

Gary Peluso-Verdend, Ph.D.
Associate Professor of Practical Theology
918.270.6405
gary.peluso@ptstulsa.edu

Phillips Theological Seminary
PL 650 Practices in Church Leadership and Administration

Spring 2015 Semester
Concentrated Course

Class Session Days and Times:

March 23-27, 2015

8:30 a.m. – noon, 1:15 p.m. – 4:45 p.m., Monday through Friday

Course Purpose

Administration is the beneficial gathering, organizing, and distribution of the goods and resources which an organization stewards. The activity of church administration extends the goods from two tables: the communion table and the “daily bread” table. When we refer to the *administration* of the sacraments, or the *distribution* of a community’s resources (see Acts 6.1-6), we set the table for understanding church administration.

Students in this course will explore selected foundational disciplines of church leadership and administration. Students will be challenged to understand what is going on in particular contexts using interpretive frameworks introduced in this course, to develop specific practical skills and bases of introductory-level knowledge, and to bank print and electronic resources for further learning and exploration.

Learning Goals

By the end of this course, students will:

- Demonstrate their grasp of the fundamental disciplines of theologically-informed leadership and administration.
- Gain skill in thinking like church administrators within their contexts and those of the class cases.
- Identify resources to further their own learning on a topic that links personal development with administrative knowledge and skill.

Assignments:

1. *Synopsis and reflection papers*, two pages each (double-spaced, 12 pt. font), **due every other week leading up to the class sessions in March**. One paper for each book. In the first page, you will state the author’s purpose for writing the book, the basic perspective the author takes on the topic, and one or more points the author makes on the topic. In the second page, you will engage the author with questions and comments, noting points of appreciation, points at which you might disagree, *and questions related to the topic that you want to pursue during the class sessions*.

Please read the biblical texts associated with the class sessions prior to each class session.

Due dates:

<i>Church Administration</i>	8 pm	Friday, February 6, 2015
<i>Unique and Learning While Leading</i>	8 pm	Friday, February 20, 2015
<i>Transforming Church Conflict and The Paradox of Generosity</i>	8 pm	Friday, March 6, 2015

2. *Develop an annotated bibliography*, including print and electronic resources, on a topic in church leadership or administration. The assignment will be shared with classmates. **Due May 1, 2015.** Students will choose an approved topic by the close of the March class session.
3. *A take-home pastoral response final*, responding to a fictionalized case study. **Due May 8, 2015.** The final will be distributed the last day of the class meetings in March. The final will present you a case of a congregation at a low point in its lifecycle. You've been called in as a consultant to the pastor...**You should save the graded copy of this assignment for your student assessment portfolio.**

Required Reading:

A note about these texts. I've chosen texts for varying reasons. The Bacher and Cooper-White book is a good reference. The conflict book contains useful exercises. The giving/generosity book and the branding/communications book were chosen because of the perspectives they bring to the issues rather than because they contain a bag of practical ideas. I decided it was important that students develop fundamental perspectives, to think with the authors in their own settings. For example, branding book contains some comments with which I do not agree and the author often references the megachurches with which he has worked. However, the author understands the importance of image and communications in a way that can be immensely helpful. So, read generously.

Bacher, Robert N. and Michael L. Cooper - White. *Church Administration: Programs, Process, Purpose*. Minneapolis: Fortress Press, 2007.

Cooke, Phil. *Unique: Telling Your Story in the Age of Brands and Social Media*. Ventura, California: Regal, 2012.

Farber - Robertson, Anita. *Learning While Leading: Increasing Your Effectiveness in Ministry*. Alban Institute, 2000.

Smith, Christian, and Hilary Davidson. *The Paradox of Generosity: Giving We Receive, Grasping We Lose*. New York, New York: Oxford University Press, 2014.

Van Deusen Hunsinger, Deborah and Theresa F. Latini. *Transforming Church Conflict: Compassionate Leadership in Action*. Louisville, Kentucky: Westminster John Knox Press, 2013.

Class Sessions

DAY	DISCUSSION	READING(S)
Mon., March 23	<ul style="list-style-type: none"> — Theology of Church Administration: Ecclesiology, Sin and Grace, Context, and Leadership — Mental Models — Images of Organizations — Family Systems Theory — Open Systems Theory 	<ul style="list-style-type: none"> — Luke 9. 12-17 — Acts 6.1-6 — Genesis 4.6-7 — Exodus 32.1-24 — <i>Church Administration</i>, 1-40
Tues. March 24	<ul style="list-style-type: none"> — Administration and Organizational Culture — I Make All Thing New: Change and a Learning Organization 	<ul style="list-style-type: none"> — Numbers 20.2-13 — <i>Learning While Leading</i>, all
DAY	DISCUSSION	READING(S)
Weds., March 25	<ul style="list-style-type: none"> — Communications — Marketing as Strategic Evangelism — Asset mapping — Ministry of the Laity, Forming and Sending Disciples Planning and Evaluation 	<ul style="list-style-type: none"> — Acts 14.8-20 — Ephesians 4.7-8, 11-16 — Exodus 17.8-13; 18.13-27 — <i>Church Administration</i>, 41-91, 179-199 — <i>Unique</i>, all.
Thurs., March 26	<ul style="list-style-type: none"> — Stewardship and Funding Mission — Raising Money Outside the Budget — Risk management — Library Research 	<ul style="list-style-type: none"> — II Corinthians chapters 8 and 9 — John Wesley, “The Use of Money,” http://www.umcmmission.org/Find-Resources/John-Wesley-Sermons/Sermon-50-The-Use-of-Money — <i>The Paradox of Generosity</i>, all. — <i>Church Administration</i>, 265-290.
Fri., March 27	<ul style="list-style-type: none"> — Conflict — Self-management and organizational management — Managing Oneself <ul style="list-style-type: none"> - Attention, Time, Energy, Money - Emotional Intelligence - Personal Management Tools 	<ul style="list-style-type: none"> — Acts chapter 15 — <i>Church Administration</i>, 241-264 — <i>Transforming Church Conflict</i>, all — Matthew 6.19-34 — Ephesians 4.17-5.2 — Philippians 4.8-9 — I Timothy 3.1-13 — <i>Church Administration</i>, 291-302

