



DISCIPLESHIP STRATEGIES FOR ADULTS

DISC5260 MENTORING

CHURCH AT THE MILL | SCHOOL OF MINISTRY

INSTRUCTORS

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MISSION STATEMENT

The mission of Church at The Mill School of Ministry is to encourage and equip the next generation of servant leaders in their call to lead the local church to be Christ-centered and mission-focused.

PURPOSE OF THE COURSE

The purpose of this course is to provide quality theological education for students in the area of discipleship strategies in the context of the local church.

CORE VALUE FOCUS

DOCTRINAL INTEGRITY – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

SPIRITUAL VITALITY – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

MISSION FOCUS – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

CHARACTERISTIC EXCELLENCE – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

SERVANT LEADERSHIP – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year.

CURRICULUM COMPETENCIES ADDRESSED

THIS COURSE WILL ADDRESS THE FOLLOWING CURRICULUM COMPETENCIES

1. The student will discover passages of Scripture that will address biblical foundations for discipleship in the local church or Christian ministry setting.
2. Theological and historical perspective: The course will provide a systematic and historical progression of church leadership and ministry as it has evolved to the requirements today.
3. Effective servant leadership: The course is designed not only to teach about servant leadership but also to encourage the student to practice this leadership style.
4. Interpersonal relationships: The course contains a strong emphasis on interpersonal skills as a vital aspect of discipleship and spiritual maturity.
5. Disciple making: In this course, students are encouraged to understand that the ultimate purpose of leadership is to help the church to make disciples that make disciples.
6. Spiritual and character formation: Students are taught that discipleship should flow out of a transformational walk with Jesus Christ.

COURSE DESCRIPTION

This course is designed to equip students to lead life-changing discipleship ministries that make disciples that make disciples in a local church context by exploring a variety of discipleship strategies used to fulfill the Great Commission. Students are exposed to different models and means of discipleship in correlation to the Bible Study ministries in local churches to provide a foundation for future adaptation. The student is also introduced to developmental processes currently available.

STUDENT LEARNING OUTCOMES

BY THE COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO

1. Examine a variety of discipleship strategies that can be utilized in local church praxis.
2. Understand and be able to discuss foundational concepts related to discipleship and making disciples that make disciples.
3. Value/Appreciate the importance of the discipleship mandate given to all

- believers in Scripture.
4. Develop and implement a discipleship strategy in a local church that makes disciples that make disciples.
 5. Design a church-wide strategy that assimilates church attendees into discipleship relationships that result in disciple-makers.

REQUIRED READINGS

REQUIRED TEXTS

Coleman, Robert. *The Master Plan Of Evangelism*. Grand Rapids, MI: Revell Publishers, 1993.

Gallaty, Robby. *Replicate: Creating a Disciple-making Movement Right Where You Are*. Chicago, IL: Moody Publishers, 2020.

Putman, Jim, Bobby Harrington, and Robert E. Coleman. *DiscipleShift: Five Steps That Help Your Church to Make Disciples Who Make Disciples*. Exponential Series. Grand Rapids: Zondervan, 2013.

COURSE TEACHING METHODOLOGY

UNITS OF STUDY

- The Call To Make Disciples
- True Marks of a Disciple
- Evaluation Of Discipleship Strategies
- The Process of Making Disciples pt. 1
- The Process of Making Disciples pt. 2
- Church-Wide Strategy Development
- Leading Kingdom Movements
- Creating A Leadership Pipeline
- Spiritual Formation

RESPONSE TIME: Regarding all forms of correspondence and communication, students can expect a response within one working day Monday through Friday. Questions over a weekend may not have the same response rate as Monday through Friday since the instructors travel and serve in ministry.

COURSE ASSIGNMENTS & EVALUATION CRITERIA

ALL ASSIGNMENTS WILL BE SUBMITTED DIGITALLY VIA GOOGLE CLASSROOM
UNLESS OTHERWISE NOTED BY THE INSTRUCTOR

CRITICAL REVIEWS

On the assigned day, the student will turn in a 5-page typed Critical Review on the assigned book. The book review should include the following two components:

- (1) A content summary that is double-spaced on page one
- (2) A reflection summary that is a double-spaced list of 5 significant ideas. Back these ideas up with direct quotes, general ideas, and explanations the author offered.

The following should be included with each significant idea:

- (a) The book page number;
 - (b) One of the three identified categories below
 - (c) A brief critique and personal comments. Double-space between each entry of the list is expected.
 1. Agreement – Thoughts with which the student is in firm agreement; things that make the student say “Yes!”, or items that inspire the student to action in their lives and move their spirit.
 2. Disagreement – Thoughts in which the student finds dissonance; areas with which they might disagree.
 3. More thought – Areas that the student wants to spend more time thinking about; things that make them wonder; items on which they are not sure what their stance is.
- (3) Two pages, double spaced of how you would apply what you’ve learned from this book to your future ministry.
1. Jim Putman and Bobby Harrington- *DiscipleShift*
ASSIGNMENT DUE
 2. Robby Gallaty- *Replicate*
ASSIGNMENT DUE

DISCIPLESHIP MINISTRY PAPER

The student will create a comprehensive discipleship ministry plan as a personal strategy to develop disciples for Christ. Based on the written assignments completed for this course, the student will thoroughly discuss 5 major areas of discipleship and disciple-making in ministry. The student will develop a coordinated plan that covers the 5 V’s of ministry (Vision, Values, Views, Vehicles, and Verifiers) and which can be implemented in a local church context. This paper will be 5-8 pages. ***I want you to tell me how your church makes disciples for adults***

Cover the 5 V’s of ministry.

1. **Vision** for ministry (Who and where you are focusing on) 1 Page
2. Core **Values** (passages and principles) 1 Page
3. Define your core ministry **Views** (define your important ministry definitions and perspectives) 1-2 Pages
4. Identify your ministry **Vehicles** (Including church structure, small group

philosophy, personnel, curriculum, slogans, and communication plan) 1-2 Pages
5. Conclude with measurable **Verifiers** (numbers, percentages, and ratios) 1-2 pages
ASSIGNMENT DUE

PRACTICAL DISCIPLESHIP ASSIGNMENTS

The following components of the Practical Discipleship experience are required assignments:

- Recruit a peer to commit to meet for once a week for one hour for the duration of this class. (6 total sessions) You will pray together, use the CAMP method together, and ask accountability questions covered in class.
- Lead one Sunday Morning Group or one Small Group- The student will gain Small Group leadership experience by leading a Sunday Group gathering or a Small Group gathering during their mentorship program.
- Write a take-away from *The Master Plan of Evangelism* and how you plan to implement evangelism into your everyday life.
- Write a one to two page summary of the Practical discipleship experiences detailing what you learned.

ALL ABOVE ASSIGNMENTS ARE DUE BY THE END OF THE COURSE

DISCIPLESHIP ANALYSIS EXAM

Based upon the discipleship strategies, concepts, books, and principles discussed in class, the student will take a comprehensive exam on the content discussed. Carefully and prayerfully study from the class lectures and resources. You will be asked to write responses to four discipleship questions. This will be an open-notes and book exam.

EXAM

COURSE EVALUATION CRITERIA

Attendance, Participation, & Engagement	5%
Book Review 1	15%
Book Review 2	15%
Discipleship Ministry Paper	25%
Practical Discipleship Assignments	20%
Discipleship Analysis Exam	<u>20%</u>
	100 %

COURSE POLICIES

ACADEMIC HONESTY POLICY: All CATM School of Ministry students are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, or any other course requirement.

ASSIGNMENT FORMATTING: All written assignments must be Word documents written in Turabian format. Each assignment must be written in the third person unless otherwise instructed, double spaced, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

ASSIGNMENT SUBMISSION: All assignments are to be submitted to Google Drive by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the instructors. For technical reasons, this mode of file transmission is extremely inefficient. All assignments will be submitted digitally. The process will be made available on the first day of class.

GRADING SCALE: The student's final grade will be based on their total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus and according to the CATM School of ministry grading scale:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: 69 and below

LATE ASSIGNMENTS: Only under extreme circumstances, and with prior approval, will a late assignment be accepted for full credit. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100-point assignment, 3/3 points for a 30-point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

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PLAGIARISM: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. CATM School of Ministry has a no-tolerance policy for plagiarism. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course.

REVISION OF THE SYLLABUS: The course syllabus is not a legal contract. Any syllabus revision will be preceded by reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the instructors. Notice of such changes will be by an announcement in class or by email notice.

SELECTED BIBLIOGRAPHY

Adsit, Christopher B. *Personal Disciplemaking: A Step-by-step Guide for Leading a New Christian from New Birth to Maturity*. Orlando, FL: Integrated Resources, 1996.
Blackaby, Henry & Richard. *Spiritual Leadership: Moving People on to God's Agenda*.

