



LEE ONLINE

SYLLABUS

MLDR-544: Spirituality, Ethics, and Leadership

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the undergraduate 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 instructs students in how to lead from the core of one's being as opposed to leading based on environment or outside forces. It will focus on the minister's personal life and growth, depth in spirituality, self-assessment, and personal values that affect the leadership of a particular organization such as a local church or para-church ministry.

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

Johnson, Ben Campbell, and Andrew Dreitcer. *Beyond the Ordinary: Spirituality for Church Leaders*. Grand Rapids, MI: Eerdsman's, 2001. ISBN: 9780802847737.
Sanders, J. Oswalt. *Spiritual Leadership: A Commitment to Excellence for Every Believer*, Reissue ed. Chicago, IL: Moody Publications, 2017. ISBN: 9780802416704.

Additional Supporting Resources:

Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:**PURPOSE**

This course is intended to better acquaint the student with his or her inner self and how this influences their leadership style by examining their strengths, values, personal ethics, and spiritual development. A focus on spiritual disciplines and practices (such as integrity, character, prayer, and time management) and use of self-assessment tools will help students learn more about themselves and assist them in leading from a spiritual source as opposed to natural ability only. As a result, students will develop an explanation of how their inner self guides their approach to leadership and identify its strengths and limitations in their ministry settings.

General Learning Objectives (Course Goals):

This course seeks to:

1. Show how to align leadership practices with the core of one's true self.
2. Explain the basis of scripture and biblical exegesis in framing spiritual development and ethical leadership practices.
3. Define values in leadership, particularly as it relates to a ministry context.

4. Explain the role of values and personal ethics as applied in ministry settings, specifically for leadership roles.
5. Make use of personal strengths as a basis for leadership actions.
6. Determine the implications of contemporary culture and social interactions on personal spiritual development.
7. Enable students to consider and explain their personal values and use of spiritual practices in correlation with their approach to leadership, noting areas of personal strengths and limitations.

Specific Behavioral Objectives (*Learning Outcomes*):

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

1. Examine examples of spiritual development and ethical practices found in biblical passages that can be applied to a ministry context.
2. Consider and explain their personal values and use of spiritual practices in correlation with their approach to leadership, noting areas of personal strengths and limitations.
3. Identify personal spiritual discipline practices and discuss how these influence leadership in a ministry context.
4. Demonstrate how cultural issues and social interactions impact leaders' decisions and ethical choices.
5. Assess strengths and limitations of their personal approach to leadership in a specific ministry setting based on individual strengths, spiritual practices and personal ethics.

Major Topics:

- A. Definitions of spirituality, values and ethics in relation to leadership
- B. Spiritual disciplines for personal development
- C. Values-based leadership in a ministry context
- D. Ethics and church leaders
- E. Leadership in ministry settings
- F. Strengths in leadership
- G. Personal assessment resources
- H. Leadership development and resources

Course Assessments:

- A. **Participation.** You are required to participate in this course on a weekly basis. Although there is no participation grade, your participation is assessed as you engage in discussions and complete the written assessment activities. The course is designed so that each unit has a corresponding written lecture. The lectures provide explanatory content in addition to the textbook and article assignments; it is essential that you read the lecture, as well as any associated media presentations. A key aspect of your participation is the timely completion of all assigned readings, corresponding written activities, papers, threaded discussions, etc. The assignments must be completed within the timeframe specified in the assignment instructions. All times should be understood as Eastern Time.
- B. **Turabian Format.** The School of Religion requires Turabian formatting as the style for all written assignments. Please see the *School of Religion Manual of Style for Papers* (on LMS) for a current guide to Turabian format.
- C. **Gender Inclusive Language.** The School of Religion supports and expects the use of gender inclusive language in written and oral communication. Examples of gender inclusive language

