

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	PASTORAL THEOLOGY: A PENTECOSTAL PERSPECTIVE PENT 0502
Date, Time, and Delivery Format	JUNE 5 – 9, 2023 MONDAY TO FRIDAY, 9:00 AM – 4:00 PM SYNCHRONOUS ONLINE
Class Information	The classes will be livestreamed via Zoom from Monday to Friday from 9:00 AM to 4:00 PM.
Instructor 	DR. WILLIAM MORROW Former President, Master’s College and Seminary Former General Superintendent, PAOC Phone: 514-965-3039 Email: wmorrow@tyndale.ca REV. KAARINA HSIEH Former Dean of Students, Tyndale Seminary Lead Pastor, Parkway Forest Community Church Phone: 416-579-3004 Email: kaarina.hsieh@parkwayforest.church Office Hours: Please contact to arrange meetings. Class Assistant: Samantha Jagan, M.T.S. Email: sjagan@mpseminary.com
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Examines the theological and practical aspects of pastoral ministry. In addition to an examination of the matters that pertain to pastoral ministry in general, prepares students for ministry in a Pentecostal Assemblies of Canada (PAOC) church through a consideration of such issues as PAOC polity, Pentecostal worship and the pastoral implications of Pentecostal distinctives.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Demonstrate and practice pastoral ministry in a manner consistent with biblical teaching about the minister and ministry as a result of integrating lecture material, classroom discussions and related readings;
2. Distinguish, examine and combine biblical principles of ministry in ways appropriate to the geographic location, social, cultural and Pentecostal context of any given church through the writing of a major research paper;
3. Evaluate and interpret through lecture content that the challenges and rewards of ministry are possible because of the enabling of the Spirit;
4. Formulate an approach to ministry with the type of leadership that encourages a congregation to grow spiritually and numerically through written responses to books about pastoral leadership.
5. Assess an individual foundation for ministry that is Pentecostal, sustainable and missional.

III. COURSE REQUIREMENTS

A. REQUIRED READING

1. DeGroat, Chuck. [*Toughest People to Love: How to Understand, Lead, and Love the Difficult People in Your Life*](#). Grand Rapids, MI: Eerdmans, 2014. ISBN 978-0802871435.
2. Epperly, Bruce G and Katherine Gould. *Tending to the Holy: The Practice of the Presence of God in Ministry*. Herndon, VA., 1989. ISBN 978-1-56699-391-3.
3. Greear, J.D. *Gaining By Losing*. Grand Rapids, MI: Zondervan, 2015. ISBN: 978031051525
4. Stanley, Andy. *Irresistible: Reclaiming the New that Jesus Unleashed for the World*. Grand Rapids, MI: Zondervan, 2018. 0310536979

B. SUPPLEMENTARY / ADDITIONAL RECOMMENDED TOOLS

Cloud, H. *Boundaries For Leaders*. New York: HarperCollins, 2013. ISBN: 0062206338

Fisher, D. *The 21st Century Pastor: A Vision Based on the Ministry of Paul*. Grand Rapids, MI: Zondervan. 1996. ISBN: 0310877342

Hunter, T. *Giving Church Another Chance: Finding New Meaning in Spiritual Practices*. Downers Grove, IL: IVP Books, 2010. ISBN: 0830837485

McIntosh, G. *Overcoming the Dark Side of Leadership*. Grand Rapids, MI: Baker, 2007 (rev. ed). ISBN: 0801068355

Miller, C. *The Empowered Leader*. Nashville: Broadman & Holman, 1995. ISBN: 0805410988

Nouwen, H. *The Wounded Healer*. New York: Image Books, 1990. ISBN: 0385028563

Peterson, Eugene. *The Pastor: A Memoir*. New York, NY: HarperCollins, 2011. ISBN 978-0061988202. 336 pp.

Sample, T. *Ministry in an Oral Culture--Living With Will Rogers, Uncle Remus, and Minnie Pearl*. Louisville, MO: Westminster Press, 1994. ISBN: 066425506X

Stanley, Andy. *Not in It to Win It* Grand Rapids, MI: Zondervan 2022. 978-0310138921

Stevens, T. *Fairness is Overrated*. Nashville, TN: Thomas Nelson, 2015. ISBN: 1400206545

Note on e-books. E-books can be accessed through the Tyndale library system. Viewing a e-book allows multiple users to access the book at the same time. If you choose to “download” and “check out” the book then in some cases others have to wait for you to “return” the book before they can access it. Best practice is the “view” the e-book when you need it to allow as many users as possible to access materials.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*exceptions with permission from professor

All students will have access to our course page located at classes.tyndale.ca and each week the PowerPoint slides that the professor will be using in class will be available for you to download.