- Nashville, TN: B & H Publishers, 2001.
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- Briner, Bob and Ray Pritchard. *The Leadership Lessons of Jesus: A Timeless Model for Today's Leaders*. Nashville, TN: B & H Publishers, 1997.
- Bruce, A. B. *The Training of the Twelve*. Reprint ed. Grand Rapids, MI: Kregel Publications, 1971.
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- Hedges, Brian G. *Christ Formed in You: The Power of the Gospel for Personal Change*. Wapwallopen, PA: Shepherd Press, 2010.
- Hesselbein, Frances and Marshall Goldsmith, eds. *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*. San Francisco, CA: Jossey-Bass, 2006.
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- Huxhold, Harry N. *Twelve Who Followed: The Story of Jesus and His First Disciples*. Minneapolis, MN: Augsburg Publishing House, 1987.
- Iorg, Jeff. *The Painful Side of Leadership: Moving Forward Even When It Hurts*. Nashville, TN: B&H Books, 2009.
- Issler, Klaus. *Living Into the Life of Jesus: The Formation of Christian Character*. Downers Grove, IL: IVP Books, 2012.
- Jones, Laurie Beth. *Jesus CEO: Using Ancient Wisdom for Visionary Leadership*. New York: Hyperion, 1995.
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- Lawless, Chuck. *Discipled Warriors: Growing Healthy Churches That Are Equipped for Spiritual Warfare*. Grand Rapids, MI: Kregel Academic & Professional, 2002.
- Mancini, Will. *Innovating Discipleship: Four Paths to Real Discipleship Results (Church Unique Intentional Leader Series)*. Lexington, KY: CreateSpace Independent Publishing Platform, 2013.
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- Mitchell, Michael R. *Leading, Teaching, and Making Disciples: World-Class Christian Education in the Church, School, and Home*. Bloomington, IN: Crossway Books, 2010.
- Ogden, Greg. "Servant Leadership" in *Leadership Handbook of Management & Administration*. James D. Berkley, ed. Grand Rapids, MI: Baker Books, 2007.
- Ogden, Greg. *Transforming Discipleship: Making Disciples a Few at a Time*. Downers Grove, IL: IVP Books, 2003.
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- O'Grady, John F. *Disciples and Leaders: The Origins of Christian Ministry in the New Testament*. New York: Paulist Press, 1991.
- Petersen, Jim. *Lifestyle Discipleship: Encouraging Others to Spiritual Maturity*. Colorado Springs, CO: NavPress, 2007.
- Pettit, Paul, ed. *Foundations of Spiritual Formation: A Community Approach to Becoming Like Christ*. Grand Rapids, MI: Kregel Publications, 2008.
- Pope, Randy, and Kittie Murray. *Insourcing: Bringing Discipleship Back to the Local Church (Leadership Network Innovation Series)*. Grand Rapids, MI: Zondervan, 2013.
- Putman, David. *Breaking the Discipleship Code*. Nashville, TN: B & H Publishing Group, 2008.
- Putman, Jim. *Real-Life Discipleship*. Colorado Springs, CO: NavPress, 2010.
- Scazzero, Peter L., and Warren Bird. *The Emotionally Healthy Church: A Strategy for Discipleship That Actually Changes Lives*. Updated & Expanded ed. Grand Rapids, MI: Zondervan, 2010.
- Taylor, Edward Lynn. *The Disciples of Jesus in the Gospel of Mark*. London: University Microfilms International, 1980.
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- Willard, Dallas. *The Spirit of the Disciplines: Understanding How God Changes Lives*. San Francisco, CA: Harper & Row Publishers, 1988.
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INTRODUCTION TO SPIRITUAL FORMATION
DISC 5170 MENTORING
CHURCH AT THE MILL | SCHOOL OF MINISTRY

INSTRUCTOR

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MISSION STATEMENT

The mission of Church at The Mill School of Ministry is to encourage and equip the next generation of servant leaders in their call to lead the local church to be Christ-centered and mission-focused.

PURPOSE OF THE COURSE

The purpose of this course is to emphasize the absolute importance of nurturing one's personal relationship with Christ and spiritual vitality in ministry through mentorship and developing personal disciplines related to spiritual growth.

CORE VALUE FOCUS

DOCTRINAL INTEGRITY – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

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and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

SERVANT LEADERSHIP – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

CURRICULUM COMPETENCIES ADDRESSED

THIS COURSE WILL ADDRESS THE FOLLOWING CURRICULUM COMPETENCIES:

1. **Biblical Exposition:** to read, digest, and apply the Bible personally in one's walk with Christ.
2. **Christian Theological Heritage:** To understand the role of personal spiritual formation in the life of an evangelical leader within the local church and denomination as a whole.
3. **Disciple-Making:** To connect the call of disciple-making with the personal journey as a disciple in growth and maturity.
4. **Interpersonal Skills:** To recognize the first step of relating to others sincerely and effectively in leadership is knowing and understanding one's self through spiritual growth and maturity.
5. **Servant Leadership:** To serve the church by preparing oneself spiritually to lead effectively.
6. **Spiritual and Character Formation:** To further one's spiritual growth and integrity through nurturing the soul and growing the mind in Christ through His Word.
7. **Worship Leadership:** To develop the practice of personal worship which empowers leading others to worship in the corporate setting of the local church.

COURSE DESCRIPTION

Students in the course will meet on a consistent basis over two semesters for accountability, mentoring, discussion, and spiritual formation by participating and leading weekly meetings. Students will comprehend a variety of Christian devotional practices by completing specific assignments on basic spiritual disciplines. This course is designed to span the entire one-year residency of the school of ministry.

STUDENT LEARNING OUTCOMES

BY THE COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO:

1. Comprehend the Following Concepts:
 - The marks of a disciple as something beyond the point of salvation.
 - Effective methods of becoming a disciple and of making disciples.
 - The relationship between spiritual maturity and spiritual disciplines.
 - Christian devotional practices or disciplines.

2. Have a positive response to the following concepts:
 - A life-long intentional devotional discipline for lifelong spiritual growth and benefit to the kingdom of God
 - A meaningful and maturing relationship with God
 - Christian community in a small group setting
 - A personal commitment to basic devotional practices
3. Be able to, with the help of resources, accomplish the following tasks:
 - Develop a plan for personal growth and assist others to develop a personal growth plan
 - Practice appropriate disciplines of the Christian faith
4. Have an appropriate perception as to how to lead mentoring groups.

REQUIRED READINGS

REQUIRED TEXTS

Hughes, R. Kent. *Disciplines of a Godly Man*. Wheaton, IL: Crossway, 2001.
Scazzero, Peter. *The Emotionally Healthy Leader*. Grand Rapids, MI: Zondervan, 2015.

COURSE TEACHING METHODOLOGY

The course will involve the following methodologies: mentoring, group discussion, and an interactive discovery-learning format utilizing a practical ministry context.

COURSE ASSIGNMENTS & EVALUATION CRITERIA

ALL ASSIGNMENTS WILL BE SUBMITTED DIGITALLY VIA GOOGLE CLASSROOM
UNLESS OTHERWISE NOTED BY THE INSTRUCTOR

* Weekly, each student will meet with Pastor D.J. Horton to cover the requirements for the course of Spiritual Formation as outlined below*

- 1) **TEXTBOOK** Due: Weekly
Read the textbook assigned according to the Course Schedule section of this syllabus. The specific dates on which the assigned reading must be completed will be issued by the instructor on the first day of class.
- 2) **QUIET TIME ACCOUNTABILITY** Due: Daily, Monday through Friday
The student will be held accountable to have a daily quiet time. Upon completion of each time in prayer, Bible study, and journaling the student will post a picture of the day's journal entry and assigned Bible passage to a group text set up by the instructor.
- 3) **MENTORING AND ACCOUNTABILITY RELATIONSHIP** Due: Weekly
Students will meet regularly with the instructor (Senior Pastor of Church at

The Mill) to discuss spiritual formation and personal growth. Each meeting will involve discussing and applying a section of one of the required textbooks in addition to other topics related to personally walking with Christ. Students will also be assisted by the instructor in finding an accountability partner from the membership of Church at The Mill. Special attention will be given to locating a partner of the same gender who possesses the ability to build trust with the student and help him deal openly and honestly with their personal strengths and weaknesses.

4) REFLECTION PAPER

The student will write a five-page, double-spaced, reflection paper at the end of the second semester including a cover page. The reflection paper is a first-person synopsis of a personal spiritual formation and discipleship plan relating to the importance of spiritual maturity and spiritual disciplines. The student should write about their perception of meeting in small groups for Christian community and the role of spiritual disciplines/devotional practices such as journaling, scripture memorization, and prayer. The student may also include the mentoring experience.

