

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University
Springfield, Missouri

PTH 559 Relational Dynamics in Ministry
August 29 to December 8, 2017
Tuesdays 6:00-8:45pm
AGTS Room ???
(3 credit hours)

COURSE SYLLABUS

<u>Instructors:</u>	Randy C. Walls, D.Min.	
<u>Office:</u>	AGTS Administration, Room 105B	
<u>Phones:</u>	Walls Office: 417-268-1045 Walls Cell: 417-860-6582	
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<u>Office Hours:</u>	9:00am – 4:00pm, M – F, or by appointment (see Communications section of Syllabus)	

MISSION STATEMENTS

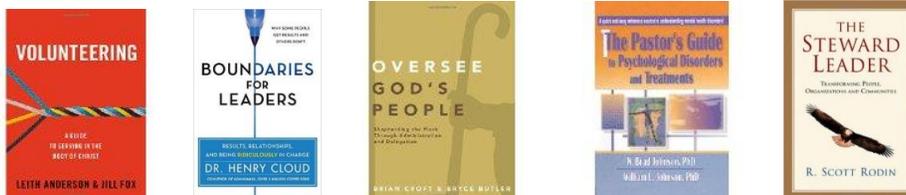
Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

The Assemblies of God Theology Seminary exists to shape servant-leaders with the knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

COURSE DESCRIPTION

This course investigates the dynamics of significant relationships in the life of the leader and looks at the skills for developing and maintaining healthy relationships.

TEXTBOOKS



Anderson, Leith & Jill Fox, *The Volunteer Church: Mobilizing Your Congregation for Growth and Effectiveness*. Grand Rapids, MI: Zondervan, 2015, 160 pages. (ISBN-13: 978-0310519157)

- Cloud, Henry, *Boundaries for Leaders: Results, Relationships and Being Ridiculously in Charge*. New York, NY: HarperBusiness, 2013, 272 pages. (ISBN-13: 978-0062206336)
- Croft, Brian, *Oversee God's People: Shepherding the Flock Through Administration and Delegation*. Grand Rapids, MI: Zondervan, 2015, 128 pages. (ISBN-13: 978-0310519317)
- Doehring, Carrie, *The Practice of Pastoral Care, Revised and Expanded Edition*. Louisville, KY: Westminster, John Knox Press, 2015, 232 pages. (ISBN-13: 978-0664238407)
- Rodin, R. Scott, *The Steward Leader: Transforming People, Organizations and Communities*. Downers Grove, IL: InterVarsity Academic, 2010, 199 pages. (ISBN-13: 978-0830838783)

For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

COURSE OBJECTIVES

Upon successful completion of the course the students should be able to:

1. Articulate the biblical and theological foundations for enhancing all of the relationships included in their current and future ministry contexts.
2. Develop a ministry action plan that produces healthier relationships in their current and future ministry contexts.
3. Implement a biblically grounded and practically executed pastoral care program in their current and future ministry contexts.
4. Create specialized sacerdotal services and events for their current and future ministry contexts.
5. Organize the personnel and resources of their current and future ministry contexts for more effective mission fulfillment.

PROGRAM LEARNING OUTCOMES

The assignments for the course will assist the course instructor, the AGTS Practical Theology Academic Department (PTH), the AGTS Seminary Academic Council (SAC), and the AGTS Faculty in determining the effectiveness of the PTH 559 course in meeting the following degree program learning outcomes:

1. Master of Divinity:
 - a. Program outcome #7: Construct individual and corporate methods for spiritual and emotional growth.
 - b. Program outcome #9: Apply biblical/ theological foundations and current ministry practices to specific ministry contexts.
2. Master of Arts in Christian Ministries:
 - a. Program outcome #1: Construct individual and corporate methods for spiritual and emotional growth.
 - b. Program outcome #3: Apply biblical/ theological foundations and current ministry practices to specific ministry contexts.

FAITH, WORK & ECONOMICS INTEGRATION

This course specifically relates to the Kern Family Foundation funded integration of Faith, Work & Economics into the overall AGTS curriculum in the following ways:

ON OUTCOME 1: Pastors, Christian leaders and local churches prioritize helping people live integrated lives wholly centered on discipleship to Christ, not limiting “mission” and “ministry” to church activities.

