

PATH5331 Pastoral Ministry (T-Th)
New Orleans Baptist Theological Seminary
Division of Pastoral Ministries
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Seminary Mission Statement

The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course, Core Value Focus, and Curriculum Competencies Addressed

The purpose of this course is to provide quality theological education for students in the discipline of pastoral ministries. The core value focus of the course will emphasize mission focus. The course will also address the competencies of interpersonal skills, characteristic excellence, servant leadership, spiritual vitality, and disciple making.

Course Description

This course will aid students to develop competency in pastoral ministry through a study of being called to a church, beginning a pastoral ministry, building relationships, leading a church, and leaving a church field. Practical ministry matters, as well as theological and philosophical considerations, will include training in planning preaching, administering the ordinances, performing weddings, conducting funerals and ordinations, visiting, counseling, and sustaining spiritual growth.

Student Learning Outcomes

Pastoral ministry is a specific and important type of Christian shepherding. While all Christians shepherd others in various roles and relationships (such as pastors, parents, friends, counselors, teachers, mentors, helpers, and supervisors), not all are involved in a pastoral ministry vocation or calling. However, while students who take this course may have a variety of ministry callings and may pursue different academic degree programs, this course is particularly designed for students with a pastoral ministry calling (such as pastors, staff members, chaplains, missionaries, and church planters).

A. By the end of this course, students will:

1. Be able to understand selected pastoral ministry principles, concepts, and methodologies.
2. Be able to apply selected pastoral ministry principles, concepts, methodologies, and resources to their situation of beginning and carrying out ministry in a church or in selected shepherding situations.
3. Demonstrate acceptable proficiency in pastoral ministry functions (such as being able to articulate a clear theology and philosophy of pastoral ministry, carry out a personal prayer ministry and pastoral visitation, administer the ordinances, perform weddings and premarital counseling, conduct funerals and ordinations, do pastoral [non-licensed] counseling, manage some types of interpersonal conflict, enact people-sensitive and task-focused leadership, do basic organizational problem-solving and planning, and manage time) with the aid of course resources.
4. Value pastor-type shepherding as a vital part of their ministry calling and work.

Course Methods

1. Lecture presentations and other methods will be utilized to teach the course concepts and methodologies, as well as to present various resources available for pastoral ministry and Christian shepherding.
2. Writing assignments will be required to facilitate experiential learning regarding the role, responsibilities, and ministries of pastor-type shepherds.
3. Resource comparisons will be used to enhance and promote personal insights in ministry. Student interaction with peers, pastoral ministry resources, and the course instructor are encouraged during the duration of this course to facilitate such insights.
4. Conferences with the instructor are invited and may be accomplished via telephone or e-mail. Even informal conferences can stimulate learning and application of course principles and concepts.

Textbooks

Students are encouraged to explore the variety of resources useful for contemporary pastoral ministry. The texts listed below and in the Selected Bibliography will be helpful.

The following textbooks are **required** (will be cited in various class presentations and/or used in assignments):

Bisagno, John. *Pastor's Handbook*. Nashville: Broadman and Holman, 2011.
 Cothen, Joe H. *Equipped for Good Work*. 3d ed. Edited by Jerry N. Barlow. Gretna: Pelican, 2012.
 Witmer, Timothy Z. *The Shepherd Leader*. Phillipsburg, NJ: P & R Publishing, 2010.

The following textbooks are **optional** (will be helpful and may be used in class assignments):

Bryant, James W., and Mac Brunson. *The New Guidebook for Pastors*. Nashville: Broadman and Holman, 2007.
 Horner, David. *A Practical Guide for Life and Ministry*. Grand Rapids: Baker Books, 2008.
 Segler, Franklin M. *The Broadman Minister's Manual*. Nashville: Broadman Press, 1968.

Course Requirements

Students are required to accomplish reading assignments, theology and philosophy ministry assignments, and a major ministry assignment, as follows:

A. Reading Assignments (you must do **both** of these two reading assignments).

1. Submit **one** typed, six pages or less (single-spaced) **annotated analysis** of the **three** required textbooks (i.e., Bisagno, Cothen/Barlow, and Witmer) and **one** book from the syllabus bibliography of the student's choice on pastoral ministry or on Christian shepherding. **Format:** this **one single-spaced** analysis should give a correct bibliographic listing of **each** of the **four** books with their associated annotations, which answer the following questions:

- a. What is a two-paragraph (or less) summary of the book?
- b. What is one (or more) helpful feature(s) of the book for pastoral ministry or Christian shepherding?
- c. What is one difficulty, deficiency, or limitation in using the book for pastoral ministry or shepherding?

