

Reformed Theological Seminary
Theology of Ministry I PT528 (in lieu of Leadership PT512)

Syllabus

I. Course information

Dates:	February 1 – May 2, 2012
Time:	10.00 am – 12.00 am
Credit hours:	2
Instructor:	Dr Chad B. Van Dixhoorn
Contact address:	348 Ayr Hill Ave. NE, Vienna VA 22180
Phone:	703.255.2935
Email:	chad.vandixhoorn@gmail.com
Office hours:	I am happy to meet with students. Please email me for an appointment time.
Dinner:	Each term we host a class meal at our home (spouses and fiancés are welcome).

II. Course overview

A. This course in your curriculum

Leadership PT512 is described in the catalogue as follows: “The historic development and biblical principles of management theory and leadership theory are examined. Attention is given to strategic planning, setting goals, budgeting, directing programs, and evaluating results.”

Leadership (PT512) is identical to Theology of Ministry I (PT528). It covers the biblical theological foundations for the ministry, as well as major aspects of the work of gospel ministry, including the work of leadership. It is intended to complement Pastoral Ministry (PT518) / Theology of Ministry II (PT530), which focuses primarily on the character, life, and relationships of a pastor. Additionally, RTS offers courses on church polity, worship planning and leading, preaching, the Christian life, education, and counseling.

As students will recognize, these classes cannot be taught as hermetically sealed units. The subject matter of this course necessarily overlaps with the subject matter of other courses. This is especially true for this course (PT512/PT528) which treats the subject of leadership and ministry more broadly. A vision for leadership must be shaped by one’s vision for the Christian life, by the mission or purpose of the church, and by the task of the ministry within that church. This interconnectivity in subject matter means that the topic of leadership and an undergirding theology of ministry will form the main focus but

not the exclusive focus of this course. Thus, for example, I will have to say something about church polity, worship, education, and the character of a pastor, to name only a few topics. Nonetheless, I have made every effort to minimize overlap between practical theology courses, and have consulted syllabi used in other RTS DC offerings to ensure that your reading list will be substantially unique.

B. A focus on pastoral ministry

As you all know, there are many forms of ministry/service that a Christian can undertake. As you can guess, no one course can hope to cater to every situation and every need. In order to give this class focus, I am taking pastoral ministry in the church as our main case study as we consider Christian ministry and leadership. I have seen classes which try to offer something for everyone, but in the end offer nothing satisfying for anyone. A course which tries to do too much will in the end do too little. This is what I'm trying to avoid.

I hope that all those who are not considering, or should not be considering, pastoral ministry, will still find this course profitable in many ways. I expect that you will still be able to appropriate lessons and ideas for your own ministry context, and that you will be built up and edified as a Christian in thinking through the topics we discuss in class.

C. The three month plan

This three month course intends to familiarize students and existing pastors with the biblical, historical, and practical foundations and outworking of pastoral theology. The goals of godly shepherding are studied, and models of leadership are compared. Attention is given to strategic planning, allocating our limited resources, setting goals, budgeting, directing programs, and training of officers and members that is essential to pastoral leadership. The class will also discuss what it could mean to define and evaluate results in ministry.

The class will be lecture based, but students will be required to read, digest, and discuss the assigned texts, and think with the instructor about the many topics raised in lectures and readings.

III. Initial pre-class assignment

Prior to the first class, students are asked to (1) read Psalm 23, John 10, the three pastoral epistles, and 1 Peter 5.

IV. Reading

A. Required reading

The following texts have been selected for their useful content, or because they encapsulate understandings of ministry which bear close scrutiny and critique. Everything is available on Amazon.com, Google books, or the website provided.