ON OUTCOME 2: Pastors, Christian leaders and local churches prioritize helping people live as stewards of God’s world, responsible to work with integrity for its flourishing – individually and collaboratively in communities.

ON OUTCOME 6: Pastors, Christian leaders and local churches prioritize helping people take responsible action, individually and as communities – energetically pursuing justice, mercy and flourishing while recognizing the complex challenges and limitations we face in the present age.

COURSE REQUIREMENTS

The following are policies and requirements for the course in general. Specific content and assignment directions will be given later in the Syllabus.

- All assignments are due on the date and time specified in this syllabus, on the CANVAS Course Calendar, and in the various weekly folders.
- All students are expected to communicate with the teacher any concerns, technical difficulties, and/or questions they may have via emails, phone calls, or face-to-face appointments.
- Students are expected to follow the structure and layout of the course.
- Students are expected to have (and use):
 - Daily computer access
 - Daily internet access
 - Evangel Email
- All written assignments need be submitted in .docx or .doc format.
 - Microsoft Office 2013 is available on campus in the AGTS computer lab.
 - Google Docs will convert/save documents to the .doc or .docx format, but requires a Google username and password: [Google Docs Sign-in](#)
 - You can also download Open Office for free: www.openoffice.org
- All students will submit course assignments as directed:
 - Via CANVAS assignment Dropboxes
 - Via CANVAS assignment Discussion Forums (CDF)
- Suggested web browsers: Google Chrome, Firefox (*especially for Mac users*). In some cases early versions of Internet Explorer may not be compatible with the CANVAS LMS.

COURSE STRUCTURE

The course will meet each week on Tuesday evenings from 6:00-8:45pm. However, all of the course assignments will be engaged and completed through the Course Commons (Canvas) learning management system (LMS). It will include announcements, weekly discussion forums, research, and writing assignments. Each topic covered in the course will align with the personal and professional relationships that ministry leaders will encounter in the course of their ministry assignments.

All the course materials including assignments, PowerPoint files, and document files will be available through Canvas under the Course Content link. Course grades will be posted using the Canvas Grade Book (see Course Tools, My Grades).

How to accomplish each week:

1. Attend each classroom session.
2. Complete the discussion forum postings (*specific directions included in each project activity within CANVAS*).
3. Complete the weekly reading assignments.
4. Dropboxes for the written assignments will require the submission of a .doc or .docx formatted document.
5. All assignments will be due each week on, or before Monday at 11:59 p.m., except the final project, which will be due on Friday, December 8, 2017 by 11:59 p.m.

A. Weekly Projects:

Projects will be assigned each week to assist the student in processing the course materials and integrate their learning into personal application. Students will receive points commensurate with their efforts. Point values for each project will be identified at the time of the assignment. Unless specified otherwise, all exercises will be typed and meet professional standards.

B. Course Project:

During the course, students will read, reflect, and write in order to prepare their final summative projects. The project will consist of a 15-18 page applied research paper.

C. Course Discussion Forum (CDF) Postings:

Students are expected to actively participate in this course by sharing their reflections on the reading and written assignments in the discussion forum. The forum is a great place for interaction among the course participants, providing opportunities for sharing and interacting on each other's reflective work products. The course instructor will check the discussion board regularly and participate in the discussion as needed.

Forum posts will be of two types, the initial post (required) and the response posts (optional). Descriptions of each of these are provided below.

- i. **Initial Post:** A message sent to the class participants that begins the discussion thread specific to a reading or written assignment. These posts provide the forum for your classmates to respond, so each should contain enough detail as to assist them in doing so.
- ii. **Response Post:** The response posts are provided for interaction among the class participants. You will have an opportunity to learn from the work that other classmates are doing, making the course a collaborative learning experience for all.
 - a. As you read your classmates initial posts, you should highlight insights gained from them, make additional suggestions from your own reflection or experience, and note any questions you have that may elicit further feedback. This means the quality of each response message must be well-

conceived; demonstrating critical reflection on each posting. Although personal opinions may be insightful and contribute to the discussion, these should only comprise a small part of the response posting. The major purpose of the response postings is to extend the ideas presented by your classmates. You can also expect the course instructor to comment in the discussion boards to help guide the class toward desired learning outcomes.

