Church Administration
Course #: CL-604
Mark R. Teasdale
Office 734
mark.teasdale@garrett.edu
Phone: 847-866-3954

Description of Course

This course will acquaint students with the ministry of administration and the core competencies needed to for the leadership and management of a ministry site, including both congregations and non-profit organizations. These competencies are meant to provide additional insight into the experiences students are having in their Field Education sites.

Course Learning Objectives

MDiv Degree Objectives	Course Learning Objectives	Means of Assessment
1. Demonstrate a general knowledge of Scripture, history and doctrine, and/or practices of the Christian traditions	Students will become familiar with several practical skills need to administrate an organization:	Portfolio
2. Interpret Scripture and tradition critically and constructively in the varying contexts of contemporary life		
3. Demonstrate a growing depth of understanding and practice in personal and corporate spiritual discipline(s)	Students will integrate their spiritual formation and personal development as a leader.	Interviews
4. Promote prophetic inquiry and witness for the sake of justice		
5. Engage in critically informed analyses of gender, race, culture, social and economic structures that shape human beings	Students will recognize the how context affects the capacity of teams to work.	Portfolio
6. Articulate critical and multi-faceted expressions of the gospel and invites others to receive it	Students will evaluate how the practice of administration can be a witness for the gospel.	Interviews
7. Demonstrate the capacity to nurture further Christian formation through the practices of ministry (e.g., prayer, liturgy, preaching, pastoral care, and teaching)	Students will gain foundational knowledge and skill to grow as leaders and managers.	Portfolio

Structure of Course

The course will meet Hyflex (in-person or online) for two hours per week. The third instructional hour each week is to be completed through the development of your portfolio in your field ed site, including conversations with your field ed supervisor to understand the materials you are gathering. For this reason, it is expected that you will have a well-developed portfolio and be thoroughly familiar with the material in it so that you can perform well in the two interviews.

To facilitate conversations with your field ed supervisor, please give them the letter attached at the end of this syllabus at the beginning of the semester.

Text List (Additional websites with useful information will also be posted.)

Texts to be purchased (paperback or e-book is fine):

Heyman, Darian Rodriguez. *Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals*. Hoboken: Wiley. ISBN-13: 978-0470285961. $26.00. (This is also available for digital check out from the library)

Teasdale, Mark R. *Participating in Abundant Life: Holistic Salvation for a Secular Age*. Downers Grove, IL: InterVarsity Press. ISBN 978-1-5140-0052-6. $24.00.

Texts provided free on Moodle:

Bower, Joseph L. and Clayton M. Christensen, "Disruptive Technologies: Catching the Wave" in *Harvard Business Review* (January-February 1995), 43-53.

Christensen, Clayton M., Heiner Baumann, Rudy Ruggles, and Thomas M. Sadtler, "Disruptive Innovation for Social Change" in *Harvard Business Review* (December 2006), 94-101.

Daft, Richard L. *The Leadership Experience* 6th edition. Stamford, CT: Cengate Learning, 2015.

Heyman, Darian Rodriguez and Laila Brenner. *Nonprofit Fundraising 101: A Practical Guide with Easy to Implement Ideas & Tips from Industry Experts.* Hoboken, NJ: Wiley, 2016. ISBN: 978-1-119-10046-1.

Proksch, Stephan. *Conflict Management*. Switzerland: Springer International, 2016. ISBN 978-3-319-31883-7.

Snyder, Howard A. *The Radical Wesley and Patterns for Church Renewal*. Eugene, OR: Wipf and Stock, 1996. ISBN: 978-1579100018. $18.00.

Taylor, Lynne Maree. "Reaching out Online: Learning from One Church's Embrace of Digital Worship, Ministry and Witness" in *Witness: Journal of the Academy for Evangelism in Theological Education* 35 (2021), 1-14.

