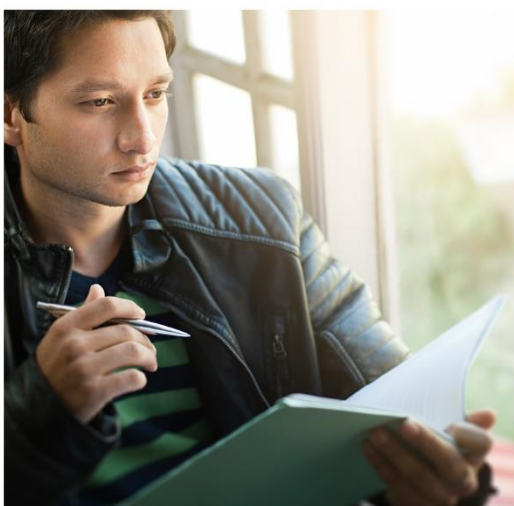
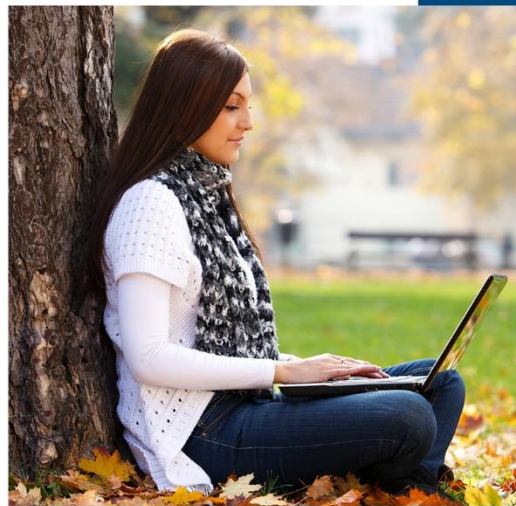
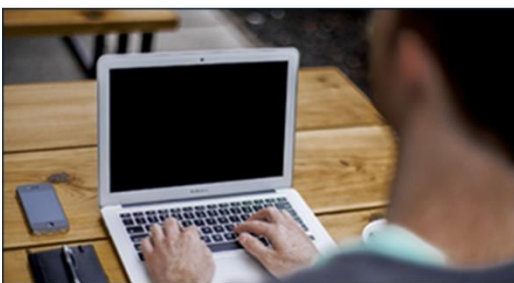
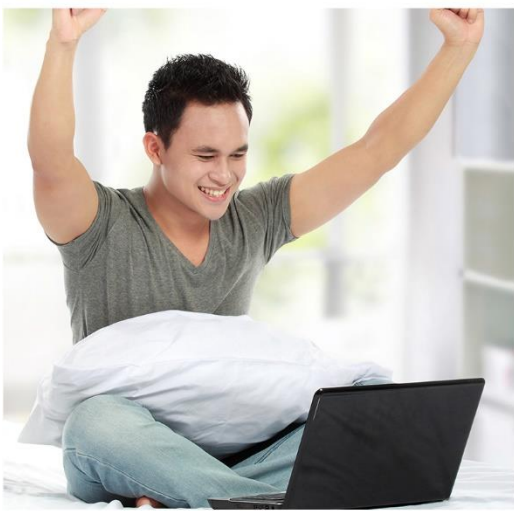




School of
Distance Education
Andrews University

SYLLABUS



**RELP 485 Pastoral Ministry
Spring 2022**

REL P 485 Pastoral Ministry

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

A study of the principles of leadership as applied to pastoral ministry, in particular with regard to the minister as leader of worship, as nurturing pastor, as administrator of the church and as an evangelist. This class summarizes and assesses the practical ministry portfolio developed by the student during the course of study.

Prerequisite

Successful completion of the courses RELP 240: Personal Witnessing; RELP 330: Homiletics and RELP 350: Evangelism

Required Text/Material

1. *The Bible*: (A good Bible for study; not a paraphrase.)

All of these books are provide in the LearningHub Course space:

2. Cassimy, Steve, Abraham Jules and Nikolaus Satelmajer. *A Guide to Effective Pastoral Ministry*. Nampa, ID: Pacific Press Publishing Association, 2009.
3. General Conference Ministerial Association. *Seventh-day Adventist Minister's Handbook*. Silver Spring, MD: Review & Herald Publishing, 2009.
4. General Conference of Seventh-day Adventists. *The Seventh-day Adventist Church Manual*. Hagerstown, MD: Review and Herald, 2015.
5. White, Ellen G. *Pastoral Ministry*. Silver Spring, MD: General Conference Ministerial Association, 1995.

