

School of Business and Nonprofit Management
Course Syllabus

Course: SBNM 5700 Principles of Church Administration, On-line

Academic Year: 2016/17 **Semester/Quad:** Fall, Quad A

Credit Hours: 2 credit hours

Prerequisites: None

Instructor:

Ginny Olson: Ginny is the Director of Youth Ministry for Northwest Conference of the Evangelical Covenant Church as well as the acting director of Youth Specialties, and owner of Olson Ministry Consulting, writer and speaker. She is the co-author [Youth Ministry Management Tools 2.0](#) (Zondervan) and a frequent seminar leader on the topic of ministry management. She has taught in various areas at North Park University for almost two decades.

Guest instructors:

Michael E. Batts: Mike is a CPA and the managing partner of Batts Morrison Wales & Lee, P.A., an accounting firm dedicated exclusively to serving nonprofit organizations across the United States. He is a member and former chairman of the board of the Evangelical Council for Financial Accountability (ECFA), a national organization that accredits Christian organizations in the areas of financial integrity, accountability, and governance.¹

Richard Hammar: Richard is an attorney, CPA, and author specializing in legal and tax issues for churches and clergy. He is a graduate of Harvard Law School, attended Harvard Divinity School, and serves as senior editor of Christianity Today's *Church Law & Tax Report*.² He also is the author of the annual *Church & Clergy Tax Guide*.

Contact information: For this course, email is used as our primary mode of communication. Ginny's email is: golson@northpark.edu. If you'd like to connect with her by phone or other on-line channels, email her for that contact information. The School of Business and Nonprofit Management office number is 773-244-6270.

Availability:

Each week, Ginny will post in the Announcement section when she'll be on-line. It will be at least two times during the week and often the day of, or the day before, an assignment is due. If those times don't work for you, we can set up an appointment via phone or on-line (e.g. FaceTime, Skype or Google Hangout). Because the syllabus is a public document, please send Ginny an email for her contact information or check her Moodle profile.

Course Description:

This course provides an overview of the fundamentals of church administration including aspects of church management such as: servant leadership, volunteer management, finances, fundraising, strategic planning, risk management, government regulations, legal issues, and pastoral/staff compensation and benefits.

Introductory Comments:

¹ Adapted from <http://www.churchlawandtax.com/who-we-are/advisors/michael-e-batts.html>

² Adapted from <http://www.churchlawandtax.com/who-we-are/advisors/richard-r-hammar.html>

One way to look at the local church is as if it has three facets: community, cause and corporation. People are often drawn to a church based on its mission (i.e. cause) or because of a sense of belonging (i.e. community). However, it is vital that the corporate aspect be just as strong and healthy as the other two in order for the local church to grow. In this course, we will look at the corporation facet by exploring what it takes to manage a church in this day and age.

Please note:

Any instruction, information, comments, etc. provided by the instructors or other participants should not be construed as legal advice. It is for educational and informational purposes only. Always consult your church's lawyer, accountant and/or insurance agent on specific issues or questions.

Course Materials:

REQUIRED

Batts, Michael E. and Hammar, Richard R. Church Finance: The complete guide to managing ministry resources. Christianity Today, 2015. [Available at <http://store.churchlawtodaystore.com>]

Hammar, Richard R. Church and Clergy Tax Guide 2016. Christianity Today, 2016. [Available at <http://store.churchlawtodaystore.com>]

Powers, Bruce (Ed.). Church Administration Handbook. Third Edition. Revised. B&H Academic. Nashville, TN: 2008. ISBN 9780805444902.

Reed, Eric (Ed.). The Church Leader's Answer Book: A Reference Guide for Effective Ministry. Christianity Today International. Tyndale House. Carol Stream, IL: 2006. ISBN 1414303548. **[Note: this is out of print. However, many copies are still easily available on Amazon and other book selling sites.]**

Additional Reading

Hybels, Bill. "The Y Factor: In Tough Times You Need to Radically Increase Your Ministry's Volunteer Quotient." *Leadership* (Winter 2003): 74-79. <http://www.buildingchurchleaders.com/articles/2003/le-2003-001-10.74.html>

Evangelical Covenant Church's Pastoral Compensation Report – July 2014.

<http://covenantcompanion.com/2014/07/17/2014-pastoral-compensation-report-now-available/>.

Click on link at the bottom of the article to access the document.

Porter, Michael. "What Is Strategy?" *Harvard Business Review*. November – December 1996: 61-78.

<http://www.engr.mun.ca/~amyhsiao/strategy.pdf>

Tax Guide for Churches and Other Religious Organizations <http://www.irs.gov/pub/irs-pdf/p1828.pdf>

Book review of *Death by Meeting: A Leadership Fable... About Solving the Most Painful Problems in Business* by Patrick Lencioni, Jossey-Bass (2004). For Week 3, choose one book review:

1) <http://www.aleanjourney.com/2011/02/book-review-death-by-meeting.html> or

2) Actionable Books Summary by Chris Taylor: <http://www.actionablebooks.com/en-ca/summaries/death-by-meeting/>.

FYI - It's worth buying the book if you are able.

Recommended Reading

Drucker, Peter. "What Business Can Learn from Nonprofits." *Harvard Business Review*. July – August 1989: 88-93.

Hammond, John S. Keeney, Ralph L. and Raiffa, Howard. "The Hidden Traps in Decision Making." *Harvard Business Review* (September-October 1998): 47-58.

The 2015-2016 Compensation Handbook for Church Staff

<http://store.churchlawtodaystore.com/20cohaforchs1.html>.

Resources

Brotherhood Mutual. www.brotherhoodmutual.com. This is a very helpful site when it comes to risk management. They have forms and articles in their resource section. You can also submit legal questions to their team of lawyers at no charge. Other church insurance companies that resource the local church will be cited in the risk management section of the course.

Church Law and Tax. www.churchlawandtax.com A freemium site that delves into the legal side of church administration.