ASSIGNMENT DUE

COURSE EVALUATION CRITERIA

Quiet Time Accountability	20%
Textbook Reading & Discussion	20%
Reflection Paper	20%
Mentoring & Accountability Experience	20%
Attendance, Participation, & Engagement	<u>20%</u>
	100 %

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- _____. *Hearing God's Voice*. Nashville, TN: Broadman & Holman, 2002.
- Bonhoeffer, Dietrich. *The Cost of Discipleship*. New York: Macmillan, 1963.
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- _____. *Holiness: The Heart God Purifies*. Chicago: Moody, 2005.
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- Floyd, Ronnie. *The Power of Prayer and Fasting*. Nashville, TN: Broadman & Holman, 1997.
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- _____. *Freedom of Simplicity: Finding Harmony in a Complex World*. New York: HarperCollins, 2005.
- _____ and James Bryan Smith. *Devotional classics*. Revised and expanded ed. New York: HarperCollins, 2005.
- _____ and Gayle D. Beebe. *Longing for God*. Downers Grove, IL: IVP Books, 2009.
- _____ and Emilie Griffin. *Spiritual Classics: Selected Readings on the Twelve Spiritual Disciplines*. New York: HarperCollins, 2000.
- Frizzell, Gregory R. *How to Develop a Powerful Prayer Life: The Biblical Path to Holiness and Relationship with God*. Memphis, TN: The Master Design, 1999.
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MENTORING IN GOSPEL MINISTRY

PMEN 6300 MENTORING

CHURCH AT THE MILL | SCHOOL OF MINISTRY

INSTRUCTOR

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MISSION STATEMENT

The mission of Church at The Mill School of Ministry is to encourage and equip the next generation of servant leaders in their call to lead the local church to be Christ-centered and mission-focused.

PURPOSE OF THE COURSE

The purpose of this course is to provide quality theological education to students in the discipline of pastoral ministries in a mentorship environment.

CORE VALUE FOCUS

DOCTRINAL INTEGRITY – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

SPIRITUAL VITALITY – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

MISSION FOCUS – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

CHARACTERISTIC EXCELLENCE – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

SERVANT LEADERSHIP – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year.

CURRICULUM COMPETENCIES ADDRESSED

THIS COURSE WILL ADDRESS THE FOLLOWING CURRICULUM COMPETENCIES

1. Effective servant leadership: The course is designed not only to teach about servant leadership but also to encourage the student to practice this leadership style.
2. Interpersonal relationships: The course contains a strong emphasis on interpersonal skills as a vital aspect of local church ministry.
3. Disciple-making: In this course, students are encouraged to understand that the ultimate purpose is to make disciples that make disciples.
4. Spiritual and character formation: Students are taught that ministry leadership should flow out of a transformational walk with Jesus Christ.

COURSE DESCRIPTION

This course will aid students to develop competency in gospel ministry in a two-semester-length learning experience that involves the student in practical ministry with an academic instructor and an approved on-site mentor. Through the participation in this course, students will complete the following:

1. Relationship building with leaders both, ministerial and lay
2. Planning and development of ministry and execution
3. Performing actual ministry pertinent to a specific assignment
4. Weekly discussion and reports submitted to primary instructor of the mentoring program
5. Participation is required in major outreach events such as *Good Friday & Easter Services, Missions Conference, Missions Auction, META, Christmas Eve Services, Etc.*

STUDENT LEARNING OUTCOMES

BY THE COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO

1. Understand selected principles and practices in the area of gospel ministry.
2. Value the role and functions of gospel ministry in the context of the local church and/or parachurch organizations.
3. Demonstrate skills and acceptable proficiency in selected functions of gospel ministry.
4. Integrates and synthesizes responses to situation studies related to Gospel Ministry in the local church or Christian ministry setting.
5. Assess strengths and weaknesses in leading various roles in Gospel Ministry.

REQUIRED READINGS

THE STUDENT WILL SELECT ONE OF THE FOLLOWING REQUIRED TEXTBOOKS FOCUSED IN THE AREA OF GOSPEL MINISTRY:

- Anderson, Keith R., and Randy D. Neese. *Spiritual Mentoring: A Guide for Seeking and Giving Direction*. Downers Grove: InterVarsity, 1999.
- Early, Dave, and Ben Gutierrez. *Ministry Is: How to Serve Jesus With Passion and Confidence*. Nashville: B & H Academic, 2010.
- Keller, Timothy. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids: Zondervan, 2012.
- Thomas, Scott, and Tom Wood. *Gospel Coach: Shepherding Leaders to Glorify God*. Grand Rapids: Zondervan, 2012.
- Merida, Tony. *Faithful Preaching: Declare Scripture with Responsibility, Passion, and Authenticity*. Nashville: Broadman & Holman Publishers, 2009.

COURSE TEACHING METHODOLOGY

The course will emphasize a learning experience through the practical application of principles of gospel ministry under the guidance of an on-site mentor. Weekly meetings and online resources will be utilized to teach course concepts and methodologies. Writing assignments and faculty interaction will be required in addition to interaction with other students.

COURSE ASSIGNMENTS & EVALUATION CRITERIA

ALL ASSIGNMENTS WILL BE SUBMITTED DIGITALLY VIA GOOGLE CLASSROOM UNLESS OTHERWISE NOTED BY THE INSTRUCTOR

* Students should plan to meet with the course instructor 1x weekly.
Specific date/time will be discussed at the start of course *

CRITICAL REVIEW

The student will select one book from the assigned reading category of the syllabus to complete their book review. They will write a 5-8 page, double-spaced, typed review on the assigned book. The book review should include the following two components:

- (1) A content summary on page one.
- (2) A reflection summary that is a double-spaced list of 5 significant ideas. Back these ideas up with direct quotes, general ideas, and explanations the author offered.
The following should be included with each significant idea:
 - (a) The book page number;
 - (b) One of the three identified categories below
 - (c) A brief reflection of personal comments. Double space between each

ASSIGNMENT DUE

entry of the list is expected.

1. Agreement – Thoughts with which the student is in firm agreement; things that make the student say “Yes!”, or items that inspire the student to action in their lives and move their spirit.
2. Disagreement – Thoughts in which the student finds dissonance; areas with which they might disagree.
3. More thought – Areas that the student wants to spend more time thinking about; things that make them wonder; items on which they are not sure what their stance is.

(3) Two pages, double spaced of how you would apply what you’ve learned from this book to your future ministry.

MENTORSHIP HOURS & MEETINGS

DUE END OF DAY ON THURSDAYS BY 5PM

The student will be required to fulfill the requirements of the mentorship, including a minimum of 45 hours working in the ministry setting during the semester. These specified hours do not include the weekly scheduled times for worship and Bible study. The student will meet with the mentor each week to discuss personal and ministry issues and hours worked.

1. The student will write at least one paragraph describing what they did for the ministry.
2. The student will write at least one paragraph about their reflection on the experience of the volunteer ministry.
3. The student will write at least one paragraph about the strengths of the ministry they served with and include details on any weaknesses they observed.
4. The student will write at least one paragraph about how they would recommend and integrate the ministry in a church where they pastor.

MINISTRY JOURNAL

DUE END OF DAY THURSDAYS BY 5PM

The student will keep an updated ministry journal with 2-3 submissions each week. Each submission should be at least one page in length. As a writing guide, the student should include, but not be limited to, the following topics.

1. Quiet time journaling
2. Weekly sermon notes
3. Small Group involvement
4. Ministry involvement experiences outside of the church
5. Share their coursework and ministry time management strategy

REFLECTION PAPER

ASSIGNMENT DUE

The student will write a reflection paper, reflecting over the previous semester and noting insights gleaned, positive experiences, and negative experiences. The paper must be 10-12 double-spaced pages.

COURSE EVALUATION CRITERIA

Critical Review	25%
Mentorship Hours and Meetings	25%
Journal	25%
Reflection Paper	<u>25%</u>

COURSE POLICIES

ACADEMIC HONESTY POLICY: All CATM School of Ministry students are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, or any other course requirement.

ASSIGNMENT FORMATTING: All written assignments must be Word documents written in Turabian format. Each assignment must be written in the third person unless otherwise instructed, double spaced, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

ASSIGNMENT SUBMISSION: All assignments are to be submitted to Google Drive by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the instructors. For technical reasons, this mode of file transmission is extremely inefficient. All assignments will be submitted digitally. The process will be made available the first day of class.

