This seminar provides a setting for integrating theology, biblical reflection and practical experiences in pastoral ministry. It is a summative course, drawing on the learnings and experiences of the applied studies stream of the Master of Theological Studies program. Students will explore their own vocation and calling to ministry through the readings, discussions, and assignments. The leadership tasks of ministry (proclamation, pastoral care, teaching and administration) will be reviewed in the context of power relations, boundaries and self-care.

Required Texts:
Harry Hauder, Called to be a Pastor: Why It Matters to Both Congregations and Clergy (Eugene, OR: Wipf & Stock, 2015).
And readings on reserve at the Milton Good Library (indicated below with a *).

Learning Goals:
1. Students will be able to articulate a theology of vocation and call, reflecting on their own self-understanding as a ministering person within a religious tradition.
2. Students will understand power dynamics and the importance of emotional, sexual and spiritual boundaries as they relate to every facet of religious leadership.
3. Students will have the ability to develop a practical theology in response to diverse contextual needs.
4. Students will have a capacity for self-reflection and self-care.

Evaluation of the Course:
Integration Project Presentations Dates: March 1, 8, 15 Value: 20%
Integration Paper Due: March 29 Value: 40%
Vocation and Call Paper Due: April 14 Value: 30%
Class Participation Value: 10%

The Integration Project
The Integration Project is summative for the MTS Applied stream. It will demonstrate theological depth through a case study involving a concrete problem, situation or opportunity in ministry from a specific congregation with which you are familiar. The case study will be chosen in conjunction with the instructor. The project will include three sections.

A. Description and Analysis: What is going on? (3-4 pages)
This section will describe in detail the case you have chosen:
i) Who is involved or who is absent?
ii) What is the history of this situation, its practical social and cultural aspects?
iii) Why is this a concern to the church, and more specifically, to you?

B. Theological Interpretation: What does it mean? (12-14 pages)
This section will interpret and reflect on your case using insights from scripture, theology, church history, and your specific denomination’s tradition. (Feel free to speak with Grebel TS faculty or ministers you know to brainstorm directions.)

i) Are there theologians who have worked on this topic?
ii) Are there church doctrines, teachings or practices that are relevant to this case?
iii) How have other Christian communities/traditions addressed this, either currently or in the past?
iv) What are the central theological, spiritual or ethical issues here?

C. Action: What will you do? (12-14 pages)
This section will propose a multi-level faith community response to this case.

i) What is the current response to the situation?
ii) How could a community organize itself to address this case? Which groups could be involved? What tools such as preaching, teaching, pastoral care, worship and outreach programs could be used? Be specific, and include timelines.
iii) Outline a theological rationale for your plan of action and how this might change individuals and communities.

Choosing a Case Study for the Integration Project: Students will discuss their topic with the instructor and have it approved by Week Four of class: January 25.

Presentation of the Integration Project:
Students will present their research and receive input from the class on March 1, 18 or 15. Along with your engaging oral presentation (20 minutes), you should provide a one page handout that has three sections (following A,B,C above), along with a one page annotated bibliographic resource. Prepare to lead a 10-15 minute discussion which will primarily respond to C) Action. The discussion will help you as you prepare the written project. Value: 20%

Written Integration Project (28-30 pages) is due on the last day of class, March 29. Please note, the above outline is intended to be helpful and descriptive, not prescriptive for every situation. Value 40%.

Vocation and Call Paper (10 – 12 pages) is due on April 14 Value: 30%
This reflection paper is a self-evaluation of pastoral formation to this point. The paper should include reflections about:

- Vocational call
- Personal formation, including learnings from personality testing
- Spiritual formation, including meaningful spiritual practices
- Leadership formation, including emerging competence related to the tasks and practices of ministry as demonstrated in your Supervised Experiences in Ministry. Is there an emerging metaphor that captures your expression of ministry?

A guiding question for these reflections: “Where and how have I experienced God at work forming me into the ministering person I am today?” This will be graded on the student’s capacity for self-reflection.

Class Topics and Readings

Week One, January 4: Vocation and Call: Knowing Yourself

Harry Hauser, Called to be a Pastor, pp. 1-49.

**Week Two, January 11:** Pastor as Theologian: Tradition and Authenticity


**Week Three, January 18:** Relational Boundaries: Emotional and Sexual


*Section IV, Ethics in Ministry, A Shared Understanding of Church Leadership*, Polity Manual for Mennonite Church Canada and Mennonite Church USA (Harrisonburg, Kitchener: MennoMedia, 2014), pp. 55-72.


**Week Four, January 25:** Leadership, Personal Power and Self-Care

*Jeffrey Jones, Heart, Mind and Strength* (Herndon: The Alban Institute, 2008), pp. 1-57.

Hauder, *Called to be a Pastor*, pp. 99-120.

**Week Five, February 1:** Leadership Tasks of Ministry: Preaching and Pastoral Care


Hauder, *Called to be a Pastor*, pp. 50-68.

**Week Six, February 8:** Leadership Tasks of Ministry: Worship and Teaching


**Week Seven, February 15:** Leadership Tasks of Ministry: Administration and Vision

Hauder, *Called to be a Pastor*, pp. 69-87.


**February 22 – Reading week**
Week Eight, March 1: Leading in Conflict and Change


Cooper-White, Exploring Practices of Ministry, pp 119-143.


Week Nine, March 8: Ministry, Time-Management and Accountability

*Earl E. Palmer, “Sustaining the Pastoral Life” in From Midterms to Ministry, pp. 179-190.


Week Ten, March 15: Leadership and Spiritual Formation

*Bruce Epperly, Starting with Spirit: Nurturing Your Call to Pastoral Leadership (Herndon: The Alban Institute, 2011), pp. 139-150.


Week Eleven, March 22: The Embodied Leader


*Bruce Epperly, Starting with Spirit: Nurturing Your Call to Pastoral Leadership, pp. 151-169.


Week Twelve, March 29: Vocation, Call and Ongoing Learning

Harry Hauder, Called to be a Minister, pp. 88-98.


NOTES:

Confidentiality
In the course of our discussions as we explore vocation and ministry, the students or instructor may wish to share stories of a personal nature. It is expected that personal stories you hear in class will not be repeated without the express permission of the person who told the story.
Citations and Plagiarism
Your sources must be fully documented, according to the *Chicago Manual of Style*, 16th edition (Chicago: University of Chicago Press, 2010). The latest edition is available online here: [http://www.chicagomanualofstyle.org/16/ch14/ch14_toc.html](http://www.chicagomanualofstyle.org/16/ch14/ch14_toc.html). Please use the notes and bibliography system rather than the parenthetical author/date system. Using undocumented quotations from published sources, or submitting work that is not your own will have serious ramifications for your academic career.

Tardy Assignments
Punctual submission of assignments is expected. Late assignments will be penalized by 10% per day, unless you have negotiated an extension with the instructor.