Reducing the Risk Quick Start Kit: Keeping Your Ministry Safe from Child Sexual Abuse. This resource focuses exclusively on children's ministry/youth ministry risk management and the prevention of abuse. The kit includes everything you need to screen and train 10 staff or volunteers workers. It is an outstanding resource. <http://store.churchlawtodaystore.com>

Work, Mike & Olson, Ginny. *Youth Ministry Management Tools, 2.0*. Zondervan/Youth Specialties. This text emerged from the Youth Ministry Leadership and Management courses I taught at North Park University and North Park Seminary for over fifteen years. While it is geared towards youth ministry, it has downloadable forms that can be adapted for different church settings. I can tell you more about it if you are interested or check out www.ministrymanagement.com

XPastor. www.xpastor.org This site is developed for, and by, executive pastors and other church leaders. They have many helpful articles, resources and discussions.

Essential IDEA Objectives:

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term, and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our online courses.

The overarching IDEA objectives for this course are the following:

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Specific Course Objectives:

In addition to the general IDEA objectives, participants who complete this course will be able to achieve the following objectives specific to this course:

1. Identify the fundamental tasks necessary for effective church management.
2. Develop a strategic plan.
3. Analyze a financial statement.
4. Prepare a budget.
5. Write a job description.
6. Conduct a performance review.
7. Determine a meeting agenda.

Course Methodology:

This course is being taught in an intensive format. It is critical for students to keep up with readings, assignments, and the online discussions. A discussion question will be posted each week to stimulate

discussion. Responses should be directed to other students as well as the course instructor. You will be graded each week on your ability to engage and add meaningful contributions to the on-line discussion. Expectations will be outlined in a rubric (expectation guide) for each week's discussion.

There will also be weekly assignments that provide a practical opportunity to apply the materials that are being read and discussed. Some assignments will be posted online for class member review and comments. The instructor expects that each student will provide constructive and timely feedback to other class members on assignments as required. While the instructor may also provide online feedback on assignments, grades for each course assignment will be given privately.

Grading rubrics are provided that outline specific expectations for each discussion post and assignment. These rubrics outline (in detail) methodology and expected points of content. It is necessary to use these rubrics in order to do well in the course.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection.

Technical Skills Required:

No technical skills are required, although a basic knowledge of Excel may be helpful when working on the budget assignment.

Schedule of Weekly Assignments:

- CAH – Church Administration Handbook
- CCTG – Church and Clergy Tax Guide 2015
- CF – Church Finance
- CLAB – Church Leader’s Answer Book
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Week	Begins	Topics	Reading	Assignments	
1	Aug 29	Leadership, Faith & Business	CAH Ch 1-2 CAH Ch 19 CLAB Pt 1: Ch 1 Recommended: Drucker Article	1.1 Discussion Board 1.2 Discussion Board 1.3 Leadership Statement	
2	Sept 5	<ul style="list-style-type: none"> • Leadership & Strategic Planning • Risk Management: Policies & Procedures 	<u>Leadership & SP:</u> CAH Ch 3 CLAB Pt 1: Ch 4 CLAB Pt 3: Ch 4-5 CLAB Pt 11: Ch 1 Porter Article <i>Rec:</i> Hammond Article	<u>Risk Mngmt:</u> CAH Ch 12-13 CLAB Pt 2: Ch 4 CLAB Pt 3: Ch 6 CLAB Pt 5: Ch 6-7	2.1 Discussion Board 2.2 Discussion Board 2.3 Strategic Ministry Plan 2.4 Sexual Misconduct Policy
3	Sept 12	<ul style="list-style-type: none"> • Human Resources • Volunteer Management • Working w/a Church Board • Meeting Management 	CAH Ch 4 5, 7-8, 15-17 CLAB Pt 1: Ch 2-3, 6-7 CLAB Pt 8: Ch 1-2 Hybels Article, Death by Meeting Review	3.1 Discussion Board 3.2 Discussion Board 3.3 Create a Meeting Agenda 3.4 Hiring Assignment 3.5 Salary Determination	
4	Sept 19	Financial Management – Part 1 Budgeting, Accounting, and Financial Reporting	CAH Ch 7-8 CLAB Pt 7: Ch 1, 6, 7 CF Ch 1 & 2	4.1 Video with Michael Batts and Discussion Board 4.2 Prepare a Budget 4.3 Financial Management Exam	
5	Sept 26	Financial Management – Part 2 Managing Liquidity and Financial Positions for Churches.	CF Ch 6	5.1 Video with Michael Batts and Discussion Board 5.2 Final Project Proposal	
6	Oct 3	Taxable Income for Clergy and Staff	CCTG: Ch 4 CF 4	6.1 Video with Richard Hammar and Discussion Board Interaction with Richard Hammar	
7	Oct 10	Giving and Charitable Contributions	CCTG: Ch 8 CLAB Pt 7: Ch 3-5, 7	7.1 Video with Richard Hammar and Discussion Board 7.2 Final Project Due 10/19 7.3 Course Evaluation Extra Credit	

Grading:

At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (from A – F) will be awarded according to the existing policies of the School of Business and Nonprofit Management. The final course grade will be computed according to the total number of points earned for all assignments as shown below:

Total Points Earned	Final Grade
213-220	A+
206-212	A
199-205	A-
193-198	B+
186-192	B
179-185	B-
172-178	C+
166-171	C
159-165	C-
152-158	D+
145-151	D
137-144	D-
Below 137	F

Assignment Grading Policies:

Origin of Work:

Assignments should be original to the participant and developed for this course. If all, or part, of the assignment has been developed previously by the participant for use in a church, ministry, or other course, the original work must be cited and notation made of how the original work was adapted for this course. Violation of this policy is considered to be plagiarism and will be dealt with accordingly.

Language:

Academic language is expected to be used in papers and discussions. This means being gender inclusive, and professional. Seek to avoid terms that are only understood by those in your context (i.e. “churchy” or “insider” language”). Participants in this course come from a variety of faith traditions. Ask the question, “Would someone from another church background understand what I’m saying?”

Grading of Late Assignments:

Two points will be deducted from each assignment for every day that it is turned in late. Class participation is expected and will be graded based on postings in the discussion board and following other assignments. Point values have been included after each of the discussion boards and assignments described above.

Appealing an assignment grade

You can appeal assignment grades. Submit appeals in writing or by email within one week of receiving your grade. State the rationale clearly and briefly. Verbal appeals will not be considered, due to the potential of misunderstanding.