- R. L. Dabney, "An Exposition of 1 Corinthians 3.10-15," *Discussions*, I.551-74. (Google books)
- Mark Dever and Paul Alexander, *The deliberate church: building your ministry on the gospel* (2005).
- Mark Driscoll, *Confessions of a reformational Rev.* (2006), chs 1-3, 6-7, and Appendix 2.
- Patrick Fairbairn, *Pastoral Theology, A treatise on the office and duties of the Christian pastor* (1875, 1992), Ch. 1, 6. (Google books)
- Thomas Peck, "The Wisdom of Man Versus the Power of God," *Writings*, I.99-129. (Google books)
- Harry Reeder, *The Leadership dynamic* (2008). A study of leadership more generally conceived.
- William Still, "38 Years at Gilcomston," *Banner of Truth magazine*, no. 244 (Jan. 1984). (http://www.banneroftruth.org/pages/articles/article_detail.php?1789)
- C. B. Van Dixhoorn, "Taking care of your pastor," *Ordained Servant* 16 (2007), pp. 47-50. (<http://www.opc.org/publications.html#OPCOS>).
- Timothy Witmer, *The shepherd leader: achieving effective shepherding in your church* (2010), Introduction only.

B. Recommended resources

- James Bannerman, "The church of Christ," in Hall and Hall, eds., *Paradigms in polity*, pp. 322-328. Excerpt from Bannerman's two-volume work by the same title.
- Charles Bridges, *The Christian ministry* (repnt, 1997).
- John Bridges, *How to be a gentleman: a contemporary guide to common courtesy* (1998). This little book is obnoxiously prescriptive and pretentious, but does nonetheless cover many important basics.
- Edmund Clowney, "A brief for church governors," in Mark Brown, ed., *Order in the offices*, 43-65. A thoughtful study showing the Old Testament background to New Testament elders, and highlights the representative role of elders in the church.
- David Dickson, *The elder and his work*, Eds. G. K. McFarland and P. G. Ryken (2004).
- Lawrence Eyres, *The elders of the church* (1980).
- George Gillespie, "A humble acknowledgement of the sins of the ministry of Scotland," in *Causes of the Lord's Wrath against Scotland*, in *Works* (1844), pp. 42-46.
- Wayne Grudem, *Evangelicalism Feminism and Biblical Truth: an analysis of more than 100 disputed questions* (2004).
- Andreas Kostenberger, et al, eds. *Women in the church: a fresh analysis of 1 Timothy 2:9-15* (1995).

- Colin Marshall and Tony Payne, *The trellis and the vine: the ministry mind-shift that changes everything* (2009).
- Samuel Miller, 'The ruling elder', in Hall and Hall, eds., *Paradigms in polity*, pp. 422-434.
- Orthodox Presbyterian Church, *Book of Church Order* (2005, 2011). Whether you are Presbyterian or not, it is useful to have a book of church order that you can use as a reference when thinking about marrying, burying, disciplining, or many other aspects of church life. Use it as a guide. From my own survey, I judge this to be at once the most comprehensive and least prescriptive of Presbyterian books of church order.
- Orthodox Presbyterian Church, *Ordained Servant* (in print and online). A thoughtful Reformed journal for elders and deacons.
- Orthodox Presbyterian Church, *Planting an Orthodox Presbyterian Church* [2008]. This book is more useful to a wider audience than its parochial title suggests. Like Dever and Alexander's work, this book is very practical for Presbyterian or non-presbyterian ministers and elders, and walks readers through the basics of what is involved in establishing or perhaps revitalizing a church.
- John Piper, *Brothers we are not professionals: a plea to pastors for radical ministry* (2002). The first short chapter is the real gem of the book, from which the title of the whole is taken.
- John Piper and Wayne Grudem, eds. *Recovering biblical manhood and womanhood* (2006)
- Charles Spurgeon, *Lectures to my students* (1954). I think his understanding of the call to the ministry contains a real insight, but is on the whole as flawed as it is famous. A delightful read.
- Alexander Strauch, *Biblical eldership: an urgent call to restore biblical church leadership* (1991).
- Alexander Strauch, *Men and Women: equal yet different* (1999).
- Alexander Strauch, *The New Testament Deacon: The church's ministry of mercy* (2008).
- John R. Stott, *The preacher's portrait* (1961). Much more a portrait of a minister, but Stott liked alliteration.
- A. Craig Troxel, "Charles Hodge on Church Boards: A Case Study in Ecclesiology," *Westminster Theological Journal* 58.2 (Fall 1996): 183-207.
- A. Craig Troxel, "'Divine right' Presbyterianism and church power," (unpublished PhD thesis, Westminster Theological Seminary, 1998).
- Rob Ventura and Jeremy Walker, *A portrait of Paul: identifying a true minister of Christ* (2010).