Credit Hour and Commitment

This course is offered for 3 semester credits; For 3 credits students, it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework and exam.

A recommended weekly schedule for 3 credits students to divide your time is provided:

- Readings: 3 hours
- Interactive Discussions: 1 hour
- Quizzes: 1 hour
- Weekly work on written assignment: 3 hours
- Studying for Upcoming Exams: 1 hour

Institutional Outcomes:

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Learning Outcomes

Graduates of this program will be able to:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Explain the personal and relational dynamics of pastoral ministry. (**AUUF0: IS.BAC.5a; PO 3**)
2. Evaluate his/her calling and identity as a pastor. (**AUUF0: FI.BAC.1; PO 1**)
3. Construct a strong biblical and theological platform from which to launch effective principles for meeting the opportunities and challenges associated with pastoral ministry. (**AUUF0: AL.BAC.1; PO 5**)
4. Examine the broad range of competencies required for effective pastoral ministry, and interact with experienced ministers with regard to the practical implementation of pastoral functions. (**AUUF0: IS.BAC.1b; PO 4**)

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via discussion forum, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions & Rubrics

I. PASTORAL MINISTRIES AND CHURCH POLICY NOTEBOOK

Using the *Seventh-day Adventist Minister's Manual* and the *Church Manual* you will provide succinct answers to the questions posed within the assignment space in LearningHub. This will be a double-spaced paper. Gaining a working knowledge of the *Church Manual* is important preparation for church leadership, district ministry and/or for the seminary. These are actual questions from the seminary's pastoral ministries and church policy exam preparation guide.

II. VISITATION REFLECTION PAPER

Contact a local pastor or church elder and make a pastoral visit with him/her. Write a 3-page observation and reflection paper after this visit.

VISITATION REFLECTION GRADING RUBRIC			
CRITERIA	EXCELLENT	ACCEPTABLE	SUBSTANDARD
Retelling of Experiences	Clear explanation of experiences. (30 points)	Somewhat clear explanation of experiences. (20 points)	Vague explanation of experiences. (10 points)
Analysis of Experience	Comprehends deeper meanings. High level of critical thinking expressed. (30 points)	Average comprehension of meanings. Average level of critical thinking expressed. (20 points)	Comprehends surface level meanings. Poor level of critical thinking expressed. (10 points)
Application	Details are included concerning how this information affects the student's personal growth. There is a description that indicates what specific actions will be taken or what changes the student is going to make. (30 points)	Fair amounts of details are included concerning how this information affects the student's personal growth. There is an average description that indicates what specific actions will be taken or what changes the student is going to make. (20 points)	Very limited details are included concerning how this information affects the student's personal growth. There is a poor description that indicates what specific actions will be taken or what changes the student is going to make. (10 points)
Organization	The ideas are arranged logically to support the purpose, flowing smoothly one to another and clearly linked to each other. The reader can follow the line of reasoning. (5 points)	The ideas are arranged in a somewhat logical way, although occasionally they fail to make sense together. The reader is fairly clear about the writer's intentions. (3 points)	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest. (1 point)
Spelling, Grammar and Formatting	No errors in spelling, capitalization or formatting. (5 points)	Some errors in spelling, capitalization or formatting. (3 points)	Numerous and distracting errors in spelling, capitalization and formatting. (1 point)

III. CHURCH BOARD MEETING REPORT

In order to complete this assignment, you will need to plan ahead, as most church boards only meet once a month. You are required to attend at least one church board meeting, and to turn in a copy of the agenda and a 3-page analysis and response based on the following:

- Describe the process of decision-making at the meeting (influences, involvement, etc.)
- Describe the role of the pastor/church leader and the role of the head elder in the meeting.
- Describe your understanding of the roles of the pastor and head elder in a church board meeting

