



BEXLEY SEABURY SEMINARY FEDERATION

- Course title:** **ML/CC 450/650 Learning from London:
Mission and Evangelism in the 21st Century**
- Term offered:** **Summer term 2022**
- Meeting dates:** **June 11-17, 2022, London, UK**, with formal Canvas engagement beginning May 31.
- Instructor:** **Jason Fout** (he/him)
e-mail: jfout@bexleyseabury.edu
mobile: (614) 330-7414
- Office hours:** The instructor is available via e-mail, by Zoom or Skype (by arrangement), and in-person during the Summer term course meeting

Course description

This course provides an overview of the different kinds of growth that the Diocese of London has experienced in the last 30 years, and an in-person engagement with current leaders and ministry sites in the diocese that show signs of health and growth. The aim is for students' own imaginations to be stimulated for renewed ministry in their own particular contexts. This will come through learning from and conversing with current practitioners; through encountering and appropriating specific approaches and methods; and through acts of "analogical imagination" in which the student appropriates *with difference* specific approaches and methods encountered, modified for the student's specific ministry context.

The course begins online with introductions in late May 2022; formal online work begins May 31, 2022. The course meets in person in London June 11-17, 2022; and final assignments are due *no later than* July 15th, 2022.

Goals and Outcomes:

There are three identities that you will have the opportunity to grow into during this course:

1) Life-long learners:

Goal: We will become familiar with current thinking in the area of mission and ministry, particularly related to church planting, growing churches, evangelism, and Fresh Expressions of Church, especially as this conversation has unfolded in the Church of England.

Outcome: Each of us will grow to become a self-motivated, reflective learner, able to read from works in the areas of mission and ministry in order to share our learning with our colleagues, and to apply our learning to our own contexts. [MDiv outcome: 3.1, 3.2; DMin outcome: 1.2,]

Assessment: You'll know you've done this well when you can show clearly in your timely Canvas posts that you've understood the readings, when you've engaged with the conversations in London both in person and in your reflections in your written journal, and find that you can make connections across the material, can interact constructively with your colleagues, and can apply the material to your own context for life and ministry.

2) **Collaborative colleagues:**

Goal: We will grow in our ability to identify, define, and work towards mission-related goals, working collaboratively to respond to mission opportunities within and beyond the church.

Outcome: Each of us will grow as reflective, creative, engaged, and collaborative practitioners who can learn from and interact with a variety of leaders (including across denomination or church party), and process our learning with our colleagues. [MDiv outcome: 3.1, 3.2, 3.4; DMin outcome: 1.2, 3.2]

Assessment: You'll know you've done this well when you've spent the week in London engaged with the presenters and your colleagues, sharing what you've learned, and your questions, during the process times, as well as effectively employing a journal to retain and deepen your own learning.

3) **Creative leaders in mission:**

Goal: We will develop a renewed imagination for mission and evangelism in our own context through becoming familiar with varied approaches and concrete examples in the Diocese of London.

Outcome: Each of us will grow in our ability to employ creatively resources for mission and ministry in our own context: we will be able to translate when necessary, and be able to approach various settings in wise, sensitive, and contextually appropriate ways. [MDiv outcome: 3.1, 3.2, 3.4, 5.3; DMin outcome: 1.1, 1.2, 3.2]

Assessment: You'll know you've grown in this way when your final project shows creativity, integration of concepts or material learned on the course,

effort to translate a program or idea from one context to another, and detailed knowledge of your own ministry setting.

Learning Methodology:

The pedagogy of this course will be, before departure, discussion-oriented (online); in London, we will be hearing from practitioners in small group settings, with both lecture and conversation featuring prominently. Students will engage in conversation, reading, research, and reflective writing, both online and in journal form. In addition to formal and informal situations of learning, there will also be opportunity for worship in London, both in the churches we visit and most mornings at the Highbury Centre, where we'll be lodging.

Feedback:

I will aim to provide feedback (specific or general) on Canvas assignments within a week, and to respond to e-mail within 24-48 hours, outside of the weekend. I will be available in person when we are in London. I will aim to return your final projects in around two weeks after the submission deadline.

