



# LEAVELL COLLEGE

AT NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

## Planning Effective Worship Ministry: LCME 1301

Fall 2021 (221)

Dr. Ed Steele

Sellers 220A

Professor of Music

[esteele@nobts.edu](mailto:esteele@nobts.edu)

Occupying the Lallage Feazel Chair of Music

Office: (504) 282-4455 Ext. 3237

Office hours: T/Th 9:30-11:00; W/F 9:00-3:00

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*New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.*

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### COURSE DESCRIPTION

Students will learn recent philosophical and technological developments as they related to worship and music administration in the local church. Students will study emerging trends in how and why churches “do” worship as they do. Students will also review current church music administration software programs that assist in organizing data and enhancing ministry.

### COURSE STUDENT LEARNING OUTCOMES (CSLOs)

At the conclusion of the semester, the student will:

1. Exhibit skill in creating organizational structures to encourage efficiency, accountability, and structure in church music ministry
2. Communicate sensitivity and insightfulness in relationships with the pastor, church staff, fellow musicians, and the congregation
3. Display a working knowledge of church music education rationale, growth/educational stages, and intergenerational worship leadership

### COURSE TEXTS

The following textbook is required:

Measels, Donald Clark. *Music Ministry: A Guidebook*. Macon, GA: Smyth & Helwys Publishing, 2004.

### COURSE REQUIREMENTS

1. Students will be required to logon to **Blackboard** (BB) on the NOBTS website and are responsible for keeping abreast of the course syllabus announcements, weekly quizzes[ 5%], grades, and general communication

**2. Weekly Assignment Sequence:**

READ the assignment - Chapter 1 of the required text, *Music Ministry: A Guidebook* no later than Thursday, 8:00 a.m. August 22. TAKE the QUIZ on Tuesdays first thing during class – 10 questions and a bonus with a 10 minute time limit. There are no quiz make-ups if you are late or absent for a quiz. There are a total of 11 quizzes. The lowest quiz grade will be dropped. Any PRACTICUMS due are to be submitted on Thursdays 8:00 a.m.

**3. Practicums** – fleshing out the practical tasks associated with music ministry. Please upload these in the weekly Blackboard **folder no later than Friday** of the week assigned.

**A. Intro & Chapter 1 - Who is a Minister of Music? [10%]**

Write a two-page sharing of your philosophy of the ministry of music (not philosophy of worship or church) as experienced in Southern Baptist churches.

**B. Week 3 Chapter 2 - Vision, Planning, and Assessment for the Music Ministry  
Chapter 3 - The Calendar and the Minister of Music [15%]**

Write a Sept.-Aug. 2019-2020 calendar for a hypothetical church where you are the Minister of Music/Worship Pastor. Average Sunday morning attendance is 400.

These are the groups:

*50 regulars in adult ensemble and praise team (joint ensemble)*

*40 voice youth ensemble and praise team*

*25 children in upper elementary choir (4-6 graders)*

*35 children in lower elementary choir (2-3 graders)*

Be sure to include titles for Christmas presentations, Easter or spring events, and VBS musical. Provide a list of where the youth choir tour will travel, the objectives, and the concerts they will sing. This is a working/planning calendar, so include a weekly rehearsal schedule, when the music for each event must be bought and issued to choir to begin rehearsing. Include extra rehearsals if needed, and performance dates.

**C. Week 4 Chapter 4 – What Do Pastors Expect from the Minister of Music [10%]**

Write a 2 page paper on what a Pastor should expect from his Worship Leader/Minister of Music and what the MoM should expect from his pastor.

**D. Week 7 Chapter 7 – What an Accompanist Needs from a Music Minister [10%]**

Interview the pianist at your church or a church in your area. Write a brief report. Be creative in asking questions that will help you to see music ministry from their perspective. According to the accompanist, what will

help you better interact with them so that in the future, you can be better in performance, rehearsal, and worship leading? In your summary, include a list of “do’s & don’ts” in the director/accompanist relationship.

**E. Week 8 Chapter 8 – What the Minister of Music Needs to Know about Children’s Choirs [10%]**

Write a 3 page justification of why children’s choirs should be more than baby-sitting (i.e. - quality doesn’t matter... just let them sing loud and have a good time!) or a training ground for the next *Annie* on Broadway (i.e. - but we’ve always done 3 or 4 musicals every year; how are our kids going to get stage experience for their beauty pageants if they don’t do musicals?).