Discussion Board Grades

Discussion boards are often graded with 6 points possible: 3 points for the initial post and 3 points for the two responses required. Because Moodle doesn’t allow for a grade of 1.5 to be awarded, the first response will be graded at 2 points and the second response at 1 point (provided that all the criteria is met). It is strongly encouraged that participants post early in the week for the most fruitful interaction with other participants.

Participant Responsibilities:

1. Attendance, presence, and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments in a timely fashion. Expectations for the weekly responsibilities are stated clearly on Moodle under the "Assignments" section.
2. Some assignments will be posted on-line for others to see. You will be asked to comment and provide feedback to one another on your work.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, you can feel free to call or e-mail me regarding these issues throughout the course. (Email me for my cell phone number or check my Moodle profile.)
4. Use proper "netiquette" (see A Guide to Netiquette in Course Information folder on Moodle).

Instructor Responsibilities:

1. The instructor will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. The instructor will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. The instructor will provide opportunities for group work that will include discussion as well as hands-on exercises.
4. The instructor will provide updated information on relevant resources for the various topics of interest.
5. The instructor will read and critically assess students' assignments and provide feedback within 5-7 days of receipt.
6. The instructor will respond to all student e-mails within 48 hours of receipt.

Week 1: Leadership, Faith, and Business

August 29 – September 4, 2016

Student Learning Objectives:

- To participate and dialogue about perceptions of business principles in the church context
- To interpret the assigned Scriptures as to how they inform church management & leadership
- To formulate a theological statement about the role of business principles in the church
- To identify key aspects leadership and to recognize the significance of leadership in the church
- To assess individual leadership style and write a statement of personal leadership

Reading:

- *Transformational Leadership in a Technological Age* (CAH Ch 1)
- *Managing Churches and Not-for-Profit Organizations* (CAH Ch 2)
- *Leadership in Small and Rural Congregations* (CAH Ch 19)
- *The Pastor’s Call to Administer* (CLAB Pt 1: Ch 1)

Recommended Reading:

Drucker, Peter. “What Business Can Learn from Nonprofits.”

Assignments Due:

1.1 Discussion Board: Introduce yourself to the class. State your name and what program you’re in at North Park or if you’re a visiting student. Why are you taking this course? What do you hope to learn in this term together? Share something interesting about yourself. If possible, post a picture of yourself so that your classmates can get to know you a bit better. (3 Points, Picture – 1 Extra Point) Post by Wednesday, (1/20).

1.1 Rubric:

3 Points	2 Points	1 Point
1. Introduction is clear and concise and contains all of the following five components: a. Name & organization, b. Program you’re in or if you’re a visiting student, c. Reasons for taking the course, d. What is hoped to be learned, e. Something interesting. 2. Syntax is appropriate. Language is understandable and concise. Organization is logical. Extra credit (1 point): post a picture of yourself (different than what's in the student directory or on your student i.d.). You can include family.	1. Introduction contains three of the five mentioned components. 2. Overall syntax is good and writing is adequate, but exhibits some lack of clarity.	1. Introduction includes less than three of the five mentioned components. 2. Writing is poor, terminology is inaccurately used and organization is lacking.

1.2 Discussion Board: Agree or disagree with this statement and state the reasoning behind your decision. “A church is not a business and should not be run like a business.” What do you think it means to be a leader in the church? Is leadership important? Why or why not? What are the primary tasks of a leader? Initial posts are due Thursday (9/1). Respond to at least two of your classmates’ posts by Saturday (9/3). (6 Points)

Rubric: Initial Discussion Board Posting

3 Points	2 Points	1 Point
<p>1. Discussion was substantive and at least three reasons for agreeing or disagreeing with the statement were given. The questions about leadership were adequately addressed.</p> <p>2. Reasons given were clearly articulated and represent logical thought.</p> <p>3. Syntax is appropriate. Language is understandable and concise. Organization is logical.</p>	<p>1. Two reasons for agreeing or disagreeing with the statement were given. Content of reasons was not substantive. The questions about leadership were decently addressed.</p> <p>2. Reasons were confusing or not clearly explained.</p> <p>3. Overall syntax is good and writing is adequate, but exhibits some lack of clarity.</p>	<p>1. Inadequate reasons were given for response to the statement. Content was undeveloped. The questions about leadership were not adequately addressed.</p> <p>2. No substantive content.</p> <p>3. Writing is poor, terminology is inaccurately used and organization is lacking.</p>

Rubric: Discussion Board – Response Posting

3 Points	2 Points	1 Point
<p>1. Two responses were posted. Both related to the original postings; reinforced the ideas expressed or challenged the interpretation of material.</p> <p>2. Responds to the ideas presented in the original post.</p> <p>3. Is characterized by three or four of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept</p> <p>4. Organized, concise, clearly written in understandable language.</p>	<p>1. One response was posted. The response related to the original post and reinforced ideas expressed or challenged the interpretation of the material.</p> <p>2. Response is loosely related to the ideas of the original post.</p> <p>3. Is characterized by one or two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept</p> <p>4. Writing is adequate but may include inconsistencies or inaccuracies.</p>	<p>1. Posting does not effectively communicate a response.</p> <p>2. Response does not relate to the original post.</p> <p>3. Response is not: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept</p> <p>4. Writing is poor, unclear and disorganized.</p>

1.3 Leadership Statement: No matter what vocation you pursue in the future, a common question that is asked during the hiring process is, “What type of leader are you?” Write a statement of less than 600 words describing your philosophy of leadership and how that plays out in your personal leadership style. This should be personal and substantive while honoring the word requirement. View the rubric for more information about expectations. Post by Sunday (9/4). (18 Points)

Rubric: Leadership Statement

18 Points	13 Points	9 Points	4 Points
<p>1. Assignment is 600 words or less.</p> <p>2. Discussion is substantive and relates to key principles of the assignment.</p> <p>3. At least five points of leadership philosophy or style were identified.</p> <p>4. Organized, concise, clearly written in understandable language.</p>	<p>1. Assignment is 400 words or less.</p> <p>2. Reference made to key points but points are not sufficiently integrated.</p> <p>3. At least four points of leadership philosophy or style were identified.</p> <p>4. Writing is adequate but may include inconsistencies or inaccuracies.</p>	<p>1. Assignment is 300 words or less.</p> <p>2. Inadequate reference to key principles; little evidence that student understood the principles.</p> <p>3. At least three points of leadership philosophy or style were identified.</p> <p>4. Writing is poor, unclear and disorganized.</p>	<p>1. Assignment is 100 words or less.</p> <p>2. No reference to key principles; no evidence that student understood the principles.</p> <p>3. Two or less points of leadership philosophy or style were identified.</p> <p>4. Writing is unacceptable.</p>