V. Assessment and grading

A. Assessment

1. Assignments

Students will:

1. Prepare an agenda for an elder's meeting (1-2 pages)

2. Outline a training program for elders (3-5 pages)
3. Outline a training program for deacons (3-5 pages)
4. Prepare a program for training a pastoral intern (3-5 pages)
5. Prepare an annual pastoral report (1-3 pages)
6. Prepare a list of programs to add or remove in their current church and explain why (1-3 pages)
7. Outline **two** books on pastoral theology (your choice of book; skim and read; 4-5 pages each)
8. Write digests of required reading
 - a. 4-5 page digests for Dever and Reader
 - b. 1-2 page digest for each other article or chapter assigned

These assignments will comprise 80% of the course grade.

2. Examination

Students will sit an examination comprised of short essay questions at the conclusion of the course. Given the wide variety of topics covered in this course, the instructor will aid students by providing “focus questions” at the head of lecture outlines from which the examination questions will be drawn.

B. RTS Grading Scale

The seminary uses the following grading system:

A	(97-100)	4.00 quality points
A-	(94-96)	3.66
B+	(91-93)	3.33
B	(88-90)	3.00
B-	(86-87)	2.66
C+	(83-85)	2.33
C	(80-82)	2.00
C-	(78-79)	1.66
D+	(75-77)	1.33
D	(72-74)	1.00
D-	(70-71)	0.66
F	(below 70)	0.00
I	(incomplete)	0.00

W,WP	(withdraw, withdraw passing)	0.00
S	(satisfactory)	0.00

The grade “I” indicates that the work required for the course was not completed. It is given only when special, extenuating circumstances (such as illness) prevent the student from completing the work or taking the examination. A written request for an extension must be submitted prior to the due date of the work concerned. If the request is granted, it remains the responsibility of the student to complete all work for the course as soon as possible. In any case, an “I” grade must be removed within the extension time granted; otherwise it will be changed to “F.”

VI. Class advice

1. I recognize that many of you work long days and experience challenging commutes. Please leave sufficient time to battle adverse traffic so that you can arrive on time.
2. Please come to each class prepared, with readings and reading reports completed. From the first class, I will call on students to discuss assigned material. It is a courtesy to teacher and fellow students alike if your class contributions are informed by prior study. There are no reading reports due for the first class.
3. Take notes of our class discussions. These exchanges are a vehicle for learning and you will be expected to retain the material that we discuss.
4. Please ask questions in class. When necessary, I will establish the boundaries and let you know when I need to press on in delivering information and when we should stop to enjoy a discussion. But part of our class time is dedicated to discussion and I would be disappointed if we did not pack it with useful comments and queries.
5. Give some thought to your questions. There is no question too simple to ask (although there are many that are too difficult to answer). But please do not stop the class to regale it with stories, ride hobby-horses, play teacher to your fellow students, or ask to have a word spelled.
6. Please turn off your cell phones. Checking your mobile phone in a class discussion or lecture is as thoughtless as checking it while holding a conversation with another person.
7. Please refrain from online chatting, and the use of email in class.
8. You may quietly snack and drink and stretch in class, or pace about the back of the room if it helps you stay alert.

**Course Objectives Related to MDiv Student Learning Outcomes
With Mini-Justification**

Course: 6PT528 Theology of Ministry 1
 Professor: Chad Van Dixhoorn
 Campus: Washington
 Date: Spring 2012

<u>MDiv Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	Digests, outlines and agendas specify practical tasks in the church.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	None	
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Reformed ecclesiology is expressed in practical ministry training.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Provides a biblical model for Christ-like pastoral work.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	None	
Winsomely Reformed/ Evangelistic	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	Work alongside elders, and communication with them is properly basic to honoring others in the wider church.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Relationship of pastoral role to herald's role.
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both	Strong	Training of elder/shepherds.

	in America and worldwide.		
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Agendas for elders' and deacons' meetings.