GRADING SCALE: The student's final grade will be based on their total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus and according to the CATM School of ministry grading scale:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: 69 and below

LATE ASSIGNMENTS: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100-point assignment, 3/3 points for a 30-point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

NETIQUETTE: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

PLAGIARISM: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. CATM School of Ministry has a no-tolerance policy for plagiarism. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course.

REVISION OF THE SYLLABUS: The course syllabus is not a legal contract. Any syllabus

revision will be preceded by reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the instructors. Notice of such changes will be by an announcement in class or by email notice.

SELECTED BIBLIOGRAPHY BY DESIGNATED CATEGORY

MISSIONS MOBILIZATION & EVANGELISM

- Vancise, Martha. *Successful Mission Teams : A Guide for Volunteers*. Birmingham, AL.: Women's Missionary Union, 1998.
- Walls, Andrew F. and Cathy Ross, eds. *Mission in the Twenty-first Century: Exploring the Five Marks of Global Mission*. Maryknoll, NY: Orbis Books, 2008.
- Wilder, Michael S. And Shane W. Parker. *TransforMission: Making Disciples through Short-Term Missions*. Nashville: B&H Academic, 2010.
- Wright, Christopher J.H. *The Mission of God's People: A Biblical Theology of the Church's Mission*. Grand Rapids: Zondervan, 2010.

WORSHIP LEADERSHIP

- Block, Daniel I. *For the Glory of God: Recovering a Biblical Theology of Worship*. Grand Rapids: Baker Academic, 2016.
- Engle, Paul E., and Paul A. Basden, eds. *Exploring the Worship Spectrum: 6 Views*. Grand Rapids: Zondervan, 2004.
- Gaines, Steve. *When God Comes to Church*. Nashville: B & H, 2007.
- Wiersbe, Warren W. *Real Worship: It Will Transform Your Life*. Nashville: Oliver Nelson, 1986.
- Williamson, Robert L. *Effective Public Prayer*. Nashville: Broadman, 1960.

PASTORAL COUNSELING

- Clinton, Timothy, and George Ohlschlager, eds. *Competent Christian Counseling, Volume One: Foundations & Practice of Compassionate Soul Care*. Colorado Springs, CO: WaterBrook Press, 2002.
- Cutrer, William R. *The Church Leader's Handbook: A Guide to Counseling Families and Individuals in Crisis*. Grand Rapids: Kregel, 2009.
- McMinn, Mark R. *Psychology, Theology, and Spirituality in Christian Counseling*. Wheaton, IL: Tyndale House, 1996.
- Sphar, Asa R. III, and Argile Smith. *Helping Hurting People: A Handbook on Reconciliation-Focused Counseling and Preaching*. Lanham, MD: University Press of America, 2003.

DISCIPLESHIP STRATEGIES FOR ADULTS

- Cole, Neil. *Search and Rescue: Becoming a Disciple Who Makes a Difference*. Grand Rapids, MI: Baker Books, 2008.
- Hull, Bill. *The Disciple-Making Church*. Grand Rapids, MI: Fleming H. Revell, 1990.
- Issler, Klaus. *Living Into the Life of Jesus: The Formation of Christian Character*. Downers Grove, IL: IVP Books, 2012.
- Koessler, John. *True Discipleship: The Art of Following Jesus*. Chicago, IL: Moody Publishers, 2003.
- Mitchell, Michael R. *Leading, Teaching, and Making Disciples: World-Class Christian Education in the Church, School, and Home*. Bloomington, IN: Crossway Books, 2010.

CHURCH LEADERSHIP & ADMINISTRATION

- Anthony, Michael and James Estep. *Management Essentials for Christian Ministries*. Nashville, TN: Broadman & Holman, 2005.
- Banks, Robert, and Bernice M. Ledbetter. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids, MI: Baker Academics, 2004.
- Everist, Norma Cook and Craig L. Nesson. *Transforming Leadership: A New Vision for a Church on Mission*. Minneapolis, MN: Fortress Press, 2008.
- Hamm, Richard. *Recreating the Church: Leadership for the postmodern age*. Danvers, MA: Chalice Press, 2007.

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- Akin, Daniel L., Bill Curtis and Stephen Rummage. *Engaging Exposition*. Nashville: B & H Academic, 2011.
- Anderson, Leith. *Dying for Change*. Minneapolis: Bethany House, 1990.
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- Andrews, Dale P. *Practical Theology for Black Churches*. Louisville: Westminster John Knox Press, 2002.
- Armstrong, John H. *Reforming Pastoral Ministry: Challenges for Ministry in Postmodern Times*. Wheaton, IL: Crossway Books, 2001.
- Ascol, Thomas K., ed. *Dear Timothy: Letters on Pastoral Ministry*. Cape Coral, FL: Founders Press, 2004.
- _____, ed. *Understanding Four Views on the Lord's Supper*. Grand Rapids: Zondervan, 2007.
- Armstrong, Richard Stoll. *Help! I'm a Pastor*. Louisville: Westminster John Knox Press, 2005.
- Bailey, Robert W. *The Minister and Grief*. New York: Hawthorn Books, Inc., 1976.
- Baker, Benjamin S. *Special Occasions in the Black Church*. Nashville: Broadman & Holman, 1989.
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- Blackaby, Henry, and Richard Blackaby. *Spiritual Leadership*. Nashville: Broadman & Holman Publishers, 2001.
- Blackaby, Henry T., Henry Brandt, and Kerry Skinner. *The Power of the Call*. Nashville:

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- Bonem, Mike, and Roger Patterson. *Leading from the Second Chair*. San Francisco: Jossey-Bass, 2005.
- Burns, James MacGregor. *Transforming Leadership*. New York: Grove Press, 2003.
- Campbell, Barry. *Toolbox for [Busy] Pastors*. Nashville: Convention Press, 1998.
- Cedar, Paul, Kent Hughes, and Ben Patterson. *Mastering the Pastoral Role*. Portland: Multnomah Press, 1991.
- Charles, H. B., Jr. *On Preaching: Personal & Pastoral Insights for the Preparation & Practice of Preaching*. Chicago: Mood Publishers, 2014.
- Clinton, Timothy, and George Ohlschlager, eds. *Competent Christian Counseling, Volume One: Foundations & Practice of Compassionate Soul Care*. Colorado Springs, CO: WaterBrook Press, 2002.
- Cothen, Joe H. *Equipped for Good Work: A Guide for Pastors*. 3d ed. Revised by Jerry N. Barlow. Gretna: Pelican, 2012.
- _____. *The Pulpit Is Waiting*. Gretna: Pelican, 1998.
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- Daman, Glenn. *Shepherding the Small Church: A Leadership Guide for the Majority of Today's Churches*. Grand Rapids: Kregel Publications, 2002.
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- Engle, Paul E., ed. *Baker's Funeral Handbook: Resources for Pastors*. Grand Rapids: Baker Books, 1996.
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- Ministry*. Grand Rapids: Kregel Publications, 2002.
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- Wells, C. Richard, and A. Boyd Luter. *Inspired Preaching: A Survey of Preaching Found in the New Testament*. Nashville: Broadman & Holman Publishers, 2002.
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MISSIONS MOBILIZATION & EVANGELISM

MISS 5330 MENTORING

CHURCH AT THE MILL | SCHOOL OF MINISTRY

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MISSION STATEMENT

The mission of Church at The Mill School of Ministry is to encourage and equip the next generation of servant leaders in their call to lead the local church to be Christ-centered and mission focused.

PURPOSE OF THE COURSE

The purpose of the course is to equip pastoral leaders with key insights into church mobilization strategies, ways to cultivate a missional atmosphere and learn from missionary forerunners so that they may be able to build structure in their church and release disciple-makers to the nations.

CORE VALUE FOCUS

DOCTRINAL INTEGRITY – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

SPIRITUAL VITALITY – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

MISSION FOCUS – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

CHARACTERISTIC EXCELLENCE – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

SERVANT LEADERSHIP – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

CURRICULUM COMPETENCIES ADDRESSED

THIS COURSE WILL ADDRESS THE FOLLOWING CURRICULUM COMPETENCIES:

1. **Biblical application:** The student will discover passages of Scripture that will address biblical foundations of leadership in the missions of the local church.
2. **Effective servant leadership:** The course is designed not only to teach about servant leadership but also to encourage the student to practice this leadership style.
3. **Interpersonal relationships:** The course contains a strong emphasis on interpersonal skills as a vital aspect of leadership and administration with missions mobilization.
4. **Disciple-making:** In this course, students are encouraged to understand that the ultimate purpose is to fulfill the Great Commission in establishing more disciple-makers.
5. **Spiritual and character formation:** Students are taught that missions leadership should flow out of a transformational walk with Jesus Christ.
6. **Missions convictions:** Students will learn theological core convictions that drive a day-to-day missions strategy in the life of the local church.

