

PS5103 Foundations in Pastoral Theology

3 credits. Prerequisites: None, though helpful to have TS5201 Theological Foundations or equivalent.

 Directed Study



September 14 to December 18, 2026
Fall Semester

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Please note: This course requires approximately 2 hours of pre-course work. The course also includes six in-person / livestream meetings with the instructor and fellow students.

“The realization of the call of God may come as with a sudden thunderclap or by a gradual dawning but in whatever way it comes, it comes with the undercurrent of the supernatural, almost the uncanny.” Oswald Chambers, *So Send I You*, 17

Course Goals

Course Description

This directed study course provides individuals a biblical and theological foundation for serving effectively in pastoral ministry. The course will look at the full scope of ministry, from call to completion, as well as the inner to the outward dynamic of this process. Topics such as the kingdom of God, the church, spiritual formation, self-awareness, relationships, servant leadership, missional engagement, the role of the Spirit, continuing education, longevity, and transitions will be addressed. Course outcomes will be realized through readings, assignments, reflections, discussions, and case studies.

Relationship to Horizon’s Mission

Horizon’s mission is that of advancing God’s kingdom by preparing competent Christian leaders for Spirit-empowered life and ministry. This course will help students in understanding and preparing for ministry.

Course Competencies and Learning Outcomes

To demonstrate competency in *biblical and theological literacy*, students will

1. Identify and reflect on biblical and theological foundations of their own ministry to date.
 - *Assessment:* Getting Acquainted Reflection
2. Identify and interact with theological foundations for pastoral ministry.
 - *Assessment:* Memorization, Meditation, and Ministry; Pastoral Ministry/Leadership Interviews; Reading and Reflection Assignments (a total of 8)

To demonstrate competency in *spiritual maturity*, students will

3. Reflect meditatively on primary New Testament passages on pastoral/ministry leadership.
 - *Assessment*: Memorization, Meditation, and Ministry

To demonstrate competency in *leadership*, students will

4. Define theological foundations and commitments for pastoral ministry.
 - *Assessment*: Ministry Manifesto

Course Work

Required Readings

Of the books below, two deal directly with the theology of pastoral ministry. The first is *Pastor* by William Willimon. The strength of *Pastor* is not only its biblical and theological engagement, but also its historical perspectives, coupled with a call for consequential leadership. For this course, students will read much of Willimon's book. The second is *Pastoral Theology* by Daniel Akin and Scott Pace. The strength of this book is its extensive interaction with biblical revelation. Of *Pastoral Theology*, two chapters will be read, largely to introduce students to this resource. Though readings will not include the entirety of both books, it will be valuable to be acquainted with each, be it for future reference.

There are also two case study books, both written by Kenneth Swetland. Though somewhat dated, most of the case studies are as relevant today as when first written. Though there isn't always full alignment between the case study and the topic, the reading of the case studies is meant to complement the theological reading. And at times it will be more than complement as they may jar. They invite us to think in terms of theology being worked out in the messy realities of life. In a sense the case studies bring us into settings not all that dissimilar to 1 Corinthians.

Reading will also come from the additional books, *The Imperfect Pastor* by Zach Eswine; *The Art of Pastoring* by David Hansen; *Ethics for Christian Ministry* by Joe Trull and Robert Creech; *The Pastor's Bookshelf* by Austin Carty; and a biography or autobiography of a noted pastor (see assignment further below).

The full reading list is provided below:

Akin, Daniel and Scott Pace. *Pastoral Theology: Theological Foundations for Who a Pastor is and What He Does*. Nashville: B&H Academic, 2017. (ISBN: 9781433685781)

- [DTL](#)
- Two chapters from this book.

Carty, Austin. *The Pastor's Bookshelf. Why Reading Matters for Ministry*. Foreword by Thomas Long. Grand Rapids: Eerdmans, 2022. (ISBN: 9780802879103)

- [DTL](#)
- The entire book.

Eswine, Zach. *The Imperfect Pastor: Discovering Joy in Our Limitations through a Daily Apprenticeship with Jesus*. Wheaton: Crossway, 2015. (ISBN: 9781433549335)

- [DTL](#)
- About ½ of the book will be required reading though students are encouraged to eventually read the whole book.

