



**UNIVERSITY OF  
NORTHWESTERN**  
ST. PAUL

OFFICE OF ADULT  
& GRADUATE STUDIES

# **MIN5510**

## **Ministry Relationships**

**SPRING 2022**

**SYLLABUS**

Version: OL v5.1:08/22

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# MIN5510 Ministry Relationships

University of Northwestern – St. Paul

## COURSE DESCRIPTION

This course examines the servant leader's relationship with God, self, family, and others. Special attention is given to issues of personal accountability, life margins, practicing the presence of God, and balancing family and ministry.

**Credits:** 2

**Prerequisites:** None

## INSTRUCTOR INFORMATION

Please see "Contacting the Instructor" on the course site.

## COURSE OUTCOMES

At the end of this course, a successful student will be able to

- CO-1. Compare one's own character with a spiritually mature leader as described in 1 Timothy 3 and Titus 1
- CO-2. Develop a personal spiritual formation plan that yields to the Holy Spirit and is accountable to others
- CO-3. Analyze the biblical foundations for family, human sexuality, and relationships
- CO-4. Assess the factors that cause vulnerability in family relationships
- CO-5. Formulate a plan to balance family life and service in the church/Christian organization

## MATERIALS

### Required Textbooks and Materials

Floyd, Ronnie. *10 Things Every Minister Needs to Know*. Publisher: Green Forest, AR: New Leaf Press. Year: 2006. ISBN: 9780892216550

MacDonald, Gordon. *Ordering Your Private World*. Publisher: Nashville, TN: Thomas Nelson. Year: 2017. ISBN: 9780718088002

Richardson, Ronald W. *Becoming a Healthier Pastor: Family Systems Theory and the Pastor's Own Family*. Publisher: Minneapolis, MN: Fortress Press. Year: 2004

### Course Site Resources

Brown, Jenny. "Bowen Family Systems Theory and Practice: Illustration and Critique." [Familsystemstraining.com](http://Familsystemstraining.com)

Rainer, Thom. "12 Keys for Making Time When You Have None." [Thomrainer.com](http://Thomrainer.com)

Marsh, Nigel. "How to Make Work-life Balance Work." [Teds.com](http://Teds.com).

Memletics Learning Styles Questionnaire. [Learning-styles-online.com](http://Learning-styles-online.com)

“The Holmes and Rahe Stress Scale: Understanding the Impact of Long-term Stress.” Mindtools.com.

Willard, Dallas. “Spiritual Disciplines, Spiritual Formation and the Restoration of the Soul.” Dwillard.org

## Required Tools

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

## GRADING POLICIES AND PROCEDURES

### Course Grade Explanation

Assignments	Grade Weight
Online Discussion Forums (8)	10
Exegetical Reflection	20
Personal Spiritual Formation Plan	10
Family of Origin Reflection	10
Case Study Analysis	20
Biblical Foundations Paper	20
<u>Service/Life Balance Plan</u>	<u>10</u>
<b>Total</b>	<b>100</b>

### Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

### Late Work

All assignments are due as described in the course syllabus. Students are responsible for meeting assignment deadlines. Late assignments will be deducted one full letter grade (e.g., A to B) per day; late assignments will not be accepted for a grade beyond 3 calendar days past the original deadline. Forum discussion activities must be completed on time; late forum posts will not receive any credit. Students should contact the instructor via e-mail if an extenuating circumstance exists.

### Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

## INSTITUTIONAL POLICIES AND SERVICES

### Guidelines and Information

Students are responsible for policies and procedures found in the Office of Adult & Graduate Studies Catalog located on theROCK. These policies include the following:

- Deadlines for dropping or withdrawing
- Attendance
- Class cancellations
- Plagiarism and cheating
- Grading System
- Complaints, exceptions, and appeals

Instructors may have course-related expectations that further detail the policies and procedures outlined in the catalog. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in A&GS courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

## **Academic Integrity**

Members of the Northwestern community mutually commit to personal integrity and honesty. Students submitting work are expected to convey their own thoughts unless the source is cited appropriately. Plagiarism, cheating, and other forms of academic dishonesty violate ethical and intellectual principles.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

## **Academic Achievement**

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify [Disability Services](#) to begin the application process. Academic Achievement also provides the following: [Writing and Subject Tutoring](#), advocating, transitional skill building, [Academic Coaching](#) (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: [AcademicAchievement@unwsp.edu](mailto:AcademicAchievement@unwsp.edu) • 651-628-3316  
• N4012 (Revised 06/20)

## **Support Services**

Links to support services are available found in the Student Services section at the top of the course site.

## **COURSE POLICIES AND INFORMATION**

### **Email and Announcements**

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

### **Attendance**

Due to the accelerated nature of the online curricula, students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific

requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing “F” grade.

## **Submission Standards**

All assignments, unless otherwise stated, must be submitted on the course site in Microsoft Word document format (.doc or .docx). For all assignments, use a standard readable font, double-spaced, etc.