Assignment See appendix 2 for information on the interviews

There is one large assignment that has multiple parts in this course. This assignment is to create a portfolio of your field ed site based on the material that we cover in the readings and in class. Each week, you will be required to identify and upload appropriate documents from your field ed site (if you have access to them). You will also be required to upload a short memo that includes your response to a specific prompt for the material from that week. See appendix 2 for more information on this.

The instructor will create a OneDrive folder for you during the first week of the course where you will upload your portfolio documents. If you have more than one document you need to upload, you should create a folder within the OneDrive folder that is entitled the topic of the week and upload all the appropriate documents into that folder. For example, on week two if you have statistical forms and your memo to upload, within the OneDrive folder you should create a folder called "Impact and Metrics" and then upload all the documents into that.

Two times over the course of the semester, the instructor will interview you as if you were applying for a new job. During this interview, you will be expected to draw from the course materials and your experiences at your field ed site to explain your qualifications for the job. You will also need to submit a résumé and cover letter to your portfolio prior to the interview. You will be graded on your familiarity with the material as you explain your experiences. You will also be graded on your poise and professionalism in how you present yourself. See appendix 3 for more information on this.

Portfolio: 70% of the final grade
Two Interviews: 30% of the final grade (15% each interview x 2 interviews)

Grade Scale – all assignments are graded out of 100 points

A	94-100
A-	90-93 (91.5)
B+	87-89 (88)
B	84-86 (85)
B-	80-83 (81.5)
C+	77-79 (78)
C	74-76 (75)
C-	70-73 (71.5)
D	60-69 (65)

Note that all assignments in this course are also considered a form of demonstrating "attendance" in the class each week. Per the academic attendance policy, a student who misses more than two assignments will be considered to have been absent for more than 20% of the class, which is grounds for failing the course.

Course Calendar

Theme	Reading/Video – to be done after class session	Portfolio (includes topic for the week's memo)
Abundant Life and Administration	Teasdale, intro & chs. 1-2 (pp. 1-58)	None
Impact and Metrics	Teasdale, ch. 6 & appendix (pp. 161-204)	Identify and upload statistical forms used by your field ed site. Compare the score cards covered in class and the readings with the metrics kept by your field ed site.
Innovation	Bower article; Christensen article	Explore and describe what the process for new ideas to be considered at your field ed site.
Small Groups & Leadership Development	Snyder; WCU online article; Daft, Ch. 7; Church Leadership article	Explore and describe how your field ed site identifies and coaches new leaders. To what extent are small groups used as means of leadership formation?
Conflict Management	Proksch, chs. 1, 2, 3, 7	Learn about and describe a time that there was conflict in your field ed site and how they resolved it.
Preparing for Your Interview	See links on Moodle to resources for writing a résumé and cover letter.	Show your résumé and cover letter to your site supervisor for suggestions, then upload them to the portfolio.
Interviews		
Governance	Heyman, chs. 30-32 (pp. 495 – 550)	Develop a basic diagram of the governance structure at your field ed site.
Personnel	Heyman, chs. 8, 9, 10, 33 (pp. 107-160, 551-568); Safe Sanctuaries online article	Identify and describe the policies for hiring, reviewing, and firing employees and volunteers at your field ed site.
Finances & Facilities	Heyman, chs. 11-13 (pp. 165-216); ; Bowman Article; Smart Church Solutions online article	Identify and upload the financial forms used by your field ed site. If you have access to the financial information, what do they tell you about the financial situation of the site?
Finances & Fundraising	18 (291-308); Heyman and Brenner	Explore how your field ed site raises funds. What are their primary sources of revenue? How effective is it?
Technology & Communication	Heyman, chs. 14-15 (221-256); Taylor article	Does your field ed site have a technology policy? If not, describe how technology is purchased and managed at your field ed site. How is it used to communicate with others?
Interviews		

Academic Policies

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing
- **Academic integrity and plagiarism:** (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- **Writing and citations:** The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- **Writing Support:** The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See https://www.garrett.edu/student-life/student-services "Writing Center" for more detailed information.