A cover page is to be **used**, but do not include an intervening blank page (nor a binder, if submitted by mail).

2. **Textbooks/Presentations Reading Assignment.** Read the **required** course textbooks and view the PATH5331 presentations on Blackboard as listed on page 6 of this syllabus and submit reading reports as noted on p. 5.

B. Theology and Philosophy Ministry Assignments (you must complete **both** ministry assignments).

1. Prepare a typed (single-spaced), **four-page** (or less) **theology of pastoral ministry (or shepherding)**, which gives **biblical** references (i.e., two to five references per topic) **and** discusses these topics: the calling to pastoral ministry (or to Christian ministry), the church, the office of pastor, the office of deacon, preaching, ordination, the ordinances, pastoral visitation and evangelism (or personal ministry visitation and evangelism), the pastor's (or Christian's) family and ministry priorities, servant leadership, and the pastor's (or Christian's) spiritual life and example. **Format:** each topic is to be taken **in the order** given herein and is to be listed as a heading followed by its respective **biblical references** and **discussion**. A cover page is to be **used**, but do not include an intervening blank page (or binder, if submitted by mail or in class).

2. Prepare a typed (single-spaced), **four-page** (or less) **philosophy of doing pastoral ministry** with regard to: church revitalization, church worship (or personal worship), outreach/witnessing, discipleship, missions, ministries, stewardship, conflict management, time management, funerals, weddings, and church staff relationships (or ministry staff relationships). **Note:** if you are married, then your philosophy paper must conclude with a discussion of getting your family adjusted at a new church field (or in a new ministry area or church). **Format:** same as the theology paper, **except** that **biblical** references are **not** to be cited and discussed. A cover page is to be **used**, but do not include an intervening blank page (or binder, if submitted by mail or in class).

C. Major Ministry Assignment Options (choose only **one** of these three major ministry assignment options:

- *Option one—documented ministry research essay;
- *Option two—pastoral ministry handbook;
- *Option three—pastoral ministry praxis experience).

1. **Option one: documented ministry research essay.** Type a topic-based essay of no more than **twenty** pages in accordance with Turabian (sixth or later edition) using **parenthetical references** [as per this example of documenting a quote from *Studying and Serving with Success* by Dr. Jerry N. Barlow: “Fear can be friend or foe” (Barlow 1999, 23)]. The paper topic is to be **entitled:** WHAT I NEEDED TO LEARN ABOUT PASTORAL MINISTRY THIS SEMESTER (or entitled: WHAT I NEEDED TO LEARN ABOUT MINISTRY SHEPHERDING THIS SEMESTER), with the title placed on the cover page and first essay page. Students may select one or more topics to research from the course topics listed in the **Course and Assignments Schedule** in this syllabus. **Note:** the selected bibliography of the essay must list a **minimum** of 6 print sources (books, journals, or periodicals) **and** a **minimum** of 4 Internet sources which have informed your knowledge of the topic researched. **Please note: all** bibliography entries **must be cited** in the essay as parenthetical references.

2. **Option two: pastoral ministry handbook**—specifications:

- a. Submit pastoral ministry-related assignments as per the instructions given on Blackboard.
- b. Handbook assignments will include eight typed prayers, two wedding ceremonies, four funeral services and sermon briefs, a quarterly sample church calendar, a plan of preaching for four Sundays and Wednesdays (with sermon briefs), and eight orders of worship (with two sermon briefs). The specified sermon brief form is on Blackboard.

3. **Option three: pastoral ministry praxis experience**—specifications:

- a. Complete and submit a Monthly Ministry Report for **two months** (i.e., eight weeks) of pastoral ministry during the current semester (see Blackboard for this and the other forms for the praxis assignment).
- b. Complete and submit a Director of Missions Ministry Praxis Form.
- c. Complete and submit a Pastor Ministry Praxis Form. Note: the pastor must have a minimum of **ten** years of experience as a pastor and must be **approved** by the course professor as an appropriate praxis ministry mentor.
- d. Complete and submit a Personal Ministry Praxis Assessment and Growth Plan Form.