**F. Week 9 Chapter 9 – Working with Middle School Church Choirs**

**Chapter 10 – Youth Choir Ministry –Planting a Heart Song [10%]**

**Situation:** Before you came to this church as minister of music, there was only an adult choir. You feel God is leading you to begin a youth choir. They have little or no interest or background. Write a report to the music council on why this is important, and what you plan to do to get their attention, cultivate interest, and gain their cooperation.

**G. Week 12 Chapter 15 – Budgeting for the Music Ministry**

**Chapter 16 – Buying and Storing Choral Music and Equipment**

**Chapter 17 - A Final Word: Situation Preparation [10%]**

**Situation:** You have done such a good job in your first year as minister of music that the budget committee wants to provide \$2500 for professional development at church music conferences. After doing your research, write a brief report to the committee to thank them for their investment in you and the church, and to show them where and how the money would be spent. Look on the internet to find what conferences are available in 2015/2016. List and briefly describe each, then tell which ones you would attend and why. Write a realistic budget of projected conference expenses for the year (registration, travel, lodging, food, etc.).

- 4. Case Study** – Pages 169-173 of the text contain many case studies of typical situations that can arise in church music ministry. Select one, copy it just beneath the title of your paper, and in a full page explanation, share how you would initially respond to the situation, who you might go to for counsel, how you would then address the situation, and list the varying ways that this conflict could conclude. Include any pertinent scripture references helpful to yourself, and possibly helpful to others. Keep in mind that the goal in all similar situations is to try to help people grow toward living Christ like lives. There are a total of eleven situations. No two people should choose the same situation without prior consent from the professor. [10%]

5. **Reflection papers** - At the end of the semester, students will compose a paper describing your personal concepts of church music administration that have changed or been enhanced as a result of this course. The paper will be 5-6 TEXT pages in length, incorporating at least 3 outside (non-required texts) footnoted resources and a bibliography. **[10%]**

All assignments and papers (where applicable) are to be typed and double-spaced, with 1- inch margins, using Times New Roman 12-point font, with footnotes, bibliography, and a title page. Attention is to be given to correct spelling, grammar, and punctuation according to the latest edition of Turabian.

#### GRADING SCALE

- A: 93 - 100
- B: 85 - 92
- C: 77 – 84
- D: 70 – 76
- F: below 70

#### COURSE OUTLINE

|                |                        |  |
|----------------|------------------------|--|
| <b>Week 1</b>  | <b>Aug. 17-19</b>      | Download and print and READ syllabus; get text ASAP  |
| <b>Week 2</b>  | <b>Aug 24-26</b>       | Intro & Chapter 1 - <i>Who is a Minister of Music (MoM)?</i><br><b>Practicum A Due</b>   |
| <b>Week 3</b>  | <b>Aug. 31-Sept. 2</b> | Chapter 2 - <i>Vision, Planning, Assessment for the MoM</i><br>Chapter 3 - <i>The Calendar and the Minister of Music</i><br><b>Practicum B Due</b>       |
| <b>Week 4</b>  | <b>Sept. 7-9</b>       | Chapter 4 – <i>What Do Pastors Expect from the MoM?</i><br><b>Practicum C Due</b>  |
| <b>Week 5</b>  | <b>Sept. 14-16</b>     | Chapter 5 – <i>Church Staff Relations</i>  |
| <b>Week 6</b>  | <b>Sept. 21-23</b>     | Chapter 6 – <i>Working with Volunteers</i>   |
| <b>Week 7</b>  | <b>Sept. 28-30</b>     | Chapter 7 – <i>What an Accompanist Needs from a MoM</i><br><b>Practicum D Due</b>  |
|                | <b>Oct. 4-8</b>        | <b>Fall Break</b>  |
| <b>Week 8</b>  | <b>Oct. 12-14</b>      | Chapter 8 – <i>What MoM Needs to Know about Children’s Choir</i> <b>Practicum E Due</b>  |
| <b>Week 9</b>  | <b>Oct. 19-21</b>      | Chapter 9 – <i>Working with Middle School Church Choirs</i><br>Chapter 10 – <i>Youth Choir Ministry –Planting a Heart Song</i><br><b>Practicum F Due</b> |
| <b>Week 10</b> | <b>Oct 26-28</b>       | Chapter 11 – <i>Organizing the Adult Choir</i>   |