- iii. **Discussion Forum Rubric:** The quality of your initial posts will be measured by several factors:
- critical thinking on the various issues raised by the reading assignments
 - well-written and edited postings
 - submitting a reasonable number of words for each post and response

For each discussion forum assignment, **one of your posts must be an initial post to start a thread.** All other posts will be response posts. Since internet-based sites often have glitches, it is strongly suggested that you compose offline in a word document before pasting your post into the forum.

D. Email:

Students should check their Evangel email account on a regular basis during the work week for announcements, course communications, reminders, and answers to specific questions submitted by the course instructor.

- Emails to the professor should contain the course code (PTH 559), and a brief reason for the email in the subject line.

The professor will commit to responding to emails within 24 hours of receipt unless he notifies students of his absence or unavailability.

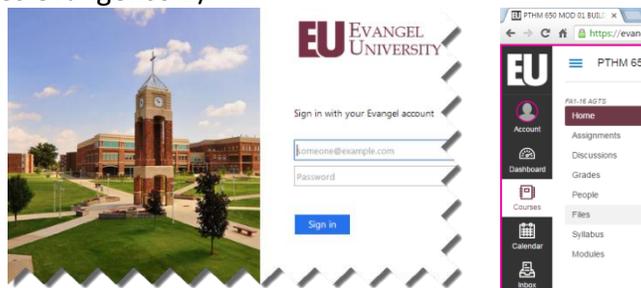
E. Rubric:

A rubric specifying the way the course instructor will evaluate the final project will be provided at the appropriate time during the course.

F. Course Commons

This course will use Evangel's online system, Course Commons, powered by the Canvas Learning Management System.

Login at: <https://courses.evangel.com/>



Use your Evangel username and password to login.

To access the course, hover over or click Courses
at the top of the page after logging in

1. **Before the class starts:**
 - a. Students will have access to Course Commons and this course seven (7) days before the official beginning of the semester. This does not mean all course content will be ready. Release of course content will be the prerogative of the professor.
 - b. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked and all submitted work will be lost.
2. **Course Content:**
 - a. All course content (syllabus, modules, course materials, dropboxes, discussions, grades, etc.) will be located on the navigation pane on the left hand side of our course. The Navigation pane may differ from course to course.
 - b. At the end of a semester, students will have limited access to the course through Course Commons. Only access to already submitted work and grades will be available.
3. **Personal Settings:**
 - a. After logging into Course Commons, be sure to go to Settings and adjust your personal profile settings.
 - b. Add in a profile picture of yourself (Smile!)
 - c. Set your notifications: set how you'll be notified (EU email, personal email, text, Facebook, Twitter, etc.) and how often.
 - d. Need help figuring out how to do all that? Be sure to check the Canvas Help Guides or go here: [Navigating Your Canvas Profile](#)
4. **Help:**
 - a. Course Commons Help can be found by clicking the Help button in the upper right corner after logging in. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets are through Canvas.
 - b. Be sure to look at the Canvas Student Quickstart Guide: [Canvas Student Quickstart Guide](#)

By clicking Help, you'll be able to...

 - a. Submit a question directly to your instructor
 - b. Access Canvas Help Guides
 - c. Submit a Course Commons Helpdesk Ticket

Direct Link - Canvas Help Website: <https://help.instructure.com/home>
5. **Course Commons Troubleshooting:**
 - a. Question about a quiz or course content?
Contact your instructor, first!

- b. Technical question about the Course Commons?
Click Help and submit a ticket through Report a Problem.
- c. Can't access Course Commons?
Contact the EU IT Helpdesk: 417-865-2815 x8368 (phone) or helpdesk@evangel.edu (email) or help.evangel.edu (web)

COURSE OUTLINE (Overview)