COURSE DESCRIPTION

This course will focus on a study of leadership models as a basis for effective missions mobilization within the local church. Additionally, the course will explore SBC entities including the North American Mission Board and International Mission Board as sending agencies and how the local church can best partner with these entities to advance the Gospel to the nations.

STUDENT LEARNING OUTCOMES

BY THE COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO

1. Identify biblical concepts for missions leadership in the local church and analyze these practices in terms of a biblical worldview.
2. Develop a sound church missions strategy that emphasizes both local and global missions as well as church planting while utilizing SBC mission organizations.
3. Value strategic concerns affecting the future of missions.
4. Know and apply administrative principles and practices in the planning of productive mission projects and short-term trips.
5. Develop an understanding of how a local church should engage with local and global partnerships for effective relationships in ministry.
6. Assess the missionary call on their life.

REQUIRED READINGS

The following text and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

REQUIRED TEXTS

- Biography of a historical missionary to be approved by the instructors.
- Um, Stephen T. & Buzzard, Justin. *Why Cities Matter: To God, the Culture, and the Church*. Wheaton, IL: Crossway, 2013.
- Shipman, Mike. *Any 3: Anyone, Anywhere, Anytime*. Monument, CO: WIGTake Resources, 2013.

OPTIONAL TEXTS

Ripkin, Nik. *The Insanity of God: A True Story of Faith Resurrected*. Nashville, TN: B & H Books, 2013.

Tucker, Ruth. *From Jerusalem to Irian Jaya: A Biographical History of Christian Missions*. Grand Rapids: Zondervan Publishing, 1983.

COURSE TEACHING METHODOLOGY

UNITS OF STUDY

- Developing a missional culture in the local church.
- The role of the local church in sending missionaries.
- Lay leadership structures for successful ministry.
- Skills for administration: developing a missions budget & how to give wisely.
- Skills for administration: organizing mission projects.
- Skills for administration: missionary safety and security.
- Spiritual, financial, emotional and physical preparation for short-term mission trips.
- Building lasting and meaningful ministry partnerships.
- Hands-on projects such as a short-term mission trip and/or local missions outreach.
- Southern Baptist Convention sending organizations.

TEACHING METHOD: The course is being offered in a mentored teaching format and will be taught by the missions pastor.

RESPONSE TIME: When emailing the instructors, students can expect a response within one working day Monday through Friday. Questions over a weekend may not have the same response rate as Monday through Friday since the instructor travels and serves in ministry.

COURSE ASSIGNMENTS & EVALUATION CRITERIA

ALL ASSIGNMENTS WILL BE SUBMITTED DIGITALLY VIA GOOGLE CLASSROOM UNLESS OTHERWISE NOTED BY THE INSTRUCTOR

REQUIRED READING RESPONSES -Successful Ministry Focus

Compile a six-page paper including responses and insights gained while reading *Why Cities Matter: To God, the Culture, and the Church*. The student will respond to key points the authors make including 1) new ideas/concepts learned, 2) something they disagree with, 3) a concept they wish to apply in their ministry. The student will include a clear introduction and conclusion.

ASSIGNMENT DUE

REQUIRED READING RESPONSES – Evangelism

This assignment will focus on learning and practicing evangelistic methods and engaging the text *Any 3: Anyone, Anywhere, Anytime*.

The assignment has four parts.

1. Before reading *Any 3*, engage in an evangelistic conversation and record it in a journal.
2. Read *Any 3*.
3. Engage in an evangelistic conversation using concepts from the book and write an account in a journal.
4. Write a response with five sections totaling roughly two pages each for 10 total pages.
 - a) My evangelism experience before reading the book.
 - b) My evangelism experience after reading the book.
 - c) Key takeaways from the *Any 3* methodology.
 - d) Compare/contrast to a different evangelical method (Romans Road, 3 Circles, etc.).
 - e) Application.

ASSIGNMENT DUE

REQUIRED READING RESPONSES – Learning from History

From a list of missionary biographies supplied by the instructors, read one biography and write a 7-8 page critical review paper that accomplishes the below tasks.

1. Highlights the calling of the missionary.
2. Describes the focus of work.
3. Identifies spiritual warfare.
4. Calls out key ministry accomplishments.
5. Reflects and applies concepts to personal ministry and addresses how the student has examined the missionary call in their life.

ASSIGNMENT DUE

LOCAL MISSIONS

This assignment has two parts. First, the student will spend two hours serving with two different local ministries for a total of four hours followed by writing an eight-page response paper about the experience. Ministries must be approved by the instructors.

Suggestions for Writing:

1. The student will write at least one page describing what they did for each volunteer ministry.
2. The student will write at least one page about their reflection on the experience of each volunteer ministry including any witnessing opportunities they had.
3. The student will write at least one page about the strengths of each ministry they served with and include details on any weaknesses they observed.
4. The student will write at least one page about how they would recommend and integrate each ministry in a church where they pastor, or why they would choose not to partner.

ASSIGNMENT DUE

STRATEGIC CHURCH MISSION PLAN

The student will develop a comprehensive mission plan for a hypothetical church where they pastor in a geography outside Spartanburg, SC. Students will submit their geography for approval from the instructor. The focus of this paper should be the intentionality and application of missional concepts the student would inject into their church. The paper will be a culmination of the principles discussed and observed during the scope of this course.

Suggestions for Writing:

1. In the introduction, the student should describe why they chose the specific location for this assignment.
2. Using Scriptural reference and precedents, the student will describe how they will mobilize their church to share the Gospel and serve the community around them.
3. Giving adequate attention to the structure of volunteer leadership and specific training steps, the student will share how their church will strive to make disciples, plant churches and send missionaries to the lost world.
4. Researching the location chosen, the student should assess and describe the community, the observed needs, existing ministry resources and pitfalls.

The plan should be 10-12 pages in length and the student should spend time discussing this assignment with their instructor.

ASSIGNMENT DUE

COURSE EVALUATION CRITERIA

Attendance, Participation, & Engagement	10%
Local Missions service & assessment	15%
Missionary biography critical review	15%
Toxic Charity critical review	15%
Any 3 journal and response	15%
Strategic Church Mission Plan	<u>30%</u>
	100%

IMPORTANT REQUIRED DATES OUTSIDE OF ASSIGNMENTS

Operation Christmas Child - Processing facility work day in Charlotte (November TBD)

Boston Vision Trip - Jan 9-13, 2025

Missions Conference - March 7-9, 2025

COURSE POLICIES

ACADEMIC HONESTY POLICY: All CATM School of Ministry students are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, or any other course requirement.

ASSIGNMENT FORMATTING: All written assignments must be Word documents written in Turabian format. Each assignment must be written in third person unless otherwise instructed, double spaced, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

ASSIGNMENT SUBMISSION: All assignments are to be submitted to Google Drive by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the instructors. For technical reasons, this mode of file transmission is extremely inefficient. All assignments will be submitted digitally. The process will be made available the first day of class.

GRADING SCALE: The student's final grade will be based on their total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus and according to the CATM School of ministry grading scale:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: 69 and below

LATE ASSIGNMENTS: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100-point assignment, 3/3 points for a 30-point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

NETIQUETTE: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online

environment.

PLAGIARISM: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. CATM School of Ministry has a no-tolerance policy for plagiarism. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course.

REVISION OF THE SYLLABUS: The course syllabus is not a legal contract. Any syllabus revision will be preceded by reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the instructors. Notice of such changes will be by an announcement in class or by email notice.

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PASTORAL LEADERSHIP & ADMINISTRATION
CEAM 6320 MENTORING
CHURCH AT THE MILL | SCHOOL OF MINISTRY

INSTRUCTORS

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MISSION STATEMENT

The mission of Church at The Mill School of Ministry is to encourage and equip the next generation of servant leaders in their call to lead the local church to be Christ-centered and mission focused.

PURPOSE OF THE COURSE

The purpose of this course is to provide the student with the basics of pastoral leadership and administration built around servant and transformational leadership principles.

CORE VALUE FOCUS

DOCTRINAL INTEGRITY – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

SPIRITUAL VITALITY – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

MISSION FOCUS – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

CHARACTERISTIC EXCELLENCE – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

SERVANT LEADERSHIP – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Annually, the President will designate a core value that will become the focus of

CURRICULUM COMPETENCIES ADDRESSED

THIS COURSE WILL ADDRESS THE FOLLOWING CURRICULUM COMPETENCIES:

1. Biblical exposition: The student will discover passages of Scripture that will address biblical foundations for leadership in the local church or Christian ministry setting.
2. Theological and historical perspective: The course will provide a systematic and historical progression of church leadership and ministry as it has evolved to the requirements today.
3. Effective servant leadership: The course is designed not only to teach about servant leadership but also to encourage the student to practice this leadership style.
4. Interpersonal relationships: The course contains a strong emphasis on interpersonal skills as a vital aspect of leadership and administration.
5. Disciple-making: In this course, students are encouraged to understand that the ultimate purpose of leadership is to help the church to make more faithful disciples.
6. Spiritual and character formation: Students are taught that ministry leadership and administration should flow out of a transformational walk with Jesus Christ.
7. Church administration: Students will explore the principles and practices of leading the day-to-day operation of the local church with excellence and effectiveness.