Hansen, David. *The Art of Pastoring: Ministry Without All the Answers*. Revised edition. Downers Grove: InterVarsity, 2012. (ISBN: 9780830841042)

- [DTL](#)
- About ½ of the book will be required reading though students are strongly encouraged to eventually read the entire book.

Swetland, Kenneth L. *Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations*. Grand Rapids: Kregel, 2005. (ISBN: 9780825436963)

- [DTL](#)
- Three chapters from this book.

_____. *The Hidden World of the Pastor: Case Studies on Personal Issues of Real Pastors*. Eugene: Wipf and Stock, 1995. (ISBN: 9781556351785)

- [DTL](#)
- Two chapters from this book.

Trull, Joe E. and R. Robert Creech. *Ethics for Christian Ministry*. Grand Rapids: Baker, 2017. (ISBN: 9780801098314)

- [DTL](#)
- Four chapters from this book.

Willimon, William H. *Pastor: The Theology and Practice of Ordained Ministry*. Revised edition. Nashville: Abingdon Press, 2016. (ISBN: 9781501804908)

- [DTL](#)
- Students will read much of this book.

**While students have the benefit of accessing all of the textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

1. *Getting Acquainted Reflection (5%)*

Respond to the following ministry-related questions. The purpose of this assignment is largely to get acquainted with you, but also to get a sense of your theological thoughts related to ministry. Please simply use the subtitles with your responses. There is no need to reproduce the questions on your assignment.

- **Ministry.** What ministries have you been involved in? Equally, what are you presently engaged in doing?

- **Calling.** Would you say that you have a sense of calling to ministry? If so, how would you describe it? Or would you say calling is somewhat undefined?
- **Spiritual Gifting.** When you consider spiritual gifting, are there one or two that are more prominent in your life? If so, what are they?
- **Joy.** What in ministry gives you great joy? At the same time, is there anything about ministry that erodes your joy?
- **Spiritual Formation.** What do you do to tend to your heart? Do you have spiritual disciplines that are core to who you are? If so, what are they?
- **Ministry Models.** Identify one or two ministry role models who have influenced you. In what way did they impact you?
- **Kingdom of God.** When you think of ministry, to what extent do you consider the kingdom of God? How do you define the relationship between the church and the kingdom?
- **Foundations.** When you think of “foundations of pastoral theology,” what comes to your mind? Identify 2 or 3 thoughts on what foundations of pastoral theology suggests to you.
- **Questions and/or Aspirations.** Coming into this course, what is it you most hope to gain or learn? Do you have specific questions or aspirations that you would like to articulate?

Again, the purpose of this assignment is to get acquainted with you. Your reflections may also shape interactions we will have throughout the course.

- Related learning outcome: # 1.
- **Assignment length:** 2-4 pages double-spaced
- **Due date:** September 13
- **Cohort Week,** September 14-18: A date and time will be determined collaboratively with the cohort. Discussion will be primarily around the syllabus, as well as the Getting Acquainted Reflection.

2. *Memorization, Meditation, and Ministry. 1 Peter 5:1-11 (5%)*

Memorize 1 Peter 5:1-11 from a translation of choice. Once memorized, spend a meditative/prayerful hour reading passages about ministry leadership doing so through the lens of 1 Peter 5:1-11. Key texts include Acts 6:1-7; Romans 12:1-8; Ephesians 4:11-13; 1 Timothy 3:1-7; and Titus 1:5-9. The experience is to journal thoughts, insights, and implications for ministry. The written assignment is to articulate primary theological insights from the overall experience. What came from the memorization process? What came from the intra-Bible readings as seen through the lens of 1 Peter 5:1-11?

- Related learning outcomes: # 2, #3.
- **Assignment length:** 2-3 pages double-spaced
- **Due date:** October 18

3. *Pastoral/Ministry Leadership Interviews (10%)*

Interview three different pastors, using the following or similar questions. If you need help in finding pastors to interview, the professor will assist. The pastors could be lead, associate, youth, children, worship, etc. If you are more interested in parachurch ministries, feel free to interview leaders who are currently in such ministries. In addition to the questions below, be attentive to questions that your reading will prompt. Also be alert to ideas and thoughts that may eventually be included in your Ministry Manifesto (Assignment #5 further below).