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|----------------|-------------------|--|
| <b>Week 10</b> | <b>Nov. 2-4</b>   | Chapter 12 – <i>The Church Handbell Program</i><br>Chapter 13 – <i>Building a Church Instrumental Ministry</i><br>Chapter 14 – <i>Hiring and Working with an Orchestra</i> |
| <b>Week 11</b> | <b>Nov. 9-11</b>  | Chapter 15 – <i>Budgeting for the Music Ministry</i><br>Chapter 16 – <i>Buying and Storing Choral Music and Equip.</i>   |
| <b>Week 12</b> | <b>Nov. 16-18</b> | Review & <b>Practicum G Due</b>  |
|                | <b>Nov. 22-26</b> | <b>Thanksgiving Break</b>  |
| <b>Week 13</b> | <b>Nov. 30</b>    | Chapter 17 - <i>A Final Word: Situation Preparation</i><br><b>Case Study Due</b>   |
| <b>Week 14</b> | <b>Dec. 7</b>     | <b>Reflection Paper</b> - due 8:00 am  |

### **ADDITIONAL COURSE INFORMATION**

1. Attendance Policy: Leavell College follows the attendance policy as stated in the Leavell College catalog.
2. Policy for Late Submissions: Assignments will not be accepted that are later than 2 weeks past the due date.
3. Plagiarism Policy: A high standard of personal integrity is expected of all Leavell College students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and committing other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Leavell College for further action.
4. Classroom and Online Decorum: Each student is expected to demonstrate appropriate Christian behavior. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of the others in the course. A spirit of Christian charity is expected at all times. Electronic devices should be used only for classroom purposes as indicated by the professor.
5. Special Needs: If you need accommodations for a disability, please set up a meeting with the professor for consideration of any modifications you may need.
6. Emergency Plan: In the event the NOBTS schedule is impacted due to a natural event, go to the seminary's website for pertinent information. Class will continue as scheduled through the Blackboard site. Please note announcements and assignments on the course's Blackboard site.

7. Technical Assistance: For general NOBTS technical help, go to [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/)
8. Style Guide: A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or it can be located online at the Writing Center's page on the seminary website at: [https://www.nobts.edu/\\_resources/pdf/writing/StyleGuide.pdf](https://www.nobts.edu/_resources/pdf/writing/StyleGuide.pdf)
9. COVID-19: During the COVID-19 pandemic Leavell College is abiding by all New Orleans governmental guidelines and CDC safety guidelines. This includes practicing social distancing, washing hands frequently, and wearing face masks. Students are expected to abide by such policies while on campus.

## SELECTED BIBLIOGRAPHY

Barfoot, Phil, ed. *The Ultimate Idea Book for Music Ministry! Volumes 1 and 2*. Dallas: Word Music, 2004.

Bradley, C. Randall. *From Postlude to Prelude: Music Ministry's Other Six Days*. Fenton, MO: MorningStar Music Publishers of St. Louis, 2004.

Causey, C. Harry. *Things They Didn't Tell Me About Being a Minister of Music*. Rockville, MD: Music Revelation, 1991.

Floyd, Ronnie. *10 Things Every Minister Needs to Know*. Green Forest, AR: New Leaf Press, Inc. 2007.

Kraeuter, Tom, ed. *Things They Didn't Teach Me in Worship Leading School*. Lynnwood, WA: Emerald Books, 1995.

———, ed. *More Things They Didn't Teach Me in Worship Leading School*. Lynnwood, WA: Emerald Books, 1998.

Manner, David. *Better Sundays Begin on Monday*, Nashville: Abingdon Press, 2020.

Measels, Donald Clark. *Music Ministry: A Guidebook*. Macon, GA: Smyth & Helwys Publishing, 2004.

Music, Ministers of, ed. *Ministry in the Real World: Real Life*. Anytown, USA: School of Hard Lessons Learned, Creation-2015.

Terry, Lindsay. *A Complete Manual for the Ministry of Church Music*. Murfreesboro, TN: Sword of the Lord Publishers, 2002.