## **Critical Response to Alternate Viewpoints**

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

## **Scholarly Research**

Quality participation in this course requires contribution of scholarly research to class interactions. Students can engage in external research via the Berntsen Library website by performing a search of the 60+ databases available to students. Also available on the library site are multiple tutorials to educate learners in effective search techniques. Other credible journals/articles are options as well.

## **ASSIGNMENTS**

See the course site for complete details on the assignments.

## **Writing Standards**

Writing at the graduate level requires a commitment to excellence in the development of content, grammar composition and adherence to APA guidelines. Students are expected to submit well-written papers and assignments free of grammatical and spelling errors. Unless otherwise instructed, all submitted papers for this course are expected to be double-spaced, use 12-pt. standard font, and be the assigned length, using Microsoft Word format files.

## **Online Discussion Forums (100 points)**

Forums provide a framework for dynamic learning outside of the classroom through collaboration, critical thinking and scholarly response. In order for all learners to achieve the maximum benefit, each learner must participate on time and be engaged in forum discussions. Typically, initial posts are due on Day 4. Replies to classmates’ posts are due on Day 7 according to the Schedule provided later in this syllabus. See specific forums on the course site for questions and instructions. Each entry is expected to be clear and concise, and use correct spelling, grammar, and appropriate vocabulary. Replies should seek to move the discussion forward in a meaningful and insightful manner. The quality of content is more important than its length. The instructor will evaluate forum contributions with the rubric posted on the course site.

## **Exegetical Reflection (OC-1) (200 points)**

For this assignment, begin by completing an exegetical study of both 1 Timothy 3 and Titus 1. After reading in at least two scholarly commentaries for each passage, write a brief 3-4 page exegetical overview of the key principles found in these passages for leaders (include appropriate citations). Next, in 2-3 pages, reflect on your own character comparing yourself as a ministry leader to the principles found in your exegetical study.

For further grading information, see the Exegetical Reflection Rubric on the course site.

## **Personal Spiritual Formation Plan (OC-2) (100 points)**

In light of class discussions and readings, create a personal spiritual formation plan, in 2-3 pages, for yourself as a ministry leader. Consider the following: How will you intentionally meet with God daily? How will you continue to practice spiritual disciplines? How will you develop healthy accountability and community as a ministry leader? How will you continue to grow cognitively, affectively, and behaviorally? Create a three-fold plan that addresses all of these areas.

- Cognitive: How will I continue to learn and grow in faith?
- Affective: How will I continue to grow and transform from the inside-out? (How will I intentionally work on heart-change and sensitivity to the Spirit)?
- Behavioral: What spiritual practices do I plan to incorporate in my spiritual growth plan (i.e. meet with a mentor, spiritual director, practice specific disciplines, etc.)?

For further grading information, see the Personal Spiritual Formation Rubric on the course site.

## **Family of Origin Reflection (OC-4) (100 points)**

Often, our relationship expectations and desires are formed by observing those closest to us (i.e. parents, grandparents, siblings, mentors, etc.). From those observations, we often decide we want to be similar to, or different from, the important people in our lives. For this assignment, in 3-4 pages, utilizing information presented during classroom discussions, lectures, readings, and activities, reflect upon your family-of-origin (whatever that looks like for you). In your reflection, consider which members of your family-of-origin have been impactful, how the examples of significant relationships in your life have impacted your expectations for relationships in general (both positively and negatively), and how the roles and rules of your family may have influenced you as an adult. Also, reflect on your expectations for relationships (friendships, dating, marriage, etc.) based on your family-of-origin experiences. Use the outline provided below as a guideline for your reflection. After completing your reflection also create a family-of-origin diagram (see Moodle for instructions).

- I. Introduction
- II. Overview of Most Impactful Family-of-Origin Person(s)
- III. Relational Expectations from Family-of-Origin (address as many people as possible)
  - A. Roles—what roles were expected of you and others or were filled by you or others
  - B. Rules—what were the most important family rules
  - C. Relationships/Modeling--what did you observe relationally from your family-of-origin
- IV. My Relationship Expectations
  - A. Based on Family-of-Origin Experiences/Expectations
  - B. Based on Other Factors (if present)
- V. Concluding Thoughts

For further grading information, see the Family of Origin Reflection Rubric on the course site.

## **Case Study Analysis (OC-4) (200 points)**

Using the case studies provided on the course site, select two case studies to analyze using your reading, discussions, and knowledge concerning family systems to assess points of vulnerability in the family dynamics of the case studies selected. Write a response to the two case studies you choose (1-2 pages for

each) with appropriate citations and links to reading/research. Additionally, address how, as a ministry professional, you would pastor/counsel the families in the case studies selected.

For further grading information, see the Case Study Analysis Rubric on the course site.

### **Biblical Foundations Paper (OC-3) (200 points)**

Reflect on your reading, class discussions, and complete additional biblical and social science research. Upon reflection and research, write a 2-4 page biblical foundation for family, human sexuality, and relationships. In your paper address the following:

- Overall, what does the biblical text say about healthy relationships?
- What are biblical foundations for family?
- What are biblical foundations for human sexuality?
- What are biblical foundations for interpersonal relationships?
- How do all of these areas (family, human sexuality, and relationships) impact interpersonal relationships and ministry practice?