- include: humankind rather than mankind; people rather than men or women, etc. Obviously, if gender specificity is appropriate, as in referring to a mother as “she,” that is acceptable.
- D. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments. There are two textbooks, as noted below. Each textbook correlates with the specific evaluation activities listed below. The readings and activities for *Beyond the Ordinary* will facilitate the accomplishment of specific learning outcomes 1, 2, 4, and 5. The readings and activities for *Spiritual Leadership* will facilitate the accomplishment of specific learning outcomes 1, 3, 4, and 5. Additionally, various readings will be found on the Learning Management System (LMS). The associated requirements for these articles will be described within the individual course units. The articles and associated activities will facilitate the accomplishment of integrating various specific learning outcomes 1-5.
- E. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with other students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic; b) on the depth of understanding of the topic; and c) on the purposeful interaction with the other students. An initial post is required (evaluation of “a” and “b” above) and a response post interacting to a **minimum** of two other students’ initial posts (evaluation of “c” above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- F. **Unit Assignments (Assessments).** Students will do three (2) assessments in the course. The first is a Course Pre-Assessment which will be done before you begin any coursework (even reading) to determine your understanding of the various topics to be covered before delving into the course. The second assignment is a Personal Assessment which will help you to learn more about your personal leadership style.
- G. **Unit Assignments (Journals).** You will write six 1- to 2-page reflective journals. Five will focus on specific topics and include three main sections: 1) *What?* Reflect on the assigned topic as it is viewed in contemporary culture and include how it impacts your thoughts and feelings; 2) *So what?* How can you interpret and experience this topic in light of course material?; and 3) *Now what?* What plan of action might you take in the future in your personal leadership concerning this topic? One will focus on a brief review of the Johnson and Dreitcer textbook, *Beyond the Ordinary: Spirituality for Church Leaders*. Sections for that entry will include 1) a review of the book, 2) the student’s personal reflections of the book’s strengths and weaknesses when applied to leadership within a ministry setting, and 3) the student’s points of agreement and points of disagreement with the textbook’s content. Microsoft Word (or compatible) software should be used for each journal and should be double-spaced, 12-point Times New Roman font with 1-inch margins, and be in Turabian format. This assignment will facilitate the accomplishment of specific learning outcomes 3 – 5.
- H. **Group.** Students will be assigned to a group by the professor to prepare a media presentation (5-7 minutes) and paper (4-6 pages). Group 1 will create a policy section focusing on discipline, restoration, and restitution that will define/explain each, emphasize the need for each, and frame each within a biblical/theological perspective. Group 2 will create a two-section policy plan for dealing with 1) ethical/moral issues among ministry leadership (including ministry staff) and 2) ethical/moral issues among organizational members (separate from ministry leadership/staff) in a manner that focuses on the restoration of the offender and seeks to stabilize the spiritual condition for all involved. At least two specific situations should be used

as examples for each of these sections. This presentation will facilitate the accomplishment of specific learning outcomes 1, 3, 4, and 5.

- I. **Course Project (Approach).** You will write a Personal Approach Paper of 4-6 pages on a topic assigned by the professor. Also you will create a 5-7 minute presentation using PowerPoint or other video and provide an active link to the source for the professor and other students to view. This project will facilitate the accomplishment of specific learning outcomes 1, 3, 4, and 5.
- J. **Course Project (Interviews).** You will interview two seasoned ministry leaders (in your given ministry context). Guided by assistance from the professor, students will collaborate to determine questions they feel will be helpful when conducting the interviews. The results from the interviews will be submitted to the professor and students will incorporate into their final project paper what they have learned from the individuals they interviewed. This assignment will facilitate the accomplishment of specific learning outcomes 3 and 4.
- K. **Course Project (Sanders).** Students will be assigned at least one chapter from the Sanders textbook to do a 5-7 minute presentation using PPT or other video and upload (or provide an active link to the source) for the professor and other students to view. This presentation will facilitate the accomplishment of specific learning outcomes 1-3.

Evaluation:

A. Threaded Discussions	180
B. Unit Assignments	190
C. Group	175
D. Course Projects	455

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
F	.0	0 - 699

Letter Grade Equivalencies:

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.

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.

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.

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 14-16 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.

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