CHURCH BOARD MEETING REPORT GRADING RUBRIC			
CRITERIA	EXCELLENT	ACCEPTABLE	SUBSTANDARD
Retelling of Experiences	Clear explanation of experiences. Description includes the process of decision-making at the meeting (influences, involvement, etc.) and the role of the pastor/church leader and the role of the head elder in the meeting. (30 points)	Somewhat clear explanation of experiences. Average description of the process of decision-making at the meeting (influences, involvement, etc.) and the role of the pastor/church leader and the role of the head elder in the meeting. (20 points)	Vague explanation of experiences. Poor description of the process of decision-making at the meeting (influences, involvement, etc.) and the role of the pastor/church leader and the role of the head elder in the meeting. (10 points)
Analysis of Experience	Comprehends deeper meanings. High level of critical thinking expressed. Analysis includes the student's understanding of the roles of the pastor and head elder in a church board meeting. (30 points)	Average comprehension of meanings. Average level of critical thinking expressed. Analysis somewhat includes the student's understanding of the roles of the pastor and head elder in a church board meeting. (20 points)	Comprehends surface level meanings. Poor level of critical thinking expressed. Poorly describes the student's understanding of the roles of the pastor and head elder in a church board meeting. (10 points)
Application	Details are included concerning how this information affects the student's personal growth. There is a description that indicates what specific actions will be taken or what changes the student is going to make. (30 points)	Fair amount of details are included concerning how this information affects the student's personal growth. There is an average description that indicates what specific actions will be taken or what changes the student is going to make. (20 points)	Very limited details are included concerning how this information affects the student's personal growth. There is a poor description that indicates what specific actions will be taken or what changes the student is going to make. (10 points)
Organization	The ideas are arranged logically to support the purpose, flowing smoothly one to another and clearly linked to each other. The reader can follow the line of reasoning. (5 points)	The ideas are arranged in a somewhat logical way, although occasionally they fail to make sense together. The reader is fairly clear about the writer's intentions. (3 points)	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest. (1 point)
Spelling, Grammar and Formatting	No errors in spelling, capitalization or formatting. (5 points)	Some errors in spelling, capitalization or formatting. (3 points)	Numerous and distracting errors in spelling, capitalization and formatting. (1 point)

IV. CALL TO MINISTRY PAPER

Write a 3-page (double-spaced) summary paper that summarizes your call to ministry.

The paper must include the following five components:

- Clarify the biblical basis for a call to ministry as a career
- When did you experience the call to ministry?
- Where did your call occur?
- Who was present when you were called?
- What circumstances and people have confirmed your call to ministry?

CALL TO MINISTRY PAPER GRADING RUBRIC			
CRITERIA	EXCELLENT	ACCEPTABLE	SUBSTANDARD
Content	Clear explanation of the Biblical basis for a call to ministry as a career (18 points)	Somewhat clear explanation of the Biblical basis for a call to ministry as a career (12 points)	Vague explanation of the Biblical basis for a call to ministry as a career (6 points)
	Clear description of when the call to ministry was received (18 points)	Somewhat clear description of when the call to ministry was received (12 points)	Vague description of when the call to ministry was received (6 points)
	Clear description of where the call to ministry occurred (18 points)	Somewhat clear description of where the call to ministry occurred (12 points)	Vague description of where the call to ministry occurred (6 points)
	Detailed account of who was present when the call to ministry was received (18 points)	Somewhat detailed account of who was present when the call to ministry was received (12 points)	Very limited details about who was present when the call to ministry was received (6 points)
	Detailed description of the circumstances and people who confirmed the student's call to ministry (18 points)	Somewhat detailed description of the circumstances and people who confirmed the student's call to ministry (12 points)	Very limited description of the circumstances and people who confirmed the student's call to ministry (6 points)
Organization	The ideas are arranged logically to support the purpose, flowing smoothly one to another and clearly linked to each other. The reader can follow the line of reasoning. (5 points)	The ideas are arranged in a somewhat logical way, although occasionally they fail to make sense together. The reader is fairly clear about the writer's intentions. (3 points)	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest. (1 point)
Spelling, Grammar and Formatting	No errors in grammar, spelling, capitalization or formatting. (5 points)	Some errors in grammar, spelling, capitalization or formatting. (3 points)	Numerous and distracting errors in grammar, spelling, capitalization and formatting. (1 point)

V. PHILOSOPHY OF MINISTRY PAPER

Write a 5-page (double-spaced) paper on your “Philosophy of Pastoral Ministry” based upon both careful research and personal reflection. The paper must include all of the following components:

- **Theology of Ministry:** based upon content from the Bible, Spirit of Prophecy and other sources (at least five sources). This portion of the paper establishes the foundation for Pastoral Ministry by dealing with Biblical teachings such as ecclesiology, discipleship, soteriology, and spiritual leadership as they specifically relate to the topic of Pastoral Ministry.
- **Ministry Skills and Experience:** A summary of your personal background in church ministry, indicating the skills you have learned and the experiences you have had in ministry.
- **Spiritual Gifts:** An overview of the concept of spiritual gifts and a careful analysis of your own spiritual gifts and the implications for your ministry.
- **Temperament and Personality:** An analysis of your personal temperament and personality and the significance of these factors for your leadership and ministry.
- **Growth Needs and Ministry Goals:** This part of the paper looks to the future and describes areas of growth needed to enhance your pastoral ministry skills and abilities. Your long-term leadership goals should also be clearly stated with indications of how those goals will be met and measured. Be sure to include footnotes as well as a bibliography based upon your research.

CALL TO MINISTRY PAPER GRADING RUBRIC			
CRITERIA	EXCELLENT	ACCEPTABLE	SUBSTANDARD
Content	Well-developed theology of pastoral ministry. 5 or more sources cited. (18 points)	Fairly developed theology of pastoral ministry. 3-4 sources cited (12 points)	Poorly developed theology of pastoral ministry. 2 or less sources cited (6 points)
	Clear summary of ministry skills and experiences (18 points)	Somewhat clear summary of ministry skills and experiences (12 points)	Vague summary of ministry skills and experiences (6 points)
	Clear analysis of the concept of spiritual gifts and its implication for ministry (18 points)	Somewhat clear analysis of the concept of spiritual gifts and its implication for ministry (12 points)	Vague analysis of the concept of spiritual gifts and its implication for ministry (6 points)
	Detailed analysis of temperament and personality style and the significance of these factors for leadership and ministry (18 points)	Somewhat detailed analysis of temperament and personality style and the significance of these factors for leadership and ministry (12 points)	Very limited analysis of temperament and personality style and the significance of these factors for leadership and ministry (6 points)
	Detailed description of growth needs and ministry goals (18 points)	Somewhat detailed description of growth needs and ministry goals (12 points)	Very limited description of growth needs and ministry goals (6 points)
Organization	The ideas are arranged logically to support the purpose, flowing smoothly one to another and clearly linked to each other. The reader can follow the line of reasoning. (5 points)	The ideas are arranged in a somewhat logical way, although occasionally they fail to make sense together. The reader is fairly clear about the writer's intentions. (3 points)	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest. (1 point)
Spelling, Grammar and Formatting	No errors in grammar, spelling, capitalization or formatting (5 points)	Some errors in grammar, spelling, capitalization or formatting (3 points)	Numerous and distracting errors in grammar, spelling, capitalization and formatting (1 point)

VI. PASTORAL MINISTRY E-PORTFOLIO

During this semester you will develop your pastoral ministry e-portfolio. The process of preparing your e-portfolio is most important. This includes analyzing, reflecting, refining, focusing, gathering and presenting selected ministry materials. The e-portfolio is intended to represent you (who you are) to a potential employer. You can use any of the following website creation tools to create the e-portfolio:

- <http://www.wix.com/>
- <http://wordpress.org/>
- <http://weebly.com>

E-Portfolio assessment has become more commonplace in schools because it allows students to assess and plan their professional and personal development over a period of time, sometimes across several years. An e-portfolio is not a haphazard collection of artifacts (i.e., a digital scrapbook or multimedia presentation) but rather a reflective tool that demonstrates growth over time. A portfolio is intentional in two ways:

- The intentional selection of materials for inclusion
- The intentional reflection upon the materials you have chosen

Your e-portfolio must include samples and examples of your experience in each of the following seven areas, identified by the Ministerial Association of the North American Division as core qualities of an effective pastor:

1. Management
2. Scholarship
3. Relationship
4. Worship
5. Evangelism
6. Character
7. Leadership

Your e-portfolio should express your individuality and your sense of calling into ministry. Therefore, your portfolio could also include other items such as:

- Examples of other ministry contributions and videos of significant ministry experiences
- A spiritual growth reflection paper describing your current spiritual journey

Rubric:

Your e-portfolio will be assessed using the e-portfolio rubric. The e-portfolio should include a clear, personal pastoral ministry focus statement, your call to ministry paper, your philosophy of ministry paper and links for the seven major categories listed above. Please upload a shareable link to LearningHub that your professor will use to access and grade the e-portfolio.