Course requirements:

All students taking the course for MDiv or DMin credit must:

All four of these requirements serve all three of the course's goals, and will be assessed on the basis of the growth in these goals.

(Late work will be marked down for each day it is late.)

- 1) Do all required reading in advance of the course dates, including participating in online discussion. *(Further detail found below, page 12.)*

Calendar for pre-course readings:

Mark Ireland & Mike Booker, *Making New Disciples*: (8-10 hours)
read and post reflection on Canvas **by Tuesday, May 31**;
respond to at least one reflection by **Wednesday, June 1**.

Ric Thorpe, *Resource Churches: A story of church planting and revitalisation across the nation*. (8-10 hours)
read and post reflection on Canvas **by Friday, June 3**;
respond to at least one reflection by **Saturday, June 4**.

Michael Moynagh, *Being Church, Doing Life*: (10-15 hours)
read and post reflection on Canvas **by Tuesday June 8**;
respond to at least one reflection by **Friday, June 10**.

Jason Fout, *Learning from London*: (3-4 hours)
read the entire book prior to the start of the course, **June 10**.

This will provide an important overview of the course as a whole.

In addition, read the four essays listed below in the required reading section.
(2-3 hours) prior to the start of the course, **June 10**.

200 points

This work will be assessed on the basis of online reflections and responses to others' reflections – more below.

- 2) Participate in the course meetings in London in June 2022, including participating in conversations with practitioners. *200 points*
This work will be assessed on the basis of the instructor's observation of the student's active engagement during site visitations.

- 3) Keep a journal of daily observations and reflections during the week, to be turned in to the instructor at the end of the week for credit. *See page 13, below, for further details. 200 points*
This work will be assessed on the basis of reflections for each day, and quality and depth of engagement. Entries from site visits should demonstrate both accurate observations and your own reflection/evaluation. Daily sustained reflections, either free form or exploring a writing prompt, will also be expected.

- 4) Complete a final project of the student's devising (agreed in conversation with the instructor) following the course, to be turned in *no later than July 15th, 2022*, and should be sent by e-mail to jfout@bexleyseabury.edu. *See page 13, below, for further details. 400 points*
This work will be assessed according to the rubrics for a "final project" as set forth in the rubrics, available on the Canvas site. This item will be included as an artifact in students' portfolios, and may be used without names to assess student learning in this course.

Please note that those students taking the course for credit must complete an online course evaluation. We take this feedback very seriously and make changes to classes on the basis of students' input. I make changes to this course each time I offer it, and your feedback is always important to these considerations.

Students taking the course for credit are expected to complete the evaluation as part of their participation in the learning experience. Auditors are encouraged to complete the evaluation as well. Evaluations will be available in Populi near the end of the course and will remain open until the grade deadline for each term. Evaluations should be completed based on your experience of the course and should not be based on your final grade. For this reason, during the grading period, you will not be able to see your grade in Populi until you have completed the evaluation. After the grade deadline, you will be able to see your grade in Populi, but you will no longer be able to share your voice through the course evaluation.

Please further note that, while participation in worship during the class meeting is not required, it is nevertheless an integral part of students' formation.

Please be aware that the Canvas gradebook reflects cumulative grades for assignments for your course, but the final official grade for the course will be recorded manually by the instructor in Populi.

In addition to the four assignments detailed above, each DMin student will:

- 5) Choose two to three additional books to read (from the list beginning on page 10 or agreed in conversation with the instructor) and provide a written summary of the contents of each and a brief evaluation of their key points and value for ministry today. These works should connect your learning in the course with a) your project for the course; b) your present ministry context; or c) your DMin thesis. *(Further information below, on page 14.)* 200 points
This work will be assessed on the basis of the adequacy of the summary and insight and usefulness of the evaluation.

All students taking the course for enrichment, lifelong learning, or CEUs are expected to:

- 1) Do all required reading in advance of the course dates, including participating in online discussion.
- 2) Participate in the course meetings in London in June 2022, including participating in conversations with practitioners.

Please see page 15, below, for further BSSF policies and procedures for this course.

Course Schedule - *Tentative, to be confirmed*

Saturday, June 11th

Arrive and settle in at the Highbury Centre, (20-26 Aberdeen Park, London, N5 2BJ)
Check in time at the Highbury Centre is 3pm; before that you may stow your luggage and explore. (Rooms may be available earlier.)

