Emory Course of Study School
COS 224 – Administration & Polity

2017 Fall Hybrid Session
October 20  12:00pm – 8:30pm  Instructor: Rev. Dr. Brad Brady
October 21  8:30am – 5:30pm  Email: brad.pumc@gmail.com

Course Description and Outcomes
This course focuses on developing the student’s competency as an administrator in a United Methodist congregation.
Students will be able to:
1. Articulate a biblical and theological understanding of polity.
2. Understand and explain the polity of The United Methodist Church, including
   conferencing, oversight, and discipline.
3. Articulate the nature of stewardship biblically and theologically.
4. Identify techniques and develop skills as effective administrators of local churches,
   including financial management.

Required Textbooks – Bring all three of these books with you to class
- Satterlee, Craig A. Preaching and Stewardship: Proclaiming God’s Invitation to Grow.
- Steinke, Peter L. Congregational Leadership in Anxious Times: Being Calm and Courageous No

Required Reference Books – Bring both of these books with you to class
- The Book of Discipline of the United Methodist Church 2016. Nashville: The United
- The Holy Bible (translation of your choice)

Recommended Textbooks
- Covey, Stephen M.R. The Speed of Trust: One Thing That Changes Everything.
- Dick, Dan and Barbara. Equipped for Every Good Work: Building a Gifts-Based Church.
  ISBN: 978-1566994040
A Note About the Hybrid Format

This course is offered in a hybrid format. That means that 15 of the 20 contact hours for class will be in person and the remaining 5 contact hours will be online. Accordingly, there are three major phases of classwork: Pre-Class, In-Class, and Post-Class.

If at any point you have trouble with the technology aspects of this class, please contact Amy Walker in the COS office. Phone: (404) 727-4587 or Amy.Elizabeth.Walker@emory.edu

Pre-Class Assignments

Element #1: Method and Mission Reflection Papers
15% of final grade; maximum of 5 points per essay

Element 1 should be submitted on the Canvas site in the Assignments section by October 2

Read The Method of Our Mission and write the following three essays.

- ESSAY #1: Write a 2-3 page essay responding to this topic: How are The Church’s practices of administration and polity theological expressions? End your paper with a paragraph or two suggesting how pastors might make this theological connection evident to members of the church.

- ESSAY #2: Write a 2-3 page essay responding to this topic: Warner frequently refers to the term “means of grace” about the various aspects of “The Church” (see chapter 1, for an example). How is God’s grace expressed through our ecclesiology and polity? How have you seen this made evident in your local church?

- ESSAY #3: Write a 2-3 page essay responding to this topic: How is “the body of Christ” (as described in 1 Corinthians 12) reflected in the Wesleyan ideal and practice of “connection”? Make the link between all levels of the church (global, agencies, conferences, and local churches).

Element #2: Preaching and Stewardship Reflection Papers
10% of final grade; maximum of 5 points per essay

Element 2 should be submitted on the Canvas site in the Assignments section by October 2

Read Preaching and Stewardship: Proclaiming God’s Invitation to Grow and write the following two essays.

- ESSAY #4: Write a 2-3 page essay responding to this topic: Name and describe, with biblical references, at least three of the motivations for giving detailed by Satterlee. Which of these motivators is most operational in your life as a Christian?

- ESSAY #5: Write a 2-3 page essay responding to this topic: Satterlee discusses the challenges of preaching stewardship sermons. What makes you most uncomfortable in preaching on giving? Did you find any suggestions from Satterlee to give you more courage?
Element #3: Case Study  
10% of final grade  
*The Pre-Class part of element 3 should be submitted on the Canvas site in the Assignments section by October 2*

This assignment has three components:

1) **Pre-Class** Case Study Description *(2-3 page description of case study detailed below)*
2) **In-Class** presentation/discussion
3) **Post-Class** debrief report *(you can find the description and deadline for this part of the assignment on page 6 under the Post-Class Assignments section)*

Each student will present a brief case study based on a real-life situation in his/her local church. The case study will be based around one of these administrative matters:

- Managing a personnel matter, whether paid staff or volunteer leaders
- Managing a financial matter
- Managing a physical property or legal matter
- Managing a programmatic matter
- Managing a general administrative matter

Ideally, the case study will begin with a description of a “presenting problem or challenge.” This description should be 2-3 pages at the most and submitted in Canvas.