Week 2: Leadership & Strategic Planning and Risk Management: Policies and Procedures

September 5 – 11, 2016

Student Learning Objectives:

- To explore different styles of leadership and decision making
- To recognize that criticism is a part of leadership and explore possible responses to criticism
- To identify the significance of strategic thinking in church ministry and leadership
- To distinguish between different types of strategic planning processes
- To formulate a strategic plan for a specific ministry area within the church
- To identify the minimum insurance levels for Evangelical Covenant congregations
- To breakdown different methods of how to manage risk, safety, and insurance in the congregation
- To illustrate the basic laws surrounding sexual harassment and abuse in the workplace
- To analyze common church policies and procedures
- To formulate a policy that could be used and applied in the church environment

Required Readings:

- *Organizing for Mission and Ministry* (CAH Ch 3)
- *Decision Making* (CLAB Pt 1: Ch 4)
- *Handling Criticism and Settling Differences* (CLAB Pt 3: Ch 4-5)
- *Planning Programs* (CLAB Pt 11: Ch 1)
- "What is strategy?" (Porter Article)
- *Legal Matters* (CAH - Ch 12)
- *Ethical Standards for the Minister and the Congregation* (CAH - Ch 13)
- *Confidentiality* (CLAB Pt 2: Ch 4)
- *Litigation* (CLAB Pt 3: Ch 6)
- *Liability* (CLAB Pt 5: Ch 6)
- *Insurance* (CLAB Pt 5: Ch 7)

Recommended Readings:

Hammond, John, S. Keeney, Ralph L. and Raiffa, Howard. "The Hidden Traps in Decision Making."

Assignments Due:

Note: The assignments this week are not in chronological order.

2.1 Discussion Board: After reading the chapters on *Handling Criticism* and *Settling Differences*, post a response on the discussion board by Saturday (9/10) answering the following question: How does God call leaders in the church to respond to conflict? What principles of conflict management leaders of the church should remember as they work to address conflict with individuals or within the congregation? (3 Points) [Rubric is on the next page.]

Rubric –Discussion Board Posting

3 Points	2 Points	1 Point
<p>1. Discussion was substantive and both questions were addressed well in the response.</p> <p>2. Reasons given were clearly articulated and represent logical thought.</p> <p>3. Syntax is appropriate. Language is understandable and concise. Organization is logical.</p>	<p>1. Discussion was not substantive. Both questions were addressed in the response.</p> <p>2. Reasons were confusing or not clearly explained.</p> <p>3. Overall syntax is good and writing is adequate, but exhibits some lack of clarity.</p>	<p>1. Content was undeveloped and one or less questions were addressed in the response.</p> <p>2. No substantive content.</p> <p>3. Writing is poor, terminology is inaccurately used and organization is lacking.</p>

2.2 Discussion Board: What do you think is the significance of “strategic planning” in church ministry and leadership? What are the benefits of having a strategic plan? What could be the downside? Reflect on these questions by Wednesday (9/7). Respond to at least two of your classmates’ posts by Saturday (9/10). (6 Points)

Rubric: Discussion Board – Initial Posting

3 Points	2 Points	1 Point
<p>1. Discussion was substantive and all three questions were addressed well in the response.</p> <p>2. Responses were clearly articulated and represent logical thought.</p> <p>3. Syntax is appropriate. Language is understandable and concise. Organization is logical.</p>	<p>1. Discussion was not substantive. Two questions were addressed in the response.</p> <p>2. Responses were confusing or not clearly explained.</p> <p>3. Overall syntax is good and writing is adequate, but exhibits some lack of clarity.</p>	<p>1. Content was undeveloped and less than two questions were addressed in the response.</p> <p>2. No substantive content in the response.</p> <p>3. Writing is poor, terminology is inaccurately used and organization is lacking.</p>

Rubric: Discussion Board – Response Posting

3 Points	2 Points	1 Point
<p>1. Two responses were posted. Both related to the original postings; reinforced the ideas expressed or challenged the interpretation of material.</p> <p>2. Responds to the ideas presented in the original post.</p> <p>3. Is characterized by three or four of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept</p> <p>4. Organized, concise, clearly written in understandable language.</p>	<p>1. One response was posted. The response related to the original post and reinforced ideas expressed or challenged the interpretation of the material.</p> <p>2. Response is loosely related to the ideas of the original post.</p> <p>3. Is characterized by one or two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept</p> <p>4. Writing is adequate but may include inconsistencies or inaccuracies.</p>	<p>1. Posting does not effectively communicate a response.</p> <p>2. Response does not relate to the original post.</p> <p>3. Response is not: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept</p> <p>4. Writing is poor, unclear and disorganized.</p>

2.3 Strategic Ministry Plan: Write a strategic plan for a specific church ministry. It would be best if this were actually a ministry area in which you are serving. It should include a purpose (or vision) statement, at least 3 strategies, and 3-4 objectives under each ministry strategy. Due Sunday (9/11). (18 Points)

Rubric: Strategic Plan

18 Points	14 Points	9 Points	4 Points
1. Ministry Plan includes a purpose statement (vision), at least 3 strategies with at least 3 objectives under each strategy. 2. Strategies and objectives are substantive and relate to the purpose statement. 3. Organized, concise, clearly written in understandable language.	1. Ministry Plan includes a purpose statement (vision), at least 2 strategies with at least 3 objectives under each strategy. 2. Strategies and objectives are not sufficiently integrated with the purpose statement. 3. Writing is adequate but may include inconsistencies or inaccuracies.	1. Ministry Plan includes a purpose statement (vision). Two strategies are identified with less than 3 objectives under each strategy. 2. Little evidence that student understood the assignment and the integration of strategies & objectives with the purpose statement. 3. Writing is poor, unclear and disorganized.	1. Ministry Plan does not have a purpose statement and less than two strategies are identified with less than 3 objectives under each strategy. 2. Strategies and objectives are unclear and not in alignment with any clearly stated purpose. 3. Writing is unacceptable

2.4 Sexual Misconduct Policy

More and more insurance agencies are requiring churches to have some sort of policy in place regarding sexual misconduct (harassment, abuse,). Write a one-page policy for your church. Go to www.brotherhoodmutual.com and search for the “Working Together” pdf. Pages 27-28 have a sample policy to adapt for this assignment. You can also explore **Reducing the Risk Quick Start Kit: Keeping Your Ministry Safe from Child Sexual Abuse**. Note: you must create your own policy to fit your situation. It cannot be copied from another source, although you can reference other sources. (5 points) Due Tuesday (9/13).

