COURSE DESCRIPTION:

The 21st century context of increased secularism, globalism, and relativism create unique challenges for local pastors leading contemporary congregations in Christian ethical and moral witness in the church and the world. The ethical and moral anchor for ecclesiastical and community life rest, in large measure, upon the character and quality of church leadership.

This course will use several core questions to help class participants reflect upon, measure, and monitor the diligent work of continual spiritual formation that directs and empowers pastoral ethical life. We will examine the warning signs of spiritual corrosion that lead to moral failure, and we will explore the far reaching impacts of clergy ethical failure. Students will be equipped and challenged by the readings and course work to develop a personal code of ethics as a Christian minister. The course product will afford students to take away broad principles of personal conduct that will help monitor and guide Christian ministry for years to come.

COURSE OBJECTIVES:

1. Explore historical and biblical understandings of ethics and morality in pastoral ministry.

2. To help develop a greater commitment to life-long personal spiritual formation and commitment to cherishing the sacredness of the spiritual bond between the pastoral caregiver and congregants and the recipients of ministry.

3. Explore contemporary ethical issues faced by faith leaders and faith communities, and examining how Christian leaders can effectively and morally lead both congregation and community in an age of religious and cultural pluralism.

4. Examine pastoral ethics, integrity, and mutual accountability in and among clergy relationships.

5. Explore and examine how unethical clergy behavior damages the Christian witness, and deeply reflect on the wounds of sexual and financial infidelities and strategies for remaining fit and spiritually healthy for ministry to the afflicted.
6. Develop a personal ministerial code of ethics to guide continual spiritual formation.

**REQUIRED READINGS:**


**OPTIONAL RECOMMENDED READINGS:**

Crouch, Andy. “It’s Time To Talk About Power: Why We Should Name and Own the Influence We Have”. *Christianity Today* (October, 2013): 32-37.


COURSE REQUIREMENTS:

1. Attend all class sessions. Sessions will contain rigorous discussion of texts, core
   questions, and the current contexts of ministry. Full explanations of assigned reflections
   will be discussed as well. Active participation in classroom discussion is expected. (10% of
   Grade)

2. Three reflections papers (typed, 12-point, double spaced, 3-5 page in the Turabian
   format), will be turned in on the due dates as listed on the syllabus. Critical personal
   reflection referencing course readings should be discussed regarding the assigned core
   question topic.
   ▪ Reflection Paper One: “WHO AM I?” is due on the third week of class.
   ▪ Reflection Paper Two: “HOW AM I TO LIVE?” is due on the fourth week of class.
   ▪ Reflection Paper Three: “HOW DO I LEAD?” due on the sixth week of class.
   *(Note: These reflection papers constitute 60% of the Course Grade)

3. Each student must develop and write a personal statement of ethics for Pastoral ministry
   (typed 2-3 pages-due on the last day of class) (30% of the course grade).

4. Certificate/Diploma Students
   ▪ Must attend all class sessions, complete readings, and participate in class discussions
     (20% of grade)
   ▪ Must complete only the one reflection paper 2-4 pages using both “Who Am I?” and
     “How am I to Live” due by session four. (30% of grade)
   ▪ Personal Statement of Ethics for Ministry due last day of class, 1-2 pages (50% of
     grade)

5. Late Work Policy:
   All work turned in after the due date can be marked down one letter grade.

CLASS SESSIONS:

Session One: The Profession of Ministry: historical and biblical explorations of ethics
   and morality
   (Readings: Trull, 9-41; Gula, 1-43; Willimon 9-30; and Wiest 71-81 and
   181-190)

Session Two: WHO AM I? The identify, character, virtues, and morality of the one who
   ministers
   (Readings: Trull, 43-88; Gula, 44-80; Bush, 1-18; and Wiest, 97-120)

Session Three: HOW AM I TO LIVE? as a person of faith and a Leader in the community
   of faith
   (Readings: Willimon, 31-59; Gula, 81-116; Wiest, 19-54; Crouch, 9-78)
   Reflection paper # 1 due on Core Question 1

Session Four: WHAT ARE THE ETHICAL PRINCIPLES THAT GUIDE MY LIFE,
MY RELATIONSHIPS, AND MY MINISTRY?
What should be the broad principles of pastoral personal code of ethics?
(Readings: Gula, 117-154 & 189-217, Trull 185-216; Crouch 85-103; Milco, 9-36)

Reflection Paper # 2 Due on Core Question 2

Session Five: HOW DO I LEAD? What the principles of leadership that govern ethical pastoral and congregational leadership?
(Readings: Wiest, 57-69; Bush, 19-84 & 106-126; Willimon, 95-126; Crouch 149-166)

Session Six: HOW DO I VIEW MY RELATIONSHIP AND OBLIGATIONS TO COLLEAGUES IN MINISTRY?
Am I intentional in maintaining transparent relationships of mutual accountability and integrity with Clergy? Who are my mentors, models, and friends?
(Readings: Trull, 119-138; Wiest, 121-139; Willimon, 70-83)

Reflection Paper # 3 Core Question 4 (Session 5)

Session Seven: HOW DO PASTORS GUIDE CONGREGANTS AND CONGREGATIONS THROUGH ETHICAL AND MORAL DILEMMAS AND CRISES?
What useful frameworks would be helpful for praying and thinking through personal and corporate crises?
(Readings: Wiest, 141-161; Milco, 37-67 & 140-164; Trull, 89-102; Crouch 277-281)

Session Eight: WHAT DO PASTOR'S OWE THE WIDER WORLD AND DOES THE PASTOR FUNCTION AS PRIEST & PROPHET IN THE CONTEMPORARY CONTEXT?
How does local pastor equip to speak “truth to power” in a global context?
(Readings: Bush, 149-172; Trull, 139-160; Crouch 169-230)

What is there to lose? Can the lost be recovered? Count the cost.
(Readings: Milco, 68-82; Trull, 74-88; Gula, 156-188 & 227-231; Wiest, 113-120; Crouch 115-142)

Session Ten: WHAT IS MY PERSONAL STATEMENT OF MINISTERIAL ETHICS?
With whom would I be willing to share? To whom am I accountable?
(READINGS: Willimon, 151-164; Gula, 240-250; Trull, 215-263)

PERSONAL STATEMENT OF ETHICS IS DUE
GRADING SCALE

A = 100-95  A- = 94-90
B+ = 89-87  B = 86-83
B- = 82-80  C+ = 79-77
C = 76-73  C- = 72-70
D+ = 69-67  D = 66-63
D- = 62-60  F = 59 and below

POLICIES FOR ALL MASTERS CLASSES

NOTE: All communications from the seminary will go to your seminary email account. Contact ithelpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.

Diploma/Certificate Student Course Requirements
The amount of work required of Diploma/Certificate students will be at the discretion of the professor. Students will be responsible for contacting the professor about what assignments are required.

Class Attendance Policy
It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other attendance expectations. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online and intensive courses (see syllabus for specific requirements).

Class Tardiness Policy
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

Late Work Policy
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

Turabian Format
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 8th ed., 2013.
**Plagiarism**
Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgement or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it.

**Electronic Format**
Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).

**Technology Use in the Classroom**
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.

**Course Evaluation in Moodle**
Students must complete an online course evaluation using the seminary Moodle system at [http://moodle.seminary.edu](http://moodle.seminary.edu). The evaluation will be open at the end of the course. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to moodlehelp@seminary.edu.