are committed to being inclusive in language and imagery in an effort to eliminate prejudice, whether gender, racial, ethnic, national, religious, denominational, cultural, or physical. This way of proceeding in no manner seeks to deny personal identity; rather, it guards against any use of word or phrase that tends to exclude people.” Consider how you can best incorporate inclusive language into all of your communication (written and oral) during the course particularly in your references to God and to humanity.

Academic Honesty

In keeping with our Christian heritage and commitment, North Park Theological Seminary is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.
5. Use of ChatGPT or other AI composition software to impersonate individual assignments.

Incomplete Policy

If, due to extenuating circumstances (specifically, illness, personal and family issues, or military assignment), a student anticipates she will be unable to complete course work within the allotted time, that student must submit the request form for a grade of incomplete to the course instructor before the last week of class clearly stating the reason(s) for this request. If the request is timely and meets the criteria, the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.”

Accommodations

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist.



Course Schedule

Participants will review materials online before class to prepare for each Module. Course materials will be open in Canvas two weeks before course begins.

- May 29 Module 1 Whole World
 - What is the missio Dei?
 - Colonial and Postcolonial Mission
 - Toward a Diakonia of Equals from Global Perspective
 - Assignments due according to date in Canvas
 - Prep for Module 2 Start May 30.

- June 5 Module 2 Whole Gospel
 - The Whole Gospel versus False Gospel
 - Reconciliation of All Things from a Global Perspective
 - Assignments due according to date in Canvas
 - Prep for Module 3 starts June 6.

- June 12 Module 3 Whole Church
 - How Does Serve Globally Support and Send?
 - What is the Global Pathway?
 - Missions and Money: A Theology of Abundance
 - Whole Persons in Global Service
 - Assignments due according to date in Canvas
 - Prep for Module 4 starts June 13

- June 19 Module 4 Whole Mission
 - The Why and How of Partnerships from Global Perspective
 - What does it Mean to Serve in Word and Deed?
 - Assignments due according to date in Canvas
 - Participant presentations
 - Final work posted by deadlines listed in Canvas



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READING LOG

Name: _____

Reading Log Instructions:

Use this form to report the reading you have completed for this course. Make every effort to complete all readings by the dates in your course schedule. You will note in the course schedule that chapters in books are not assigned sequentially. The expectation is that you will complete the readings topically as assigned in Canvas, please note the percentage of each of the readings and/or viewings you completed, the date by which you completed them, and any additional relevant comments. Thank you for your participation in this class!

| Readings | Amount reviewed (None, Some, Half, Most, All assigned) | Date completed (on time or late?) | Reflective comments on materials |
|--|--|---|---|
| Tizon | | | |
| Module 1 Materials | | | |
| Module 2 Materials | | | |
| Module 3 Materials | | | |
| Module 4 Materials | | | |
| Cardoza-Orlandi | | | |
| Lanier | | | |
| Harper or Woodley | | | |
| Title of selection from syllabus choices | | | |

Please post this form by due date listed in Canvas.

Revised 2 March 2026