

Congregational Life and Administration

Course Description

For churches, the day's focus is not administration but ministry. Yet even churches need to behave similar to a business in order to accomplish specific tasks. Leadership must be trained, volunteers must be motivated and bills must be paid. Church life and administration is a mixture of ministry, administration and leadership management. This course will focus primarily on the administration and management aspects of church life. Church administration involves procedures and techniques that can be learned by study and practice. Leadership management or working with volunteers calls for relational sensitivity, intuition and timing.

This course provides a fundamental working knowledge of the varied aspects of church administration. Students will increase their awareness of church life as it impacts those they supervise plus volunteers who they must recruit and nurture. This course also covers budget preparation, personnel supervision and evaluation, and volunteer management.

Course Objectives

By the end of this course, you should be able to:

1. Describe how to hire and supervise church staff
2. Differentiate the difference between working with staff and volunteers
3. Write an outline for an administrative manual
4. Discuss the role of communications within and outside the church
5. Describe the how to create and monitor an annual church budget
6. Create a stewardship campaign program

Your Reading Material

This course does not use a traditional textbook. Instead, you will be reading from different websites, from distributed articles, and copied chapters offered by me. Case studies, observation papers, and discussion will be used for inform students.

Course Outline

Below is an outline of the content and activities in each unit of the course.

Class One: Introduction to Congregational Life and Administration

Class Two: Organizing Your Church / Ministry Site

Class Three: Staffing

Class Four: Membership and Volunteerism
Class Five: Planning and Budgeting, part 1
Class Six: Planning and Budgeting, part 2
Class Seven: Mid-semester Check-In (Mid-semester Evaluation)
Class Eight: Reading Week (no classes)
Class Nine: Church publications, Social networking, Public Relations, etc.
Class Ten: Financial Management, part 1
Class Eleven: Financial Management, part 2
Class Twelve: Property Management
Class Thirteen: Stewardship
Class Fourteen: Fundraising
Class Fifteen: Open
Class Sixteen: Last class of Spring Semester / In-class Exam

Course Particulars

Grading Criteria/Timetable:

All course projects will be graded within two weeks of their due date. Late projects will be graded no later than three weeks following the date the student emails or hands me the project. Students submitting late projects must notify me to let me know the late submission is forthcoming.

Course Policies:

Naming Conventions: In order to facilitate the tracking of assignments and correspondence with me, please use the following naming conventions.

- **Email Subject Lines:** Please complete your subject lines in email correspondence with surname – project - date

Extenuating Circumstances: If you have extenuating circumstances that prevent you from completing projects, quizzes or participating in the class, please contact me to make alternative arrangements. The possibility of alternative arrangements is at my discretion. Active communication is the key to overcoming any hurdles you may encounter during the term.

Early Project Submission: It is understandable there may be times you wish to finish projects prior to their due date. However, I will not download any projects or begin providing feedback on those submissions until the due date has passed. This permits “batch grading” of all projects, reviewing the submissions across all students. Students are urged not to work too far ahead in completing projects as each unit’s discussion and lecture provides additional information to support your project effort.

EVALAUTION RUBRIC – the following rubric will be used for Projects:

Grade	Content, Focus, Use of Text/Research	Analysis and Critical Thinking	Writing Style, Grammar, APA Format (when assigned)
%	50%	30%	20%
90-100%	Response successfully answers the assignment question(s); thoroughly uses the text and other literature.	Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation).	Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page.
80-89%	Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature.	Response generally exhibits higher-order critical thinking and analysis (e.g. true analysis).	Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page.
70-79%	Response answers the project assignment(s) with some digression; sufficiently uses the text and other literature.	Response exhibits limited higher-order critical thinking and analysis (e.g. application of information).	Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page.
60-69%	Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature.	Response exhibits simplistic or reductive thinking and analysis but does demonstrate comprehension.	Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page.
0-59%	Response insufficiently answers the assignment question(s); insufficiently uses the text and other literature.	Response exhibits simplistic or reductive thinking and analysis and demonstrates limited knowledge on the subject matter.	Sentences unclear enough to impair meaning; tone is inappropriate and/or inconsistent. Grammatical skills are inadequate for college level.