Attendance and Class Participation
- **Inclusivity/Diversity:** The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed....All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)
- **Attendance and lateness policies:** Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Academic Accommodations
- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

- **Extensions:** For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

Course Policies

1. **Excellence in Writing**: Even though this is an administration course, everything you have learned about good writing style still counts! Obtuse or inelegant writing in your assignments will be reason for a reduced grade. If you need help with your writing, please contact the instructor.

2. **Intellectual Virtue**: We are striving not only to learn about a subject, but to sharpen our abilities to think critically. To do this, we must practice intellectual virtue by being open-minded, straightforward and thoughtful in our spoken and written work. We show our Christian scholarship not only by considering issues and questions that are central to our faith, but by being careful and respectful in our treatment of the authors of our texts, the ideas we discuss, and the thoughts of our fellow classmates.

3. **Late Work**: Late work is not accepted in this course.

Technology Notes

Given the lack of personal contact during the course, you will need to be certain you have sufficient technological ability to access and participate in this course. **It is the student's responsibility to have sufficient technology to access and participate in the course.** The instructor will assume this and is not obligated to take technological difficulties into account when assessing the student's work.

Minimum technological requirements:

- Web Browser – You will need the latest version of the web browser you are using (Internet Explorer, Firefox, Safari, Google Chrome, etc.). Note that not all browsers work equally well with Moodle, so you may need to experiment with them if you have difficulty using all the functions on the site. (I use Firefox and have never had issues.)

- Operating System – In order to use the latest browser, you will need to have an operating system (Windows, Mac OS, etc.) that is up-to-date enough to handle it. Please be certain you have such an operating system.

- Internet Connection – You will need a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually cable and dsl connections can do this. Dial up cannot. If your home internet connection is not sufficient to provide this kind of connection, you will need to find access to a computer that does have this connection.

- Hardware – You will need sufficient computing power in terms of memory, speed, audio, and video for the different aspects of this course to work well. Make certain you can run the necessary software and fully participate online.

How I Grade

Below is a rubric that offers insight into how I grade all the assignments. Please notice that turning in work late or without following the directions provided in the syllabus leads to a failing grade. Please notice, also, that it takes creative work to receive an "A." Work that shows a good grasp of material, but that is not creative in a way that looks to construct new pathways of learning and ministry, is worth a "B."

	Excellent – 100%	Above Average – 85%	Average – 70%	Failing – 0%
Timeliness and Professionalism	The student turned in the assignment by the due date and is well presented.	N/A	N/A	The assignment was late and/or the student is not well presented. (This could be reason to fail the entire assignment.
Followed Directions	The student followed all the directions provided by the instructor in the syllabus or online for the assignment (including word counts, content, format, etc.).	The student followed the directions in a way that addressed the core learning objectives, but did not follow the logistical directions (e.g., word counts, outline of assignment).	The student followed the logistical directions but did not address the core learning objectives.	The student failed to follow the logistical and learning objective directions provided by the instructor in the syllabus or online.
Coherence	There is a logical flow throughout the assignment such that it is easily understandable and persuasive in the points it makes.	There is a logical flow throughout the assignment so that it is easily understandable. It may not be persuasive.	There is an overall logic apparent in the assignment, though it requires some effort to grasp what the logic is.	There is no apparent logic to the assignment. It is obtuse and difficult to understand the points it makes.

