

**PASM 390  
PASTORAL INTERNSHIP**

**TEXTS:** TBD

**LEE UNIVERSITY MISSION STATEMENT**

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students' knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

**CATALOG DESCRIPTION**

The internship is designed to give a broad-based experience in Christian ministry. It offers opportunities for integrating formal and practical involvement in a church setting. Participation, observation, discussion, and reflection are the primary components fulfilled under supervision. A minimum of one hundred and fifty (150) hours are required in the ministry setting, documented by journaling and weekly reporting. The setting and supervision will be assigned or approved by the faculty supervisor.

Prerequisites: CHMN 230

Credit Hours: Three

Computer-Assisted Instruction (Y/N): N

Additional Fees: N

**I. PURPOSES**

This course is intended to:

- A. Help provide a broader base for future ministerial involvements.
- B. Acquaint the student with a particular model of ministry in a particular setting.
- C. Offer a combination of observation, participation, and reflection in order to enhance the ministry capabilities of the student.
- D. Provide supervision for the ministerial activities of the student.
- E. Guide the student in the integration of the theory and practice of ministry.
- F. Assist the student to discover and to begin to develop his/her individual strengths.
- G. Help the student become more conversant, more competent, and more confident in a specific area of ministry.

## **II. OBJECTIVES**

### **A. General Learning Objectives**

This course seeks to:

1. Enable students to observe, analyze, discuss, and participate in a productive ministry.
2. Explore the correlation between a particular philosophy of ministry and the methodology of ministry.
3. Encourage students to view themselves in relation to others.
4. Sponsor students in the examination of their strengths, weaknesses, and spiritual desires.
5. Facilitate the development of students' ministerial skills by participating in ministry.
6. Emphasize spiritual, emotional, social, and intellectual development.
7. Provide weekly supervision and evaluation of the student's performance and improvement.
8. Provide a means to relate classroom learning to practical vocational ministry.
9. Assist the student in developing a positive attitude towards ministry.

### **B. Specific Behavioral Objectives**

As a result of the student's involvement in this course, he/she should be able to:

1. Relate to supervisors, peers, and parishioners more effectively.
2. Carry out ministerial activities in a more intentional, a more caring, and a more competent manner.
3. Describe in writing the setting, the models of ministry, and the productivity of the church placement.
4. Chart a course for future personal development.
5. State the relationship between a philosophy of ministry and the individual acts of ministry.
6. Show in writing his/her understanding of the relationship of theory and practices in ministry.

7. Relate to supervision in a mature manner, growing from feedback and evaluation.
8. Demonstrate in writing his/her understanding of the relationship of theory and practices in ministry.

### **III. TOPICS TO BE COVERED**

- A. Mission of the Church  
Local, National, International
- B. Philosophy or Theology of Ministry
- C. Preaching/Teaching  
Planning, Preparing, Methods of Delivery, etc.
- D. Counseling  
Crisis  
Long-term  
Referrals  
Preventive (such as pre-marital)
- E. Church Administration  
Structure (example – Church and Pastor’s Council, Elders, Deacons)  
Leadership/Management Styles  
Staff Relationships  
Finances
- F. Planning  
Long-range  
Daily Scheduling  
Setting measurable goals
- G. Discipleship/Leadership development/Koinonia/Discipline
- H. Worship  
Planning  
Preparation  
Personnel  
Procedure  
Music
- I. Ministry to youth, singles, children, senior adults
- J. Outreach  
Visitation  
Revivals  
Seminars
- K. The Minister’s Personal Life  
Spirituality/Devotional Life  
Health/Recreation  
Family Time  
Personal renewal  
Relationship to other ministers
- L. Church Growth Principles  
Planting a church

Leading a small, established church to productivity

#### **IV. INSTRUCTIONAL PROCEDURES**

- A. Classroom instruction
- B. Electronic correspondence
- C. Detailed weekly sessions with supervisor

#### **V. RESPONSIBILITIES OF THE STUDENTS**

##### **A. Student**

1. Be prompt and cooperative in fulfilling the tasks.
2. Engage in meaningful dialogue with the supervisors and other members of the church staff.
3. Keep a journal. Details will be given in class.
4. Read the books assigned and record responses. Details will be given in class.
5. Complete weekly reports to be given to the faculty supervisor.
6. Attend and participate in the weekly sessions with the faculty supervisor.
7. Meet weekly with the church supervisor for discussion and assignments.
8. Complete written assignments, such as verbatim reports, mid-term and final reports.
9. Prepare an annotated bibliography in an area of concentration.
10. Write an evaluation of the work accomplished in the local church, personal development and reading.
11. Write a reflection paper on the integration of theory and practice in ministry. This paper should include the importance of integration, your struggle of integration, and the way you approach the challenge of integration.

##### **B. Faculty Supervisor's Involvements**

1. Assign or approve the setting.
2. Assign the books to be read.
3. Conduct weekly sessions with the students during the semester.
4. Coordinate the work of the student in cooperation with the church supervisor.
5. Evaluate the student's involvements.

##### **C. Church Supervisor's Involvements**

1. Become familiar with the requirements of the course.
2. Guide the student in selecting meaningful involvements that will fulfill the purposes of the course.
3. Supervise the student's involvement and give feedback.
4. Engage in dialogue with the student about various topics, some of which could include the suggested topics of discussion listed below.
5. Complete a report of the student's involvements.

