Northern Seminary  
CT 319 Leading a Missional Movement  
Fall 2014  
Master’s Credit - 7 hours  
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Course Description

Equipping the church to fulfill the mission of Christ is central to leading a missional congregation. This course will enable the student to develop a strategy for their particular congregation to become prodigal within their context. Participating in the 3DM “Establishing Centers of Mission” is a requirement for enrollment in this course. This is the fourth of four modules offered in partnership with 3D Ministries through Learning Communities (more info. is available at: www.3dmlearningcommunities.com). This module is offered through a four-day immersion experience at various locations determined by 3DM and continues through two academic quarters.

Course Objectives

- Understand the roles of compassion, community, connecting story, and compass in leading kingdom movements.

- Be able to articulate “where we are as a congregation” relative to a given ministry context and culture

- Understand the ways in which movements have always characterized the Kingdom

- Be able to articulate the relationship between developing a strong foundation and the ability to be flexible in ministry

- Explain the role of discipleship in leading kingdom movements

Required Reading

Breen, Mike. Leading Kingdom Movements. 3DM, 2013, ASIN: B00BNWKYEQ; 259 pages; $9.99


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**Course Requirements**

1. **Read Required Textbooks.** Turn in a list and percentage read of each book. (20% of grade) **Due March 30, 2015 e-mailed to craig@3dmeurope.com.**

2. **Session attendance and response.** All students are expected to attend 3DM session Leading Kingdom Movements.

   **Teaching Input 1:** The Church as a Center of Mission  
   **Teaching Input 2:** Scattering and Gathering as Kingdom Rhythms  
   **Teaching Input 3:** The Anatomy of Missional Movements  
   **Teaching Input 4:** The Role of the Holy Spirit in Missional Movements

   In response to that session students will complete the following two tasks **Due March 30, 2015 to craig@3dmeurope.com.** (10% of course grade)

   o Write a two-page “Strategic Planning Tool” (guidelines provided by 3DM) that you will craft for your own ministry.

   o Write a short prayer that you plan to pray regularly over the course of the next six months that will center, guide, and sustain you as you seek to focus on God’s work in and through you.

3. **Participation weekly, 90-minute, huddle/coaching calls for six months following the immersion experience.**

   These weekly huddle calls have three primary aims:
- Directed engagement in a process of personal spiritual formation and discipleship

- Providing space for students to glean from and contribute to the questions, issues, and perspectives of huddle members

- Creating an opportunity for students to exhibit how they are integrating their biblical/theological reflection with their ministry experience as they develop the skill-set of a missionary leader

4. **Reading Integration Papers.** Students will write two five-page reading integration and reflection papers that will demonstrate their ability to integrate course readings, biblical reflection, ministry experience, and personal growth and development including intentional prayer, reflection and practice in embodying sentness as a way of life in the Kingdom based upon your understanding of the gospel. **Due March 30, 2015 e-mailed to craig@3dmeurope.com** (20% of course grade)

   **a. Paper 1**
   - Provide a one-page summary of *Prodigal Christianity* and *Leading Kingdom Movements*. Your summary should include information about the authors (noting their background and perspective in writing), the authors’ thesis and summary of how they support and defend this thesis throughout the book.
   - Use the final two-three pages of your reflection paper to explore how your reading intersects with your own life story, your ongoing spiritual formation, and your ministry context.

   **b. Paper 2**
   - Select two texts from the assigned reading. Provide a one page summary for each text. Your summary should include information about the author (noting their background and perspective in writing), the author’s thesis and summary of how they support and defend this thesis throughout the book.
   - Use the final two–three pages of your reflection paper to explore how your reading intersects with your own life story, your ongoing spiritual formation, and your ministry context.

5. **Research Paper.** A 15-20 page final research paper that will demonstrate your integrated thought at the conclusion of the module as well as your ability to search out and integrate non-course content. Reflect upon the following questions. Draw upon your reading, peer reflection time, scriptural, historical and theological reflection. **This paper is due March 30, 2015 to craig@3dmeurope.com.** Reflect upon the following questions:

   **a. In the first part of your paper:** **Critique and Research**
i. Reflect upon the connections between the readings, discussions, and sessions.

ii. What are other voices, outside of your assigned reading, saying? Doing? (You will have to do some additional research to answer this question).

iii. Articulate in biblical, theological and historical terms, the relationship between mission, movements, and the connecting story. Reflect in scholarly terms, your discoveries. What do you find theologically, historically and biblically that supports what you are reading and learning? Does anything challenge what you are learning?

b. In the second section of your paper: **Personal Discovery and Reflection**

i. How does your personal ministry experience reflect or challenge what you are learning?

ii. Reflect upon how you know think differently?

iii. What are the things you are unearthing that are foundational in your faith, spiritual formation, congregational leadership, and gender and multicultural awareness and relationships?

c. In the final section of your paper: **Action and Response**

i. What ministerial, spiritual, and/or theological action do you now feel called to do?

ii. What does missional look like in light of the readings, discussions and modules?

iii. What implications, consequences, and challenges arise out of these topics?

**Course Evaluation:**

- Reading and Participation: 20%
- Reading Integration Reflection Papers: 20%
- Course Prayer and Strategic Planning Tool: 10%
- Final Paper: 50%

Late work will be deducted a full letter grade for each week late. For each week late, then, an “A” paper will receive a grade of “B”.

**Grading Scale**

- A = 100-95
- A- = 94-90
B+ = 89-87  B = 86-83
B- = 82-80  C+ = 79-7
C = 76-73  C- = 72-70
D+ = 69-67  D = 66-63
D- = 62-60  F = 59 and below

**Course Evaluation**

Students must complete an online course evaluation using the seminary Moodle system at [http://moodle.edu](http://moodle.edu) in order to receive a final grade in the course. The evaluation will be open for one week starting March 30, 2015 after all coursework has been completed. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to moodlehelp@seminary.edu.