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
Recommended Textbooks


Pre-Class Assignments

*Pre-Class Assignments should be posted in the “Assignments” section of the class’ Canvas site no later than June 1.*

Pre-Class Assignment #1
Write a definition of Spiritual Leadership and Administration using your textbooks (1 page).

Pre-Class Assignment #2
Write a review/evaluation of *Christian Reflections on The Leadership Challenge* (1 page).

Pre-Class Assignment #3
Write a paper about the importance of a pastor’s understanding of our Book of Discipline paying particular attention of paragraph’s 104 and 105. (3-5 pages)

Pre-Class Assignment #4
Write a contextual paper describing your church and the community in which you serve or worship. Be sure your writing indicates that you have read both Kibby and Kouzes & Posner’s books. Include the current state of your church’s administration. How does the church understand its mission? How is the mission communicated to the congregation? Include information about worship attendance and patterns for decision making. You may want to include information about: your community, provide data about population growth, industrial development, employment levels, recreational opportunities and future trends. Integrate these materials into your report (5-7 pages).

Pre-Class Assignment #5
Take the Leadership Assessment in the Kibby book (on the CD provided with the text) and write about your own leadership style; both pros and cons, how you train/improve yourself, what you hope to improve, who your role models are, etc (3-5 pages)

Pre-Class Assignment #6
Write a case study using just the facts (who was involved, what happened, when did it happen, where did this take place, why is this an issue,) about a critical incident/problem in your church and the steps made to solve this issue. (2 pages)
How Your Final Course Grade Is Determined

45%  Pre-Class Assignments
20%  In-Class Presentation
25%  Post-Class Assignment
10%  Class Participation & Attendance

Grade Deduction Policy
Pre-class work must be received no later than 11:59p.m. EST on June 1, 2018. Pre-class work received after the deadline will be subject to the late penalty schedule below:

- Pre-class work received between June 2-8 will receive a one-letter grade deduction.
- Pre-class work received between June 9-15 will receive a two-letter grade deduction.
- Students who have not submitted pre-class work by June 15 will be dropped from the class.

Plagiarism Defined
“You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.

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.