Course Final Exam

Students must take a final exam in accordance with the seminary and course exam schedule. The final exam will be a take-home, open-book exam, and questions will come from the class presentations, required textbooks, and

assignments. The exam will also include an individual assessment of the personal accomplishment of two student-selected learning outcomes in this syllabus.

Note: The final exam is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to the syllabus. Please complete the assignment according to the syllabus and this rubric.

Evaluation

All student learning outcomes will be evaluated through the grading of the course assignments and final exam. Student participation and behavior in class will also be considered in the evaluation of the course outcomes and grading.

The student's final grade will be determined as follows:

1. Annotated Analysis Reading Assignment	15%
2. Textbooks/Presentations Reading Assign.	15%
3. Theology Paper	15%
4. Philosophy Paper	15%
5. Major Ministry Assignment	25%
6. Final exam	15%

Late Assignments

Assignments turned in **past the date due** will incur a late penalty of **ten** points, which will be deducted from the assignment grade. Assignments will **not be accepted more than one week past the date due** without permission from the course professor (but some points for late assignments are better than no points for assignments not submitted).

Absences

Class attendance facilitates learning, and the seminary requires that student attendance records be kept for each day of the scheduled class dates. In accordance with seminary policy, students are expected to attend all class sessions fully, unless prevented by illness or emergency. For this course, students may only miss **nine** class hours (**note:** students who are more than 15 minutes late after the class is scheduled to begin will be given an absence of one hour, as will students who leave the class fifteen minutes or more before the class ends for the day). Students who incur excessive absences will be assigned a grade of "F" for the course, as per seminary policy (rf., current Graduate Catalog). Students who incur excessive absences may contact the office of the Associate Dean of Graduate Studies to explain the difficulties which resulted in the absences and to seek permission to remain in the course for credit.

Course and Assignments Schedule

Course topics will be derived from the following possibilities:

Introduction

Course Syllabus

Course Core Assumptions and Organization

Student Background Survey

A Theology of Pastoral Ministry and Christian Shepherding

Biblical Concepts

Historical Concepts

The Calling to Pastoral Ministry and Shepherding

God's Will and Pastor Search/Personnel Committees

The Matter of Ordination

A Philosophy of Pastoral Ministry

Macro-Shepherding and Micro-Shepherding
Essentials of an Effective Shepherding Ministry
Competencies for Pastoral Ministry

Beginning and Carrying out Pastoral Ministry in a Church

Praying in Services and at Other Places and Times
Preaching and Worship Services: Preparing and Planning
Performing the Ordinances
Performing Funerals, Weddings, and Ordinations
Visiting and Counseling
Witnessing and Equipping
Servant Leadership and Church Administration
Interpersonal Relationships and Skills (Deacon, Staff, Community, and Family)
Problem Solving, Planning, Decision Making, and Conflict Management
Managing Change and Reviving a Church
Scheduling and Time Management
Spiritual Life, Example, Finances/Stewardship, and Personal Growth
Ministry, Technology, and Social Networking
Managing Facilities, Austere Times, and Ministry Transitions

Ending Pastoral Ministry with a Church

The Call to a New Work
Conflicted Church Situations and Relationships (Present and Future)
Turnover Files and Transition
Ending Responsibilities and Making New Commitments
Continuing Relationships and Returning

Concluding Matters in Pastoral Ministry and Christian Shepherding

All assignments are to be submitted by e-mail to barlowsec@nobts.edu (or may be submitted in class) and are due no later than **12:00 noon** on these **Fridays**:

1. Annotated Analysis Reading Assignment	November 13
2. Textbooks/Presentations Reading Assignment	(as indicated below)
3. Theology Paper	September 18
4. Philosophy Paper	October 16
5. Major Pastoral Ministry Assignment	December 4

Reading reports pertaining to the Textbooks/Presentations Reading Assignment are due by **12:00 noon**, as follows:

1. Reading Report 1—all reading assigned for topics one and two (syllabus, p.7)—due September 4
2. Reading Report 2—all reading assigned for topics three through six (syllabus, p.7)—due October 2
3. Reading Report 3—all reading assigned for topics seven through ten (syllabus, p. 7)—due November 6
4. Reading Report 4—all reading assigned for topics eleven through fourteen (syllabus, p.7)—due December 11

The final exam will be available by 12:00 noon on Friday, December 11, and will be due **only by e-mail** to barlowsec@nobts.edu no later than **11:00 A.M.** on Tuesday, **December 15**.

