

THE JOHN LELAND CENTER FOR THEOLOGICAL STUDIES
1301 N. Hartford Street · Arlington, VA 22201 · 703.812.4757
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COURSE SYLLABUS

COURSE NUMBER: MS-425 spring 2012

COURSE TITLE: CHURCH ADMINISTRATION

INSTRUCTOR: Dr. Bill Booth

MEETING DATES & TIME: Tuesdays, 6:00 to 8:50 p.m., 1/23 to 5/7, 2012

LOCATION: Bonsack Baptist Church, Roanoke, VA

PHONE: (W) 540-343-7685 (Cell) 540-797-4107

FAX NO: 540-343-5256

Email: bbooth@vintonbaptistchurch.org

COURSE DESCRIPTION:

This is an introductory course, and as such it is designed to examine the broad issues of church administration, while providing students exposure to the most important issues in administration. Students will have an opportunity to supplement general reading with reading in areas of greatest interest. Lectures and class discussions will be focused on meaningful areas of administration with the aim of preparing students for leadership roles in local church settings.

VISION STATEMENT:

The overarching vision for this course is for each student to embrace the biblical model of “servant” as the driving force and organizing principle within the individual as he or she seeks to lead a Christian community of faith.

In the context of biblical and theological foundations, and from the perspectives of spiritual, strategic, and skills formation, the course will invite each participant to a lifelong pursuit of and commitment to personal and corporate understanding of Christian leadership and the unique relationship of Christian spirituality and the leadership responsibility of the minister.

EDUCATIONAL ASSUMPTIONS

1. The work of the Holy Spirit is essential to any process of Christian education at any level. We will consistently request and expect the Spirit’s presence within and among us.
2. Christian teaching and learning is best done in the context of community (people being and working together). Community is the gift of the Spirit but may be enhanced or hindered by human effort. Communities have common values, stories, practices, and goals. Explicit effort will be invested to enhance community within the class. Group work will take place in every session.
3. Every adult student has knowledge and experiences to contribute to the class. We learn not only from the instructor and the reading assignments but also from each other. Each student is valued not only as a learner but also as a teacher.
4. Journaling is an ideal way to bring theory and practice together as students synthesize the principles and content of the lessons with their own experiences, preferences, and ideas.

COURSE OBJECTIVES:

At the conclusion of the course, the student will have theological and theoretical knowledge of church administration coupled with practical insights. Each student should be able to:

1. Articulate a personal theology of church administration.

2. Understand his or her leadership style, and be aware of the impact of that style in church administration.
3. Identify the skills needed for effective functioning as a church administrator.
4. Know where and how to locate resource materials related to church administration.
5. Trace a definition of the nature and mission of the church through Scripture.
6. Identify the values of small group meetings for the church.
7. Identify essential components within the following aspects of equipping the laity: recruiting, training, and supervising.
8. Identify some principles for effective time management.
9. Recognize the details and dynamics that make for healthy relationships within the ministerial staff
10. Recognize the concerns that must be given attention to related to the church's building and grounds.
11. Understand guidelines for effective handling of church finances.
12. Recognize the concerns that must be given attention to related to the church's public relations.

METHODOLOGY:

1. Learners will be responsible for assigned readings in the textbooks, other sources, and the Bible.
2. There will be one exam during the course. This will be at mid-term and will be either in-class or take-home as determined by the instructor.
3. Each student will research and present a topic to the class. The length and the date of the presentation will be determined by the instructor. This paper/presentation will serve as the final exam.
4. The instructor will require learners to participate in one or more in-class presentations. Each student will prepare a book review on an approved book (a bibliography of approved books will be provided to students during the first class session) and present to the class a summary of the work. The student will provide a one page outline for all class participants including bibliographical information about the book as well as a general outline of the material covered in the work.
5. Learners may be given additional activities to do during the course as determined by the instructor.
6. Class participation is a high expectation of the learner. The instructor will outline his/her specific policies regarding class attendance and participation.

GRADING:

The course grade will be based on the following elements: class attendance—20%, midterm exam—25%, book reviews—10%, journaling—10%, student in-class presentation—10% and student research project—25%. The grading scale will be A=93-100, B=85-92, C=77-84, D=69-76, and F=0-68. Tests missed must be made up prior to the next class meeting. A score of zero will be averaged with other test scores for tests not made up.

ATTENDANCE:

Any student missing a class must inform the instructor at the earliest opportunity and is responsible for all assignments missed and for being prepared for the next class meeting.

REQUIRED TEXTS:

CHURCH ADMINISTRATION HANDBOOK, Bruce P. Powers, Editor.

ISBN 0-8054-1061-9

MANAGING THE CONGREGATION: BUILDING EFFECTIVE SYSTEMS TO SERVE PEOPLE,
Norman Shawchuck and Roger Heuser.
ISBN 0-687-08898-4

THE ESSENTIAL ENNEAGRAM: THE DEFINITIVE PERSONALITY TEST AND SELF-
DISCOVERY GUIDE. David Daniels and Virginia Price. New York; Harper One, 2009.