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

Please email all assignments to Samantha at: sjagan@mpseminary.com.

1. TEXTBOOK READINGS AND REPORTS: 30% (3 x 10%)

(3 book reports 10% each, Late Penalty 2/3 grade point each week late, after 9am on date due considered as late)

The readings are intended to complement the lectures, reinforcing central ideas as well as providing perspectives that supplement the classroom interaction. [towards learning outcomes #1-5]

For each assigned reading write a 5-7 page (double-spaced) response paper with 4 sections each as outlined below.

Book Report #1-Due: By 9am June 5th, (10%):_Greear, J.D. *Gaining By Losing*. Grand Rapids, MI: Zondervan, 2015.

Four sections:

Section One: I have read this book completely, Yes or No.

Section Two: Include a short biography on the author, describing what the author(s) has attempted to do and how he/she went about it. Please write in such a way that your explanation would be clear to someone unfamiliar with the book.

Section Three: Greear is deliberate in choosing *Gaining By Losing* as the title of his book. Using principles from his book highlight why this is an important read for a local church pastor in 2021.

Section Four: Please identify what the author says is the role of a Senior Pastor and expand on his concept on how he sees that impacting the church.

Book Report #2-Due: By 9am June 9th (10%): DeGroat, Chuck. *Toughest People to Love: How to Understand, Lead, and Love the Difficult People in Your Life.*

Four sections:

Section One: I have read this book completely, yes or no.

Section Two: Creatively and concisely summarize the primary themes in the assigned reading, exploring what DeGroat teaches about self-awareness, soul care, pastoral leadership and dealing with people in the church.

Section Three: Develop one or two key questions from the text that would serve to help you and others examine and assess the the effectiveness of ministry in the context of interpersonal relationships within the church context (related to the practical implications of the themes DeGroat raises).

Section Four: Where do you sense resonance and dissonance in the themes presented by DeGroat as you consider your own ministry context?

Book Report #3- Due: By 9am June 16th, (10%) Epperly, Bruce G and Katherine Gould. *Tending to the Holy. The Practice of the Presence of God in Ministry.*

Four sections:

Section One: I have read this book completely, yes or no

Section Two: Creatively summarize the key themes in the text commenting on what it means for the pastor to practice the presence of God in ministry.

Section Three: Reflect on how the authors champion spiritual health of the leader as key for healthy pastoral leadership.

Section Four: Where do you sense resonance and dissonance in the themes presented in Tending to the Holy as they relate to your own understanding of spiritually healthy pastoring?

Book Review Evaluation Rubric

Areas of Evaluation/ Demonstrated Level	50-59%	60-69%	70-79%	80-100%
1. Reading Comprehension	Writing shows little to no understanding of the main purpose and ideas of the text.	Writing shows vague understanding of the main purpose and ideas of the text.	Writing shows some understanding of the main purpose and ideas of the text.	Writing shows very strong understanding of the main purpose and ideas of the text.
2. Critical Analysis	Writing demonstrates little to no knowledge and application of critical reading strategies: fails to analyze the methodology/content/ applicability of the text and to use textual examples to illustrate analysis.	Writing demonstrates weak knowledge and application of critical reading strategies: analysis of the methodology/content/ applicability of the text is vague and there are little to no textual examples to illustrate analysis.	Writing demonstrates some knowledge and application of critical reading strategies: some analysis of the methodology/content/ applicability of the text but too few textual examples to illustrate analysis.	Writing demonstrates strong knowledge and application of critical reading strategies, by effectively analyzing methodology/content/ applicability of the text and using textual examples to illustrate analysis.
3. Unity & Organization	Writing is not unified through organized sentences & focus on the goal of this assignment (critical analysis of the methodology/content/ applicability) is missing.	Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment (critical analysis of the methodology/content/ applicability of the text) is weak.	Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: critical analysis of the methodology/content/ applicability of the text.	Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: critical analysis of the methodology/c content/ applicability of the text.
4. Grammar and Style	Content rendered unclear and often incomprehensible because of numerous and reoccurring technical/grammatical issues.	Writing lacks clarity and reoccurring technical/grammatical issues greatly impede clarity.	Writing style is somewhat clear though there are reoccurring technical/grammatical issues that impede clarity.	Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity.

