26/S2 ECCO 5040-01: Mission and Ministry of the Covenant
Mondays February 1, 8, 15, 22, online from 1 to 5 pm Central time
3 semester hours
Draft Course Syllabus

Instructors:
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Course Description:
Introduces the structure, priorities, processes, and missional trajectory of the Evangelical Covenant Church. Presentations highlight polity on congregational, conference, denominational, and credentialed ministerial levels. Topics covered include historic and current issues that have shaped and continue to guide the movement of the Covenant. Opportunity given for participants to interact with denominational leaders about current issues and trends. This course provides resources for interpreting the movement of the Covenant to others in the local ministry context as well determining personal participation within this denominational body.

Course Objectives: At the end of the course students will be able to:
1. Understand the organizational structure, policies and procedures for change, and movement of the Covenant's three missional categories and be able to interpret this to others
2. Recognize the authority and responsibilities of ministerial leadership in the Covenant
3. Describe the mosaic mission of the Covenant by applying the six-fold test as a matrix for ethnic diversity and inclusion of women in local contexts
4. Exegete the cultural context of one's local ministry and mobilize a contextualized missional movement in line with Covenant priorities in that context
5. Discern one's place within the Covenant as a denominational home

Required Learning Materials: To be read **before** each class session
(Note: additional required and optional learning materials are posted in each module in Canvas)

Module I: (To be read before first class session on Monday Feb 1)
Christine Pohl. *Living into Community: Cultivating Practices that Sustain Us.* (Eerdmans), 2012.
Highly recommended: Al Tizon, *Whole and Reconciled: Gospel, Church, and Mission in a Fractured World.* (Baker Academic, 2018).

Module II (To be read before second class session on Monday Feb 8)
Choose **one** of the following that you have not read:
Dennis R. Edwards. *Might from the Margins: The Gospel's Power to Turn the Tables on*

Injustice. (Herald Press, 2020).
Daniel Kreiss and Efrem Smith. *A Church for Everyone: Building a Multi-inclusive Community for Emerging Generations* (IVP, 2024).
Robert Chao Romero. *Brown Church*. (IVP, 2020).
David Swanson. *Rediscipling the White Church: From Cheap Diversity to True Solidarity.* (IVP, 2020).

Module III: (To be read before third class session on Monday Feb 15)
Choose **one** of the following that you have not read:
Ruth Haley Barton. *Pursuing God's Will Together: A Discernment Practice for Leadership Groups*. (IVP), 2012.
Chuck De Groat. *When Narcissism Comes to Church: Healing Your Community from Emotional and Spiritual Abuse*. (IVP), 2020.
Rob Dixon. *Together in Ministry: Women and Men in Flourishing Partnerships* (IVP, 2023).
Or, if you are involved in rural ministry, select one of these:
Glenn Daman. The Forgotten Church: Why Rural Ministry Matters for Every Church in America. (Moody, 2018).
Stephen Witmer. A Big Gospel in Small Places: Why Ministry in Forgotten Communities Matters. (IVP, 2019).

Module IV (To be read before final class session on Monday Feb 22)
Read Okesson, Chapter 6 "How to Study Congregations." (Found in Canvas)
Choose **one** of the following that you have not read:
Ruth Haley Barton. *Strengthening the Soul of your Leadership: Seeking God in the Crucible of Ministry* (IVP, 2018).
Dennis Edwards. *Humility Illuminated: The Biblical Path Back to Christian Character* (IVP Academic, 2023).
Chanequa Walker Barnes. *Sacred Self Care: Daily Practices for Nurturing Our Whole Selves.* (HarperOne, 2023).

Assessments
All assessments should be posted in the appropriate Canvas forums as a Word Documents (no PDF's will be accepted). Please do not send papers either by mail or e-mail directly to course instructors.

1. **Learning Materials Record.** (10% of course grade). Reading assigned texts and articles and viewing online materials are important for understanding the concepts of this course. Students will complete and post this record in Canvas at the end of the course. This record indicates that reading and viewing of learning materials was completed on time, late, or not at all. Due date for this record is listed in Canvas.
2. **Online Reflections and Responses**. (5% of course grade for each of 4 = 20% Total). Each module will have learning materials participants are asked to read, view, and reflect upon.
   Online Reflections. From the learning materials in each module post a 500-750 word response. Follow suggestions given in each module in Canvas. Responses can amplify important themes, critically engage ideas, or advance the ideas in the reading. All should demonstrate that you have done the reading and can apply learning to your ministry on an individual and communal level. Sections from the responses that you post may be

incorporated into your final paper. Deadlines for posting reflections listed in Canvas. **Online Responses:** Write a 200-250 word response offering feedback to at least two other course participants' posts each week. Good responses are demonstrated by understanding another's view, offering candid and caring feedback, advancing ideas of peers and readings, reflecting on how content affects students in the classroom differently, and demonstration of empathy with a variety of perspectives. Due dates for online reflections and responses are listed in Canvas.