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Grading

The weight given to each assignment	
Pre-class reflection papers	30%
Class Participation	10%
Bibliography	30%
Pastoral response final	30%

Rubrics

A “B” is considered a good grade and a “C” means the work is passable. An “A” is reserved for those students who demonstrate behaviors and submit written assignments consistently within the rubrics as stated below.

Pre-class reflection papers:

A	Paper is submitted on time. Grammar and spelling are good and typing is correct. Student has followed the length requirements. The author’s thesis and points are presented fairly and clearly. The student’s response to the reading is engaged and thoughtful.
B	Paper is submitted on time or a day late. Grammar, spelling, and typing are correct except for minor errors. Length requirements were followed. The author’s thesis and points are presented in a mostly fair and clear way. The student’s response to the reading may be will be less engaged than an A paper would require.
C	Paper is submitted on time or up to two days late. Problems with grammar, spelling, and accuracy of typing. May be too long or too short. The student interjected reactions and opinions in presenting the author’s point of view. The response page lacks engagement with the author.

Class participation:

A	The student attends all class sessions. Arrives on time and is ready to work at the beginning of each session. Is prepared to engage the authors and classmates. Seeks to engage in conversation and argument with honesty, respect, fairness, and care.
B	The student attends nearly all class sessions. Arrives and departs mostly on time. Is mostly prepared to engage authors and classmates. Converses and argues, for the most part and with one or more exceptions, in an honest, respectful, fair, and caring manner.
C	The student may have missed some class sessions. Arrival and departure are erratic. Sometimes does not evidence being prepared to be in class. There are notable instances of not engaging with the materials and classmates in an honest, fair, respectful, or caring manner.

Annotated Bibliography:

A	Paper is submitted on time. Grammar and spelling are good and typing is correct. Student has followed the length requirements. Multiple kinds of materials (e.g., books, articles, websites) are included. Annotation comments are written clearly and succinctly.
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B	Paper is submitted on time or a day late. Grammar, spelling, and typing are correct except for minor errors. Entries, singularly and collectively, may be short or long. Annotation comments may be less clear than is optimally helpful
C	Paper is submitted on time or up to two days late. Problems with grammar, spelling, and accuracy of typing. May be too long or too short. Annotations evidence very little digging to find resources worth the student's or the classmates' attention.

Pastoral Response Final:

A	Paper is submitted on time. Grammar and spelling are good and typing is correct. Student has followed the length requirements. Class resources (reading, lectures, discussion) are richly referenced. The reasons why the student would recommend the course of action he or she does are clear. The writing is crisp, imaginative, and engaging.
B	Paper is submitted on time or a day late. Grammar, spelling, and typing are correct except for minor errors. Imagination is clearly engaged. Class resources are referenced but, at points, a potentially helpful reference is lacking—at such points, the essay reads more like an opinion piece without the background of the class rather than an opinion piece that evidences class learning. The writing may wander at times.
C	Paper is submitted on time or up to two days late. Problems with grammar, spelling, and accuracy of typing. May be too long or too short. References to class resources are thin (e.g., only two or three books). An imaginative, engaged response is hard to see. The paper could have used a good editing before submitting it.

Course Policies:

All the seminary policies as stated in the Catalog and Student Handbook are in effect.

PTS has an established Attendance Policy that states: “any student who misses 20% or more of the class contact hours for a course, for any reason, cannot pass or successfully audit that course.”

In the case of this course, missing 7 or more hours will result in a failing grade. A student may be excused from 3 hours if, for good reason (as judged by the instructor). If a student misses a 3 hour class session without, in the instructor's judgment, a sufficient reason, the student may lose one letter grade.

PTS Catalog Definition of a Semester-Hour

In accord with regulations announced by the United States Department of Education in October 2010, the PTS faculty defines one semester-hour of academic credit as that which may be granted for successfully completing over the course of a semester a set of required learning activities representing approximately forty-five clock hours of graduate-level study. The workload/credit calculations related to the documentation of student learning are based on projections of the minimum time that a typical PTS student should anticipate spending in each course in direct instruction by the instructor(s), recommended reading and library research, synchronous and asynchronous online discussion, creative theological reflection and writing, content review and testing procedures, and other appropriate educational assignments designed by the instructor to ensure that students achieve the learning objectives of the course as published in the course syllabus.

US Department of Education Basic Calculations Target coursework per sem. hr:

3 semester-hour = 135 hours of coursework

Basic calculations for this course:

1	Class Session Time	35 hours
2	Reading: 30 pages per hour x 1100 pages	37 hours
3	Writing: 1.5 pages per hour (approx. 275 words per page)	20 pages x 1.5 hrs/page =30 hours
4	Additional Research for annotated bibliographies	15 hours
Total learning time: 35+37+30+30+15 =		147 hours

Accommodations for Individuals with Disabilities

Phillips Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, and/or psychological disabilities. The Seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access and participation in Seminary programs. For details, see “Disabilities Policies and Procedures” in the *2014/15 Student Handbook*, p. 17 of the PDF version. The Handbook is always available on the seminary’s website, www.ptstulsa.edu/userPDFs/Handbook/StdntHandbook14-15.pdf. Please contact ...