COURSE DESCRIPTION

This course will focus on a study of the servant leadership model as a basis for effective pastoral leadership and administration of the local church. By combining the requisite skills for a biblical concept of church administration, the student will explore appropriate models and formulate their personal leadership and administration style for leading a local church.

STUDENT LEARNING OUTCOMES

BY THE COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO:

1. Identify from Scripture biblical concepts for leadership in the local church and Christian ministry venues and analyze these practices in terms of a biblical worldview.
2. Identify the current challenges facing pastoral leaders.
3. Develop an understanding of the leadership principles found in; *Entrusted to the Faithful and Being Leaders*, and how they integrate into the management of the local church or Christian ministry venue.
4. Know and apply the administrative principles and practices in the planning, organizing, leading and evaluating the ministries of the local church or Christian ministry organization.
5. Develop an understanding of how the leadership and administrative practices in the course apply to the principal church administrative areas of personnel, finance, and property and communicate those in their ministry context.
6. Integrate and synthesize responses to situational studies relating to leadership and administration in the local church or Christian ministry setting.
7. Assess the strengths and weaknesses of their pastoral leadership.

REQUIRED READINGS

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

REQUIRED TEXTS

Coley, Kenneth S., Editor. *Entrusted to the Faithful: An Introduction to Pastoral Leadership*. Spring Hill, TN: Rainer Publishing, 2017.

Malphurs, Aubrey. *Being Leaders: The Nature of Authentic Christian Leadership*. Grand Rapids: Baker Book House, 2003.

Welch, Robert. *Church Administration: Creating Efficiency for Effective Ministry*, Second Edition. Nashville: Broadman & Holman, 2011.

OPTIONAL TEXTS

See attached bibliography

COURSE TEACHING METHODOLOGY

UNITS OF STUDY

- Historical overview of leadership and the Biblical response.
- The call of the Christian leader.
- Staffing the student's ministry.
- Introduction to leadership and change agency.
- The envisioning process, leadership structures, and ministry program management.
- Issues in leadership style, charting a course for ministry, and conflict resolution.
- Introduction to administrative principles with guiding documents of the organization.
- Administrative processes of planning, organizing, leading, and evaluation.
- The leadership/administration focus of self: time management, spiritual life, decision making, delegation, communication, and organizing the student's work.
- Skills for effective leadership and administration:
 1. Committees, meetings, and budgets
 2. Personnel management, facilities, and evaluation.
 3. Budgets and risk management.
 4. The Conviction to Lead.
 5. How to Administer the Culture of the student's organization.
 6. Your Leadership and Administration Construct.

TEACHING METHOD: The course is being offered in a mentored teaching format and will be team-taught by the Senior Pastor and Executive Pastor. When emailing an instructor, a student should include both instructors in their email for communication since the course is team-taught with two instructors.

RESPONSE TIME: Regarding all forms of correspondence and communication, students can expect a response within one working day Monday through Friday. Questions over a weekend may not have the same response rate as Monday through Friday since the instructors travel and serve in ministry.

COURSE ASSIGNMENTS & EVALUATION CRITERIA

ALL ASSIGNMENTS WILL BE SUBMITTED DIGITALLY.
THIS PROCESS WILL BE MADE AVAILABLE THE FIRST DAY OF CLASS

PERSONAL REFLECTION READINGS

Read the *Entrusted to the Faithful* textbook by Coley and write a Personal Reflection, to involve the following: Of the topics covered in the textbook,

1. Which three (3) are the most surprising to the student regarding 21st-century pastoral leadership and why?
2. Which three (3) are the most challenging to the student regarding 21st-century pastoral leadership and why?
3. The discussion of (a) and (b) should include real-life examples from the personal experience of the student. The Personal Reflection paper should be 5-8 pages in length (approximately one page per surprise and one per challenge, single-spaced, cover page).

Please use endnotes instead of footnotes for direct quotes.

ASSIGNMENT DUE

CRITICAL BOOK REVIEW

Students will turn in a 5-8 page typed report on the required text: *Being A Leader: The Nature of Authentic Christian Leadership*. The book review should include the following two components:

- (1) A content summary that is double-spaced for page one
- (2) A reflection summary that is a double-spaced list of 5 significant ideas. Back these ideas up with direct quotes, general ideas, and explanations the author offered.

The following should be included with each significant idea:

- (a) The book page number;
- (b) One of the three identified categories below
- (c) A brief reflection of personal comments. Double-space between each entry of the list is expected.

1. Agreement – Thoughts with which the student is in firm agreement; things that make the student say “Yes!”, or items that inspire the student to action in their life and move their spirit.
2. Disagreement – Thoughts in which the student finds dissonance; areas with which they might disagree.
3. More thought – Areas that the student wants to spend more time thinking about; things that make them wonder; items on which they are not sure what their stance is.

ASSIGNMENT DUE

LEADERSHIP PRESENTATION/SERMON

Each student will prepare a 20-25 minute presentation or sermon on pastoral leadership from a Biblical perspective. Presentations will be based primarily on exegeting and explaining an assigned text or topic. Principles and lessons learned from the first half of the course on leadership should be integrated into the presentation or sermon.

Students are expected to include with their presentation or sermon a handout and PowerPoint presentation.

PRESENTATION/SERMON TO BE DELIVERED IN CLASS ON

ADMINISTRATION SYNTHESIS PAPER

The student will write a five-page, double-spaced paper outlining an implementation plan for how administrative work is applied in the local church. The student will highlight the planning, organizing, leading, and evaluating components outlined in the Church Administration textbook as well as from several teaching units about these functions. A student may also consider aspects of personnel management, guiding church documents, and budgets within this paper.

ASSIGNMENT DUE

DEVELOP A PASTORAL LEADERSHIP BIBLICAL PROFILE

Utilizing the following biblical personalities and the related biblical passages:

- Moses – Exodus 18:9-27; Hebrews 11:23-31
- Jesus – Matthew 4:12-25; Matthew 10:1-42; Matthew 28:16-20; Luke 10:1-11:13; John 10:7-18.
- The Apostles – Acts 2:42-47; Acts 6:1-7
- Paul – Acts 20:17-38
- Paul to Timothy-I Timothy 3:1-7, II Timothy 4:1-5
- Peter – I Peter 5:1-11
- The Pastoral Leadership Biblical Profile should answer the following questions:
 - What are the Duties and Responsibilities of a pastoral leader?
 - What are the Competencies/Skills that a pastoral leader must develop?
 - What is the difference between pastoral ministry and pastoral leadership?
- Compose the Profile as if the student were writing a biblical theology and philosophy of pastoral leadership. Informal format, double-spaced, 10- pages. Place Scripture references as endnotes and not footnotes. No first-person.

ASSIGNMENT DUE

COURSE EVALUATION CRITERIA

Personal Reflection Readings	10%
Critical Book Review	10%
Leadership Presentation/Sermon	15%
Administration Synthesis paper	25%
Pastoral Leadership Profile	30%
<u>Attendance, Participation, & Engagement</u>	<u>10%</u>
	100%

COURSE POLICIES

ACADEMIC HONESTY POLICY: All CATM School of Ministry students are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, or any other course requirement.

ASSIGNMENT FORMATTING: All written assignments must be Word documents written in Turabian format. Each assignment must be written in the third person unless otherwise instructed, double spaced, and created in 12 pt. Times New Roman font. PDFs

will not be accepted.

ASSIGNMENT SUBMISSION: All assignments are to be submitted to Google Drive by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the instructors. For technical reasons, this mode of file transmission is extremely inefficient. All assignments will be submitted digitally. The process will be made available on the first day of class.

GRADING SCALE: The student's final grade will be based on their total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus and according to the CATM School of ministry grading scale:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: 69 and below

LATE ASSIGNMENTS: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100-point assignment, 3/3 points for a 30-point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

NETIQUETTE: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

PLAGIARISM: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. CATM School of Ministry has a no-tolerance policy for plagiarism. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course.

REVISION OF THE SYLLABUS: The course syllabus is not a legal contract. Any syllabus revision will be preceded by reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the instructors. Notice of such changes will be by an announcement in class or by email notice.

