



# On-Campus Course Syllabus

## MIN 612 L1

### Organizational Management

### Spring 2024

#### Class Information

**Day and Time:** TBD

**Room Number:** TBD

#### Contact Information

**Instructor Name:** Brian Masters

**Instructor Email:** [bmasters@criswell.edu](mailto:bmasters@criswell.edu)

**Instructor Phone:** 214-773-4142

**Instructor Office Hours:** [By Appointment Only](#)

#### Course Description and Prerequisites

An advanced course focused on understanding the purposes, processes, and problems involved in organizational administration, including the area of Christian education. Areas of study include budgeting, scheduling, staff management, committee structure and leadership, and facilities, encouraging a Christian concept of stewardship.

#### Course Objectives

In this course, you will

- Develop a biblical philosophy of organizational leadership and management by
  - Planning and implementing a strategic direction.
  - Structuring and staffing departments and developing leaders to accomplish the mission.
- Create a set of written reflections from the weekly readings on how you will utilize the information in your role in an organization.
- Read and review one additional book from the selected bibliography that relates to your current or future role in a nonprofit organization.
- Develop a set of organizational documents designed to help understand the organizational structures.
- Develop an organizational structure case study of a nonprofit by interviewing a leader from an organization and reporting about their strategic plan, annual plan, organizational structure, and employee development plans.

#### Required Textbooks

1. Management Essentials for Christian Ministries by Michael J. Anthony and James Estep Jr. March 2005. ISBN-13: 978-0805431230. Available on Amazon.com
2. Mastering the Management Buckets by John Pearson. May 2008. ISBN-13: 978-0830745944. Available on Amazon.com

## Recommended Reading

1. Leading from the Second Chair: Serving Your Church, Fulfilling Your Role, and Realizing Your Dreams by Mike Bonem. November 2020. ISBN-13: 978-1506463292 Available on Amazon.com
2. The Only Way to Win: How Building Character Drives Higher Achievement and Greater Fulfillment in Business and Life by Jim Loehr. May 2012. ISBN-13: 978-1401324674. Available on Amazon.com
3. Deep Change: Discovering the Leader Within by Robert Quinn. August 1996. ISBN-13: 978-0787902445. Available on Amazon.com

## Course Requirements and Assignments

1. Weekly Reading and Written Reflections	Due weekly	420 points
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Select one topic from the weekly reading, which relates to your current or future organizational role, and write a 1-2 page paper describing how you will incorporate your learning into your role. (30 points x 14 assignments = 420 points)

2. Book Review and Personal Application	Due 02-26-24	180 points
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Read one book from the Recommended Reading list that relates to your current or future role in a nonprofit organization. **Write a 5-page paper** that includes a one-page book synopsis and at least four pages on personal application of how you intend to implement what you learned as it relates to organizational management for nonprofits.

3. Organizational Structure Case Study	Due 03-25-24	200 points
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Interview a nonprofit leader for about 1 hour on the topic “Leading an organization” and write a 10-page paper describing what you learned. The interview and paper should be focused on the organization, its structure, and its employees. You should incorporate questions like “What is the Strategic Plan for your organization?”; “What does your process look like to create an annual plan to accomplish your mission?”; “How does your organizational structure help or hinder you from accomplishing the strategic plan?”; “How do you approach employee development?”; “What would you like to change about your organizational structure and why?”

4. Organizational Documents	Due 04-22-24	200 points
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Create the following documents for an existing or future organization.

- A. Strategic Plan (G.N.O.M.E) Chart – develop a 1 to 3-year strategic plan
- B. Job Descriptions – develop 2 specific job descriptions.
- C. Employee Review Process – create an annual review process and a review document.

Assignment Summary	Point Value	Due Date
Weekly Reading and Written Reflections	420 (30 each x 14)	Weekly
Book Review and Personal Application	180	02-26-24
Organizational Structure Case Study	200	03-25-24
Organizational Documents	200	04-22-24
<b>Total Points</b>	<b>1000</b>	

## Course/Classroom Policies and Information

This course will function as an independent study for this semester with in-person and zoom class times.

### Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a

course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable

accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

All assignments due at 11:59 p.m. on the due dates below.

Date	Topic for Class Period	Reading for Next Class	Assignment	Due Date
01-16-24	Syllabus Overview Organization Overview	MECM Part 1 – pp.13-52	Weekly Reflection 1	01-22-24
01-23-24	Theology of Administration	MECM Part 1 – pp.53-86	Weekly Reflection 2	01-29-24
01-30-24	Planning – Mission & Vision	MECM Part 2 – pp. 87-154	Weekly Reflection 3	02-05-24
02-06-24	Planning – Strategic Planning	MTMB – pp. 17-106	Weekly Reflection 4	02-12-24
02-13-24	Practical – The Cause	MECM Part 3 – pp. 155-189	Weekly Reflection 5	02-19-24
02-20-24	Organizing – Structures	MECM Part 3 – pp. 190-221	Weekly Reflection 6 <b><u>Book Review</u></b>	02-26-24 <b>02-26-24</b>
02-27-24	Organizing – Meetings & Leaders	MECM Part 3 – pp. 222-239	Weekly Reflection 7	03-04-24
03-05-24	Organizing – Decision Making	MTMB – pp. 107-188	Weekly Reflection 8	03-18-24
<b>03-12-24</b>	<b>No Class</b>	<b>Spring Break Week</b>		
03-19-24	Practical – The Community	MECM Part 4 – pp.240-273	Weekly Reflection 9 <b><u>Org Case Study – 10 pg.</u></b>	03-25-24 <b>03-25-24</b>
03-26-24	Staffing – Developing Staff / Volunteers	MECM Part 4 – pp 274-292	Weekly Reflection 10	04-01-24
04-02-24	Staffing – Legal Issues	MECM Part 5 – pp 293-332	Weekly Reflection 11	04-08-24
04-09-24	Directing – Developing Leaders Directing – Team Ministry	MECM Part 5 – pp. 333-382	Weekly Reflection 12	04-15-24
04-16-24	Evaluating Programs & Personnel Practical – The Corporation	MECM Part 5 – pp. 383-426 MTMB – pp. 189-270	Weekly Reflection 13 Weekly Reflection 14 <b><u>Organizational Docs</u></b>	04-22-24 04-22-24 <b>04-22-24</b>
04-23-24	Final Discussions			