

## **Syllabus EML5101 Designing and Leading Effective Ministries**

### **I. Course Description**

A study of the educational ministry of the local church, with attention to aims, principles, leadership, organization, and agencies of a biblical program for all age groups.

### **II. COURSE OBJECTIVES**

#### **A. Cognitive**

1. The student will associate key biblical passages with the Education Cycle and related leadership principles.
2. The student will utilize course material and textbook information to design an Educational Ministry.
3. The student will be able to synthesize central educational, leadership, and ministry concepts.

#### **B. Affective**

1. The student will see the need for a comprehensive educational ministries process.
2. The student will see the need for honing their leadership skills, with special attention to relational and emotional intelligence.
3. The student will appreciate the complexity of creating, leading, and maintaining an intentional educational ministries process.
4. The student will value team building, people and conflict resolution skills, strategic planning, contextualization, evaluation, and navigating change in today's ministry climate.

### **III. Course Textbooks**

#### **3 Required:**

1. Hillman, George and Sue Edwards, editors, *Invitation to Educational Ministry: Foundations of Transformative Christian Education*, Grand Rapids, MI: Kregel, 2018.
2. Bolsinger, Tod. *Canoeing the mountains: Christian leadership in uncharted territory*. Downers Grove, IL: Intervarsity Press, 2018.

#### **Pick one from below:**

- Edwards. Sue and Kelley Mathews. *Leading Women Who Wound, Strategies for an Effective Ministry*. Chicago, IL: Moody Publishers, 2009.
- Shelley, Marshal and Rick McKinley. *Ministering to Problem People in Your Church: What to do With Well-Intentioned Dragons*. Bethany House Publishers, 2013.  
*This book is available on Logos.*

Sande, Ken. *The Peacemaker, A Biblical Guide to Resolving Personal Conflict*, 3<sup>rd</sup> ed. Grand Rapids, MI: Baker, 2004. (263 pages).

**Suggested:**

Bruce, Barbara. *7 Ways of Teaching the Bible to Adults: Using Our Multiple Intelligences to Build Faith*. Nashville: Abingdon Press, 2000.

Edwards, Sue and Barbara Neumann. *Organic Mentoring: A Mentor's Guide to Relationships With Next Generation Women*. Grand Rapids: Kregel, 2014.

Edwards, Sue, Kelley Mathews, and Henry Rogers. *Mixed Ministry: Working Together As Brothers and Sisters in an Oversexed Society*. Grand Rapids: Kregel, 2008.

Gibbs, Eddie. *LeadershipNext: Changing Leaders in a Changing Culture*. Downers Grove: InterVarsity, 2005.

Gray Scott, Halee. *Dare Mighty Things, Mapping the Challenges of Leadership for Christian Women*. Grand Rapids, MI: Zondervan, 2014. (233 pages)

Herrington, Jim, Mike Bonem, and James H. Furr. *Leading Congregational Change: A Practical Guide for the Transformational Journey*. San Francisco: Josey-Bass, 2000.

MacMillan, Pat. *The Performance Factor: Unlocking the Secrets of Teamwork*. Nashville: B&H Publishing, 2001.

Nyquist, Paul J. and Carson Nyquist. *The Post-Church Christian: Dealing with the Generational Baggage of Our Faith*. Chicago: Moody, 2013.

Osborne, Larry. *Sticky Teams: Keeping Your Leadership Team and Staff on the Same Page*. Grand Rapids: Zondervan, 2010.

Twenge, Jean M. *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled—and More Miserable Than Ever Before*. New York: Free Press, 2006.

## IV. Course Requirements

### A. Reading Assignments (35%)

Preparing for Educational Ministry Cycle Project (15%)

1. Hillman and Edwards, *Invitation to Educational Ministry*
  - This reading assignment is for the student's benefit as they design their Ed Cycle Modules. Report completion in canvas quiz.
  - Refer to canvas and live class schedule for required reading prior to live class.
2. Online Videos and Live Class
  - Watch lecture videos on canvas and attend live class. Report completion in canvas quiz.
  - Refer to canvas modules for order and topic

Conflict text and assignment (10%)

1. Edwards, Shelly, or Sande book
  - Write a 3-page paper (double-spaced, 12 pt. font) and briefly describe a conflict you experienced with another believer. How did this drain you physically, mentally, emotionally, or spiritually? After reading this book, what would you do differently in the future?
  - Refer to canvas for due date.