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Tidwell, Charles A. Church Administration: Effective Leadership for Ministry. Nashville, TN: Broadman Press, 1996.

Welch, Robert, and Kevin Walker. The Church Organization Manual. Richardson, TX: National Association of Church Business Administration, 2011.

Wren, J. Thomas, ed. The Leader's Companion: Insights on Leadership Through the Ages. New York: Free Press, 1995.

Yukl, Gary. Leadership in Organizations. 7th ed. Upper Saddle River, NJ: Prentice Hall, 2009

DATA SOURCES

Christianity Today Magazine. ChristianityToday.com. 465 Gundersen Drive, Carol Stream, Illinois 60188; Email: Connection@ChristianityToday.com.

Church Executive Magazine. Power Trade Media LLC. 4742 N. 24th Street Suite 340 Phoenix, AZ 85016; Email: churchexecutive.com

Leadership Magazine. LeadershipJournal.net. The Leadership Journal is published bimonthly by Christianity Today International, 465 Gundersen Drive, Carol Stream, Illinois 60188 and is offered by subscription to churches at leadershipjournal.net.

Leadership Network, 2626 Cole Avenue, Suite 900 Dallas, Texas 75204; Email: leadnet.org.

Ministry Today Magazine, Strang Communications Company, 600 Rinehart Road, Lake Mary, FL 32746. Email: ministriestodaymag.com.

NACBA Ledger and NACBA-gram. National Association of Church Business Administration, 100 North Central Expy., Suite 914, Richardson, TX 75080; Email: nacba.net.

The Clergy Journal. The Alban Institute, 2121 Cooperative Way, Herndon, VA 27101; Email: logosproductions.com and at congregationalresources.org

Managing Your Church and Church Law and Tax and Leadership Journal Newsletters published monthly by Christianity Today International, 465 Gundersen Drive, Carol Stream, Illinois 60188



PASTORAL MINISTRY

PATH 5331 MENTORING

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CHARACTERISTIC EXCELLENCE – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

SERVANT LEADERSHIP – We follow the model of Jesus and exert leadership and

influence through the nurture and encouragement of those around us. Annually, the President will designate a core value that will become the focus of pedagogy for the year.

CURRICULUM COMPETENCIES ADDRESSED

THIS COURSE WILL ADDRESS THE FOLLOWING CURRICULUM COMPETENCIES

1. Biblical Application: The student will discover passages of Scripture that will address biblical foundations for pastoral ministry in the local church or Christian ministry setting.
2. Theological and historical perspective: The course will provide a systematic and historical progression of pastoral ministry as it has evolved to the requirements today.
3. Effective Pastoral Ministry: The course is designed not only to teach about pastoral ministry but also to encourage the student to practice this style of ministry.
4. Interpersonal relationships: The course contains a strong emphasis on interpersonal skills as a vital aspect of pastoral ministry.
5. Disciple-making: In this course, students are encouraged to understand that the ultimate purpose of pastoral ministry is to help the church to make more faithful disciples.
6. Spiritual and character formation: Students are taught that pastoral ministry should flow out of a transformational walk with Jesus Christ.

COURSE DESCRIPTION

This course will focus on a study of the biblical shepherding model as a basis for effective pastoral ministry of the local church. 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 equipping lay people in pastoral ministry. Practical ministry matters, as well as theological and philosophical considerations, will include administering the ordinances, performing weddings, conducting funerals and ordinations, visiting, counseling, and sustaining spiritual growth.

STUDENT LEARNING OUTCOMES

BY THE COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO

1. Apply pastoral ministry principles, concepts, methodologies, and resources to their ministry.
2. Value pastor-type shepherding as a vital part of their ministry, calling, and work.
3. Demonstrate acceptable proficiency in pastoral ministry functions such as being able to articulate a clear theology and philosophy of pastoral ministry, engage in effective pastoral care, administer the ordinances, perform weddings and premarital counseling, conduct funerals and ordinations, do pastoral [non-licensed] counseling, and manage interpersonal conflict.
4. Identify the current challenges facing pastoral ministry.
5. Develop a personal philosophy and theology of pastoral ministry, utilizing biblical principles and concepts.

6. Know how to mobilize Deacons, Sunday School/Small Group leaders, lay leaders, and other church staff members to do pastoral ministry and care.

REQUIRED READINGS

REQUIRED TEXTS

- MacArthur, John. Pastoral Ministry: How to Shepherd Biblically. Nashville: Thomas Nelson, 2005
- Cothen, Joe H. and Jerry N. Barlow. Equipped for Good Work. Gretna, LA: Pelican Publishers, 2012
- Tripp, Paul David. Instruments in the Redeemer's Hands: People in Need of Change, Helping People in need of Change. (Resources for Changing Lives) P&R Publishers, 2002

COURSE TEACHING METHODOLOGY

UNITS OF STUDY

- Biblical Theology of Pastoral Ministry.
- The heart of a biblical Shepherd.
- Skills in building relationships.
- Understand how people grow and change.
- Equipping lay leaders for pastoral ministry.
- Skills for effective pastoral ministry: How to do pastoral care and hospital visits.
- Skills for effective pastoral ministry: How to care for a family when death occurs and organize a funeral.
- Skills for effective pastoral ministry: How to do pre-marital counseling and conduct a wedding.
- Skills for effective pastoral ministry: How to administer the Lord's Supper and Baptism.
- Skills for effective pastoral ministry: How to do the basics of pastoral counseling.
- Skills for effective pastoral ministry: How to handle people asking for financial help.
- Skills for effective pastoral ministry: How to do pastoral care cross-generationally.

TEACHING METHOD: The course is being offered in a mentored teaching format and will be taught by the Associate Pastor.

RESPONSE TIME: Regarding all forms of correspondence and communication, students can expect a response within one working day Monday through Friday. Questions over a weekend may not have the same response rate as Monday through Friday since the instructors travel and serve in ministry.

COURSE ASSIGNMENTS & EVALUATION CRITERIA

ALL ASSIGNMENTS WILL BE SUBMITTED DIGITALLY VIA GOOGLE CLASSROOM UNLESS OTHERWISE NOTED BY THE INSTRUCTOR

Develop a Pastoral Ministry/Shepherding model utilizing the ministry of Jesus in the gospel of John. Identify five different instances in the gospel of John where Jesus offered care or counseling. For each of the five instances, the student will write a two-page double-spaced paper that outlines the following.

1. What was the situation Jesus was facing?
2. How did Jesus offer care and/or counsel in His words/actions?
3. What did the student learn from Jesus' example?
4. How can the student apply this to their own pastoral ministry that Jesus modeled?

THIS ASSIGNMENT IS DUE

Students will read the first thirteen chapters of John MacArthur's book on Pastoral Ministry.

1. For chapters, 1-4 students will turn in a one-page double-spaced summary of the content found in these chapters.
2. For chapters, 5-8 students will turn in a one-page double-spaced paper outlining ten lessons they learned as a result of reading these chapters.
3. For chapters, 9-13 students will turn in a one-page double-spaced paper outlining ten lessons they plan on implementing in their pastoral ministry as a result of reading these chapters.

ALL PAPERS FOR THIS ASSIGNMENT ARE DUE

Develop a chapter-by-chapter collection of insights gained from the text: *Instruments In The Redeemer's Hand*. Write approximately one-half page on each of the 14 chapters for a total of seven pages (double-spaced).

THIS ASSIGNMENT IS DUE

Students will read the following chapters from Joe Cothen's book *Equipped for Good Work* and complete the following assignments.

1. Chapter 1: Write a one-page, double-spaced paper on the top five things they learned about the pastor and his work.
2. Chapter 2: Write a six-paragraph, double-spaced paper. Each paragraph should outline the six legitimate and necessary fictions of the church (worship, preaching, teaching, evangelism, ministry of healing, and ministry of helping)
3. Chapter 4: Summarize the major themes of this chapter in a one-page double-spaced paper.
4. Chapter 8: Students will turn in a two-page, double-spaced detailed outline of a mock wedding ceremony between Ryan Scott and Amber Jones.
Specific assignment requirements will be discussed at the start of the course.
5. Chapter 9: Students will turn in a two-page double-spaced detailed outline of a mock funeral service for Joe Turner. Specific assignment requirements will be discussed at the start of the course.
6. Chapter 10: Students will turn in a one-page double-spaced paper on the importance of baptism. Students will also participate in a mock baptism service where they will practice baptizing each other.