- If the matter has *already been dealt with*, describe: what options were considered, what people were consulted or engaged to manage the “problem/challenge,” what steps were taken to address the “problem/challenge,” and what resulted from the action taken. Conclude with a statement about what you learned because of this experience.

  - If the matter is a *current, ongoing challenge*, describe: the problem as you see it, the players involved, the church family dynamics at work, the people with whom you have or should consult, the other information needed to get a better solution, and the possible solutions as you see them now.

**NOTE:** Presenting a case study of a situation in which you think you did “everything correctly” does not create an opportunity for learning. Students should feel comfortable presenting a situation that was difficult, and perhaps is still unresolved due to the complexity of personalities, cultures, family systems, etc. Students will not be penalized or shunned for presenting a “messy” complex situation.

Each student should be prepared to distribute a typed copy of his or her case study to the class participants (prepare 25 copies). Each student will be given time to present his or her case study, receive feedback from the class.
Element #4: Online Lectures
20% of final grade; maximum of 4 points per lecture assignment

Element 4 should be submitted on the Canvas site in the Assignments section by October 2

All online lectures are in the “Echo ALP” section of the Canvas site. Each online lecture will be available for approximately 2 weeks as scheduled below. Students should watch the lecture and submit all assignments associated with the lecture by the due date. If you do not post by the due date, you will receive a 0 for that assignment.

<table>
<thead>
<tr>
<th>Lecture Number</th>
<th>Date Range Lecture is Available</th>
<th>Due Date for all Posts and Responses</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>August 1-15</td>
<td>August 15</td>
</tr>
<tr>
<td>2</td>
<td>August 16-31</td>
<td>August 31</td>
</tr>
<tr>
<td>3</td>
<td>August 16-31</td>
<td>August 31</td>
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<tr>
<td>4</td>
<td>September 16-30</td>
<td>September 30</td>
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<tr>
<td>5</td>
<td>September 16-30</td>
<td>September 30</td>
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</tbody>
</table>

The instructor will post a response question at the end of the lecture for each student to answer on Canvas in the “Assignments” section.

Rubric for Grading: Each student will be graded after each of the 5 assignments listed at the end of the lecture.

4 points awarded when student’s post:
Demonstrates excellence in grasping key concepts. Ideas are expressed clearly, concisely; with appropriate vocabulary/grammar; and uses appropriate citation.

3 points awarded when student’s post:
Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression is evident.

2 points awarded when student’s post:
Shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and a redundancy with words and commentary; paragraphs often appear unrelated to each other.

0 points awarded when student’s post:
A minimal posting of material. Shows no significant understanding of material. Language is mostly incoherent.
In-Class Assignments

Element 5: Stewardship Group Presentation
10% of final grade
While the class is meeting face-to-face, we will explore several topics/themes for stewardship preaching in small groups. We will end this segment by receiving potential sermon outlines that will help you with Element #8. (NOTE: Read Satterlee’s book prior to the October 20-21 class sessions, and bring your copy with you to class for a significant work session).

Element 6: Agency In-Class Presentation
10% of final grade
Each student will be assigned a General Church or Annual Conference Agency or Special Initiative to research and briefly introduce during our class session. Time will be given during our October 20-21 sessions to gather information about the agency/initiative using online and printed materials.

Element 7: Class Participation
10% of final grade
Class participation will be graded based on your participation and leadership in the overall collaborative learning experience. This aspect is intended to model and cultivate the pastor’s role of leading and managing group process.