- How would you describe your call to ministry? Was there a biblical verse or passage that was instrumental in your calling?
- What gives you great joy in ministry? Equally, what robs you of joy?
- What are some of the most significant challenges for ministers/pastors today?
- What biblical or theological truths most encourage and undergird you in ministry?
- What do you do for spiritual disciplines or practices that contribute to your formation?
- What do you most want to do or accomplish in ministry over the next 2 to 3 years? What are you passionate about?
- What advice do you have for someone new or established in ministry?

Once all three interviews are done, prepare a 2–4-page reflective response on what you most learned from the interviews, with particular attention to the biblical and theological factors. No need to reflect responses to each question. Rather, focus on what you found most helpful. This is meant to be a reflective response where the insights gained from all three interviews are integrated into one.

With the reflection include the names of the leaders interviewed, and their places of ministry.

- Related learning outcome: # 2.
- **Assignment length:** 2-4 pages, double-spaced
- **Due date:** November 29

4. *Reading Assignments and Reflections (60%)*

There are 8 reading assignments, moving from *Who a Pastor Is* to *What a Pastor Does*.

Who a Pastor Is:

A Learner through the Reading of Biographies, Autobiographies, or Memoirs of Others:

Reading Assignment and Reflection #1

This first reading assignment will provide a window into “who a pastor is” and “what a pastor does.” Reading about the lives of significant leaders represents a treasure trove of insight and wisdom. From the list of books below (or a book choice of your own), choose a biography, autobiography or memoir you will read of a pastor or ministry leader. The intent is for you to have the better part of the semester to read your selected book. The requirement for the course is to read at least 125 pages, with the hope that the story is such that you will want to complete the book in its entirety, either now or after the semester. The written assignment is to prepare a 2–4-page paper on the theological underpinnings to the person’s life and ministry. Responses could be as varied as the people you will read about. Theological emphases could include any of the following and indeed more: call; spiritual giftedness; prayer; revelatory experiences; sovereignty of God; suffering; leadership; sin; waywardness; biblical revelation; the Spirit; missions; evangelism; Satan; the kingdom of God; eschatology; promise; etc. As with all assignments, be mindful of influences and ideas that might be adopted for your Ministry Manifesto (see Assignment #5 further below).

- Related learning outcome: # 2.
- **Assignment length:** 2-4 pages double-spaced
- **Due date:** November 22

Some potential book titles are:

Aitken, Jonathan. *John Newton: From Disgrace to Amazing Grace*, with a Foreword by Philip Yancey. Wheaton: Crossway Books, 2007.

- Augustine. *The Confessions*. New York: New City Press, 1997.
- Carson, D.A. *Memoirs of an Ordinary Pastor*. Wheaton: Crossway, 2008.
- Collier, Winn. *A Burning in My Bones: The Authorized Biography of Eugene H. Peterson, Translator of the Message*. Colorado Springs: Waterbrook; 2021.
- Dallimore, Arnold A. *George Whitefield: God's Anointed Servant in the Great Revival of the Eighteenth Century*. Wheaton: Crossway, 1990.
- _____. *Spurgeon: A Biography*. The Banner of Truth Trust: Edinburgh, 1985.
- Grabner, Sigrid. *In the Eye of the Storm: A Biography of Gregory the Great*. San Francisco: Ignatius Press, 2021.
- Kelly, J.N. D. *Golden Mouth: The Story of John Chrysostom- Ascetic, Preacher, Bishop*. Ithaca: Cornell University Press, 1995.
- Marsden, George M. *Jonathan Edwards: A Life*. New Haven: Yale University Press, 2004.
- Metaxas, Eric. *Bonhoeffer: Pastor, Martyr, Prophet, Spy*. Nashville: Thomas Nelson, 2010.
- _____. *Martin Luther*. New York: Viking, 2017.
- Miller, Calvin. *Life is Mostly Edges: A Memoir*. Nashville: Thomson Nelson, 2010.
- Moore, S. David. *Pastor Jack: The Authorized Biography of Jack Hayford*. Colorado Springs: David D. Cook, 2020.
- Oates, Stephen B., *Let the Trumpet Sound. A Life of Martin Luther King, Jr.* New York: Harper & Row, 1982.
- Peterson, Eugene. *The Pastor: A Memoir*. New York: HarperOne, 2012.
- Spink, Kathryn. *Mother Teresa: An Authorized Biography*. Revised and updated. New York: HarperCollins, 2011.
- Willimon, William. *The Accidental Preacher: A Memoir*. Grand Rapids: Eerdmans, 2019.