For further grading information, see the Biblical Foundations Paper Rubric on the course site.

### **Service/Life Balance Plan (OC-5) (100 points)**

Utilize your Personal Spiritual Formation Plan (PSFP) created earlier in the course to aid in creating a plan to balance family and service. In light of your PSFP, what additional steps do you need to take, or plan to take, that will ensure healthy balance in your life as a ministry professional? Write up your plan in 2-4 pages with specific action steps and reflect on the significance of such a plan in light of scriptural principles concerning healthy leadership.

For further grading information, see the Service/Life Balance Plan Rubric on the course site.

## **COURSE SCHEDULE**

### **Format**

This course is delivered in an online format that provides all learning activities online. The day the course starts is considered Day 1 of Week 1 for the course. For example, if a course begins on a Monday, then Day 1 is Monday, Day 4 is Thursday, and Day 7 is the following Sunday.

This course is an accelerated course. As a rule of thumb, students should expect to spend on average 17.5 hours on course work each week.

### **Due Dates**

Unless otherwise noted, all assignments are to be submitted on the course site by 11:59 p.m. CT on Day 7 of each week. Please see the following schedule for details on when an assignment is due.

For any questions regarding these assignments, contact the instructor.

### **Orientation**

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz

- Complete Student Responsibilities Exercise

## **Week 1: Relationship with God**

- Read Floyd, Chapter 1
- Read MacDonald, Chapters 1–8
- Listen to "12 Keys for Making Time When You Have None"
- Read I Timothy 3 and Titus 1 (be prepared to discuss in Wk 1 Forum: Leadership)
- Work on your Exegetical Reflection

### **Due Day 4**

- Post to Wk 1 Forum: Intimacy
- Post to Wk 1 Forum: Leadership

### **Due Day 7**

- Complete participation in Wk 1 Forum: Intimacy
- Complete participation in Wk 1 Forum: Leadership
- Submit Exegetical Reflection

## **Week 2: Relationship with Self**

- Read Floyd, Chapters 2–3
- Read MacDonald, Chapters 9–14
- Read Willard, "Spiritual Disciplines, Spiritual Formation and the Restoration of the Soul"
- View video by Nigel Marsh, "How To Make Work-life Balance Work" (10:05)
- Read and complete, "The Holmes and Rahe Stress Scale"
- Complete the Memletics Learning Styles Questionnaire (read overview first)
- Begin Case Study Analysis (read case studies found under Week 3 of course site)

### **Due Day 4**

- Post to Wk 2 Forum: Sabbath Rest
- Post to Wk 2 Forum: Accountability

### **Due Day 7**

- Complete participation in Wk 2 Forum: Sabbath Rest
- Complete participation in Wk 2 Forum: Accountability
- Submit Personal Spiritual Formation Plan

## **Week 3: Relationship with Spouse and Family**

- Read Floyd, Chapters 4–6
- Read Richardson, Chapters 1–7
- Read Brown, "Bowen Family Systems Theory and Practice: Illustration and Critique"
- Create a Family of Origins Diagram (see Wk 3 Forum: Family of Origin Diagrams).
- Work on Case Study Analysis

### **Due Day 4**

- Post to Wk 3 Forum: Close Friendships in Ministry
- Post to Wk 3 Forum: Family and Ministry Balance



### **Due Day 7**

- Complete participation in Wk 3 Forum: Close Friendships in Ministry
- Complete participation in Wk 3 Forum: Family and Ministry Balance
- Post to Wk 3 Forum: Family of Origin Diagrams. *Optional:* comment on your classmates' posts
- Submit Family of Origin Reflection
- Submit Case Study Analysis

## **Week 4: Relationship with Others**

- Read Floyd, Chapters 7–10
- Read Richardson, Chapters 8–10

### **Due Day 4**

- Post to Wk 4 Forum: Biblical Boundaries

### **Due Day 7**

- Complete participation in Wk 4 Forum: Biblical Boundaries
- Submit Biblical Foundations Paper
- Submit Service/Life Balance Plan

## **For Further Study**

These resources are not required reading for this course.

Bonhoeffer, Dietrich. *Life Together: The Classic Exploration of Faith in Community*. Publisher: New York, NY: Harper & Row. Year: 1954

London Jr., H.B. and Neil B. Wiseman. *Pastors at Greater Risk: Real Help for Pastors Who've Been There*. Publisher: Ventura, CA: Regal Books. Year: 2003

Nouwen, Henri. *Creative Ministry*. Publisher: Doubleday. Year: 2003

Palmer, Parker. *A Hidden Wholeness: The Journey Toward an Undivided Life*. Publisher: San Francisco, CA: John Wiley & Sons. Year: 2004

Wilson, Michael Todd and Brad Hoffmann. *Preventing Ministry Failure: A ShepherdCare Guide for Pastors, Ministers and Other Caregivers*. Publisher: Downers Grove, IL: InterVarsity Press. Year: 2007