



DIVISION OF ADULT LEARNING

SYLLABUS

CLDR-401: Leadership and Administration

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course will focus on the roles of leadership in the administrative tasks of an organization. A definition and description of leadership in the context of the necessary administrative function of a leader provides the framework for understanding the principles to create organization mission, vision, and strategic operating structures and procedures. Self-assessments, group case studies, and field projects provide a context to observe and test theories and principles.

Required Text(s) and/or Supporting Resources:**Required Texts:**

Black, Daniel L., editor. *Minutes 2010: Church of God Book of Discipline, Church Order, and Governance*. Church of God Publishing House, 2010. (or any newer edition).
 Stone, H. Lynn. *From the Manger to the Mountain: The Journey of a Local Church*. Pathway Press, 2006. ISBN: 9781596842427.
 Tidwell, Charles. *Church Administration: Effective Leadership for Ministry*. Broadman Press, 1985. ISBN: 9780805431131.

Additional Supporting Resources:

Alexander, Kimberly Ervin and R. Hollis Gause. *Women in Leadership: A Pentecostal Perspective*. Center for Pentecostal Leadership and Care, 2006. ISBN: 9781596841703.

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:**PURPOSE**

The purpose of this course is to integrate general administrative and leadership concepts, principles, and skills into specific learning modules for a single lifelong mission, profession, or occupation, by focusing on the calling of a minister to serve as the pastor of a local church congregation.

General Learning Objectives (Course Goals):

This course seeks to:

1. Investigate both the origin and present-day meaning of the words *church* and *pastor* as they are used in the world's oldest organizational structure.
2. Explore the biblical and historical terminology used for *leadership* in the church which, by its nature, is a "living" organizational structure, commonly referred to as a living "body."

3. Engage in a course-long dialogue that invites every student to see himself/herself as a gifted servant-leader.
4. Emphasize the importance of democratic and spiritual principles of equality in an organizational structure which successfully serves the “public.”
5. Explain the role and necessity of organizational documents such as official minutes, budget, historical overviews, by-laws, and mission, vision, and purpose statements in a successfully administered organization.

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Develop a model of ministry organization and leadership principles that is structured around the seven-fold charismatic gifts of the body of Christ as they were first lifted up by one of the church’s earliest administrators.
2. Understand the significance of the twofold dynamic of “word and spirit” in leadership and administration.
3. Understand the biblical meaning of *minister* as a “servant-leader” in contrast to the common secular usage of the word as being applied primarily to the work of “clergy.”
4. Examine the historical process whereby a local congregation—possibly the oldest continuing Pentecostal church in the world—has been able to develop from a seemingly insignificant embryonic group of five women and three men into a thriving body of believers with a worldwide impact on religion, the family, education, business, government, media, and arts and entertainment in communities located in 178 countries around the world.
5. Comprehend the importance of organizational structure, moral and ethical commitments, communication of mission and vision, and loyalty of participating members to a clearly defined purpose.

Major Topics:

- A. The Importance of Biblical Equality in Leadership and Administration
- B. The Importance of Prophetic Worship in Leadership and Administration
- C. The Importance of the Biblical Meaning of “Service” in Leadership and Administration
- D. The Importance of the Charisma Gift of Teaching in Leadership and Administration
- E. The Importance of the Charisma Gift of Caring in Leadership and Administration
- F. The Importance of the Charisma Gift of Giving with Liberality in Leadership and Administration
- G. The Importance of the Charisma Gift of “Leadership” in Leadership and Administration
- H. The Importance of the Charisma Gift of Benevolence in Leadership and Administration

Course Assessments:

- A. **Threaded Discussions.** In addition to an initial “Get Acquainted” discussion forum, each student will participate in two threaded discussions each week under the following guidelines: (1) the initial post for each discussion is to be a response to the instructor’s topic no later than 11:55 PM ET on the third day of the unit; (2) then the student is to respond to at least two peer initial posts no later than 11:55 PM ET on the last day of the unit.
- B. **Unit Assignment (Reflections).** A summary/reflection paper is to be written for each unit on an assigned reading from one of the three textbooks or the handout. Each paper should be from 300 to 500 words and must show a level of critical analysis that reflects the student’s understanding of the material and written in a Word document with one-inch margins and double spaced.

C. Unit Assignment (Quizzes). There will be one quiz each week. The quizzes are “open book” and are taken directly from the lectures.		
Evaluation:		
A. Threaded Discussions	320	
B. Unit Assignments	680	
Grading Scale:		
The standardized grading scale provides a uniform foundation from which to assess your performance.		
Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599
Letter Grade Equivalencies:		
<p>A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.</p>		
<p>B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.</p>		
<p>C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.</p>		
<p>D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.</p>		

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.

- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION**Special Needs:**

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY**Knowledge Base/Working Bibliography (Reading List):**

Anderson, Leith. *Leadership That Works*. Grand Rapids, Michigan: Bethany House Publishers, 1999.

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Culpepper, Raymond and Bill George, Eds. *The Great Commission Connection*. Cleveland, Tennessee: Pathway Press, 2011.

Gordon, Adoniram Judson. *The Ministry of the Spirit*. Minneapolis, Minnesota: Bethany House Publishers, 1985.

Maxwell, John C. *The 21 Irrefutable Laws of Leadership*. Nashville: Thomas Nelson, 1998.

Powers, Bruce P., ed. *Church Administration Handbook*. Nashville: Broadman and Holman Publishers, 1997.

Seaborn, Joseph. *A Celebration of Ministry*. Grand Rapids, Michigan: Baker Book House, 1990.

Sims, John. *Power With Purpose*. Cleveland, Tennessee: Pathway Press, 1984.

Sweet, Leonard. *Viral*. WaterBrook Press, 2012.

Sweet, Leonard and Frank Viola. Nashville, Tennessee: Thomas Nelson, 2010.