Total reading: 125+ pages

Called of God: Reading and Reflection Assignment #2

Reading Assignment

- *Pastoral Theology* by D. Akin and S. Pace
 - Ch. 2. Theological: The Pastor and God's Character, pp. 18-49
- *Pastor* by W. Willimon
 - Introduction, pp. 11-26

- Ch. 1. Ordination: Why Pastors?, pp. 27-54
- Ch. 2. Ministry for the Twenty-First Century: Images of the Pastor, pp. 55-74
- Total reading: 94 pages

Reflection Assignment

- General for All Readings: Identify and interact with the **key biblical and theological realities or foundations**, particularly those that were most impactful to you. The first step is to identify theological principles; the second step is to interact with those principles. Interactions could include any or all the following:
 - Why are the identified theological realities deemed important?
 - Two or three related quotes from the author or authors.
 - Theological truths that made you want to shout for joy.
 - Your reaction to content that was challenging, maybe even unsettling.
 - Concerns or issues that arose in your mind as you read the author’s perspectives, arguments, and/or conclusions.
 - Some measure of integrative reflection between the various readings.
 - Questions that the reading may have generated for you.
 - Impact of the reading on your ministry for today.
- Specific to this Reading Assignment: Include some comment specifically on the section “The Discernment of God’s Calling” (*Pastoral Theology*, pp. 44 to the top of 48).

Assignments will be discussed at an upcoming cohort meeting, week of September 28-October 2 (see further below). With all of the reading assignments, be mindful of collecting and tabulating responses related to the Ministry Manifesto assignment (assignment #5 further below).

- Related learning outcome: # 2.
- **Assignment length:** 2-4 pages double spaced
- **Due date:** September 20

Person of Character: Reading and Reflection Assignment #3

Reading Assignment

- *Ethics for Christian Ministry* by Trull and Creech
 - Ch. 3. Looking in the Mirror, pp. 49-72
 - Ch. 4. Looking at the Church, pp. 73-102
 - Ch. 7. Facing Clergy Abuse, pp. 151-176
 - Ch. 8. Developing a Personal Code of Ethics, pp. 177-209
- *The Hidden World of the Pastor: Case Studies*, Ch.1, “Should Pete Be Reinstated?”, pp. 19-37
- Total reading: 131 pages

Reflection Assignment

- General for All Readings: Identify and interact with the **key biblical and theological realities or foundations**, particularly those that were most impactful to you. The first step is to identify theological principles; the second step is to interact with those principles.
- Interactions could include any or all the following:
 - Why are the identified theological realities deemed important?
 - Two or three related quotes from the author or authors.
 - Theological truths that made you want to shout for joy.
 - Your reaction to content that was challenging, maybe even unsettling.

- Concerns or issues that arose in your mind as you read the author’s perspectives, arguments, and/or conclusions.
- Some measure of integrative reflection between the various readings.
- Questions that the reading may have generated for you.
- Impact of the reading on your ministry for today.
- Specific to this Reading Assignment: Comment specifically on the idea of developing a personal code of ethics as suggested by Trull and Creech. Is this something you would consider doing? Is this something you would share with others? Also, where appropriate, interact with the case study.

Assignments will be discussed at an upcoming cohort meeting, week of September 28-October 2 (see below). With all of the reading assignments, be mindful of collecting and tabulating responses related to the Ministry Manifesto (assignment #5, further below).

