Course: MS459-O Ministry Studies Senior Seminar

Credit: 3 Semester Hours

Semester: Spring 2024 (Cycles 4-5)

Day/Time: TBD; meeting in a cohort at least seven times over 16 weeks.

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I. Description

An integration of the theoretical and practical skills gained in the program in order to prepare the Ministry Studies student for securing a ministry position upon graduation. The course will synthesize the student's knowledge, character and ministry skills through a life development process, cohort discussions, an oral examination, the preparation of documents used in the normal pastoral search process, and the development of a written philosophy and strategy of ministry unique to the kind of ministry sought upon graduation.

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

II. Objectives

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

1. Demonstrate preparedness for local church pastoral ministry. (PLO*1-5) (A**1-8)

2. Begin the ministry search process and assess preparedness for ministry. (PLO 1-5) (A 1-8)

3. Develop a written philosophy and strategy of ministry. (PLO 1-5) (A 2,6)

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

1. Defend a personal doctrinal statement and position statements on significant pastoral ministry issues. (PLO 1,3,5) (A 3,4,8)

2. Study the current context of a pastoral ministry position and develop/refine a

personal philosophy of ministry and ministry strategy for the same. (PLO 2,5) (A 2,6)

3. Apply for a pastoral ministry position that corresponds to God's unique calling and gifting. (PLO 2-5) (A 2,7)

4. Synthesize understanding with ministry skills and Christian character. (PLO 5,6) (A 1-8)

III. Assignments (All Assignments Posted Individually in Canvas)

A. Cohort Meetings (Assignment 1)

1. Senior Seminar Cohorts will consist of the course instructor and all students enrolled in the Ministry Studies MS459 Senior Seminar in a given semester.

2. Cohorts will meet at least seven (7) times according to the schedule listed below under Assignment B *Life*^{n}. The course instructor may allow students to record video reports at his/her discretion.

3. Cohorts will share and discuss work done in Assignment B *Life*^{n}.

4. Cohort meeting #1 (week 1): Look over *Life*^{n}: *Life Stewardship in Community* (Reed), discuss the schedule (set specific dates and times of future cohort meetings) and clarify the process.

B. *Life*^{n}: Students will work through *Life*^{n}: *Life Stewardship in Community* (Reed) in seven steps (Assignment 2):

1. My Story: What is my past and where am I going?

a) Read and work through "Introduction" and "Step 1" of *Life*^{n}: *My Story—What is my past and where am I going?*

b) Write or Identify a Personal Doctrinal Statement (Assignment 3): The student will write or identify a doctrinal statement that reflects his/her personal doctrinal beliefs. The student may write an original doctrinal statement or adopt the statement used by another ministry (Calvary University, local church, etc.). If the latter, the student may be asked to expand and elaborate. The student will be required to defend the statement via an oral exam (See Part 3, Assignment 8 below).

c) Cohort meeting #2 (~week 3): My Story Presentations (Step 1) and Doctrinal Statements.

1) Cohort students who are able will present "live" in person or via Teams.

2) Students who are unable to join the cohort "live" will upload video recordings of My Story Presentations (30 mins. maximum; share screen of spreadsheets).

2. My Purpose: Why do I exist?

a) Read and work through "Step 2" of *Life*^{n}: *My Purpose—Why do I exist?*

b) Write or Identify Personal Position Statements (~1 pages each; Assignment 4a): Students will write original statements or identify via appropriate referencing of sources, position statements to include the following:

   1) How to Study the Bible

   2) How to Reach Unbelievers in Our Time and Culture

   3) How to Explain the Gospel

   4) How to Make Disciples

   5) How to Defend the Faith

c) <u>Cohort meeting #3</u> (~week 6): Discuss Step 2 and Position Statements.

3. My Abilities: What are my unique contributions?

   a) Read and work through "Step 3" of *Life^n*: *My Abilities—What are my unique contributions?*

   b) Work through *Life and Ministry Assessment* (Assignment 5)

   c) <u>Cohort Meeting #4</u> (~Week 8): Discuss Step 3 and *Life and Ministry Assessment*.

4. My Legacy: What am I intentionally passing on?

   a) Read and work through "Step 4" of *Life^n*: *My Legacy—What am I intentionally passing on?*

   b) Write or Identify Personal Position Statements (~2 pages each; Assignment 4b): Students will write original statements or identify via appropriate referencing of sources, position statements to include the following:

      1) The Importance of Biblical Marriage, including a personal application statement.

      2) The Importance of Biblical Families, including a personal application statement.

      3) The Importance of the Local Church, including a personal application statement.

   c) <u>Cohort Meeting #5</u> (~Week 10): Discuss Step 4 and Position Statements.

5. My Strategy: How do I make my legacy a reality?

   a) Read and work through "Step 5" of *Life^n*: *My Strategy—How do I make my legacy a reality?*

   b) Write a Strategy of Ministry Paper (~4 pages; Assignment 6). Develop a strategy of ministry for the kind of ministry position being sought, by addressing the following questions:

      1) Why do you want to pursue this kind of ministry position (~1 page)?

      2) What are the present challenges to this kind of ministry (~1 page)?

      3) How will you go about gaining this kind of ministry (~1 page)?

      4) How will you do this kind of ministry after you've obtained the position

(~1 page)?

    c) Develop search documents (Assignment 7):

        1) Make (and keep) an appointment with the Clark Academic Center (in person or online) to receive coaching and resources.

        2) Develop a cover letter template.

        3) Develop a resume.

    d) <u>Cohort Meeting #6</u> (~Week 12): Discuss Step 5, Strategy of Ministry Paper, search documents progress and schedule oral exams (See B.1.b., and C, Assignment 8).

6. My Habits: How can I pursue lifelong learning?

    a) Read and work through "Step 6" of *Life^n*: *My Habits—How can I pursue lifelong learning?*

    b) <u>Cohort Meeting #7</u> (~Week 14): Discuss Step 6, search documents (complete by end of Week 16) and oral exams (See B.1.b., and C, Assignment 8).

C. Oral Exam (Assignment 8). Students will meet with a 3-person panel including the course instructor, another CU faculty member and a person of the student's choosing, to defend doctrinal and position statements.

IV. Grading

Assignment 1	Cohort Participation (7)	84 points (12 each)
Assignment 2	*Life^n* Parts 1-6	420 points (70 each)
Assignment 3	Personal Doctrinal Statement	86 points
Assignment 4	Personal Position Statements (8)	160 points (20 each)
Assignment 5	*Life and Ministry Assessment*	50 points
Assignment 6	Strategy of Ministry Paper	40 points
Assignment 7	Search Documents (3 parts)	60 points (20 each part)
Assignment 8	Oral Exam	100 points
	Total	**1000 points**

V. Materials

A. Required Textbooks

1. The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence

(meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

2. *Life^n: Life Stewardship in Community* Resource © Jeff Reed 2003; $35; https://store.bild.org/life-n-life-stewardship-in-community-1/

VI. NOTES

A. * PLO = Program Learning Objectives (see Calvary University Catalog, p.142)

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

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

D. Late assignments could result in grade penalties unless the professor is made aware of a ministry commitment or an emergency beyond the student's control.

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

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

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

H. Grading criteria for all written assignments: All class papers must follow the Turabian style according to A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition and the Calvary Style Guide, 2019 update.

I. About Plagiarism: Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.