Course Meeting Reminders

The course will not meet on October 20 or 22, nor on November 24 or 26, due to NOBTS holidays.

Textbooks/Presentations Reading Assignment and Report Form

Students are to **view** the PATH5331 presentations on Blackboard, **read** the related sections in the three required course texts (i.e., Bisagno, Cothen and Barlow, and Witmer), complete a **reading report** on this form for **each** of the four reading due dates (see syllabus, p.5), and submit each report by **12:00 noon** on the date due.

Reading Topics

Topic one: View “Pastoral Ministry: Shepherding” and read Cothen/Barlow Chapters 1 and 16 (pp. 264-265); Bisagno Chapters 1-3, 32, 77; Witmer pp. 1-26, 247-249.

Topic two: View “Shepherding Competencies” and read Cothen/Barlow Chapter 4 (pp. 56-61); Bisagno Chapters 4, 13-16; Witmer pp. 29-73.

Topic three: View “Call to a Church” and read Cothen/Barlow Chapters 2 and 4 (pp. 61-66); Bisagno Chapters 12, 20-21, 23-24, 27, 45-46.

Topic four: View “Church Entry Dynamics” and read Cothen/Barlow Chapters 3 and 4 (pp. 66-76); Bisagno Chapters 17-19, 50, 53-54, 56-57; Witmer pp. 75-105.

Topic five: View “Leading God’s People” and read Cothen/Barlow Chapters 15 and 16 (pp. 265-270); Bisagno Chapters 35-38, 49, 55, 58-64; Witmer pp. 155-168.

Topic six: View “Lead, Organize, Train” and read Cothen/Barlow Chapter 13; Bisagno Chapters 5-10, 22, 25-26, 51-52, 111-117; Witmer pp. 107-153.

Topic seven: View “Programs and Facilities Oversight” and read Cothen/Barlow Chapters 11-12; Bisagno Chapters 91-102, 105-110, 118-133, 135-137.

Topic eight: View “Becoming Ordained to the Gospel Ministry” and read Cothen/Barlow Appendix G and Chapter 14; Bisagno Chapter 134.

Topic nine: View “Shepherding Through Supplication” and “Pastoral Response to Crisis” and read Cothen/Barlow Ch. 9 (pp. 152-155); Bisagno Chapters 11, 33, 40; Witmer pp. 169-189.

Topic ten: View “Visiting, Counseling, Witnessing” and read Cothen/Barlow Chapters 6 and 7, and Appendix H (also A and D); Bisagno Chapters 39, 43, 65-73, 78-90, 103-104, 138-141.

Topic eleven: View “Ordinances” and read Cothen/Barlow Chapter 10; Bisagno Chapters 74-75.

Topic twelve: View “Funerals” and read Cothen/Barlow Chapter 9; Bisagno Chapters 41-42.

Topic thirteen: View “Weddings” and read Cothen/Barlow Chapter 8 and Appendix F; Bisagno Chapter 44.

Topic fourteen: View “Ministry Transitions” & “Concluding Considerations” and read Cothen/Barlow Chapters 4 (pp. 76-78), 16 (pp. 269-270); Bisagno Chapters 29-31, 47-48, 76, 142 ; Witmer pp. 191-245

Reading Report: students are to report their completion of the assigned reading by answering on this form the following questions:

1. What topics and content in Cothen and Barlow were of most interest and benefit to you **and** why or how (grade value: 10 points)?
2. What topics and content in Bisagno **and** in Witmer were of most interest and benefit to you **and** why or how (grade value: 10 points)?
3. What topics and content in the PATH5331 presentations were of most interest and benefit to you **and** why or how (grade value: 10 points)?
4. How much of the reading for the topics assigned did you read? Please check **one** of the following answers:
 - ___ a. I read **all** of the reading for the topics assigned for this report (grade value: 70 points).
 - ___ b. I read **all but one book** of the reading for the topics assigned for this report (grade value: 60 points).
 - ___ c. I read **all but two book** of the reading for the topics assigned for this report (grade value: 50 points).
 - ___ d. I read **only one book** of the reading for the topics assigned for this report (grade value: 40 points).
5. Reading Report due for (please give the date due, as per page 5): _____
6. Student’s name (typed): _____ Date Submitted: _____