EXPECTATIONS:

That each student will read all assignments and be prepared to participate in each class meeting. That each student will contact the instructor immediately with problems, needs, and/or questions related to any aspect of the course.

SCHEDULE OF ASSIGNMENTS:

Each student will present a book review on a book related to the class topic as assigned by the instructor. Students will maintain a journal as described in the syllabus. The journals will be checked each week by the instructor. Students will prepare a final paper as described in the syllabus.

Session 1: Introducing the course: overview of syllabus, examining our leadership experience, introduction to the Enneagram with an emphasis on self –understanding related to leadership style, and a biblical view of church administration.

Session 2: Managing in the Church Context. Powers, pp. 3-20. Shawchuck/Heuser, pp. 15-55.

Session 3: Working with People. Powers, pp. 57-70. Shawchuck/Heuser, pp. 205-226.

Session 4: Administering Personnel. Powers, pp. 71-120. Shawchuck/Heuser, pp.231-241.

Session 5: Managing Church Finances. Powers, pp. 121-132. Shawchuck/Heuser, pp. 56-75.

Session 6: Planning and Budgeting for Mission. Powers, pp. 133-152. Shawchuck/Heuser, pp. 76-119, 314-357.

Session 7: Communicating the Church's Ministry. Powers, pp. 177-194. Shawchuck/Heuser, pp. 76-97.

Session 8: Managing Church Facilities and Services. Powers, pp. 153-176, 195-204. Shawchuck/Heuser, pp. 136-181.

Session 9: Managing Risk in the Church. Powers, pp. 205-216.

Session 10: Leading in Collaborating with Others. Powers, pp. 229-234. Shawchuck/Heuser, pp. 245-313.

Session 11: Equipping the Saints for Service. Powers, pp. 235-248. Shawchuck/Heuser, pp. 182-202.
Midterm Exam.

Session 12: Developing a Ministry Team. Powers, pp. 249-258.

Session 13: Staying Healthy in Ministry. Powers, pp. 259-276.

Session 14: Getting Started in a New Ministry (including the small congregation). Powers, pp. 277-290.

Session 15: Finding Fulfillment in Ministry. Powers, pp. 291-296. . Final Paper/presentation Due.

JOURNALS:

An important on-going assignment for this module is a journal. It is to be used regularly, if not daily. The instructor will check the journals each week.

The journal should become the student's friend and treasury of insights, devotions, and ideas. Here the integration of theory and practice occurs. The spiritual life nature of the journal helps guard against the course of study being merely academic as you are repeatedly called upon to apply the principles studied to your own heart and your own ministry situation.

This journal is not a diary, not a catchall. It is, rather, a guided journal or a focused journal in which the educational experience and its implications are selected for reflection and writing. The journaling experience ensures that the "Be" component of "Be, Know, and Do" is present in the course of study.

FINAL PAPER/PESENTATION:

Utilizing your reading, your learning from class discussions, and your experiences, discuss your understanding of church administration. Be sure to include your theological understandings for your administrative style, and show the relationship between your theology and practice. You should indicate where you have grown as well as areas and skills in which you need to be more attentive. The paper is to be at least 5 pages in length, but no more than 8. Each student will make a 10-12 minute presentation of a hypothetical scenario that demonstrates the students understanding of and application of church administration skill with an emphasis on theology, leadership theory and practical application.

LEADERSHIP BIBLIOGRAPHY

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JOURNALING: A TOOL FOR PERSONAL REFLECTION AND INTEGRATION

Participating in the course of study is the heart of your preparation for ministry. To complete each course you will be required to listen to lectures, read several books, participate in discussions, write papers, and take exams. Content mastery is the goal.

An equally important part of ministerial preparation is spiritual formation. Some might choose to call spiritual formation devotions, while others might refer to it as growth in grace. Whichever title you place on the process, it is the intentional cultivation of your relationship with God. The course work will be helpful in adding to your knowledge, your skills, and your ability to do ministry. The spiritually formative work will weave all you learn into the fabric of your being, allowing your education to flow freely from your head to your heart to those you serve.

Although there are many spiritual disciplines to help you cultivate your relationship with God, journaling is the critical skill that ties them all together. Journaling simply means keeping a record of your experiences and the insights you have gained along the way. It is a discipline because it does require a good deal of work to faithfully spend time daily in your journal. Many people confess that this is a practice they tend to push aside when pressed by their many other responsibilities. Even five minutes a day spent journaling can make a major difference in your education and your spiritual development. Let me explain.

Consider journaling as time spent with your best friend. Onto the pages of a journal you will pour out your candid responses to the events of the day, the insights you gained from class, a quote gleaned from a book, an ah-ha that came to you as two ideas connected. This is not the same as keeping a diary, since a diary seems to be a chronicle of events without the personal dialogue. The journal is the repository for all of your thoughts, reactions, prayers, insights, visions, and plans. Though some people like to keep complex journals with sections for each type of reflection, others find a simple running commentary more

helpful. In either case, record the date and the location at the beginning of every journal entry. It will help you when it comes time to review your thoughts.