Module	Dates	Activity	Due	Points
Module 1	Aug. 29-Sep 4, 2017	AIS document, Lecture, Reading & CDFs	Mon., Sept. 4, 11:59PM	20
Module 2	Sept. 5-11, 2017	Lecture, Reading & CDF	Mon., Sept. 11, 11:59PM	20
Module 3	Sept. 12-18, 2017	Lecture, Reading Report, Reading & CDF	Mon., Sept. 18, 11:59PM	50
Module 4	Sept. 19-25, 2017	Lecture, Reading & CDF	Mon., Sept. 25, 11:59PM	20
Module 5	Sept. 26-Oct. 2, 2017	Lecture, Reading Report, Reading & CDF	Mon., Oct. 2, 11:59PM	50
Module 6	Oct. 3-9, 2017	Lecture, Reading & CDF	Mon., Oct. 9, 11:59PM	20
Module 7	Oct. 10-16, 2017	Lecture, Reading Report, Reading & CDF	Mon., Oct. 16, 11:59PM	50
Module 8	Oct. 17-23, 2017 (Fall Study Week)	Reading & CDF (No class session)	Mon., Oct. 23, 11:59PM	20
Module 9	Oct. 24-30, 2017	Reading Report, Reading & CDF	Mon., Oct. 30, 11:59PM	50
Module 10	Oct. 31-Nov. 6, 2017	Lecture, Reading, Essay & CDF	Mon., Nov. 6, 11:59PM	80
Module 11	Nov. 7-13, 2017	Lecture, Reading Report & Action Plans	Mon., Nov. 13, 11:59PM	90
Module 12	Nov. 14-20, 2017	Lecture & Action Plan	Mon., Nov. 20, 11:59PM	60
Module 13	Nov. 21-27, 2017	Lecture & Action Plan	Mon., Nov. 27, 11:59PM	60
Module 14	Nov. 28-Dec. 4, 2017	Essay	Mon., Dec. 4, 11:59PM	60
Module 15	Dec. 5-8, 2017	Dropbox - Final Project	Fri., Dec. 8, 11:59PM	350

COURSE OUTLINE: (Enhanced Version)

Module 1 — 8/29-/9-4: Course Overview

Assignments: Due date: Monday, September 4, 2017 by 11:59PM

a. Academic Integrity Statement:

- Complete the Academic Integrity Statement and submit it to the Course Commons dropbox folder.

b. Reading:

- Rodin text – Introduction, Parts 1 & 2 and chapter 4.

c. Course Discussion Forums (CDF):

- Post a **200-ish word personal introduction** to the Course Commons Module to let your classmates know where you're from, why you came to AGTS, your ideal (dream job) ministry, and your absolutely most favorite thing to do.
- Based on the assigned reading, post a **200-word** reflection statement noting a key element in the reading that you found most helpful to your own life and ministry.
 - Dialogue with your classmates by submitting response postings about these issues.

Module 2 — 9/5-11:

Assignments: Due date: Monday, September 11 by 11:59PM

a. Reading:

- Rodin – Chapters 5-7 & Conclusion

b. CDF:

- Based on the assigned reading, post a **200-word** reflection statement noting a key element in the reading that you found most helpful to your own life and ministry.
 - Dialogue with your classmates by submitting response postings about these issues.

Module 3 — 9/12-18:

Assignments: Due date: Monday, September 18 by 11:59PM

a. Reading Report:

- Using the report form linked to the Module Three Dropbox, complete and submit a reading report on the Rodin text.

b. Reading:

- Cloud – Preface & Chapters 1-5

c. CDF:

- Based on the assigned reading, post a **200-word** reflection statement noting a key element in the reading that you found most helpful to your own life and ministry.
 - Dialogue with your classmates by submitting response postings about these issues.

Module 4 — 9/19-25:

Assignments: Due date: Monday, September 25 by 11:59PM

a. Reading:

- Cloud – Chapters 6–10 & Conclusion

b. CDF:

- Based on the assigned reading, post a **200-word** reflection statement noting a key element in the reading that you found most helpful to your own life and ministry.

- Dialogue with your classmates by submitting response postings about these issues.

Module 5 — 9/26-10/2:

Assignments: Due date: Monday, October 2 by 11:59PM

a. Reading Report:

- Using the report form linked to the Module Three Dropbox, complete and submit a reading report on the Cloud text.

b. Reading:

- Croft – Introduction, Parts 1 & 2

c. CDF:

- Based on the assigned reading, post a **200-word** reflection statement noting a key element in the reading that you found most helpful to your own life and ministry.
 - Dialogue with your classmates by submitting response postings about these issues.