Rubric

5 points	3 points	1 point
1. Policy is one page. 2. The following points are described in the policy: * Reporting process * Investigation process * Corrective action * Guidelines 3. Organized, concise, clearly written in understandable language.	1. Policy is one-half page. 2. Only three of the four points are described in the policy: * Reporting process * Investigation process * Corrective action * Guidelines 3. Writing is adequate but may include inconsistencies or inaccuracies. Format is difficult to understand.	1. Policy is less than one-half page. 2. One or two of the four points are described in the policy: * Reporting process * Investigation process * Corrective action * Guidelines 3. Writing is poor, unclear and disorganized. Format is unclear and unorganized.

Week 3: Human Resources, Volunteer Management, Working with a Church Board, and Meeting Management

September 12 – 18, 2016

Student Learning Objectives:

- To articulate hiring practices of staff and pastoral leadership in the church
- To produce a job description for a pastoral position in the church
- To write a “Letter of Call” for a pastoral position in the church
- To develop a performance review process and write a performance review assessment for a pastoral staff position in the church
- To accurately describe what is, and what isn’t, taxable income for clergy and staff and how it impacts income taxes
- To determine salaries for pastoral staff, administrative roles, and other staff positions
- To illustrate denominational retirement options and the rules surrounding Covenant pension
- To secure and manage other benefits such as health and dental insurance
- To comprehend the value and significance of empowering volunteers to lead and serve in ministries within the church
- To assess the necessity of meetings in church life and determine when they are helpful and when they are counter-productive
- To reflect about the role and relationship between the pastoral staff and a council or board
- To write a meeting agenda for a church council/board meeting

Required Readings:

- *Working with People and Personnel Administration* (CAH Ch 5, 15-17)
- *Staffing* (CLAB Pt 1: Ch 6-7)
- *Evangelical Covenant Pastoral Compensation Report 2014*
<http://www.covchurch.org/resources/pastoral-compensation-report/>
- *Working with People* (CAH Ch 4)
- *Cooperative Relationships* (CAH Ch 15)
- *Equipping the Saints to Serve* (CAH Ch 16)
- *Identifying Gifts* (CLAB Pt 8: Ch 1)
- *Volunteers: Recruiting & Training* (CLAB Pt 8: Ch 2)
- “The Y Factor” (Hybels Article)
- *Church Boards* (CLAB Pt 1: Ch 2)
- *Meetings* (CLAB Pt 1: Ch 3)
- Choose one book review of *Death by Meeting: A Leadership Fable... About Solving the Most Painful Problems in Business* (<http://www.aleanjourney.com/2011/02/book-review-death-by-meeting.html>) or Actionable Books Summary by Chris Taylor: <http://www.actionablebooks.com/en-ca/summaries/death-by-meeting/>

Assignments Due:

Note: Some due dates for Session 3 assignments are interspersed throughout the next few weeks.

3.1 Discussion Board: Tell a story of your experience in the church environment with, either paid or volunteer. Has your experience been mostly positive or negative? Why? Reflect about what you have seen handled well and what you have seen done poorly. For example, were expectations clearly communicated to staff? Were hiring processes effective at getting the right people in the right position? Post by Wednesday (9/14). (3 points) (*Rubric on the next page.*)

Rubric: Discussion Board

3 Points	2 Points	1 Point
<p>1. Discussion was substantive. An experience/story was shared and addressed the following four points: * Experience identified as positive or negative * Reasons for +/- given * Reflection what went well * Reflection what went poorly</p> <p>2. Responses were clearly articulated and represent logical thought.</p> <p>3. Syntax is appropriate. Language is understandable and concise. Organization is logical.</p>	<p>1. Discussion was not substantive. Two or three of the following points were addressed: * Experience identified as positive or negative * Reasons for +/- given * Reflection what went well * Reflection what went poorly</p> <p>2. Responses were confusing or not clearly explained.</p> <p>3. Overall syntax is good and writing is adequate, but exhibits some lack of clarity.</p>	<p>1. Content was undeveloped and less than two of the following points were addressed: * Experience identified as positive or negative * Reasons for +/- given * Reflection what went well * Reflection what went poorly</p> <p>2. No substantive content in the response.</p> <p>3. Writing is poor, terminology is inaccurately used and organization is lacking.</p>

3.2 Discussion Board: In a church meeting, who should determine when meetings occur and what the agenda should be? What is the role of the senior/lead pastor in the meeting structure of the church? Reflect on these questions by Wednesday (9/14). Respond to at least two of your classmates' posts by Saturday (9/17). (6 Points)

Rubric: Discussion Board – Initial Posting

3 Points	2 Points	1 Point
<p>1. Discussion was substantive and all four questions were addressed well in the response.</p> <p>2. Reasons given were clearly articulated and represent logical thought.</p> <p>3. Syntax is appropriate. Language is understandable and concise. Organization is logical.</p>	<p>1. Discussion was not substantive. Between 2-3 questions were addressed in the response.</p> <p>2. Reasons were confusing or not clearly explained.</p> <p>3. Overall syntax is good and writing is adequate, but exhibits some lack of clarity.</p>	<p>1. Content was undeveloped and less than two questions were addressed in the response.</p> <p>2. No substantive content.</p> <p>3. Writing is poor, terminology is inaccurately used and organization is lacking.</p>