- Related learning outcome: # 2.
- **Assignment length:** 2-4 pages double spaced.
- **Due date:** September 27
- **Cohort Week,** September 28 to October 2: A date and time will be determined collaboratively with the cohort. Topics of discussion will include Call, Character, and the case study. The guiding discussion questions for this cohort gathering, as well as subsequent cohort meetings are as follows:
 - What was a major theological take-away from the reading? What most inspired or challenged you to a new way of thinking/living? Is there a related quote that was significant to you?
 - Was there anything in the reading that may have been disruptive, even generating some unsettledness or uneasiness? Or was there anything in the reading that caused you to say, “I am not sure about that”?
 - How would you complete the following sentence: “This reading and the related exercise caused me to _____”

Ongoing Spiritual Formation: Reading and Reflection Assignment #4

Reading Assignment

- *The Imperfect Pastor: Discovering Joy in Our Limitations through a Daily Apprenticeship with Jesus* by Zack Eswine
 - Part 1. The Calling We Pursue
 - Ch. 1. Desire, pp. 17-32
 - Part 2. The Temptations We Face
 - Ch. 5. Everywhere for All, pp. 73-88
 - Ch. 6. Fix It All, pp. 89-102
 - Ch. 7. Know It All, pp. 103-116
 - Ch. 8. Immediacy, pp. 117-132
 - Part 3. Reshaping Our Inner Life
 - Ch. 9. A New Ambition, pp. 135-150
 - Ch. 10. Beholding God, pp. 151-168
 - Ch. 11. Finding Our Pace, pp. 169-184
- *The Hidden World of the Pastor: Case Studies*, Ch.9, “Rob’s Reflections on Spirituality”, pp. 111-120.
- Total reading: 135 pages

Reflection Assignment

- General for All Readings: Identify and interact with the **key biblical and theological realities or foundations**, particularly those that were most impactful to you. The first step is to identify theological principles; the second step is to interact with those principles. Interactions could include any or all the following:
 - Why are the identified theological realities deemed important?
 - Two or three related quotes from the author or authors.
 - Theological truths that made you want to shout for joy.
 - Your reaction to content that was challenging, maybe even unsettling.
 - Concerns or issues that arose in your mind as you read the author's perspectives, arguments, and/or conclusions.
 - Some measure of integrative reflection between the various readings.
 - Questions that the reading may have generated for you.
 - Impact of the reading on your ministry for today.
- Specific to this Reading Assignment: Comment specifically on what you are doing for the shaping of your inner life? Does it come readily for you or is it a challenge? Also, where appropriate, interact with the case study.

Assignments will be discussed at an upcoming cohort meeting, week of October 19-23 (see further below). With all of the reading assignments, be mindful of collecting and tabulating responses related to the Ministry Manifesto assignment (further below).

- Related learning outcome: # 2.
- **Assignment length:** 2-4 pages double spaced.
- **Due date:** October 4

No Assignment for Thanksgiving weekend, October 11.

As part of the emphasis on Spiritual Formation, note the Memorization, Meditation, and Ministry assignment, outlined further above, with due dates below.

- Related learning outcome: # 3
- **Assignment:** 2-3 pages double-spaced
- **Due date:** October 18
- **Cohort Week, October 19-23:** A date and time will be determined collaboratively with the cohort. Topics of discussion will include Spiritual Formation; the Memorization, Meditation and Ministry assignment; and the case study. The guiding discussion questions for this cohort gathering, as well as the subsequent cohort meetings are as follows:
 - What was a major theological take-away from the reading? What most inspired or challenged you to a new way of thinking/living? Is there a related quote that was significant to you?
 - Was there anything in the reading that may have been disruptive, even generating some unsettledness or uneasiness? Or was there anything in the reading that caused you to say, "I am not sure about that"?
 - How would you complete the following sentence: "This reading and the related exercise caused me to _____"

What a Pastor Does:

Leadership in Worship, Preaching, and Teaching: Reading and Reflection Assignment #5