ALL PAPERS FOR THIS ASSIGNMENT ARE DUE

COURSE EVALUATION CRITERIA

Jesus' Model of Pastoral Ministry Paper	15%
Instruments in the Redeemer's Hand Paper	15%
Pastoral Ministry (John McArthur book) Paper	20%
Equipped for Good Work Paper	30%
Class Participation/Discussion	<u>20%</u>
	100%

IMPORTANT REQUIRED DATES OUTSIDE OF ASSIGNMENTS

COURSE POLICIES

ACADEMIC HONESTY POLICY: All CATM School of Ministry students are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, or any other course requirement.

ASSIGNMENT FORMATTING: All written assignments must be Word documents written in Turabian format. Each assignment must be written in third person unless otherwise instructed, double spaced, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

ASSIGNMENT SUBMISSION: All assignments are to be submitted to Google Drive by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the instructors. For technical reasons, this mode of file transmission is extremely inefficient. All assignments will be submitted digitally. The process will be made available the first day of class.

GRADING SCALE: The student's final grade will be based on their total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus and according to the CATM School of ministry grading scale:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: 69 and below

LATE ASSIGNMENTS: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100-point assignment, 3/3 points for a 30-point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

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PLAGIARISM: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. CATM School of Ministry has a no-tolerance policy for plagiarism. *Although anything cited in three sources is considered public domain, we require that all sources be cited.*

Any infraction will result in failing the course.

REVISION OF THE SYLLABUS: The course syllabus is not a legal contract. Any syllabus revision will be preceded by reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the instructors. Notice of such changes will be by an announcement in class or by email notice.

SELECTED BIBLIOGRAPHY

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- Anthony, Michael J. And James Estep, Jr. Management Essentials for Christian Ministries.
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in Congregations. Herndon, VA: The Alban Institute, 2009.
- Bullard, George W., Jr. Every Congregation Needs a Little Conflict. St. Louis: Chalice
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- Callahan, Kennon L. A New Beginning For Pastors and Congregations. San Francisco:
Jossey-Bass, 1999.
- Campbell, Barry. Toolbox for [Busy] Pastors. Nashville: Convention Press, 1998.
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- Dale, Robert D. Pastoral Leadership: A Handbook of Resources for Effective
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- _____. The Pastor's Guide for Growing a Christlike Church. Kansas City: Beacon Hill
Press, 2004.
- Duduit, Michael, ed. Handbook of Contemporary Preaching. Nashville: Broadman Press,
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- Farris, Stephen. Preaching that Matters. Louisville: Westminster John Knox Press, 1998.
- Fisher, David. The 21st Century Pastor. Grand Rapids, MI: Zondervan Publishing House,
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- Wiersbe, David W. *The Dynamics of Pastoral Care*. Grand Rapids: Baker Books, 2000.
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WORSHIP LEADERSHIP

PATH 5300

MENTORING

CHURCH AT THE MILL | SCHOOL OF MINISTRY

INSTRUCTORS

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(864)576-7548 | dj@churchatthemill.com

DR. CAMERON WOOTEN- D. Min., MAS., M.Div., *Grader & Course Support*, School of Ministry
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(859)333-3260 | cameron.wooten@gmail.com

DR. JOSH EPTON, D.Min. Worship Pastor, Doctor of Ministry, North Greenville University, 2017.
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MISSION STATEMENT

The mission of Church at The Mill School of Ministry is to encourage and equip the next generation of servant leaders in their call to lead the local church to be Christ-centered and mission focused.

PURPOSE OF THE COURSE

The purpose of this course is to provide student with the basic knowledge of worship ministry leadership through both a biblical framework and practical application.

CORE VALUE FOCUS

DOCTRINAL INTEGRITY – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

SPIRITUAL VITALITY – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

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SERVANT LEADERSHIP – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Annually, the President will designate a core value that will become the focus of pedagogy for the year.

CURRICULUM COMPETENCIES ADDRESSED

THIS COURSE WILL ADDRESS THE FOLLOWING CURRICULUM COMPETENCIES:

1. Biblical application: The student will discover passages of Scripture that will address biblical foundations for worship in the local church.
2. Theological and historical perspective: The course will provide a systematic and historical progression of worship ministry.
3. Effective worship ministry: The course is designed not only to teach about worship leadership and current practice but also to identify and facilitate the practice of worship in the church.
4. Interpersonal relationships: The course contains a strong emphasis on interpersonal skills as a vital aspect of worship leadership within the body of Christ.
5. Disciple making: In this course, students are encouraged to understand the ultimate purpose of worship leadership in making disciples and encouraging spiritual growth in their sphere of influence.
6. Spiritual and character formation: Students are taught that worship leadership should flow out of a personal walk and focus on Jesus Christ.
7. Worship administration: Students will explore the principles and practices of strategic worship planning and day to day operation with excellence and effectiveness.

COURSE DESCRIPTION

This introductory course will enable the student to plan, facilitate, and give spiritually directed leadership to people in worship by studying theological and historical foundations, church music, and worship practices.

STUDENT LEARNING OUTCOMES

BY THE COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO:

1. Understand the biblical, theological, and historical foundations of Christian worship as a form of religious expression;
2. Appreciate the forms of biblical worship in the light of the broader cultural environment in which Israel and the Church expressed their faith
3. Understand the worship elements, as well as various designs and philosophies, used in the planning of Christian worship in evangelical churches;
4. Evaluate a variety of worship forms in light of a biblical theology of Christian worship;
5. Appreciate important worship issues facing local churches today;

6. Assess the practice of worship in a local church based upon principles for faithful worship that brings glory to God and transformation to those worshipping; and
7. Value staff relationships in planning and leading worship.

REQUIRED READINGS

REQUIRED TEXTS :

- Kauflin, Bob, *Worship Matters: Leading Others to Encounter the Greatness of God*. Wheaton: Crossway Books, 2008.
- Harland, Mike, *Worship Leading 101: A Primer for Church Leaders*. Franklin TN: Church Answers, 2023.
- Crider, Joseph R., *Scripture Guided Worship: A Call to Pastors and Worship Leaders*. Fort Worth, TX: Seminary Hill Press, 2021.

RECOMMENDED TEXTS:

- Block, Daniel I. *For the Glory of God: Recovering a Biblical Theology of Worship*. Grand Rapids: Baker Academic, 2016.

COURSE TEACHING METHODOLOGY

THE COURSE WILL INVOLVE THE FOLLOWING METHODOLOGIES:

1. Lectures will present the principles of biblical worship from OT/NT as well as current methods of worship leadership.
2. Assigned readings will summarize principles and perspectives.
3. Audio, videos, and web streaming will be used to demonstrate examples of worship planning and technology in worship.
4. Writing assignments will facilitate experiential learning of the course content and learning outcomes. Resource persons may be used to share experiences.
5. Class and small-group discussions will be used to stimulate personal insights.

COURSE ASSIGNMENTS & EVALUATION CRITERIA

ALL ASSIGNMENTS WILL BE SUBMITTED DIGITALLY.

THIS PROCESS WILL BE MADE AVAILABLE THE FIRST DAY OF CLASS

1. **BOOK REVIEW:** The student will write a book review of *Worship Matters* by Bob Kauflin. There should be a thoughtful analysis of the three major sections of the book, and how it applies to worship leading and leading a church in general. Consult "Guidelines for a Book Review."
DUE DATE WILL BE RELEASED AT START OF COURSE.
2. **WORSHIP OBSERVATIONS:** Each student will attend two (2) distinct worship services (e.g., Jewish, Eastern Orthodox, Roman Catholic, Charismatic, Vineyard, Episcopalian). The student should observe as a sincere "seeker of God" and be open to encountering His presence. Each student will provide a written observation for each of the worship services. Strengths and weaknesses, as well as recommendations for improvement, will be reported in separate 1000-word evaluation essays (one for each of the two services). **NOTE:** Each essay needs to include the date, time, and location of the service. Personal attendance in the

services is strongly recommended for a more accurate and robust experience and assessment. If personal attendance is not possible, the video link to the actual service observed needs to be included in the submitted report. A rubric associated with this item reflects information presented in the textbooks, online presentations, and outside sources. The rubric will be the primary instrument to assess the student's submission.

DUE DATE WILL BE RELEASED AT START OF COURSE.

3. **RESEARCH PAPER:** This assignment consists of a research paper (typed, double-spaced, 12 to 15 pages in length) on the following topic: **The Spiritual Discipline of Worship.** Please review the further details about this assignment in the document provided by the professor on the first day of class.

THE STUDENT'S GRADE WILL BE COMPUTED AS FOLLOWS

Attendance, Participation, & Meaningful Contributions in Class Discussion.	10%
Book Review	30%
Worship Service Designs	10%
Research Paper	40%
Observation and Evaluation of Worship Services	10%

COURSE POLICIES

ACADEMIC HONESTY POLICY: All CATM School of Ministry students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty.

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SELECTED BIBLIOGRAPHY

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