Content	The student clearly interacts with the course materials (readings and lectures), demonstrating both comprehension of the material and offering creative and constructive insight for further conversation on the topic at hand.	The student clearly interacts with all the course materials (readings and lectures) appropriate to the topic, demonstrating comprehension of the material.	The student clearly interacts with only some of the materials appertaining to the topic of the assignment, demonstrating comprehension of the material. Alternately, the student uses the appropriate materials, but does not represent them accurately.	The student's assignment either does not refer to any course material or clearly misunderstands the material it does use.
Collegiality	The assignment is academic in tone (or is appropriate to the intended audience), inviting further constructive conversation on the topic, even in the case of disagreeing with authors, the instructor, or other students.	The assignment is academic in tone (or is appropriate to the intended audience), though can emphasize deconstructive interaction more than constructive.	The assignment is more conversational than academic in tone (or is not entirely appropriate to the intended audience) and/or is defensive about engaging in constructive self-reflection.	The assignment is entirely informal (or is inappropriate to the intended audience) and/or may be entirely negative by attacking others and resisting reflection on one's own work invited by course material or peer feedback.

Appendix 1: Major Themes We Will Cover Each Week

Abundant Life & Administration – leadership, management, personal gifts, theology of abundant life
Impact & Metrics – theology of abundant life and metrics to measure it, defining the impact for the specific organization up front to make those metrics work
Innovation – build this into your organizational structure from the outset so that it is able to remain nimble and open to new ideas and processes
Small Groups – formative for people because has contacts with God, pastor, and others; useful for administrative taskforces, committees, education, classes, outreach. All are formative.
Leadership Development – critical to continually and intentionally be aware of who can become leaders and give them the opportunity to become so. Creates opportunities for new Christians as well as for new directions in fulfilling the church mission. Identify, invest, train, give opportunities – provide transferrable skills
Conflict Management – part of dealing with people is dealing with differences (look up stuff for this), best bet is to have well defined mission and governance to adjudicate on common ground
Governance – how the church is organized: polity – a covenant for how to relate to one another; relates to the bigger church as well as to the specific congregation, deals with how decisions get made, policies and procedures for daily operations
Personnel – hiring, firing, evaluating, advising on professional development; dealing with employees and volunteers; accountability structures (like safe sanctuaries)
Finances &Facilities – Organizational value statement; controls, policies, financial statements: asset sheet, cash flow, budget, natural and functional expenses; facilities as major asset and possibly major drain for ministries; should be used in a way that fulfills the mission of the church; dealing with deferred maintenance and depreciation
Finances & Fundraising – Emphasis on revenue side of financials, best practices in fundraising, importance of cultivating relationships and generosity not just getting money, importance of mission, vision, credibility, integrity
Technology & Communication – critical today as a means of mediating presence to others in the church and outside of it, amplify existing ministries and structures; have sufficient hardware and expertise to do what you promise; understand it is part of life not separate from it

Appendix 2: Memos

Most weeks, you will be uploading a memo to your portfolio to explain how your field education site operates related to a specific topic in administration.

Memos are a very short document, usually no more than one-page, that seek to convey the most important ideas related to a topic. They are meant to help busy people understand a topic both thoroughly and quickly so that they can make decisions and take action related to that topic. To do this, memos often use diagrams, lists, and bullet points.

Writing a memo is not like writing an essay. You are not writing a thesis statement or using long paragraphs with footnotes to make your point. Instead, you are writing to share the most important information on a specific topic with someone in a way that is easy to read and understand.

A memo should include the following sections:
- Heading
  - To
  - From
  - Date
  - Subject
- Opening statement
- Context
- Call to action and task statement
- Discussion
- Closing

You can read a full explanation of how to write each section at the website: https://www.grammarly.com/blog/how-to-write-memo/

Your portfolios, including the memos, will be graded using the "How I Grade" rubric described above.

Appendix 3: Interviews, Résumé, and Cover Letter

The week before your interview, you should upload your résumé and cover letter to your portfolio. Usually, a résumé should be developed and modified with a specific job in mind. However, a more generic résumé is acceptable so you can reuse it beyond the course. By the end of the course, you should have a solid résumé that you can use in the job market and you should have a good template for writing future cover letters. The cover letter, however, should be focused on introducing yourself for the specific job related to the interview.