Module 6 — 10/3-9:

Assignments: Due date: Monday, October 9 by 11:59PM

a. Reading:

- Croft – Part 3 & Conclusion
- Doehring – Introduction & Chapter 1-3

b. CDF:

- Based on the assigned reading, post a **200-word** reflection statement noting a key element in the reading that you found most helpful to your own life and ministry.
 - Dialogue with your classmates by submitting response postings about these issues.

Module 7 — 10/10-16: Due date: Monday, October 16 by 11:59PM

Assignments:

a. Reading Report:

- Using the report form linked to the Module Three Dropbox, complete and submit a reading report on the Croft text.

b. Reading:

- Doehring – Chapters 4-6

c. CDF:

- Based on the assigned reading, post a **200-word** reflection statement noting a key element in the reading that you found most helpful to your own life and ministry.
 - Dialogue with your classmates by submitting response postings about these issues.

Module 8 — 10/17-23: (FALL STUDY WEEK: No Seated Class Session on October 17)

Assignments: Due date: Monday, October 23 by 11:59PM

a. Reading:

- Doehring – Chapters 7 & 8

b. CDF

- Based on the assigned reading, post a **200-word** reflection statement noting a key element in the reading that you found most helpful to your own life and ministry.
- Dialogue with your classmates by submitting response postings about these issues.

Module 9 — 10/24-30:

Assignments: Due date: Monday, October 30 by 11:59PM

a. Reading Report:

- Using the report form linked to the Module Three Dropbox, complete and submit a reading report on the Doehring text.

b. Reading:

- Anderson & Fox – Introduction, Parts 1 & 2

c. CDF:

- Based on the assigned reading, post a **200-word** reflection statement noting a key element in the reading that you found most helpful to your own life and ministry.
- Dialogue with your classmates by submitting response postings about these issues.

Module 10 — 10/31-11/6:

Assignments: Due date: Monday, November 6 by 11:59PM

a. Essay:

- Using the rubric presented by the instructor in the classroom session, prepare a 3 to 5 page case study in which you demonstrate a good pastoral care strategy to meet a congregational need.

b. Reading:

- Anderson & Fox – Part 3 & Appendix 1

c. CDF:

- Based on the assigned reading, post a **200-word** reflection statement noting a key element in the reading that you found most helpful to your own life and ministry.
- Dialogue with your classmates by submitting response postings about these issues.

Module 11 — 11/7-13:

Assignments: Due date: Monday, November 13 by 11:59PM

a. Action Plan:

- Using the rubric presented by the instructor in the classroom session, prepare a 2 page manuscript for a baby dedication ceremony, a 2 page manuscript for a communion service, and a 2 page manuscript for a baptismal service. Submit each manuscript to the dropbox folder in the Course Commons Module.

b. Reading Report:

- Using the report form linked to the Module Three Dropbox, complete and submit a reading report on the Anderson & Fox text.

Module 12 — 11/14-20:

Assignments: Due Date: Monday, November 20 by 11:59PM

a. Action Plan:

- Using the rubric presented by the instructor in the classroom session, prepare a 5-6 page manuscript for a wedding ceremony. Submit this manuscript to the dropbox folder in the Course Commons Module.

Module 13 — 11/21-27: (No Class Session 11/23 due to Thanksgiving Holiday)

Assignments: Due date: Monday, November 27 by 11:59PM

a. Action Plan:

- Using the rubric presented by the instructor in the classroom session, prepare a 3-5 page manuscript for a funeral service. Submit this manuscript to the dropbox folder in the Course Commons Module.

Module 14 — 11/28-12/4:

Assignments: Due date: Monday, November 29 by 11:59PM

a. Essay

- Write a 2-3 page essay explaining your strengths and weaknesses in the field of pastoral care and how you will work to enhance the strengths and improve the weaknesses. Submit this manuscript to the dropbox folder in the Course Commons Module.

b. Dropbox: (Turnitin – Optional)

- Submit a rough draft of your summative reflection paper to the Turnitin dropbox. The purpose of this optional project is to provide you with editorial feedback on the grammar, punctuation, and spelling of your project.
 - If you wish to dialogue with your peers regarding the summative project, feel free to do so. Use the General Q&A CDF folder for this dialogue.