Leadership text (10%)

1. Bolsinger, *Canoeing the Mountains*
  - Leadership assignment is connected to Ed Cycle module 4.

### B. Ed Cycle (Ministry Design) Assignment (50%)

The student will construct a strategic plan for a specific ministry according to the Education Cycle. It is recommended the student choose a ministry in which he/she is already involved or would like to create in the near future. This paper will be written and presented in four modules. Each module is limited to a maximum of 4 pages, single-spaced, 12 pt font. Each submission must include all previous modules. This assignment is the focus of the class, and the student is required to submit and pass *all four modules* to pass this class.

If a student desires a higher grade on a module, it can be revised and resubmitted with the next module. The first grade is then replaced with the higher grade. There is no resubmission of Module 4. The final module submission, which includes all 4 modules, is graded only once.

Refer to canvas for due dates.

### D. Poster Presentation

- Refer to canvas for instructions.

**Percentage breakdown of assignments**

*Reading 35%*

*(Prepare for Ed cycle project ~ Educational ministry text, videos, and live class) 15%*

*Conflict text and assignment 10%*

*Leadership book text and assignment 10%*

*Ed Cycle 50%*

*Module 1 10%*

*Module 2 10%*

*Module 3 10%*

*Module 4 20%*

*Presentation Poster 15%*

*Total = 100%*

**V. Live Class Schedule**

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
<b>September 18</b> Class 8:00-5:00	Leadership Summit - Discuss Ed Cycle Module 1	Read prior to meeting: - Bolsinger - Hillman (ch. 14, 19-21)
<b>October 16</b> Class 8:00-5:00	Education Summit - Discuss Ed Cycle Module 2	Read prior to meeting: - Hillman (ch. 1-3, 15-18) - Conflict Book of Choice
<b>November 13</b> Class 8:00-5:00	Audience (Age and Affiliation) summit - Discuss Ed Cycle Module 3 & 4	Read prior to meeting: - Hillman (ch. 4-13)

**Ed Cycle Project Due Dates**

*(subject to change, refer to canvas for alterations)*

Part 1: Oct 2

Part 2: Oct 30

Part 3: Dec 4

Part 4: Dec 16

## VI. Course Policies

### A. Letter/Numerical Grade Scale

A+ 99-100	A 96-98	A- 94-95
B+ 91-93	B 88-90	B- 86-87
C+ 83-85	C 80-82	C- 78-79
D+ 75-77	D 72-74	D- 70-71
F 0-69		

### B. Class Participation

EML 5101 is a combination of lecture and discussion in order to maximize learning opportunities. Student participation is an important part of the class sessions and will be considered when computing the final grade.

### C. Late Assignments

Assignments are important components of higher education. Deadlines will also be an integral part of your future ministry. Therefore, your professor expects you to take your assignment deadlines seriously. Plan your time wisely so you do not have to do last minute work. However, a student has the option of turning in a late assignment with a penalty reduction of one part of a letter grade (+ or -) for each calendar day it is late.

### D. Absences

EML 101 meets **3 Saturdays** from 8:00 am—5:00 pm. Due to the hybrid nature of the class, only two and a half hours of class time may be missed without penalty. Absences should occur only for unavoidable reasons. Any unexcused absence beyond the two hours allowed will result in a penalty grade reduction. Late arrivals will be counted against the two-hour allowance. It is not possible to miss an entire Saturday and pass this class.

### E. Laptops and Phones

Laptops and other digital devices may be used in class for *note-taking purposes only*. They are not to be used for unrelated searches on the Internet, email, or working on other assignments. Using these devices for reasons other than following course content or taking notes is disrespectful of the professor and distracting to other students who can see your screen. Silence phones during class. [SEP]

## **VII. Course Supplemental Information**

### **A. Paper Style and Grammar**

Your Ed Cycle project is to meet the standard of a professional proposal you would lay on a supervisor's desk. Outside the classroom, a poorly written proposal is unlikely to receive serious consideration. *Points will be deducted for poor grammar, sentence structure, or spelling.* If you are unsure your paper meets professional standards, have someone proofread it before you turn it in.

### **B. Optional Agape Project**

A student may choose to complete an Agape Project in this class. For details and more information contact Aaron Switzer, Associate Director of the Agape Project, at [aswitzer@dts.edu](mailto:aswitzer@dts.edu).

### **C. DTS Discrimination Policy**

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student has the responsibility of informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that require modifications.

### **D. Challenging Material**

DTS students may encounter material that does not reflect their personal position on a subject. Masters level professors select material that will expose students to different points of view, generate scholarly dialogue, and teach critical thinking skills. The student should be aware that some material might be personally or emotionally challenging, but class assignments will remain unchanged.