Course Reminders

1. Interaction Etiquette Behavior. While much learning can be done independently, students will have the opportunity to interact through discussions in class. In doing so, students are reminded to show respect for others, be considerate of viewpoints, and demonstrate Christ-honoring behavior in interpersonal interactions that promote learning by all.
2. Student Honesty. Students are expected to exhibit integrity in doing their assignments, completing reports, submitting posts, and taking the course final exam.
3. Plagiarism. Students are reminded to demonstrate the high standards of conduct in writing assignments and not violate the Seminary's policy on plagiarism in the current Graduate Catalog or the Student Handbook.

Selected Bibliography

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- Dale, Robert D. *Pastoral Leadership: A Handbook of Resources for Effective Congregational Leadership*. Nashville: Abingdon Press, 1986.
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- Easum, Bill, and Bill Tenny-Brittian. *Effective Staffing for Vital Churches*. Grand Rapids: Baker Books, 2012.
- Eclov, Lee. *Pastoral Graces: Reflections on the Care of Souls*. Chicago: Moody Publishers, 2012.
- Engle, Paul E., ed. *Baker's Funeral Handbook: Resources for Pastors*. Grand Rapids: Baker Books, 1996.
- Erickson, Millard J., and James L. Heflin. *Old Wine in New Wineskins: Doctrinal Preaching in a Changing World*. Grand Rapids: Baker Book House, 1997.
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PATH5331 Grading Rubric

Note: this rubric is for faculty, adjunct faculty, graders, and students.

Student: _____

Total Points for the Assignment: _____

Late Submission Penalty Assessed: _____

Grade for the Assignment: _____

Grading Rubric for the Final Exam Assignment of PATH5331 Pastoral Ministry

Criteria	Points Possible	Points Earned
Identified new and helpful content and concepts and discussed how helpful	20 points	
Discussed how the major ministry assignment option chosen helped the student's capability to shepherd others	20 points	
Described key characteristics of effective shepherding and discussed why they are key	30 points	
Selected two syllabus Student Learning Outcomes and discussed what course content helped the student to achieve the two outcomes	30 points	
		Total:

Grading Points Scale:

A: Exceptional insights and discussion

B: Meaningful insights and discussion

C: Average insights and discussion

D or F: Limited insights and discussion

**Competency Assessment Rubric for:
Course ID: PATH5331 Pastoral Ministry**

Student Identifier:

Semester/Year: Fall 2015

Student Learning Outcomes:

1. Understand: Be able to understand selected pastoral ministry principles, concepts, and methodologies.
2. Apply: Be able to apply selected pastoral ministry principles, concepts, methodologies, and resources to their situation of beginning and carrying out ministry in a church or in selected shepherding situations.
3. Demonstrate: Be able to demonstrate acceptable proficiency in selected pastoral ministry functions (such as to articulate a clear theology and philosophy of pastoral ministry, carry out a personal prayer ministry and pastoral visitation, administer the ordinances, perform weddings and premarital counseling, conduct funerals and ordinations, do pastoral [non-licensed] counseling, manage some types of interpersonal conflict, enact people-sensitive and task-focused leadership, do basic organizational problem-solving and planning, and manage time) with the aid of course resources.

Embedded Assignment Description:

The student will complete and submit the take-home, open-book final exam. The final exam is based on class presentations, reading of the required textbooks, and course assignments. The exam also includes an individual assessment by the student of the personal accomplishment of two student learning outcomes listed in the course syllabus.

Domain	Level	Failure (0 Points)	Basic (1 Point)	Competent (2 Points)	Good (3 Points)	Excellent (4 Points)
Understanding	Able to understand					
Application	Able to apply					
Demonstration	Able to demonstrate					

Assessment Notes and Observations:

Syllabus Addendum—Helpful Information

Emergency Plan

In the event of a hurricane or other emergency, go to the seminary web site for information: www.nobts.edu. Also, students should use Blackboard to follow any announcements that may be posted. Students should ensure their current email address is updated on Blackboard.

Technical Assistance

Need technical assistance? Contact the ITC today!

*Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

*BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

*ITCSupport@nobts.edu - Email for general technical questions/support requests.

*504.816.8180 - Call for any technical questions/support requests.

*www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.