3. **Live session attendance and presentations**. (10% of course grade for each of 4). Each course session will have an assignment for presentation and an opportunity for interaction. Instructions for each week's presentation are posted in Canvas. Parts of your written responses can be incorporated into your final paper. Participation in class discussions will be part of your course grade.
4. **Quiz.** (10% of course grade). You will be given an information assessment quiz at the beginning of the course. The first time you take this quiz it will not count towards the course grade. At the end of the semester you will be asked to take the same quiz again to assess how much progress has been made and this one will be graded. Due date for this quiz is listed in Canvas.
5. **Final Paper.** (20% Course Grade). This assignment is geared towards those in ministry in Covenant churches. If you serve elsewhere adapt this assignment to your particular ministry context as much as possible. Be sure to include all components listed below. Your paper should divide into three main sections:
    1. **What are Covenant Priorities?** In 1000-1500 words explain the structure, purpose, and movement of the Covenant in a way that someone new to the Covenant could grasp it. This should include the following: 1) A brief description of the three groupings of missional priorities with biblical explanations as to why they are important both locally and denominationally, 2) Explain how the five missional priorities are administered in the three organizational divisions of the Covenant, 3) An analysis of how your local church is or is not presently involved in these five priority areas and 4) Your thoughts and suggestions for possible improvement in involvement with these areas of mission priority at the local, conference, and denominational levels.
    2. **What is Polity?** In 1000-1500 words explain polity in a way that someone new to your ministry could understand it. This should include the following: 1) A summary of how ECC congregational polity works at the denominational, conference, and local levels, 2) Name your ECC superintendent and describe her or his role within your conference. Share how your church connects with your conference, 3) Describe the organizational polity model your church has chosen based on your current governing document(s). This means you will need to find your ministry's current organizing document and include it as one of the ten sources you refer to for this paper, 4) Analyze strengths and challenges of your church's current governing polity model.
    3. **Who Are We?** In 1000-1500 words describe the Mosaic Movement of the ECC to those unfamiliar with it. This should include the following: 1) A brief explanation of the 6-Fold test with one example of each, 2) A cultural exegesis of your church's context listing missional challenges and opportunities in implementing the 6-Fold test. For your exegesis you may select categories from Paul's article and/or from Chapter 6 of the Okesson book. Two helpful links for finding demographic information in the U.S. are www.city-data.com (free) and www.missioninsite.com

(not free). For Canadians this is a useful free site: https://www.environicsanalytics.com/en-ca/PRIZM5, 3) An honest evaluation of your church's involvement in each of the six areas of the 6-Fold test with suggestions for improvement. 4) Discuss the role of women in your church's ministry.

Scriptural and theological support for your statements should be included throughout. After reflecting on this project and this course share what has been most impactful for you. How has this learning or understanding impacted your discernment about making the ECC your denominational home? Integrate at least ten sources of course materials, discussion, and other books or online resources into your paper and list them as footnotes or endnotes. Your paper should total between 3,000 and 4500 words. Use 12-point font, double-spaced and post online as a Word document. Due date listed in Canvas.

Grading

The weight of assignments is as follows:

Online posted reflections and responses	20% Course Grade
Gallery Walk	8% Course Grade
Live session attendance, participation, presentations	32% Course Grade
Quiz	10% Course Grade
Final Paper	20% Course Grade
Learning Materials Record	10% Course Grade

Grading Scale (based on NPTS catalogue):

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

Grade Reduction for Late Assignments

Letter grades for late assignments without excuse or request for an incomplete will be reduced 1 letter for each day late. Students who do not complete pre-class work in a timely way will be asked to take the course at another time. Students who do not complete the final assignment on time, without excuse or request for an incomplete, will not be allowed to take further Orientation courses until work for this course is completed.

Additional Notes

Academic Accommodation: NPTS provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe that they may need accommodations in this class are encouraged to contact Seminary Academic Services as soon as possible. If desired or necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Services is found at https://www.northpark.edu/campus-life-and-services/student-success-and-wellness/disability-resources/.

Academic Honesty: In keeping with our Christian heritage and commitment, North Park University 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 are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

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

For a fuller discussion of academic dishonesty, see the Seminary Academic Catalog.

Canvas: For any questions or concerns about Canvas please open an online Helpdesk ticket.

Harassment Policy and Title IX: Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-6222) or Director of Human Resources (773-244-5601) for information about campus resources and support services, including confidential counseling services. As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park's Safe Community site (http://www.northpark.edu/Campus-Life-and-Services/Safe-Community) for contact information and further details.

Inclusive Language: NPTS encourages all students to follow the Statement of Inclusive Language of the ECC which explains, "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.

Incomplete Grades: If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and 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." For the full policy, see the Seminary Academic Catalog.

Online/Zoom Etiquette: While online in class students are required to keep cameras on. This gives all in the class the ability to connect at least visually, if not in audibly. Please use the same etiquette you would use when in the classroom with other students. This means ***avoid*** traveling in your car, preparing a meal, dressing, showering, personal grooming, or engaging in other activities at the same time as when you are in the online classroom. We understand that cats, dogs, and young children like to be in on the activity and that is not a problem as long as they do not distract from your ability to engage and learn. When not speaking, please mute microphones unless asked to do otherwise. When necessary, course participants may send chat messages to instructors during the class time. Online programs such as internet use, solitaire and other computer games, email, social media, and any other online connections not related to the course should not be open during class time.

Writing Format: Use the Turabian style for references in your writing. Refer to the Seminary Writing handbook for more information regarding formatting or writing style. It can be found at: https://www.northpark.edu/seminary/academics/student-resources/

COURSE SCHEDULE

Subject to change based on availability of guest speakers

Module I: Feb 1 The Global Perspective of the Covenant

Review Module I Learning Materials listed in Canvas before first day of class Feb 1
Post online responses to Module I in Canvas by midnight central time Friday Feb 5

Module II: Feb 8 The Mosaic Movement of the Covenant

Review Module II Learning Materials listed in Canvas before class Feb 8
Post Module II reflections online in Canvas by midnight central time Friday Feb 12

Module III: Feb 15 Local Covenant Church Perspective

Review Module III Learning Materials listed in Canvas before class Feb 15
Post Module III reflections online in Canvas by midnight central time Friday Feb 19

Module IV: Feb 22 Covenant Clergy Perspective

Review Module IV Learning Materials listed in Canvas before class Monday Feb 22
Post Module IV reflections online in Canvas by midnight central time Friday Feb 26

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