PASTORAL MINISTRY E-PORTFOLIO GRADING RUBRIC

CRITERIA	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
Selection of Artifacts	All artifacts are clearly and directly related to the purpose of the portfolio. A wide variety of artifacts is included. (20 points)	Most artifacts are related to the purpose of the portfolio. (15 points)	Some of the artifacts are related to the purpose of the portfolio. (10 points)	The artifacts do not relate to the purpose of the portfolio. (5 points)
Descriptive Text	All artifacts are accompanied by a caption that clearly explains the importance of the item. (20 points)	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item. (15 points)	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item. (10 points)	None of the artifacts is accompanied by a caption that clearly explains the importance of the item. (5 points)
Content and Application	Details are included concerning how the information included in the portfolio affects the student's personal growth in all seven areas of the core qualities of an effective pastor. There is a clear description of the student's philosophy of ministry. (40 points)	Fair amount of details is included concerning how the information included in the portfolio affects the student's personal growth in all seven areas of the core qualities of an effective pastor. There is an average description of the student's philosophy of ministry. (30 points)	Very limited details are included concerning how the information included in the portfolio affects the student's personal growth in all seven areas of the core qualities of an effective pastor. There is a poor description of the student's philosophy of ministry. (20 points)	No details are included concerning how the information included in the portfolio affects the student's personal growth in all seven areas of the core qualities of an effective pastor. There is a poor description of the student's personal philosophy of ministry. (10 points)
Organization, Layout and Navigation	The navigation links are intuitive. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the navigation menu, and all external links connect to the appropriate website or file. (10 points)	The navigation links generally function well, but it is not always clear how to locate an artifact or move to related pages or a different section. Most of the pages connect to the navigation menu. Most of the external links connect to the appropriate website or file. (7.5 points)	The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the navigation menu. Some of the external links connect to the appropriate website or file. (5 points)	The navigation links are confusing, and it is difficult to locate an artifact or move to related pages or a different section. There are significant problems with pages connecting to the navigation menu. Many of the external links do not connect to the appropriate website or file. (2.5 points)
Writing Conventions	There are no errors in grammar, capitalization, punctuation, and spelling requiring major editing. (5 points)	There are few errors in grammar, capitalization, punctuation, and spelling requiring major editing. (3.75 points)	There are four or more errors in grammar, capitalization, punctuation, and spelling requiring major editing. (2.5 points)	There are more than six errors in grammar, capitalization, punctuation, and spelling requiring major editing. (1.25 points)
Citations	All images, media or text created by others are cited accurately according to Turabian guidelines. (5 points)	Most images, media or text created by others are cited accurately according to Turabian guidelines. (3.75 points)	Some of the images, media or text created by others are cited accurately according to Turabian guidelines. (2.5 points)	No images, media or text created by others are cited accurately according to Turabian guidelines. (1.25 points)

VII. PASTORAL MINISTRY READING 4MAT BOOK REVIEW

After having read *Pastoral Ministry*, write a book review consisting of 4 parts: a 500 word abstract summarizing the book; a 250 word response section relating the book to personal experience; a 250 word reflection section that critically reviews the books, and a 500 word action plan outlining how the student will alter his/her approach to pastoral ministry based on what he/she has read and learned. The paper should include an introduction and conclusion and appropriate subheadings.

4-MAT BOOK REVIEW GRADING RUBRIC

CRITERIA	EXCELLENT	ACCEPTABLE	SUBSTANDARD
Summary (500 words)	The student provides a comprehensive, concise summary of the major points of the book. (30 points)	The student provides a fairly comprehensive, concise summary of most of the major points of the book. (20 points)	The student provides an incomprehensive, lengthy summary of only some of the major points of the book. (10 points)
Concrete Responses (250 words)	Student responds with a personal life experience related to the content of the text, writing in 1 st person. (15 points)	Student responds with a personal life experience somewhat related to the content of the text, writing mostly in 1 st person. (10 points)	Student responds with a personal life experience unrelated to the content of the text, writing sparingly in 1 st person. (5 points)
Reflection: (250 words)	Thought-provoking questions are posed regarding the content of the text. Positives and negatives of the book are discussed. (15 points)	A fair amount of thought-provoking questions are posed regarding the content of the text. Positives and negatives of the book are somewhat discussed. (10 points)	Weakly constructed thought-provoking questions are posed regarding the content of the text. Positives and negatives of the book are poorly discussed. (5 points)
Application (500 words)	Details are included concerning how this information affects the student's personal growth. There is a description that indicates what specific actions will be taken or what changes the student is going to make. (30 points)	Fair amounts of details are included concerning how this information affects the student's personal growth. There is an average description that indicates what specific actions will be taken or what changes the student is going to make. (20 points)	Very limited details are included concerning how this information affects the student's personal growth. There is a poor description that indicates what specific actions will be taken or what changes the student is going to make. (10 points)
Citation	The cited work is presented in the correct format with no errors. (5 points)	The cited work is presented in the correct format with few inconsistencies. (3 points)	The cited work is presented in the incorrect format with numerous inconsistencies. (1 point)
Grammar/ Structure	Writing is clear with appropriate grammar, spelling, and punctuation. Headings are appropriately labelled. (5 points)	Writing is somewhat clear with few inappropriate grammar, spelling, and punctuation. Few headings are inappropriately labelled. (3 points)	Writing is not clear with numerous inappropriate grammar, spelling, and punctuation. Most headings are inappropriately labelled. (1 point)

