Course: **PM446-N Pastoral Life and Ministry**

Credit: 3 Semester Hours

Semester: Spring 2025 (Session 1, Jan 08 – Mar 01)

Time: 1:00 – 2:20 pm, Mondays & Wednesdays

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I.   Description of the Course

A "nuts and bolts" course concerned with practical pastoral duties, responsibilities, and relationships. Through lectures, demonstrations, and projects, attention is given to ordination, candidating, beginning a new ministry, working with church boards, family relationships, proper procedures for pastoral visitation in home and hospital, the conducting of worship services, administration duties, funerals, weddings, etc. (Women see advisor for substitute course).

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II.   Objectives of the Course

A. General competencies to be achieved. The student will be able to . . .

1. Describe the multifaceted nature of pastoral ministry. (PLO*-2) (A**-A,B,C)

2. Understand the practical elements of pastoral ministry. (PLO-2) (A-A,B,C)

3. Develop basic skills in the primary tasks of pastoral ministry. (PLO-3) (A-C)

4. Be made aware of the deep spiritual significance of faithful ministry to others. (PLO-1) (A-A,B,C)

B. Specific competencies to be achieved. The student will be able to . . .

1. Develop basic administrative skills and plans for handling the

organizational aspects of pastoral ministry. (PLO-5) (A-C)

2. Develop biblical, personal policy statements concerning significant issues faced in pastoral ministry. (PLO-5) (A-A,B)

3. Develop basic skills in the planning and performance of regular and special worship activities of the church. (PLO-5) (A-C)

4. Create initial plans for personal and church-wide ministry. (PLO-5) (A-C)

5. Critically evaluate ministry leadership and programs. (PLO-2) (A-A,B)

6. Develop leadership development programs. (PLO-5) (A-B,C)

7. Develop a personal ministry plan for the anticipated pastoral ministry position. (PLO-5) (A-A,B,C)

III. **Required Textbooks**

A. The Bible: NASB, ESV, or NET. The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. *Nelson's Minister's Manual, NKJV Edition*. 2007. Grand Rapids: Thomas Nelson, ISBN-13: 978-1418-5277-54, 256 pages, Retail Price: $24.99.

C. Wiersbe, Warren. 2005. *Answers to Pastors' FAQs.* Colorado Springs: David C. Cook, ISBN-13: 978-0781-4415-68, 190 pages. eBook, 2012. ISBN-13: 978-1434-7052-28. Retail: $2.99.

IV. **Assignments of the Course** (Note: Specific instructions for each assignment will be posted in Canvas.)

A. READING: Read Textbooks, Submit Observations Papers and Identify Library Builders:

1. Read the **two textbooks** in their entirety according to the schedule. The purpose of these textbooks is to provide the student with suggestions for a number of assignments in this course and will serve as valuable tools and "go-to" sources in the beginning years of ministry.

3. On the due date for each text, submit a *Reading Summary* (provided via Canvas).

4. Library Builder:

   a) List 10 books related to pastoral ministry that you do not yet own, that you believe you need to add to your library, and give a brief explanation about why each is an important choice.

   b) List 10 of the most helpful ministry-related websites and write a brief explanation about why these will be helpful to turn to in future ministry.

B. DISCUSSION: A ministry related case study issue will be discussed each week of the course (i.e. 8 questions).

   1. Each question must be responded to in the following ways:

      a) Scripture which informs the response.

      b) "Personhood" concerns which inform the response.

      c) "Process" concerns which frame the response.

   2. Each response must be at least 250 words.

C. POSITIONS: Write Position & Practice Statements: Submit **eight (8)**, 2-3-page papers stating the student's personal position and practice in selected aspects of pastoral ministry.

   1. Each paper will include the following elements:

      a) A clear presentation of the student's **position**.

      b) A discussion of pertinent **Scriptures** which instruct, guide, and inform the student in taking this position.

      c) A discussion of the **practical** implications of this position (e.g., personal practice as a pastor, church-wide policy to implement, etc.).

      d) The student may explore resources for examples of such policy and practice statements. However, the student may not copy (i.e., plagiarize) these sources word-for-word, and the source must be referenced.

   2. The **Eight (8)** Position & Practice Statements will include the following topics:

      a) **All four (4)** of the following must be written:

         (1) **Outreach**. How does outreach relate to the overall ministry of the local church? What methods of outreach

will the church utilize? How will church members be equipped to participate? How will the church promote itself in the community?

(2) **Discipleship**. What is a disciple? How is discipleship related to the overall ministry of the local church? How should discipleship be done practically? What are the goals of discipleship ministry?

(3) **Leadership**. How does leadership development related to the overall ministry of the local church? How will they be identified, trained, recognized, supported, etc.? Which ones require a formal process? What leadership roles will women be invited to hold?

(4) **Counseling**. Define "Biblical counseling"? How does counseling relate to the overall ministry of the local church? What practical guidelines and structures need to be in place for counseling ministry?

b) **Choose four (4) from the following list: choose ministry** aspects the student will probably face in the future (or current) ministry setting and for which the student has **not** yet written a policy statement:

(1) **Meetings/Gatherings/Services**. When should the church meet? What is the purpose for meeting? How will meetings be structured? What elements will be included (e.g., music, preaching) and why? Who will be allowed to lead?

(2) **Membership**. What requirements are there for joining the church? What is the membership process? What doctrine and/or covenant must the candidate agree to and how is that agreement made?