Module 15 — 12/5-8: Due date: Wednesday, December 7 by 11:59PM

Assignments:

a. Dropbox:

- Submit the **15-18 page summative reflection paper** to the course dropbox folder the paper should include the following:
 - The paper should conform to the Turabian style manual, 8th edition and demonstrate the writing and editing skill expected of graduate level performance.
 - A grading rubric will be presented in the seated class sessions.

COURSE METHODOLOGY

The professor will utilize lectures, readings, discussion forums, and writing assignments to achieve the course objectives.

COURSE REQUIREMENTS

1. Attend all of the seated classroom sessions.
2. Read the assigned texts and complete the reading reflection reports on the dates specified in the course outline.
3. Complete all discussion forum and dropbox assignments by the dates noted in the course outline.
4. Submit a 15-18 page summative reflection paper to the course instructor by the due date noted in the course outline.

GRADING PROCEDURE:

Grades will be based on number of points accumulated by completing assignments and quizzes. Points accumulated will be divided by the total points available in the class. The grading will be based on the following:

<i>Total Points Possible:</i>		
Category	Points	Percentage
Reading Reports	150	15
CDF Postings	200	20
Essays/Action Plans	300	30
Final Project	350	35
Total	1000	100

AGTS grading scale

<i>Percent</i>	<i>Grade</i>	<i>Percent</i>	<i>Grade</i>
100-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63-60%	D-
79-77%	C+	Below 60%	F

Communications

Student (what to do and know):

- **Email:** Students should daily check their Evangel University email account for announcements, course communications, reminders, and for submitting specific course questions. (If an Email account is needed or there are technical questions, students may contact Evangel's Information Technology HelpDesk: <http://www.evangel.edu/Info/HelpDesk.asp>).
- Emails to the professor should contain the following:
 - The subject line of any email should contain the course code, the student's name, and a brief reason for the email.
 - The body of any email should contain proper grammar, punctuation, and be in complete sentences.

- Please be descriptive as to the reason for the email.
- CANVAS email:
 - Students can send email to the course instructor through CANVAS.
- Discussion forums: There will be several different discussion forums throughout the course. Content forums will have interaction directions posted within the forums. A general discussion forum will be created to provide students a setting to ask general course questions.

Professor (what you the student can expect):

- Emails: All student emails will be answered within 24 hours of receipt, unless otherwise notified due to the instructor's absence.
- Discussions: The professor will interact with student postings as required and needed.
- Online Chat: The professor will be available by appointment through the Canvas online chat.
- Phone/Online and Face-to-face Meetings: The professor will be available for phone/online conversations or face-to-face meetings by prior appointment. Face-to-face meetings will be conducted in the professor's office during regular office hours. After hours meetings will be conducted in a public meeting space by prior arrangement.
- Course Announcements: Announcements will be posted regularly on the course CANVAS homepage. Any change in the course schedule, or assignments, will be posted in the announcements section of the CANVAS course homepage at least 12 hours in advance.

Academic Integrity

While discussion and collaboration is encouraged as part of course interaction, AGTS expects its students to exhibit the highest level of integrity for all course work. All work submitted in a course must be the original work of the individual student (unless an assignment is explicitly designated as a group activity). Any form of dishonesty, plagiarism, or cheating will be grounds for academic discipline.

Plagiarism or cheating (What can and will happen):

- Incidents of academic dishonesty are reported to the Academic Dean by the course instructor. Each case is reviewed on an individual basis for possible disciplinary action. Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment, disciplinary probation; removal from extracurricular activities; and suspension.
- The Seminary's policy on Academic Dishonesty is published in the Student Handbook in the Academic Information Section, p.4, Academic Integrity. The Handbook may also be accessed online on the Seminary website:
http://www.agts.edu/community/student_handbook/2011studenthandbook.pdf

An academic integrity statement for the course is posted in Module One. Students must complete and submit the form to the course instructor by the designated due date.

Technical Support

CANVAS questions? Your professor is your first level of support. Please contact him via email, chat, or phone.