3:00 pm Meet for introductions and overview (at HC)

6:00 pm Dinner at Highbury Centre

Sunday, June 12th

Breakfast at the Highbury Centre
 Morning: Attend church – *see separate sheet for details*
 St. Peter's, Bethnal Green,
 St. Luke's in the High Street, Walthamstow
 St. Mary's, Tottenham
 or St. James', Piccadilly
 Lunch *Out – on your own*
 3:00 pm Evensong, Westminster Abbey (*optional*)

5:00 pm Worship, Holy Trinity Brompton
 7:00 pm Dinner, Bunch of Grapes Pub, Kensington

Monday, June 13th

7:30 – 8:15 Breakfast at the Highbury Centre
 8:30 am Morning Prayer at the Highbury Centre

Church Growth and Church Planting in the Diocese of London

9:30 am H Miller, **Church Planting Developer, Bishop of Islington's Office**,:
 Diocesan culture of mission, church planting strategies and
 church growth in London. We will also hear the experience of two
 presently-engaged church planters.

12:00 Lunch at the Highbury Centre

Fresh Expressions and Pioneer Ministry

1-3:00 Michael Moynagh, **Fresh Expressions of Church**

3-3:30 Break for tea

3:30-5:30 *Speaker to be confirmed*

Donna Gwilliams, **St. Luke's in the High Street**,
 operating a Fresh Expression of Church

6:00 pm Dinner at the Highbury Centre

Tuesday, June 14th

7:30 – 8:15 Breakfast, Highbury Centre

Church planting and church growth in the East End of London

9:00 am Morning Prayer at St. Peter's Bethnal Green
 Meet with Heather Atkinson and team, **St. Peter's, Bethnal Green**:
 leading and growing a "grafted" church; blending communities in a
 mixed church; community organizing and parish service; evangelism
 in the east end of London.

1:15 pm **Group process**: what have we noticed? What is intriguing? What is
 different? What are we learning? Coalescing themes? What
 questions are you forming?

2:00 pm Afternoon time to process – for-credit student to meet with Jason

7:00-9:00 Evening at **Church E20**, including dinner *to be confirmed*

Wednesday, June 15th

7:30-8:15 Breakfast at Highbury Centre
 8:30 am Morning Prayer, Highbury Centre

9:00 am Ivan Khovacs and team, **St. James, Piccadilly**: creative community engagement; ministry in the arts and with the homeless.

lunch on your own

Holy Trinity Brompton and Alpha

2:00 pm Meet with **Alpha & HTB** staff – *to be confirmed*

7:00 pm Alpha Course Meeting, – *to be confirmed*

Thursday, June 16th

7:30-8:15 Breakfast, Highbury Centre
 8:30 am Morning Prayer, Highbury Centre

Catholic growth

10:00 am **St. Mary's Tottenham**, *to be confirmed*

New Church Plant in a New Community

1:30 pm Andrew Williams, **St. Francis Church & The Engine Room Community Centre**, Hale Village Tottenham

From 4:00 *Evening on your own*

(possible show in the West End for those who choose?)

Friday, June 17th

7:30-8:15 Breakfast, Highbury Centre

"Traditional" parish ministry and Fresh Expressions of Church

10:00 am Julie Gittoes and Andrew Kwapong, **Hendon Team Ministry**, to include lunch

3:00 pm At the HC: Reflections and wrap up; turn in journals to instructor

Dinner Festive farewell dinner

Saturday, June 18th

9:30-11:30 Practitioners' Brunch at **the Highbury Centre**

Packed and out of rooms at Highbury Centre by 10 am, unless arranged otherwise

July 15th – Deadline for final project, which should be sent by e-mail to jfout@bexleyseabury.edu

Readings

Required

Books – required to be read

Mark Ireland & Mike Booker, *Making New Disciples: Exploring the Paradoxes of Evangelism*. London: SPCK. 2015.

Ric Thorpe, *Resource Churches: A Story of Church Planting and Revitalisation across the nation*. London: CCX. 2021.

Michael Moynagh, *Being Church, Doing Life: creating gospel communities where life happens*. Oxford: Monarch Books. 2014.