For the interview itself, you should arrive at least five minutes early. You should also dress professionally and conduct yourself as if you were entering an actual interview in which you hoped to be hired for an administrative position. Your poise, familiarity with your material, and confidence in presenting yourself will all be part of what I am looking at related to the grade.

One way to think about it: this interview is to convince your interviewers to give you an A because you know your material and present yourself well. Instead of getting a job at the end of the interview, you will get an A if you do well

Interview Rubric

	Excellent – 100%	Above Average – 85%	Average – 70%	Failing – 0%
Presentation of Self – 50% of Interview Grade				
Clothing	Dressed professionally	Dressed nicely, but under-dressed for a professional setting	Dressed casually, like attending a regular class session.	Sloppy (clothes are in poor repair and/or obviously dirty)
Confidence	Shows poise, maintains eye contact, answers questions in a firm voice with little hesitation	Shows hesitation in answering questions beyond normal reflection on the question, seeking immediate affirmation for the answer.	Shows significant hesitation in answering questions, seemingly uncertain of self.	Becomes overwhelmed by the experience.
Respect for Interviewers	Is polite, pays full attention to both interviewers, responding to the prompts from them.	Is polite, pays full attention to both interviewers, but sometimes goes off prompt.	Is polite, mostly pays attention to both interviewers, but is distracted at times from them and/or the prompts.	Is impolite, ignores one or both of the interviewers.

Résumé and Cover Letter	Easy to read, attractive to look at, introduces student well, demonstrates why student is a good fit for the position.	Easy to read and attractive to look at, introduces student well, but does not show why student is a good fit for the position.	Not easy to read or attractive nor shows why student is a good fit, but does introduce student well.	Does not introduce the student well.
Knowledge of Material – 50% of Interview Grade				
Administration	Response reflects knowledge of core material covered in class and synthesis of that knowledge with field ed experience	Response reflects knowledge of core material covered in class, with recognition of what experiences might apply to it.	Response reflects knowledge of the core material covered in class, but little or no experiences apply to it.	Response reflects lack of knowledge of core material covered in class.
Metrics	See above	See above	See above	See above
Leadership Development	See above	See above	See above	See above
Conflict Management	See above	See above	See above	See above

Letter for Field Ed Supervisor

Dear Field Education Supervisor:

My name is Mark Teasdale. I am the E. Stanley Jones Professor of Evangelism and the Chair of the Leadership Field at Garrett-Evangelical Theological Seminary.

The student who is currently working with you is taking a course on administration with me this semester. This course provides students with an overview of the administrative tasks that are necessary to run a congregation or non-profit organization. Specifically, the course will cover the topics of:
  - Defining administration
  - Metrics for assessing organizational effectiveness in its mission
  - Innovation
  - Leadership development
  - Conflict management
  - Governance structures
  - Personnel policies
  - Facilities and deferred maintenance
  - Non-profit finances
  - Fundraising

This course is designed as a practicum, with the student studying these topics in class with me and through readings, and then learning about how these issues are specifically addressed in their field ed site.

To help them understand how your field ed site handles each of these topics, they will be requesting certain documents related to the topic that are maintained at your site (e.g., statistical forms, budget worksheets, personnel handbooks). They will also be asking you specific questions to help them better understand your site's practices related to these topics.

No one will see the documents you provide except the student, myself, and my TA for the course. They will be uploaded to the student's password-protected course OneDrive folder and, if you desire, deleted at the end of the course. I understand that there may be some documents that you cannot or do not want to be made public even in this restricted format. If that is the case, please provide the student with a brief note or email to upload so that I can see that the student at least requested the information.

My hope is that not only the student will gain knowledge and skill related to administration in this course, but that your organization will benefit from what the student has to share.

If you have any questions, please feel free to contact me. My information is in the signature below.

Many thanks for supporting the student,
Mark

Mark.teasdale@garrett.edu
(o) 847.866.3954