(3) **Mentoring**. How do you plan to engage in a mentoring process after graduation? Who will you seek to mentor you? Whom will you seek to mentor? How will you mentor someone? How will you encouraging mentoring in your church?

(4) **Missions**. How should the local church be involved in missions globally? What partnerships will the church seek in order to engage in missions? How will leadership encourage involvement in missions?

(5) **Benevolence**. How will requests for tangible help be handled? What kinds of help will be provided? Which church leaders will handle them? How will repeated requests by the same individual(s) be handled?

(6) **Discipline**. What is the procedure? For what issues will discipline be exercised? Who will exercise the discipline? How can the one being disciplined clear up the offense?

(7) **Weddings**. Include definition of marriage, who the student will or will not marry (officiate), counseling requirements, and ceremony requirements.

(8) **Finances**. What practices will the pastor and the church have with respect to the solicitation of funds, the cares of funds, the disbursement of funds?

(9) **Sex Offenders**. How may they be involved in the church? What restrictions will they have? What policies for protecting them and the church?

(10) **LGBTQ**. How will the church guide members through these issues? How should the church reach out to those caught up in this lifestyle? How will the church respond to members who adopt these beliefs and lifestyles?

(11) **Political Involvement**. What kind of involvement and what limitations should the church have? What politicians can be officially invited to speak and in what settings? What about petitions members want to bring to church for others to sign? How will people be encouraged to vote?

D. PLANS: Prepare Church Activities, Personal Ministry and Meeting Plans

1. Submit a **Church Activities planner** that includes all the anticipated major all-church activities for **one calendar year**.

   a) Include the major, all-church events anticipated in the first ministry setting in a normal ministry year but do not include the normal, regular activities (e.g., normal Sunday and mid-week services, Bible studies, Board meetings, etc.).

   b) This plan can be done in the form of a calendar, an outline, or some other practical format.

   c) Write a 2-page paper explaining the rationale for choosing how ministry activities, events and programs should be developed, added and removed.

2. Submit a **Personal Ministry planner** that includes all the anticipated major activities for **one "normal" week**.

   a) For example, sermon study and preparation, visitation, ministry planning, staff meeting, worship services, time off,

etc.

b) This can be done in the form of a calendar, an outline, or some other practical format.

c) Write a 2-page paper explaining the rationale for choosing how ministry activities should be developed, added and removed.

3. Submit **Meeting Plans** for the following **EIGHT** specific meetings:

a) **ALL SEVEN (7)** of the following:

(1) Regular large group meetings

(2) Regular small group meetings

(3) Weekend Retreat

(4) Wedding Ceremony

(5) Funeral Service

(6) Baptism Ceremony

(7) Communion Service

b) **PICK ONE** of the following special meeting elements:

(1) Infant Dedication

(2) Reception of New Members

(3) Leader Dedication

c) Ministry Plan writing **guidelines**:

(1) Note that this assignment includes **eight (8) parts**.

(2) These plans may be very "skeletal" (i.e., outlines).

(3) Each will be **~300 words** using the format you would use in the actual service.

(4) In each plan, include appropriate elements and sufficient detail to guide the others who may be involved (i.e., musical accompanists, worship leader, sound technician, ushers, etc.).

V. Grading for the Course

A. 1,000 Points Possible from Assignments

1. Assignment A: READINGS (80, 80, 40) = 200 points

2. Assignment B: DISCUSSIONS (8 @ 10ea) = 80 points

3. Assignment C: POSITIONS (8 @ 40ea) = 320 points

4. Assignment C: PLANS (10 @ 40ea) = 400 points

B. Points and Final Grade

1. 930-1000 points = A

2. 900-929 points = A-

3. 870-899 points = B+

4. 830-869 points = B

5. 800-829 points = B-

6. 770-799 points = C+

7. 730-769 points = C

8. 700-729 points = C-

9. 670-699 points = D+

10. 630-669 points = D

11. 600-629 points = D-

12. 0-559 points = F

VI. **ABBREVIATED CLASS SCHEDULE** [*Note: A detailed schedule will be provided in class and posted in Canvas.]

A. Week 1: Introduction to Pastoral Life and Ministry

B. Week 2: Starting Out Well in Ministry

C. Week 3: Leading the Work of Ministry

D. Week 4: Leading Others in Ministry

E. Week 5: Proclaiming the Gospel through Ministry

F. Week 6: Loving the People in Ministry

G. Week 7: Keeping Your Integrity in Ministry

H. Week 8: Leaving a Legacy in Ministry

VII. Notes

A. * PLO = Program Learning Objectives (see Calvary University Catalog, "Ministry Studies Department")

B. ** A = Assignments; showing how the assignments for this course are directly linked to the objectives.

C. All written assignments must follow Turabian style — title page, footnotes and bibliography. See the "Clark Academic Center" page on the CU website for a "Turabian Help" (https://www.calvary.edu/clark-academic-center/).

D. Punctual reading and writing will allow the student to get the most out of the course.

E. Late assignments will be assessed one full grade penalty per class, unless the professor is made aware of a ministry commitment or an emergency beyond the student's control.

F. About Disabilities: Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

G. About Assistance for All Course Assignments: The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.

H. About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in- class announcement and Canvas announcement.

I. About Plagiarism: Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification. (Note: Turn-It-In.com will be used to verify assignment integrity.)