Jason Fout, *Learning from London: Church Growth in Unlikely Places*. Cincinnati: Forward Movement. 2019.

Essays – required to be read; available on Canvas

Church Growth in East London: A Grassroots View, Beth Green, Angus Ritchie, and Tim Thorlby, with a response by Stephen Cottrell, Bp. Of Chelmsford. Centre for Theology & Community. 2016.

[*A Time to Sow: Anglican Catholic Church Growth in London*](#), Tim Thorlby. Centre for Theology & Community. 2017.

From *Church Growth in Britain: 1980 to the present*. ed. by David Goodhew. Ashgate Contemporary Ecclesiology Series. Farnham, Surrey: Ashgate Publishing. 2012.

“Anglican Resurgence: The Church of England in London”, by John Wolffe and Bob Jackson, pp. 23-40.

“A History of Fresh Expressions and Church Planting in the Church of England” by George Lings, pp. 161-178.

Online resources – become familiar with these in order to understand our context and site visits better.

Church Growth

“Achieving Sustainable Growth” by the Rev. John Walker, from *Resourcing Mission Bulletin*, July 2012 (.pdf on Canvas)

Diocese of London material

Our 2030 Vision (Diocesan overview): <https://www.london.anglican.org/our-2030-vision/>
<https://youtu.be/9-priSX55Uc>

Church Planting in the Diocese of London (models and procedures, available as a .pdf on Canvas)

Material particular to our sites *(Available online on Canvas)*

St. Peter's, Bethnal Green:

St. Luke's in the High Street:

St. James, Piccadilly:

Holy Trinity, Brompton:

Church E20:

Alpha:

St. Mary's, Tottenham:

Engine Room/ St. Francis, Tottenham Hale:

<http://www.london.anglican.org/articles/new-church-presence-in-tottenham-hale/>

Elective – helpful to be familiar with

Diocese of London

2030 Vision (Diocesan overview): <https://www.london.anglican.org/our-2030-vision/>

Capital Vision 2020 (Diocesan overview):

<http://www.london.anglican.org/mission/capital-vision-2020/>

Capital Vision 2020 (reflections and process), from the *Resourcing Mission Bulletin*, October 2013 (.pdf on Canvas)

The London Challenge (diocesan vision statement, 2002-2012)

London Stories (follow up to The London Challenge)

Research into the growth in London

A Capital Idea (growth in London, 1990-2002)

Another Capital Idea: Church Growth in the Diocese of London, 2003-2010

Tottenham Riots, 2011, and the church's response

BBC overview of the riots: <http://www.bbc.com/news/uk-14452097>

The church's response: <http://www.london.anglican.org/articles/londons-churches-continue-response-to-the-riots/>

Mission Action Plans (MAPs)

Mike Chew and Mark Ireland, *How to do Mission Action Planning: a vision-centred approach*. London: SPCK. 2009.

Further resources on church growth

Church of England Statistics for Mission, 2012. (.pdf on Canvas)

Church Growth Research Project: Church Planting (November 2013) (.pdf on Canvas)

From Anecdote to Evidence: Findings from the Church Growth Research Programme, 2011-2013. (.pdf on Canvas)

Further resources on the Church of England's efforts to include more BAME (Black, Asian, and Minority Ethnic) leaders (This is a particular issue for the Church of England because BME believers make up a substantially larger percentage of the members of the church than are represented in its leadership. The C of E is still struggling with this, but has set targets and provided resources to work towards those targets. It is doing better in the last five years, but still has a ways to go. We will be spending time with several BAME leaders on this course, including Andrew Kwapong.)