VIII. QUIZZES

There will be a total of seven online quizzes throughout the semester (refer to course itinerary below). Quizzes are worth 14% of your final grade and will cover the class material and assigned reading proceeding from the previous quiz. There are no make-up quizzes.

IX. Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post (at least 500 words) and, at least, two replies to classmates (at least 250 words each). Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Online Discussion Forum Rubric					
Points Per Category	Always: 5 Points	Usually: 4 points	Sometimes: 3 point	Seldom or never 1-2 points	Total
Focus	The entire entry is focused on the specific discussion topic.	Most of the entry is focused on one topic.	Some of the entry is focused on one topic.	The entry is not focused on the course content	
Support	Every idea is supported with detail from the course content	Most ideas are supported with detail from the course content	Few ideas are supported with detail from the course content	None of the ideas are supported.	
Organization and mechanics	Entry is organized in a cohesive, meaningful manner. No spelling or grammatical errors	Most of the entry is organized in a cohesive, meaningful manner. Only one spelling or grammar error.	Some of the entry is organized in a meaningful manner. At least 2 spelling or grammatical errors.	The entry is not organized. Multiple spelling or grammatical errors	
Creativity	Entry is well thought out. Analytical and insightful.	Entry is well thought out. Analytical and insightful.	Some of the entry is well thought out. Marginally analytical and insightful.	Entry is not well thought out. Analytical and insightful.	
Total Points (out of possible 20)					

Exams

The final exam is worth 15% of your grade. This will take the form of an oral examination and the completion of case studies. Questions will be drawn from the pastoral ministries and church policy questions. Students need to use the Scheduler (in LearningHub) to schedule a time for the oral part of the exam.

For the written portion of the exam students will need to arrange for the exam to be proctored. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Academy students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Reading Material:

RM *Resilient Ministry* (chapters 5, 6, 10)
 GTEPM *Guide to Effective Pastoral Ministry*
 MH *Minister's Handbook*
 PM *Pastoral Ministry*
 WAGP *Wanted: A Good Pastor* (chapters 2, 8)
 CM *Church Manual*

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
Unit 1 - NAD Core Quality #1: Character				
1 Jan 10 – 13	The Call to Ministry	MH, chapter 1 PM, chapters 3, 4,13	Call to Ministry Paper Discussion Board #1 Due Thurs, Jan 20, 11:59 pm	SLO 1, 2, 3
	The Pastor as a Person	GTEPM, chapter 1 PM, chapters 10, 11, 12 5-Minute Personality Test		
2 Jan 14 – 20	The Pastor According to Ellen White	PM, chapters 1, 6,15, 52 Spiritual Gifts Inventory Temperament Test	Quiz 1	SLO 2
	Creating a Culture of Evangelism	PM, chapters 19, 20, 21, 35		SLO 4
Unit 2 - NAD Core Quality #2: Evangelism				
3 Jan 21 – 27	The Pastor as Evangelist	GTEPM, chapter 7 PM, chapters 22, 23, 24, 25 Getting Decision and Discipleship PowerPoint	Discussion Board #2	SLO 1, 3, 4
	The Pastor as a Community Leader	GTEPM, chapters 9, 10 PM, chapters 16, 18		
Unit 3 - NAD Core Quality #3: Leadership				
4 Jan 28 – Feb 3	The Pastor: Shepherd and Servant-Leader	GTEPM, chapter 16 PM, chapter 8	Quiz 2	SLO 4
	The Pastor as an Administrator	GTEPM, chapters 3 & 8 PM, chapters 7, 26, 44 CM, chapter 10		
5 Feb 4 – 10	Pastoring with Cultural Intelligence	GTEPM, chapter 13 RM, chapter 10 CQ Assessment Activity	Discussion Board #3	SLO #1, 3, 4
	The Pastor and Ethics	GTEPM, chapter 14 PM, chapter 9 MH, chapter 9		