Technical questions? Please contact the Evangel University Information Technology HelpDesk: <http://www.evangel.edu/Info/HelpDesk.asp> or at 417.865.2815 x8368. Help desk hours are 7:30 a.m. - 10 p.m. Monday-Sunday, CST. All calls outside of our hours will be reviewed the next shift.

Americans With Disabilities Act (ADA) Statement:

AGTS is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of Rehabilitation Act of 1973. If you think you may qualify for accommodations, notify your instructor as soon as possible.

CANVAS allows you, the student, to create a profile that describes your particular needs for accessing online course material within the CANVAS environment (font size, font and background colors, screen reader settings, etc.). If necessary, you can access an ACCLIP (Accessibility for Learning Information Profile) and create, save or import other ACCLIP profiles.

Final Course Grade and Incompletes

At the end of the course, students will receive the final grade recorded in the CANVAS gradebook. An incomplete grade may be granted with prior notification of unfinished work to the course instructor. However, a final grade must be submitted by the course instructor at the end of the month following the last month of the course semester. If the work is still incomplete, the final grade will be based upon the amount of work submitted to date.

Selected Bibliography

- Anderson, Leith, *Leadership that Works: Hope and Direction for Church and Parachurch Leaders in Today's Complex World*. Minneapolis, MN: Bethany House Publishers, 1999.
- Barton, Ruth Haley, *Pursuing God's Will Together: A Discernment Practice for Leadership Groups*. Downers Grove, IL: InterVarsity Press, 2012.
- Blanchard, Ken, John P. Carlos, and Alan Randolph, *The 3 Keys to Empowerment: Release the Power within People for Astonishing Results*. San Francisco, CA; Berrett-Koehler Publishers, Inc., 1999.
- Croft, Brian, *Prepare Them to Shepherd: Test, Train, Affirm, and Send the Next Generation of Pastors*. Grand Rapids, MI: Zondervan, 2014.
- _____, *Visit the Sick: Ministering God's Grace in Times of Illness*. Grand Rapids, MI: Zondervan, 2014.
- Hersey, Paul. *The Situational Leader*. Escondido, CA: Center for Leadership Studies, 1997.

- Hiscox, Edward T., *Star Book for Ministers, Third Revised Edition*. King of Prussia, PA: Judson Press, 2014.
- Malphurs, Aubrey, *Ministry Nuts and Bolts, Second Edition*. Grand Rapids, MI: Kregel Publications, 2009.
- _____, *A New Kind of Church: Understanding Models of Ministry for the 21st Century*. Grand Rapids, MI: Baker Books, 2007.
- _____, *Leading Leaders: Empowering Church Boards for Ministry Excellence*. Grand Rapids, MI: Baker Books, 2005.
- _____, *Being Leaders: The Nature of Authentic Christian Leadership*. Grand Rapids, MI: Baker Books, 2003.
- Peterson, Eugene, *The Pastor: A Memoir*. New York, NY: HarperOne, 2011.
- Rainer, Thom S. and Eric Geiger. *Simple Church: Returning to God's Process for Making Disciples*. Nashville, TN: B&H Publishing Group, 2006.
- Shawchuck, Norman and Roger Heuser, *Leading the Congregation: Caring for Yourself While Serving the People, Revised Edition*. Nashville, TN: Abingdon Press, 2010.
- _____, *Managing the Congregation: Building Effective Systems to Serve People*. Nashville, TN: Abingdon Press, 1996.
- Sumner, Sarah, *Leadership above the Line*. Carol Stream, IL: Tyndale House Publishers, Inc., 2006.
- Tautges, Paul, *Comfort the Grieving: Ministering God's Grace in Times of Loss*. Grand Rapids, MI: Zondervan, 2015.
- Towns, Elmer, *What's Right with the Church: A Manifesto of Hope*. Ventura, CA: Regal, 2009.

Note: Recommended and required readings reflect a diversity of disciplines and authors perspectives. Professor does not expect students to necessarily agree with nor embrace the perspectives of all authors. Professor does reserve the right to expect graduates students to expose themselves to a variety of readings: devotional, scholarly, and practical/professional. Critical reflection on any of the course materials is always welcomed.

SPECIFIC DATA

Prepared Randy C. Wallls, D.Min., March, 2017.