It is important to chat briefly about the logistics of journaling. All you will need is a pen and paper to begin. Some folks prefer loose-leaf paper that can be placed in a three-ring binder, others like spiral-bound notebooks, while others enjoy using composition books. Whichever style you choose, it is important to develop a pattern that works for you.

Establishing a time and a place for writing in your journal is essential. If there is no space etched out for journaling, it will not happen with the regularity needed to make it valuable. It seems natural to spend time journaling after the day is over and you can sift through all that has transpired. Yet, family commitments, evening activities, and fatigue militate against this time slot. Morning offers another possibility. Sleep filters much of the previous day's experiences, and processes deep insights, that can be recorded first thing in the morning. In conjunction with devotions, journaling enables you to begin to weave your experiences with the Word, and also with course material that has been steeping on the back burner of your mind. You will probably find that carrying your journal will allow you to jot down ideas that come to you at odd times throughout the day.

It seems that we have been suggesting that journaling is a handwritten exercise. Some may be wondering about doing their work on a computer. Traditionally, there is a special bond between hand, pen, and paper. It is more personal, direct, and aesthetic. And it is flexible, portable, and available.

With regular use, your journal is the repository of your journey. As important as it is to make daily entries, it is equally important to review your work. Read over each week's record at the end of the week. Make a summary statement and note movements of the Holy Spirit or your own growth. Do a monthly review of your journal every 30 days. This might best be done on a half-day retreat where you can prayerfully focus on your thoughts in solitude and silence. As you do this, you will begin to see the accumulated value of the Word, your course work, and your experience in ministry all coming together in ways you had not considered possible. This is integration, weaving together faith development with learning. Integration moves information from your head to your heart so that ministry is a matter of being rather than doing. Journaling will help you answer the central question of education: "Why do I do what I do when I do it?"

Journaling really is the linchpin in ministerial preparation. Your journal is the chronicle of your journey into spiritual maturity as well as content mastery. These volumes will hold the rich insights that will pull your education together. A journal is the tool for integration. May you treasure the journaling process!

HOW TO WRITE A BOOK REVIEW

A book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

Scan the Book's Preliminaries

Before beginning to read, consider the following:

1. Title - What does it suggest?
2. Preface - Provides important information on the author's purpose in writing the book and will help you to determine the success of the work.

3. Table of Contents - Tells you how the book is organized and will aid in determining the author's main ideas and how they are developed - chronologically, topically, etc.

Read the Text

Record impressions as you read and note effective passages for quoting. Keep these questions in mind:

1. What is the general field or genre, and how does the book fit into it? (Use outside sources to familiarize yourself with the field, if necessary.)
2. From what point of view is the work written?
3. What is the author's style? Is it formal or informal? Does it suit the intended audience? If a work of fiction, what literary devices does the author use?
4. Are concepts clearly defined? How well are the author's ideas developed? What areas are covered/not covered? Why? This helps to establish the book's authority.
5. If a work of fiction, make notes on such elements as character, plot, and setting, and how they relate to the theme of the book. How does the author delineate his characters? How do they develop? What is the plot structure?
6. How accurate is the information in the book? Check outside sources if necessary.
7. If relevant, make note of the book's format - layout, binding, typography, etc. Are there maps, illustrations? Do they aid understanding?
8. Check the back matter. Is the index accurate? What sources did the author use - primary or secondary? How does he make use of them? Make note of important omissions.
9. Finally, what has the book accomplished? Is further work needed? Compare the book to others by this author or by others. (Use the listing in the bibliography.)

Consult Additional Sources

Try to find further information about the author - his/her reputation, qualifications, influences, etc. - any information that is relevant to the book being reviewed and that would help to establish the author's authority. Knowledge of the literary period and of critical theories can also be helpful to your review. Your professor and/or reference librarian will be able to suggest sources to use.

Prepare an Outline

Carefully review your notes and attempt to unify your impressions into a statement that will describe the purpose or thesis of your review. Then, outline the arguments that support your thesis. Your arguments should develop the thesis in a logical manner.

Write the Draft

Skim your notes again; then, using the outline as a guide and referring to notes when necessary, begin writing. Your book review should include the following:

1. Preliminary Information - the complete bibliographic citation for the work i.e., title in full, author, place, publisher, date of publication, edition statement, pages, special features (maps, color plates, etc.), price and ISBN. Example:

Rory Maclean
Under the Dragon
Travels in a betrayed land

London: Harper Collins, 1998.

224pp. \$37.50

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2. Introduction - Try to capture the reader's attention with your opening sentence. The introduction should state your central thesis, and set the tone of the review.
3. Development - Develop your thesis using supporting arguments as set out in your outline. Use description, evaluation, and if possible explanation of why the author wrote as he/she did. Use quotations to illustrate important points or peculiarities.
4. Conclusion - If your thesis has been well argued, the conclusion should follow naturally. It can include a final assessment or simply restate your thesis. Do not introduce new material at this point.

Revise the Draft

1. Allow some time to elapse before going over your review, to gain perspective.
2. Carefully read through the text, looking for clarity and coherence.
3. Correct grammar and spelling.
4. Verify quotes for proper foot-noting.