Rubric: Discussion Board – Response Posting

3 Points	2 Points	1 Point
<p>1. Two responses were posted. Both related to the original postings; reinforced the ideas expressed or challenged the interpretation of material.</p> <p>2. Responds to the ideas presented in the original post.</p> <p>3. Is characterized by three or four of the following: a. supportive, b. thought-provoking, c. challenging, d. reflective, e. ties to another course concept</p> <p>4. Organized, concise, clearly written in understandable language.</p>	<p>1. One response was posted. The response related to the original post and reinforced ideas expressed or challenged the interpretation of the material.</p> <p>2. Response is loosely related to the ideas of the original post.</p> <p>3. Is characterized by one or two of the following: a. supportive, b. thought-provoking, c. challenging, d. reflective, e. ties to another course concept</p> <p>4. Writing is adequate but may include inconsistencies or inaccuracies.</p>	<p>1. Posting does not effectively communicate a response.</p> <p>2. Response does not relate to the original post.</p> <p>3. Response is not: a. supportive, b. thought-provoking, c. challenging, d. reflective, e. ties to another course concept</p> <p>4. Writing is poor, unclear and disorganized.</p>

3.3 Meeting Agenda: Write an agenda for a meeting with the executive leadership of the church. You can create the scenario, but be sure to include at least four agenda items. This exercise is the most effective if you can write the agenda based on what you have identified as the critical issues for your church’s leadership team. Tell why each of the agenda items you have chosen is important. Due Sunday (9/18). (6 Points)

Rubric: Meeting agenda

6 Points	4 Points	2 Points
1. Four agenda items are clearly identified and their importance is described. 2. The scenario is clearly described and outlined. 3. All of the following are included on the agenda: * time of the meeting * date of the meeting * location of the meeting * anticipated start times for agenda items * who is expected to attend the meeting 4. Organized, concise, clearly written in understandable language.	1. Two agenda items are clearly identified and their importance is described. 2. The scenario is confusing and unclear. 3. Three of the following are included on the agenda: * time of the meeting * date of the meeting * location of the meeting * anticipated start times for agenda items * who is expected to attend the meeting 4. Writing is poor, unclear and disorganized.	1. One agenda item is clearly identified and its importance is described. 2. The scenario is not described. 3. Two or less of the following are included on the agenda: * time of the meeting * date of the meeting * location of the meeting * anticipated start times for agenda items * who is expected to attend the meeting 4. Writing is unacceptable.

3.4 Hiring Assignment: Complete the following by **Wednesday (9/21)**. They should range from one-two pages each (16 Points):

- Write a job description for a pastoral staff position.
- Write a letter of call for the same pastoral staff position.
- Develop a performance review process that could be used in the church setting for either volunteers or staff.
- Develop an exit interview process for either a volunteer or staff member.

Rubric: Hiring Assignment

16 Points	12 Points	8 Points	4 Points
1. All four components were submitted: * Job description * Letter of Call * Performance Review Process *Exit interview process 2. All content was substantive and integrated the reading material for the week. 3. Organized, concise, clearly written in understandable language.	1. Three of the following were submitted: * Job description * Letter of Call * Performance Review Process *Exit interview process 2. Content was good, but each of the components were not sufficiently integrated. 3. Writing is adequate but may include inconsistencies or inaccuracies.	1. Two of the following were submitted: * Job description * Letter of Call * Performance Review Process * Exit interview process 2. Inadequate reference to key principles from the reading; little evidence that students understood the components of the assignment. 3. Writing is poor, unclear and disorganized.	1. One of the following was submitted: * Job description * Letter of Call * Performance Review Process * Exit interview process 2. No reference to key principles addressed in the reading; no evidence that student understood the principles. 3. Writing is unacceptable.

3.5 Pastoral Staff Salary Determination: Using the job description for the pastoral role that you worked on in 3.4, determine that position’s salary range for someone hired in Chicago, IL, using either the Covenant Pastoral Compensation Report or Christianity Today’s The 2015-2016 Compensation Handbook for Church Staff. **Due Wednesday (9/28).** (6 Points)

Rubric: Salary Determination

6 Points	4 Points	2 Point
1. The cost of living index for the location was clearly identified. 2. Calculations were shown and accurate. 3. At least four benefits were identified. 4. Syntax is appropriate. Language is understandable and concise. Organization is logical.	1. The cost of living index for the location was identified, but not accurate. 2. Calculations were shown, but not completely accurate. 3. Between 2-3 additional benefits were identified. 4. Overall syntax is good and writing is adequate, but exhibits some lack of clarity.	1. The cost of living index was not identified. 2. No calculations were shown. 3. Less than two benefits were identified. 4. Writing is poor, terminology is inaccurately used and organization is lacking.

Week 4: Financial Management – Part 1

September 19 – 25, 2016

Student Learning Objectives:

- To comprehend basic financial management of church funds, including accounting and financial reporting
- To classify the basic fundamentals of church financial policies and practices
- To interpret a church's budget, balance sheet and other financials
- To formulate a church budget for a specific ministry area
- To explain the value and significance of the involvement of lead pastor and other executive leadership in fiscal issues

Required Readings:

- *Financial Policies and Procedures; Planning and Budgeting* (CAH Ch 7-8)
- *The Budget* (CLAB Pt 7: Ch 1)
- *Safeguarding Money* (CLAB Pt 7: Ch 6)
- *Taxes* (CLAB Pt 7: Ch 7)
- CF Ch 1 and 2

Additional resource:

Tax Guide for Churches and Other Religious Organizations: <http://www.irs.gov/pub/irs-pdf/p1828.pdf>

Assignments Due:

4.1 Discussion Board: After viewing Michael Batts' video, post two insights and post two questions that you now have. Post by Wednesday (9/21). Respond to at least two of your classmates' posts by Saturday (9/24). (6 Points)

Rubric: Discussion Board – Initial Posting

3 Points	2 Points	1 Point
1. Discussion was substantive. Two questions and two insights were posted. 2. Responses were clearly articulated and represent logical thought. 3. Syntax is appropriate. Language is understandable and concise. Organization is logical.	1. Discussion was not substantive. Two or three points were posted 2. Responses were confusing or not clearly explained. 3. Overall syntax is good and writing is adequate, but exhibits some lack of clarity.	1. Content was undeveloped and less than two points were posted. 2. No substantive content in the response. 3. Writing is poor, terminology is inaccurately used and organization is lacking.