Week	Lessons	Readings	Assignments	Outcomes Met
Unit 4 - NAD Core Quality #4: Worship				
6 Feb 11 – 17	The Pastor as Worship Leader	GTEPM, chapter 6 PM, chapters 31, 32	Quiz 3	SLO 3, 4
	The Pastor as Preacher	WAGP, chapter 2 PM, chapters 33		
7 Feb 18 – 24	MIDTERM ASSESSMENT: Pastoral Ministries and Church Policy Notebook			SLO 3, 4
8 Feb 25 – Mar 3	Special Services of the Church Part I – Baptism, Communion, Wedding and Child Dedication	MH, chapters 30, 31, 32, 33 PM, chapters 27, 28, 29, 34	Church Board Meeting Report	SLO 3, 4
	Special Services of the Church Part II – Anointing, Funeral, Church Dedication and House Blessing	MH, chapters 34, 35, 36 & 37 PM, chapter 30	Discussion Board #4	
Unit 5 - NAD Core Quality #5: Management				
9 Mar 4 – 10	The Pastor and Financial Stewardship	GTEPM, chapters 15 & 17 PM, chapters 41, 42, 46	Quiz 4	SLO 4
	The Pastor and Time Management	MH, chapter 4 PM, chapter 14		
10 Mar 11 – 17	Pastoral Leadership in Multichurch Districts	GTEPM, chapter 18 PM, chapter 47	Philosophy of Ministry Paper	SLO 2, 3, 4
	The Pastor as Counselor	MH, chapter 24 PM, chapter 37	Discussion Board #5	
Spring Break – March 18 - 24				
11 Mar 25 – 31	Pastoral Care: Visitations	WAGP, chapter 8 PM, chapters 38, 39, 40	Quiz 5	SLO 4
	Pastoral Care: Death & Family Crises	MH, chapter 23		
12 Apr 1 – 7	Conflict Resolution and Problem Solving	MH, chapter 28 PM, chapters 36, 48 Conflict Resolution Handout	Discussion Board #6	SLO 1, 3, 4
	The Pastor and Little Things	GTEPM, chapter 11 PM, chapters 43, 51		
Unit 6 - NAD Core Quality #6: Scholarship				
13 Apr 8 – 14	The Pastor and Current Theological Trends	GTEPM, chapter 2 MH, chapter 10	Quiz 6 Pastoral Ministry E-Portfolio	SLO 3
	The Pastor as Lifelong Learner	PM, chapter 5		
Unit 7 - NAD Core Quality #7: Relationships				
14 Apr 15 – 21	The Pastor and the Denomination	GTEPM, chapter 5 PM, chapters 2, 45	Visitation Reflection Paper	SLO 1, 4
	The Pastor and the Local Church	GTEPM, chapter 4 PM, chapters 17, 49, 50	Discussion Board #7	
15 Apr 22 – 28	Pastoral Interns and Mentors	GTEPM, chapter 12	Quiz 7 Pastoral Ministry 4MAT Book Review	SLO 1, 4
	Pastoral Avoidance and Burn-out	RM, chapters 5, 6		
16 Apr 29 – May 5	FINAL ASSESSMENT: Oral Exam & Case Studies PROCTORED Written Responses (must be completed by Wednesday, May 4, 11:59 pm)			SLO 1, 3, 4

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
50	Assignments
	Call to Ministry Paper - 5%
	Philosophy of Ministry Paper - 10%
	Visitation Reflection Paper - 5%
	Church Board Meeting Report - 5 %
	Pastoral Ministry E-Portfolio - 15%
	<i>Pastoral Ministry 4MAT Book Review - 10%</i>
6	Discussions
14	Quizzes
15	Midterm Assessment: Notebook (PM & CP)
15	Final Exam (Oral – 40% & Case Studies – 60%)
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
 2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
 3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
 4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
 5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
 6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
 7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
 8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.
- [Source: University of Maryland, Communications Department]***

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.