Guardian.co.uk article: Proportion of trainee C of E priests from BAME background doubles:
<https://www.theguardian.com/world/2019/sep/02/church-of-england-proportion-trainee-priests-bme-background-doubles>

Church of England's Council on Minority Ethnic Anglican Concerns:
<https://www.churchofengland.org/about/views/race-and-ethnicity>

General background and context for understanding the English as a people and London as a city:

Kate Fox, *Watching the English: The Hidden Rules of English Behaviour (Revised and Updated)*. (London: Hodder & Stoughton. 2014/ Boston: Nicholas Brealey America. 2014)

The historical evolution of the City of London:
<https://www.youtube.com/watch?v=NB5Oz9b84jM>

Next steps – further, supplementary reading

(for DMin students, or otherwise to read beyond the class)

Archbishop's Council on Mission and Public Affairs, *Mission-Shaped Church: church planting and fresh expressions in a changing context*. London: Church House Publishing. 2ND ed., 2010. (192pp)

Jonny Baker and Cathy Ross, *The Pioneer Gift: Explorations in Mission*. Norwich: Canterbury Press. 2014. (244pp)

Paul Bayes and Tim Sledge (ed.s). *Mission-Shaped Parish: Traditional Church in a Changing World*. London: Church House Publishing. 2010. (148pp)

Mike Chew and Mark Ireland, *How to do Mission Action Planning: a vision-centred approach*. London: SPCK. 2009. (160pp)

Graham Cray, Aaron Kennedy & Ian Mobsby (ed.s). *Fresh Expressions of Church and the Kingdom of God*. Norwich: Canterbury Press. 2012. (180pp)

Steven Croft (ed). *Mission-Shaped Questions: Defining Issues for Today's Church*. London: Church House Publishing. 2008. (240pp)

Steven Croft, Ian Mobsby & Stephanie Spellers (ed.s). *Ancient Faith, Future Mission: Fresh Expressions in the Sacramental Tradition*. Norwich: Canterbury Press. 2009. (182pp)

Sally Gaze *Mission-shaped and Rural: Growing Churches in the Countryside*. Norwich: Hymns Ancient & Modern. 2011. (160pp)

David Goodhew (ed.). *Towards a Theology of Church Growth*. Farnham, Surrey: Ashgate. 2015. (260pp)

David Goodhew, Andrew Roberts and Michael Volland. *Fresh! An Introduction to Fresh Expressions of Church and Pioneer Ministry*. London: SCM Press. 2012. (200pp)

Nicky Gumbel. *Telling Others: How to Run the Alpha Course*. London: Alpha International. 2011. (250pp)

Steve Hollinghurst, *Mission-Shaped Evangelism*. Norwich: Hymns Ancient & Modern. 2009. (192pp)

Bob Jackson. *The Road to Growth: Towards a Thriving Church*. London: Church house Publishing. 2015. (272pp)

Christopher James. *Church Planting in Post-Christian Soil: Theology and Practice*. Oxford: Oxford University Press. 2018. (355pp)

George Lings. *Reproducing Churches*. Abingdon, UK: Bible Reading Fellowship. 2017. (233pp)

Ian J. Mobsby. *Emerging and Fresh Expressions of Church: how are they authentically church and Anglican?* London: Moot Community Publishing. 2008. (124pp)

Michael Moynagh, *Church in Life: Emergence, Ecclesiology, and Entrepreneurship*. London: SCM Press. 2017. (560 pp.)

Michael Moynagh and Philip Harrold. *Church for Every Context: An Introduction to Theology and Practice*. London: SCM Press. 2012. (512pp)

Tricia Neill. *From Vision to Action: Practical Steps for Church Growth*. London: Alpha International. 2013 (143pp)

Louise Nelstrop and Martyn Percy (ed.s). *Evaluating Fresh Expressions: Explorations in Emerging Church*. Norwich: Canterbury Press. 2008. (234pp)

Emma Percy. *Mothering as a Metaphor for Ministry*. Farnham, Surrey: Ashgate. 2014. (184pp)

Martyn Percy. *Anglicanism: Confidence, Commitment and Communion*. Farnham, Surrey: Ashgate. 2013. (240pp)

Alan J. Roxburgh. *Missional: Joining God in the Neighborhood*. Grand Rapids: Baker. 2011. (196pp)

Paul Sparks, Tim Soerens and Dwight J. Friesen, *The New Parish: how neighbourhood churches are transforming mission, discipleship and community*. Downers Grove, IL: InterVarsity Press. 2014. (208pp)

Stephen Spencer with Mwita Akiri, *Growing and Flourishing: The Ecology of Church Growth*. London: SCM Press. 2019. (135 pp.)