2. CHURCH OVERVIEW ANALYSIS: 25%; Due by 11:59pm Friday July 7th (Late Penalty 2/3 grade point each week late, after 11:59pm on date due considered as late)

Please read *Irresistible* by Andy Stanley. Write a 7-10 page report, double-spaced including the

points below.

Section 1

This book met with a significant amount of controversy. Was there anything about it that caused you concern? What concerns, if any, would you have in recommending this book to others to read. Are there those who you would indicate it as a must read?

This book, whether intentional or not, identifies one of the greatest challenges in pastoral leadership today. What dangers does the author specifically clarify that impact the church?

Section 2

After reading the book, conduct an interview with the lead pastor of your church. Please indicate three of the biggest challenges of pastoral ministry today. Provide a summary of the 3 challenges, but do not include personal individuals or church names in your report. You can include the size of the church for context. (If you are the lead pastor of your church then interview another lead pastor within a radius of 50 miles.). Please see page 18 to complete the statement of consent with the interviewee prior to conducting the interview. You do not need to submit this statement with your assignment, but do keep a copy for your own records and provide a copy to the interviewee as needed.

How does the problem indicated in Irresistible intersect with the problems identified through your interview?

Section 3

What are three or four key principles in Irresistible and how can they be applied to your local church setting to add to its health as an assembly?

Evaluation criteria:

- 1) Understanding the point of the book.
- 2) seeing and identifying the key principles and a key problem it identifies in many local churches;
- 3) how the argument presented in the book might be used to strengthen the individual life of a believer and the health of a local church.

**3. INTEGRATION PAPER: 40%; Due 11:59pm Friday July 28th 20 pages; double-spaced.
CHOOSE 1 OF THE FOLLOWING 2 OPTIONS**

(Late Penalty 2/3 grade point each week late, after 11:59pm July 28th considered as late)

This portion of the course creates the opportunity for the student to pursue at length, through research and writing, an area within pastoral ministry of personal interest. It is intended that

the student will use the benefits gained from the research in an actual ministry context.
[towards learning outcomes #1 and 2]

For this assignment you will need to use the lecture notes, class texts, a Bible, and additional sources. At least 8-10 sources required. Please provide proper footnotes and a bibliography.

OPTION 1

Write a paper titled “Why Pastor?”

Section 1

In this research paper examine the idea of a personal call, a Biblical exposition on pastoral ministry.

Section 2

From lecture materials and academic research indicate the privileges and challenges of pastoral ministry.

Examine the joy of ministry, the cost of ministry, the sustainability of ministry, the greatest challenges of ministry, the cross-cultural nature of ministry, and the influence of Pentecostalism on ministry. Integrate the mission of the church and how to keep that at the forefront of pastoral ministry.

Section 3

Conclude the assignment with a determination as to how to influence a new generation to consider Pentecostal pastoral ministry.

Here are some questions to guide the thinking as you complete this assignment:

Why go into ministry? It has been said, “If you can do anything else and be happy do not become a pastor.” If you are already in ministry or sensing the call, feel free to share a short version of the story of your own personal invitation.

If ministry is a calling, then why do so many leave pastoral ministry?

Why does pastoral ministry seem to be difficult and perhaps not effective?

Identify the number of roles expected of pastors and highlight what could and should be most critical for the health of the church.

What are some ways a pastor can stay healthy, committed, challenged, fruitful and contented in their call and ministry as a pastor in 2021?

OPTION 2

Write a paper titled “What Does a Pastor Do?”

Section 1

In this research paper examine the idea of a pastor spends his/her time. Please ask a minimum of five church parishioners this question and use their input to describe the five or six broad strokes expected of a pastor. Comment on the nature of these expectations and name one or two you believe they have missed. Define the items and what they include.

Section 2

Pastors are often asked to define their vision for the church they serve. The scriptures recommend the great commandment and the great commission as a starting point. From lecture materials and academic/Biblical research indicate what you see as the vision of the church and how to keep the mission at the forefront of a local assembly. Provide examples and methods to apply these.

Section 3

How do section 1 and section 2 integrate. How do the tasks integrate with the vision?

Final Paper Evaluation Rubric

Areas of Evaluation/ Demonstrated Level	50-59%	60-69%	70-79%	80-100%
1. Biblical / Theological Reflection	Writing shows little to no biblical/theological reflection (use of appropriate biblical texts and theological positions). Few relevant sources used (1-3).	Writing shows some biblical/theological reflection (use of appropriate biblical texts and theological positions). Some relevant sources used (4-6).	Writing shows solid biblical/theological reflection (use of appropriate biblical texts and theological positions). Good number of varied and relevant sources used (7-10).	Writing shows outstanding biblical/theological reflection (use of appropriate biblical texts and theological positions). Excellent range and number of sources used (10-15).
2. Practical Application	Writing shows little ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).	Writing shows some ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).	Writing shows ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).	Writing shows superior ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).