There are times when the pastor speaks and contributes his/her insights; and ideally, there are more times when the pastor invites and encourages others around the table to share their insights and gifts. In other words, he/she who speaks the most will not be awarded a higher percentage of class participation points.

The instructor will be looking for a balance of speaking, listening, inviting, deferring, complimenting, pushing back in love, and synthesizing insights shared within the group that lead to greater learning for all involved.
Post-Class Assignments

Element 3 continued: Case Study Debrief Report

This part of Element 3 should be uploaded to Canvas in the Assignments section no later than October 31.

Summarize your reflections based on feedback received during the in-class discussion of your case study. An outline for the debrief report will be provided in class.

This assignment will be graded based on the student’s level of:

- Openness around receiving feedback during the class discussion
- Increased awareness about the multi-layered factors involved in the “presenting problem or challenge”
- Significant reflection about possible solutions, and
- Identification of constructive next steps

Element 8: Stewardship Sermon

15% of final grade

This should be uploaded to Canvas in the Assignments section no later than November 21.

Following the class meeting on October 20-21, each student will prepare a biblical sermon aligned with one of the principles of Christian stewardship explored in class. The sermon should be prepared for a 15-20 minute time frame.

The submitted assignment should include:

- Manuscript of sermon (double-spaced)
- A cover sheet providing the following information:
  1. Goal of sermon
  2. What stewardship principle(s) are you emphasizing?
  3. Why was this scripture passage selected?
  4. What opportunity is provided for congregational response?
  5. How does this sermon fit into your overall stewardship plan?
  6. Brief description of congregation
  7. Number of church members
  8. Average worship attendance
  9. Setting: station or circuit; urban, suburb, county seat, rural, etc.
  10. Any other information that you would like to share?

The sermon will be evaluated on the following:

- Biblical integrity
- Theological soundness
- Stewardship principles clarity
- Internal logic/organization of thoughts
- Appropriate illustrations for text/topic

It is the intention that this will be a sermon you preach in the normal course of your ministry. Ideally, you will preach this sermon prior to submitting it for a grade. Feel free to edit the sermon based on the feedback you received from your congregation.
COS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>65-66</td>
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<td>F</td>
<td>0-64</td>
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How Your Final Course Grade is Determined

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Element 1</td>
<td>Method and Mission reflection papers</td>
</tr>
<tr>
<td>10%</td>
<td>Element 2</td>
<td>Preaching and Stewardship reflection papers</td>
</tr>
<tr>
<td>10%</td>
<td>Element 3</td>
<td>Case study preparation, presentation, and debrief report</td>
</tr>
<tr>
<td>20%</td>
<td>Element 4</td>
<td>Online Class Lectures and Discussion Board Posts</td>
</tr>
<tr>
<td>10%</td>
<td>Element 5</td>
<td>Stewardship Group Presentation</td>
</tr>
<tr>
<td>10%</td>
<td>Element 6</td>
<td>Agency In-Class Presentation</td>
</tr>
<tr>
<td>10%</td>
<td>Element 7</td>
<td>Class Participation</td>
</tr>
<tr>
<td>15%</td>
<td>Element 8</td>
<td>Stewardship Sermon</td>
</tr>
</tbody>
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Grade Deduction Policy

Pre-class work must be received no later than 11:59p.m. EST on October 2, 2017. Pre-class work received after the deadline will be subject to the late penalty schedule below:

- Pre-class work received between October 3-9 will receive a one-letter grade deduction.
- Pre-class work received between October 10-13 will receive a two-letter grade deduction.
- Students who have not turned in pre-class work by October 13 will be dropped from the class.

Guidelines for Written Assignments

- All papers should be typed, double-spaced, and on 8.5x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- Note the question you are answering at the beginning of each new section or page.
- All papers must be properly cited. Please use MLA formatting. This is the best website for learning more about MLA format: https://owl.english.purdue.edu/owl/resource/747/1/
Inclusive Language Covenant

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself through continued discussion, reflection, and exploration to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in participation with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.