Reading Assignment

- *Pastor* by W. Willimon
 - Ch. 3. The Pastor as Priest: The Leadership of Worship, pp. 75-90
 - Ch. 6. The Pastor as Preacher: Servant of the Word, pp. 137-155
 - Interlude. Preaching in Acts, pp. 156-165
 - Interlude. Augustine's Confessions as a Word-Made World, pp. 182-196
 - Ch. 8. The Pastor as Teacher: Christian Formation, pp. 197-214
- *Facing Messy Stuff in the Church: Case Studies*, Ch 4. "Suicide: Is it Unforgivable?", pp. 63-76. (Though this case study is not explicitly about preaching, take note how the tragedy impacts the preacher's thinking about upcoming sermons.)
- Total reading: 86 pages

Reflection Assignment

- General for All Readings: Identify and interact with the **key biblical and theological realities or foundations**, particularly those that were most impactful to you. The first step is to identify theological principles; the second step is to interact with those principles. Interactions could include any or all the following:
 - Why are the identified theological realities deemed important?
 - Two or three related quotes from the author or authors.
 - Theological truths that made you want to shout for joy.
 - Your reaction to content that was challenging, maybe even unsettling.
 - Concerns or issues that arose in your mind as you read the author's perspectives, arguments, and/or conclusions.
 - Some measure of integrative reflection between the various readings.
 - Questions that the reading may have generated for you.
 - Impact of the reading on your ministry for today.
- Specific to this Reading Assignment: Comment specifically on chapter 2 and Willimon's emphasis on worship, particularly its radical nature. For example, note the quote from page 86, "In a consumerist society, doxology becomes one of the most radical, countercultural activities of the church." Also, where appropriate, interact with the case study.

Assignments will be discussed at an upcoming cohort meeting week of November 2-6, (see further below). With all of the reading assignments, be mindful of collecting and tabulating responses related to the Ministry Manifesto assignment (further below).

- Related learning outcome: # 2.
- **Assignment length:** 2-4 pages double spaced
- **Due date:** October 25

Shepherding and Prayer: Reading and Reflection Assignment #6

Reading Assignment

- *The Art of Pastoring* by David Hansen
 - This book, originally written in 1994, and then revised in 2012, reads as current for today as when originally written. The book, 224 pages in length, merits reading from cover to cover. For the Horizon assignment read from the Introduction through to Chapter 8 (entitled Friendship), concluding with the section “People Who Love Pastors.” This will give you a sense of the author’s heart for pastoral ministry. The reading is on the lighter side.
- *Facing Messy Stuff in the Church: Case Studies*, Ch. 6. “Grief: Conquering the Last Enemy-Death”, pp. 87-102
- Total reading: 154 pages

Reflection Assignment

- General for All Readings: Identify and interact with the **key biblical and theological realities or foundations**, particularly those that were most impactful to you. The first step is to identify theological principles; the second step is to interact with those principles. Interactions could include any or all the following:
 - Why are the identified theological realities deemed important?
 - Two or three related quotes from the author or authors.
 - Theological truths that made you want to shout for joy.
 - Your reaction to content that was challenging, maybe even unsettling.
 - Concerns or issues that arose in your mind as you read the author’s perspectives, arguments, and/or conclusions.
 - Some measure of integrative reflection between the various readings.
 - Questions that the reading may have generated for you.
 - Impact of the reading on your ministry for today.
- Specific to this Reading Assignment: Comment specifically on Hansen’s evangelistic strength and his leadership capacity to see growth. Also, where appropriate, interact with the case study.

Assignments will be discussed at an upcoming cohort meeting week of November 2-6 (see below). With all the reading assignments, be mindful of collecting and tabulating responses related to the Ministry Manifesto assignment (further below).

- Related learning outcome: # 2.
- **Assignment length:** 2-4 pages double spaced
- **Due date:** November 1
- **Cohort Week,** November 2-6: A date and time will be determined collaboratively with the cohort. Topics of discussion will include worship, preaching, teaching, shepherding, prayer, and the case studies. The guiding discussion questions for this cohort gathering, as well as the subsequent cohort meetings are as follows:
 - What was a major theological take-away from the reading? What most inspired or challenged you to a new way of thinking/living? Is there a related quote that was significant to you?
 - Was there anything in the reading that may have been disruptive, even generating some unsettledness or uneasiness? Or was there anything in the reading that caused you to say, “I am not sure about that”?