3. Integration	Writing demonstrates little to no ability to integrate biblical/theological reflection with the practices of local church ministry.	Writing demonstrates some ability to integrate biblical/theological reflection with the practices of local church ministry.	Writing demonstrates skillful ability to integrate biblical/theological reflection with the practices of local church ministry.	Writing demonstrates outstanding ability to integrate biblical/theological reflection with the practices of local church ministry.
4. Unity & Organization	Writing is not unified through organized sentences & focus on the goal of this assignment: the application of biblical/theological thought to a local church context.	Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment: the application of biblical/theological thought to a local church context.	Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: the application of biblical/theological thought to a local church context.	Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: the application of biblical/theological thought to a local church context.
5. Grammar and Style	Content rendered unclear and often incomprehensible because of numerous and reoccurring technical/grammatical issues.	Writing lacks clarity and reoccurring technical/grammatical issues greatly impede clarity.	Writing style is somewhat clear, though there are reoccurring technical/grammatical issues that impede clarity.	Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity.

4. Participation 5%

1 % for each class.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Book Reports	30%
Church Overview Analysis	25%
Integration Paper	40%
Participation	5%
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless otherwise specified in the syllabus, grades for papers submitted late without an approved extension will be lowered by two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”).

Faculty **may not grant an extension beyond the last day of exams** for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form, available at tyndale.ca/registrar. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension. A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

June 5

1. About Pastoral Ministry and the "State" of the church
2. Polity, church boards, and the nature of leadership
Report due by 9am and discussion of: Greear, J.D. *Gaining By Losing*.

June 6

3. Pastoring in a Pentecostal/charismatic Context
4. Pastoring Empowered and Gifted People

June 7

5. Intentional Leadership and the Missional Church
6. Current Trends: the Emerging Church and Pentecostals

June 8

7. Tragedy and Triumph in Pentecostal Ministry
8. Principles and Practices of Corporate Worship

June 9

9. Pastoral Counselling
10. Foundations for Ministry: spirituality & personal care
11. Conflict Management

Report due by 9am Discussion of DeGroat, Chuck. *Toughest People to Love: How to Understand, Lead, and Love the Difficult People in Your Life.*

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Aden, L., and J. Ellens. *The Church and Pastoral Care*. Grand Rapids: Baker, 1988.

Allen, R.B., and G. Borrer. *Worship: Rediscovering the Missing Jewel*. Portland: Multnomah, 1987.

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Bauknight, B., and H. Miller. *Body Building: Creating a Ministry Team through Spiritual Gifts*. Leadership Insight Series. Nashville: Abingdon, 1996.

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- _____. *Dancing with Dinosaurs: Ministry in a Hostile and Hurting World*. Nashville: Abingdon, 1993.
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- George, C. F. *Prepare Your Church for the Future*. Tarrytown, NY: Revell, 1991.
- _____. *The Coming Church Revolution: Empowering Leaders for the Future*. Tarrytown, NY: Revell, 1994.
- Graf, A. *The Church in the Community*. Grand Rapids: Eerdmans, 1965.
- Hadaway, C.K. *What Can We Do About Church Dropouts?* Nashville: Abingdon, 1990.
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- _____. *Bridges to the 21st Century: The Future of Pastoral Ministry*. Nashville: Abingdon, 1994.
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TYNDALE SEMINARY

PASTORAL THEOLOGY: A PENTECOSTAL PERSPECTIVE

PENT 0502

INSTRUCTOR: Dr. William Morrow & Rev. Kaarina Hsieh

STATEMENT OF CONSENT TO PARTICIPATE IN PASTORAL INTERVIEW

AS PART OF COURSE REQUIREMENTS

I/We, _____ hereby give my/our consent to participate in the pastoral interview carried out by

_____ as part of an assignment fulfilling the course requirements for skill development purposes only. I/we understand that anonymity and confidentiality will be respected. Names will not be used. I also understand that all information gathered will solely be used for the assignment.

Name: _____ Signature: _____

Date: _____

Name: _____ Signature: _____

Date: _____

Interviewer Name: _____

Signature: _____ Date: _____