Rubric: Discussion Board – Response Posting

3 Points	2 Points	1 Point
1. Two responses were posted. Both related to the original postings; reinforced the ideas expressed or challenged the interpretation of material. 2. Responds to the ideas presented in the original post. 3. Is characterized by three or four of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Organized, concise, clearly written in understandable language.	1. One response was posted. The response related to the original post and reinforced ideas expressed or challenged the interpretation of the material. 2. Response is loosely related to the ideas of the original post. 3. Is characterized by one or two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Writing is adequate but may include inconsistencies or inaccuracies.	1. Posting does not effectively communicate a response. 2. Response does not relate to the original post. 3. Response is not: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Writing is poor, unclear and disorganized.

4.2 Prepare a Budget. Synthesizing your readings for this week about financial management prepare an appropriate budget that would outline the financial resources necessary to carry the strategic plan that was formulated during Week 2. Due Friday (9/23). (8 Points)

Rubric: Budget

8 Points	6 Points	4 Points	2 Points
1. Budget outline was utilized and used effectively. 2. At least eight accounts or line items were identified in the budget. 3. All columns and rows "foot" – e.g. add up to the correct numbers. 4. Formatting is organized, clear, and concise and the budget is easily read.	1. Budget outline was referenced, but not completely utilized. 2. Between 6-7 accounts or line items were identified in the budget. 3. Most columns and rows "foot" – e.g. add up to the correct numbers. 4. Formatting is adequate but may include inconsistencies or inaccuracies.	1. Budget outline was referenced, but not used. 2. Between 4-5 accounts or line items were identified in the budget. 3. Few columns and rows "foot" – e.g. add up to the correct numbers. 4. Formatting is poor, unclear and disorganized.	1. Budget outline was not referenced or used. 2. Less than 4 accounts or line items were identified in the budget. 3. No columns and rows "foot" – e.g. add up to the correct numbers. 4. Formatting is unacceptable.

4.3 Financial Management Exam. By 11:59 pm (Central), Saturday (9/24), take the on-line exam about financial management. The exam is broken into two main sections – Part A: Basics of Church Finances and Part B: Taxes & Government Regulations. Be sure to have read this week's readings. The exam is open book, but is timed (50 minutes) to insure familiarity with the material. (40 Points)

Week 5: Financial Management – Part 2

September 26 – October 2, 2016

Student Learning Objectives:

- To describe the importance of managing liquidity and financial positions in church life

Required Readings:

- CF (Ch 6)

Assignments Due:

5.1 Discussion Board:

After viewing Michael Batts' video, post two insights and post two questions that you now have. Post by Wednesday (9/28). Respond to at least two of your classmates' posts by Saturday (10/1). (6 Points)

Rubric: Discussion Board – Initial Posting

3 Points	2 Points	1 Point
1. Discussion was substantive. Two questions and two insights were posted. 2. Responses were clearly articulated and represent logical thought. 3. Syntax is appropriate. Language is understandable and concise. Organization is logical.	1. Discussion was not substantive. Two or three points were posted 2. Responses were confusing or not clearly explained. 3. Overall syntax is good and writing is adequate, but exhibits some lack of clarity.	1. Content was undeveloped and less than two points were posted. 2. No substantive content in the response. 3. Writing is poor, terminology is inaccurately used and organization is lacking.

Rubric: Discussion Board – Response Posting

3 Points	2 Points	1 Point
1. Two responses were posted. Both related to the original postings; reinforced the ideas expressed or challenged the interpretation of material. 2. Responds to the ideas presented in the original post. 3. Is characterized by three or four of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Organized, concise, clearly written in understandable language.	1. One response was posted. The response related to the original post and reinforced ideas expressed or challenged the interpretation of the material. 2. Response is loosely related to the ideas of the original post. 3. Is characterized by one or two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Writing is adequate but may include inconsistencies or inaccuracies.	1. Posting does not effectively communicate a response. 2. Response does not relate to the original post. 3. Response is not: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Writing is poor, unclear and disorganized.

5.2 Final Project Proposal Approval: E-mail the instructor your initial ideas – an outline or a one-page proposal - about your final project for feedback and approval. By Saturday (10/1). (5 Points)

Description from Week 7:

The final project is due Wednesday, October 19 by 11:55 pm, Central time. The goal of your final project is to show your comprehension of the principles of church administration and to look more in depth at one area of your choosing. Pick one topic that was studied over the last several weeks and research the topic more

thoroughly. Complete a final project that reflects your interpretation of what is most critical to be understood about that topic. The final project can take any one of the following formats – a paper (8-10 pages), a video (5-10 minutes), a PowerPoint presentation (25-30 slides), or any other format that is preapproved. *See Week 7 for the grading rubric.* (47 Points for the final project)

Week 6: Taxable Income for Clergy and Staff

October 3 – 10, 2016

Student Learning Objectives:

- To articulate the importance of what is, and is not, taxable income for clergy and staff
- To identify how taxable and non-taxable income affects clergy and staff income taxes

Required Readings:

- CCTG: Ch 4
- CF 4

Assignments Due:

6.1 Discussion Board

After viewing Richard Hammar’s video, post two insights and post two questions that you now have after viewing it. Richard Hammar will be responding directly to some of the questions. Post by Wednesday (10/5). Respond to at least two of your classmates’ posts by Saturday (10/8). (6 Points)

Rubric: Discussion Board – Initial Posting

3 Points	2 Points	1 Point
1. Discussion was substantive. Two questions and two insights were posted. 2. Responses were clearly articulated and represent logical thought. 3. Syntax is appropriate. Language is understandable and concise. Organization is logical.	1. Discussion was not substantive. Two or three points were posted 2. Responses were confusing or not clearly explained. 3. Overall syntax is good and writing is adequate, but exhibits some lack of clarity.	1. Content was undeveloped and less than two points were posted. 2. No substantive content in the response. 3. Writing is poor, terminology is inaccurately used and organization is lacking.

Rubric: Discussion Board – Response Posting

3 Points	2 Points	1 Point
1. Two responses were posted. Both related to the original postings; reinforced the ideas expressed or challenged the interpretation of material. 2. Responds to the ideas presented in the original post. 3. Is characterized by three or four of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Organized, concise, clearly written in understandable language.	1. One response was posted. The response related to the original post and reinforced ideas expressed or challenged the interpretation of the material. 2. Response is loosely related to the ideas of the original post. 3. Is characterized by one or two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Writing is adequate but may include inconsistencies or inaccuracies.	1. Posting does not effectively communicate a response. 2. Response does not relate to the original post. 3. Response is not: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Writing is poor, unclear and disorganized.