#### **VI. EVALUATIONS**

1. Attendance and participation in class sessions
2. Involvements in church setting
3. Journal of Ministry Involvements
4. Reports
5. Reading Assignments
6. Meetings with Supervisors
7. Annotated Bibliography
8. Reflection Paper

## **VII. STUDENTS WITH DISABILITIES**

Lee University is committed to the provision of reasonable accommodations for students with disabilities as defined in Section 504 of the Rehabilitation Act of 1973. Students who think they may qualify for these accommodations should notify their instructor immediately. Special services are provided through the Academic Support Program.

## **VIII. ACADEMIC INTEGRITY**

As a Christian community of scholarship, we at Lee University are committed to the principles of truth and honesty in the academic endeavor. As faculty and students in this Christian community, we are called to present our academic work as honest reflection of our abilities; we do not need to defraud members of the community by presenting others' work as our own. Therefore, academic dishonesty is handled with serious consequences for two fundamental reasons: it is stealing—taking something that is not ours; it is also lying—pretending to be something it is not. In a Christian community, such pretense is not only unnecessary, it is also harmful to the individual and community as a whole. Cheating should have no place at a campus where Christ is King because God desires us to be truthful with each other concerning our academic abilities. Only with a truthful presentation of our knowledge can there be an honest evaluation of our abilities. To such integrity, we as a Christian academic community are called.

The School of Religion strongly supports and expects gender – inclusive language in written and oral communications.

## **IX. READING LIST**

Arrington, French. *Divine Order in the Church*. Pathway Press.

Aguirre, Adalberto Jr. & Jonathan H Turner. *American Ethnicity: The Dynamics and Consequences of Discrimination*. New York, NY: McGraw Hill, 2007 (1995)

Bonhoeffer, Dietrich. *The Cost of Discipleship*. New York: The Macmillan Company. 1973

Bratcher, Edward B. *The Walk-On- Water Syndrome*. Waco, Texas: Word Books, 1984

- Crist, Terry M., Learning the Language of Babylon: Grand Rapids, Michigan, Chosen Books 2001
- Drury, Keith, *The Wonderful Worship: Why We Worship the Way We Do*, Marion: Triangle Publishing, 2002
- Ellor, James W. and Susan H. McFadden and Steven Sapp. *Aging and Spirituality: The First Decade*. San Francisco : American Society on Aging, 1999.
- Emerson, Michael O. *People of the Dream: Multiracial Congregations in the United States*. Princeton, NJ: Princeton University Press, 2006
- Fee, Gordon, and Douglas Stewart. *How To Read The Bible For All It's Worth*. Michigan: Zondervan Publishing Company, 2003.
- Fisher, William P. and Christopher C. Muller. *Four-Dimensional Leadership*. Upper Saddle Rive, NJ: Pearson Prentice Hall, 2005.
- Gangel, Kenneth. *Team Leadership in Christian Ministry: Using Multiple Gifts to Build a Unified Vision*. Chicago, IL: Moody Publishers, 1997
- Hitchcock, Jeff. *Lifting the White Veil*. Roselle, NJ: Crandall, Dostie & Douglas Books, 2002.
- Kavanaugh, Patrick., *Worship, a Way of Life*, Grand Rapids, Mich. : Chosen Books, 2001
- Kimball, Dan. *The Emerging Church: Vintage Christianity for New Generations*. Grand Rapids: Zondervan, 2003.
- Lingenfelter, Judith E. and Sherwood G. Lingenfelter. *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids, MI: Baker Academic, 2003
- McClung, Grant. *Globalbeliever.com: Connecting to God's Work in Your World*. Cleveland, TN: Pathway Press, 2004
- Navarro, Kevin J. *The Complete Worship Leader*. Grand Rapids: Baker Academic Press, 2006.
- Peterson, David., *Engaging with God : a Biblical Theology of Worship*, Downers Grove: InterVarsity Press, 2002
- Pippert, Rebecca Manley. Out of the Saltshaker & Into the World. Downers Grove, Illinois: InterVarsity Press 1979.
- Placher, William C., editor. *Callings: Twenty Centuries of Christian Wisdom on Vocation*. Grand Rapids: Wm. B. Eerdmans Publishing, 2005.

Storti, Craig. *The Art of Crossing Cultures*. Yarmouth, ME: Intercultural Press, 2001.

Stott, John R. Between Two Worlds. Grand Rapids, MI: Eerdmans, 1982.

Van Engen, Charles. *God's Missionary People: Rethinking the Purpose of the Local Church*. Grand Rapids: Baker Book House, 1991.

Webber, Robert ed. *The Complete Library of Christian Worship*, 7 vols. Nashville: Star Song, 1994

Wilson, Jonathon. *Why Church Matters: Worship, Ministry, and Mission in Practice*. Grand Rapids: Baker Academic Press, 2006.

Wilhoit, Jim and Leland Ryken. Effective Bible Teaching. Grand Rapids: Baker Books, 2004.

Woodley, Randy. *Living in Color: Embracing God's passion for Diversity*. Grand Rapids, Mich.: Chosen Books, 2001.