Ed Stetzer. *Subversive: Living as Agents of Gospel Transformation*. Nashville: Broadman & Holman. 2012. (236pp)

Ed Stetzer & Warren Bird. *Viral Churches: Helping Church Planters Become Movement Makers*. San Francisco: Jossey-Bass. 2010. (244pp)

Ed Stetzer & Thom S. Rainer. *Transformational Church: Creating a New Scorecard for Congregations*. Nashville: Broadman & Holman. 2010. (243pp)

Murray Stuart. *Planting Churches in the 21st Century*. Harrisonburg, VA: Herald Press. 2010. (280pp)

Graham Tomlin. *The Provocative Church*. 4th ed. London: SPCK. 2014. (180pp)

Craig Van Gelder and Dwight J. Zscheile, *Participating in God's Mission: A Theological Missiology for the Church in America*. Grand Rapids, MI: Eerdmans. 2018. (359 pp.)

John Walker. *Testing Fresh Expressions: Identity and Transformation*. New ed. Farnham, Surrey: Ashgate. 2014. (254pp)

Robert Warren, *The Healthy Churches' Handbook: a process for revitalizing your church*. London: Church House Publishing. 2012. (168pp)

Robert Warren, *Developing Healthy Churches: returning to the heart of mission and ministry*. London: Church House Publishing. 2012. (192pp)

Additional information pertaining to assignments:

Grading rubrics for assignments are found on the Canvas site.

Online Reflections and Discussion – pre-trip

For each of the three required books, you will be required to read and write a brief, two-paragraph reflection in the discussion section of Canvas. Your reflection should be

300-400 words. The first paragraph of your reflection (around 100-150 words) should summarize *the entire work*: what is the task, strategy and main points of the author? The last paragraph of your reflection should focus on a particular section (a chapter, or smaller unit) which you would like to ruminate on: is there something in it that troubled you? That provoked you? That encouraged you? That you think is wrong? That you would like to explore further? That you think needs expanding? That inspired you? That helped you move forward with some difficulty you've faced? That you would like to draw on in your own practice, to imagine what that would look like in your context? Say something that will help us to open up the part that struck you and see more of what is present there. *Feel free to post these reflections early if this fits your schedule better.*

Each student should also respond to **at least two out of the three** student reflections (in a response of around 50-75 words). The idea behind this is to generate discussion around each of the works. Please also feel free to respond to each other's responses, and sustain expansive conversation. *Due dates are found above in the reading calendar.* As people may post their reflections early, you are certainly free to respond to them early too!

In conversation, please bear in mind that central to Bexley-Seabury's goals for students is that they will "*contribute to a learning community characterized by dialogue, mutual respect, and appreciation of diverse views.*" This is the rubric under which we have online conversation. We may – and likely will – disagree with each other at times; such disagreement means we are engaged with each other and the subject matter, which is good. But disagreement should at all times be charitable, as well as being clear.

All of this work is to be completed by the deadlines set out above, and completely finished before the course begins in London (i.e. by June 10th).

Journal

Each student taking the course for academic credit is to take notes from our site visits, conversations, and presentations during the week. The aim of this first part of the assignment is primarily **observational**: what do you notice? What information or data do you need to be able to recall what we encountered accurately? What do you not yet understand that you want to be sure to revisit? What are you noticing across multiple sites or encounters? (You may also include evaluation and other explorations of the material in this part.)

A second part of the journal assignment is to set aside **20-30 minutes each day** for **sustained reflection**. This may either take the form of a free ranging exploration of a topic of your choice (it may be evaluating something you've observed, or musing about how it would look different in a different context, or making broader connections across sites or programs, or any number of other forms, so long as the writing grows out of your experience of the material in the course), or it may take the form of a response to a writing prompt that the instructor will distribute at the start of the course. Each student should do *at least four* of these sustained reflections. Your instructor will distribute some writing prompts to use with this exercise.

DMin students' literature review

Each student taking the course for DMin credit should choose two to three additional books to read from the 'Next Steps' bibliography above. Total additional reading

should consist of around 300-500 pages – it may be one or two books and several essays, or two or three shorter books. (More important than the number of books/pages is trying to get an overview of a particular area of the literature.) Read the work(s) and provide a written summary of the contents of each book (c. 500 words) and a brief evaluation (c. 250 words) of its key points and value for ministry today. (So: reading two books would mean writing two summaries; reading an essay may be summarized in at least 200 words, with an evaluation of at least 50 words.) (The works you choose to review would naturally find their way in to your final project.) This assignment is to be posted *on Canvas by Wednesday June 8th*.