Week 7: Giving and Charitable Contributions

October 10 – 16, 2016

Student Learning Objectives:

- To extrapolate legal ramifications surrounding donation receipting and IRS regulations
- To articulate the basic rules about restricted and designated gifts
- To be able to define and manage memorial funds by assessing the benefits and costs to a church of allowing them
- To explore different forms of charitable giving (e.g. stocks, real estate, tangible personal property, partnerships, and royalties) and state the basic regulations surrounding them
- To distinguish the basic audit guidelines for churches
- To discover the benefits and responsibilities of churches under the federal tax law

Required Readings:

- CCTG Ch 8
- *Borrowing Money, Grants, Giving, Investments, and Safeguarding Money* (CLAB Pt 7: Ch 3-5)
- *Taxes* (CLAB Pt 7: Ch 7)
- *Tax Guide for Churches and Other Religious Organizations* <http://www.irs.gov/pub/irs-pdf/p1828.pdf>

Assignments Due:

7.1 Discussion Board

After viewing Richard Hammar's video, post two insights and post two questions that you now have after viewing it. Post by Wednesday (10/12). Respond to at least two of your classmates' posts by Saturday (10/15). (6 Points)

Rubric: Discussion Board – Initial Posting

3 Points	2 Points	1 Point
1. Discussion was substantive. Two questions and two insights were posted. 2. Responses were clearly articulated and represent logical thought. 3. Syntax is appropriate. Language is understandable and concise. Organization is logical.	1. Discussion was not substantive. Two or three points were posted 2. Responses were confusing or not clearly explained. 3. Overall syntax is good and writing is adequate, but exhibits some lack of clarity.	1. Content was undeveloped and less than two points were posted. 2. No substantive content in the response. 3. Writing is poor, terminology is inaccurately used and organization is lacking.

Rubric: Discussion Board – Response Posting

3 Points	2 Points	1 Point
1. Two responses were posted. Both related to the original postings; reinforced the ideas expressed or challenged the interpretation of material. 2. Responds to the ideas presented in the original post. 3. Is characterized by three or four of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Organized, concise, clearly written in understandable language.	1. One response was posted. The response related to the original post and reinforced ideas expressed or challenged the interpretation of the material. 2. Response is loosely related to the ideas of the original post. 3. Is characterized by one or two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Writing is adequate but may include inconsistencies or inaccuracies.	1. Posting does not effectively communicate a response. 2. Response does not relate to the original post. 3. Response is not: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept 4. Writing is poor, unclear and disorganized.

7.2 Final Project: The goal of your final project is to show your comprehension of the principles of church administration and to look more in depth at one area of your choosing. Pick one topic that was studied over the last several weeks and research the topic more thoroughly. Complete a final project that reflects your interpretation of what is most critical to be understood about that topic. The final project can take any one of the following formats – a paper (8-10 pages), a video (5-10 minutes), a PowerPoint presentation (25-30 slides), or any other format that is preapproved. The final project is due Wednesday, October 19 by 11:59 p.m., Central Time. (47 Points)

Rubric: Final Project

47 Points	42 Points	37 Points	32 Points	27 Points
<p>1. The final project is appropriate in scope – e.g. at least 8 pages of a written report, at least 3 minutes of video, at least 25 slides in a PowerPoint, or any other preapproved format.</p> <p>2. The project addresses a practical problem that relates to Business and Administration in the church and presents an exceptional solution.</p> <p>3. The ministry context is very clearly described at the beginning of the project and is presented with excellence.</p> <p>4. Organized, concise, clearly written in understandable language.</p>	<p>1. Effort has been expressed, but the scope is less than the required expectations.</p> <p>2. The problem that is being addressed is clearly described, and the proposed solution is good, but could use improvement.</p> <p>3. The ministry context surrounding the problem that is being addressed is described in detail and is understandable from the final project.</p> <p>4. Writing is adequate but may include inconsistencies or inaccuracies.</p>	<p>1. The scope of the project is limited and would require more output/effort to adequately address the problem being solved.</p> <p>2. The problem that is being addressed is not as clear as needed. The proposed solution is reasonable.</p> <p>3. The ministry context is described, but is not as clear as it could be.</p> <p>4. Writing is poor, unclear and disorganized.</p>	<p>1. The scope of the project is poor and reflects minimal effort.</p> <p>2. The problem that is being addressed is not clear and the solution is not reasonable.</p> <p>3. The ministry context is described, but inadequately.</p> <p>4. Writing is unacceptable.</p>	<p>1. The scope of the project is unacceptable.</p> <p>2. The problem and solution are inadequate.</p> <p>3. The ministry context is not addressed.</p> <p>4. Writing is unacceptable.</p>

7.3 Course Evaluation: Take the course evaluation on-line before Monday (10/17).

Extra Credit:

Read and fully review a website (must be approved by the instructor by 10/13) that deals with church administration issues. (6 points). Due Wednesday (10/19).

Conduct a critique:

1. How does the organization communicate its mission, purpose and vision?
2. Evaluate the appropriateness of the organization’s communication style. Are you satisfied with what is being communicated and how it’s being communicated? Why or why not?
3. Compare and contrast the organization’s overall communication format with the article reading.
4. Provide at least one recommendation for this organization regarding overall communication and justify your recommendation.

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor’s discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association (APA)* as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

- 1) Improving student’s writing skills.
- 2) Standardizing the required format of all written assignments in all SBNM courses.
- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
- 4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Title IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students ([773-244-5565](tel:773-244-5565)) or Director of Human Resources ([773-244-5599](tel:773-244-5599)) for information about campus resources and support services, including confidential counseling services.

As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park's Safe Community site for contact information and further details. <http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>

Students with disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Student Support Specialist by email stessler@northpark.edu, by phone at [\(773\) 244-5737](tel:773-244-5737), or stop by the office located on the first floor of the Johnson Center in the Center for Student Engagement. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. If needed, appointments can be relocated. <http://www.northpark.edu/ADA>