- How would you complete the following sentence: “This reading and the related exercise caused me to _____”

Leadership and Outreach: Reading and Reflection Assignment #7

Reading Assignment

- *Pastoral Theology* by Akin and Pace
 - Ch. 7. Missiological: The Pastor and God’s Commission, pp. 172-202
- *Pastor* by Willimon
 - Ch. 9. The Pastor as Evangelist: Christ Means Change, pp. 215-226
 - Ch. 10. The Pastor as Prophet: Truth Telling in the Name of Jesus, pp. 239-253
 - Ch. 11. The Pastor as Lead Missionary: Sent, pp. 263-280
 - Ch. 12. The Pastor as Leader: The Peculiarity of Christian Leadership, 281-293
- *Facing Messy Stuff in the Church: Case Studies*, Ch. 11, “Sexual Deviation: Sexuality and the Church”, pp. 155-166. (This case study reflects some of the complexities associated with pastoral leadership.)
- Total reading: 95 pages

Reflection Assignment

- General for All Readings: Identify and interact with the **key biblical and theological realities or foundations**, particularly those that were most impactful to you. The first step is to identify theological principles; the second step is to interact with those principles. Interactions could include any or all the following:
 - Why are the identified theological realities deemed important?
 - Two or three related quotes from the author or authors.
 - Theological truths that made you want to shout for joy.
 - Your reaction to content that was challenging, maybe even unsettling.
 - Concerns or issues that arose in your mind as you read the author’s perspectives, arguments, and/or conclusions.
 - Some measure of integrative reflection between the various readings.
 - Questions that the reading may have generated for you.
 - Impact of the reading on your ministry for today.
- Specific to this Reading Assignment: Comment specifically on Willimon’s reoccurring emphasis of not wanting to settle for the status quo, and the need for leaders to be consequential. How did you react to this element with his writing, not only in these chapters but the book as a whole? Also, where appropriate interact with the case study.

Assignments will be discussed at an upcoming cohort meeting week of November 16-20 (see further below). With all of the reading assignments, be mindful of collecting and tabulating responses related to the Ministry Manifesto assignment (further below).

- Related learning outcome: # 2.
- **Assignment length:** 2-4 pages double spaced
- **Due date:** November 8

Reading and Growing! Reading and Reflection Assignment #8

Reading Assignment

- *The Pastor’s Bookshelf. Why Reading Matters for Ministry* by Austin Carty
 - Read the entire book
- Total Reading: 160 pages

Reflection Assignment

- General for All Readings: Identify and interact with the **key biblical and theological realities or foundations**, particularly those that were most impactful to you. The first step is to identify theological principles; the second step is to interact with those principles. Interactions could include any or all the following:
 - Why are the identified theological realities deemed important?
 - Two or three related quotes from the author or authors.
 - Theological truths that made you want to shout for joy.
 - Your reaction to content that was challenging, maybe even unsettling.
 - Concerns or issues that arose in your mind as you read the author's perspectives, arguments, and/or conclusions.
 - Some measure of integrative reflection between the various readings.
 - Questions that the reading may have generated for you.
 - Impact of the reading on your ministry for today.

Assignments will be discussed at an upcoming cohort meeting week of November 16 (see below). With all of the reading assignments, be mindful of collecting and tabulating responses related to the Ministry Manifesto assignment (further below).

- Related learning outcome: # 2.
- **Assignment length:** 2-4 pages double spaced
- **Due date:** November 15
- **Cohort Week,** November 16-20: A date and time will be determined collaboratively with the cohort. Topics of discussion will include leadership, outreach, reading and growing, and the case study. The guiding discussion questions for this cohort gathering are as follows:
 - What was a major theological take-away from the reading? What most inspired or challenged you to a new way of thinking/living? Is there a related quote that was significant to you?
 - Was there anything in the reading that may have been disruptive, even generating some unsettledness or uneasiness? Or was there anything in the reading that caused you to say, "I am not sure about that"?
 - How would you complete the following sentence: "This reading and the related exercise caused me to _____"

For Your Attention

Three assignments, outlined further above, are due in the upcoming weeks. They are:

- Biography, Autobiography, or Memoir assignment, due November 22
- Interviews assignment, due November 29
- My Ministry Manifesto, due December 13

5. My Ministry Manifesto (20%)

Prepare a 6-8 page (double-spaced) personal pastoral ministry manifesto undergirded by explicit reference to theological realities. Think in terms of preparing a document that you will come back to, Lord willing, on a semi-regular basis for the next 30 to 40 years. Here it is called the Manifesto, but if you wish, give it your own title. Examples could be My Resolves; My Commitments; My Calling; etc. The statement should include the following:

- Biblical texts that are foundational to your ministry, now and anticipated.

- Theological foundations that will inform, guide, and direct your ministry.
- Points of commitment and/or disciplines related to the following.
 - Call
 - Character
 - Spiritual Formation
 - Worship
 - Preaching/Teaching
 - Shepherding
 - Prayer
 - Leadership
 - Outreach
 - Personal Growth

And remember this is a statement meant to guide your ministry leadership ongoing.

- Related learning outcome: # 4.
- **Assignment length:** 6-8 pages double-spaced (or formatted in a way that would best serve you)
- **Due date:** December 13
- **Cohort Week,** December 14-18. A date and time will be determined collaboratively with the cohort. Topics of discussion will include reading of a biography or memoir; the interview assignment; the Ministry Manifesto assignment; and the related case study. The guiding discussion questions for this cohort gathering are as follows:
 - What was a major theological take-away from the reading? What most inspired or challenged you to a new way of thinking/living? Is there a related quote that was significant to you?
 - Was there anything in the reading that may have been disruptive, even generating some unsettledness or uneasiness? Or was there anything in the reading that caused you to say, “I am not sure about that”?
 - How would you complete the following sentence: “This reading and the related exercise caused me to _____”

Reading, Assignment, and Cohort Schedule

Assignments:	Due Date	Cohort Meeting Weeks (60 to 75 minutes). Week of
Getting Acquainted Reflection	September 13	Sept. 14-18
Reading Assignment #1- Biography	November 22	
Reading Assignment #2- Called of God	September 20	
Reading Assignment #- Person of Character	September 27	Sept. 28-Oct. 2
Reading Assignment #4- Ongoing Spiritual Formation	October 4	
No Assignment- Thanksgiving Weekend	October 11	
Memorization, Meditation, and Ministry	October 18	October 19-23
Reading Assignment #5-Leadership in Worship, Preaching, and Teaching	October 25	

Reading Assignment #6- Shepherding and Prayer	November 1	November 2-6
Reading Assignment #7-Leadership and Outreach	November 8	
Reading Assignment #8. Reading and Growing	November 15	November 16-20
Reading Assignment #1, Biography	November 22	
Interview Assignment	November 29	
My Ministry Manifesto	December 13	December 14-18

Estimate of Time Investment

Assignment or Activity	Hrs.	Weighting
1. Getting Acquainted Reflection	2 hrs	5%
2. Memorization, Meditation, and Ministry	6 hrs	5%
3. Pastoral/Ministry Leadership Interview	10 hrs	10%
4. Reading Assignments		
#1- Biography, Autobiography, Memoir	12 hrs	7.5%
#2- Called of God	12 hrs	7.5%
#3- Person of Character	12 hrs	7.5%
#4- Ongoing Journey of Spiritual Growth	12 hrs	7.5%
#5- Worship, Preaching, and Teaching	12 hrs	7.5%
#6- Shepherding and Prayer	12 hrs	7.5%
#7- Leadership and Outreach	12 hrs	7.5%
#8- Reading and Growing	12 hrs	7.5%
5. My Ministry Manifesto	10 hrs	20%
6. Cohort Meetings	6 hrs	0%
Total	130 hours	100%

All assignments are due at 8pm ***SK time*** unless otherwise indicated.

- No assignments will be accepted after the course end date: *December 18, 2026*.

Academic Policies

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the course end date unless approval is granted by Horizon's Assistant Academic Dean.

A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences, or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in

a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#). Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor’s teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction (potentially including future online video courses) and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

Bibliography provided on the course instance on Populi.

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