Classroom Discussion Guidelines

To ensure your success as a contributor to discussions and as a student in this class, I suggest the following guidelines for posting:

Be clear about which message you're responding to. Refer to specific comments or ideas in the course or text that have sparked your interest.

Make sure your contribution adds something new to the discussion. A simple "I agree" may be your initial response, but think about how you can take the conversation to the next level.

Address classmates by name, and use "I" statements.

Feel free to pose new questions to your classmates during classroom discussion

The Different Kinds of Assignments

Assignments are intended to help you master the content, so you should attempt to complete them all. I strive to employ a variety of assignments to address various learning styles, including:

Online Readings-- They may provide an introduction to a unit, provide information, or be articles or papers that have been authored by experts in the field.

Readings from Books—all written materials will be photocopied and distributed by me. There are no required textbooks for this course.

Web Field Trips-- Web Field Trips (also known as Internet Resource Assignments).

You may be given links to websites that either enhance the content of readings or show you where information and resources can be found. Some provide online stories or articles.

Exercises and Projects-- May consist of answering questions, writing a paper, or completing some other assignment. Exercises / Projects are usually performed offline. You should evaluate your results by comparing them to the before-mentioned grading rubric.

Discussion Questions-- Discussion Questions are answered in the class discussion areas. Discussion questions may ask you to apply course concepts to your own circumstances, provide your opinion about course content, or share your experiences completing course exercises. Participation in discussions is required.

Reflective Activities-- Reflective activities such as writing up a case study, designing a project, or critiquing an assignment may be used as a method for you to analyze, synthesize, and evaluate course content.

Collaborative Projects-- Collaborative projects can involve teams of students working together to participate in study groups, write research papers, make presentations, create case studies, and take part in simulation activities. The projects allow interactions with fellow students and build on facilitation and planning skills.

Final Projects and Final Exams

This course will not have a final examination. In lieu of an examination, final projects will be presented and juried by me and your fellow classmates. Details about the final project will be shared during the term.

Paper Submissions

APA manuscript style will not be expected. What is expected is:

A title page

The paper itself (the "discussion")

A references page (if appropriate)

A title page contains three items: a heading (a short version of the title), the paper's title, and the author's name. Formatting the discussion, or body, of the paper, is also quite straightforward. New paragraphs should be indented and there should not be an extra blank line between paragraphs. The last thing sometimes required is the references page. This page, like the others, has a page number in the upper-right hand corner. Sources should be alphabetized by the author's last name (or, for sources without authors, by the first letter in the title) and the second line of each source should be indented a half inch (the first line is not indented).

Here are a few additional formatting standards to keep in mind:

Use standard margins: 1" on all sides.

Use standard 12-point font size.

Use standard double-spacing: average of 22 lines per page, and between 20 and 24 lines per page.

Attendance/Tardiness

The specific requirements for attendance are the following:

1. Students are expected to be on time and attend regularly attend class. If you know you will be absent in advance, I would appreciate being notified.
2. Decisions about dropping or being failed from the course due to lack of attendance will follow the Starr King school guidelines.

Late Work Policy

In order to move quickly and successfully, specific deadlines for all assignments are clearly stated in class. Should you be unable to meet a deadline, it is expected you will make arrangements in advance with me to turn work in late. A penalty may or may not be assigned, at my discretion.

If you do not make prior arrangements with me and fail to turn individual work in on time, the following penalties may be applied:

- Work that is submitted 1 - 2 calendar days AFTER its due date may be graded down a maximum of 5%.
- Works that is submitted 3 - 6 calendar days AFTER its due date may be graded down a maximum of 10%.
- Work that is submitted 7 - 21 days AFTER its due date may be graded down a maximum of 20%.
- Work that is submitted more than 21 days AFTER its due date will receive an automatic zero.
- Final course projects and end-of-term papers must be turned in no later than the last day of the term.

Contact Information

Charla Weiss, charla@uuoakland.org, 510.893.6129, ext 303 ~ all church contact numbers. Not in church office on Wednesdays.