Final Project

Each student taking the course for credit should discuss with the instructor, *via e-mail before departure*, the direction a final project might take. The form of the project is open; the student is expected to draw on the learning from the course, bringing that to bear on a particular context for ministry. Examples of projects include the following:

1. A content-rich slide show making a case (to a specific audience, whether vestry, diocesan leadership, regional gathering, or other) for church planting, fresh expressions of church, renewed community engagement, community organizing, a new program for the church, or other possibilities.
2. A data-rich diocesan, deanery, or parish mapping exercise, with significant analysis of community institutions and stakeholders, paired with a proposal for your church (or other ministry) to engage this area better.
3. A proposal for a new mission/ministry initiative (which might be a church plant, new congregation, fresh expression, or similar) with an analysis of the situation, rationale for the proposal, and specific, detailed plans to carry out the proposal.
4. A Mission Action Plan for a ministry setting, whether for carrying out a congregation's mission and vision statement, or for a more specific ministry or missional effort.
5. A more formal research paper, guided by your own needs in ministry or challenges in mission, to gain a deeper and more detailed understanding of some aspect of the course. Possible topics include: The Alpha Course; Fresh Expressions of Church in the American context (or whichever is your particular context); church planting in post-Christian settings; models of mission; approaches to evangelism; strategies for church growth; Asset-Based Community Development and its potential for the church; theology of church growth, and so forth. Such a project should engage and cite *at least 3-4 sources beyond the required reading list for this class*.

There are as many possibilities as there are questions you have – better ideas would bring together specific learning goals for the course and your current context of ministry. Further reading of **200-300 pp.** (for MDiv students) and **300-500 pp.** (for DMin students – see “literature review” above) beyond the pre-trip reading required for the course is expected, and should be reflected in the final project. This reading may be drawn from the suggestions for further reading, above, or may be found of your own industry.

Projects will comprise a total of around 2250 to 2750 words (c. 8-10 pages, 12 point type, double-spaced), or else will reflect an analogous amount of work, in addition to any visuals (slides, maps, charts, and so forth). A script for teaching or presentation or the contents of a chart for a Mission Action Plan or similar *is included* in this word count.

DMin students are encouraged to pursue a project which will relate their learning to their thesis project.

Final projects are **Due July 15th**, and should be sent by e-mail to jfout@bexleyseabury.edu

Further policies and procedures relevant for this course:

Absence Policy:

Absence policy for Learning from London:

During the week, students are expected to attend all visits, lectures, and other sessions, at all sites, as a part of the group. Exceptions are only granted in the case of serious illness, unanticipated disability, or travel interruptions.

Technology:

Students are expected to access the “Tech Help” resources via the button at the bottom of the Canvas home page for a description of technology requirements.

A Word about Assessment:

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course. Each artifact is graded and accompanied by a scored rubric that assesses the work in light of desired curricular outcomes. The designated assessment artifact for this course is the final project.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, lfry@bexleyseabury.edu), or the Academic Dean, (Jason Fout, jfout@bexleyseabury.edu).

Grading:

Those taking this course for master’s-level credit through Bexley Seabury Seminary (even if your primary enrollment is through another school) will receive a letter grade for your work. Those taking this course as part of a DMin program will ordinarily be graded as pass/fail.

Bexley Seabury requires a minimum grade of C to pass a course.

Grade	Points	Description
A (4.00)	96-100	Superior/Mastery
A- (3.67)	90-95	Excellent
B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)
B- (2.67)	80-83	Good (low)
C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate
F (0)	< 70	Unacceptable (Fail)
A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.		

Academic Policies

All students in Bexley Seabury courses are expected to be familiar with the following information that is provided on Canvas, in Student Resources:

- Academic policies and forms
- Requests for withdrawals, extensions, and incompletes
- Technological requirements and assistance
- Writing guidelines and assistance
- Course Netiquette
- Prohibition of plagiarism

Last updated March 31, 2022