



On-Campus Course Syllabus

MIN 204 L1

Leadership in a Global Context

Spring 2025

Class Information

Day and Time: Tuesdays and Thursdays, 3:15-4:30 pm

Room Number: E207

Contact Information

Instructor Name: Steven Sanders

Instructor Email: ssanders@criswell.edu

Instructor Phone: 214-818-1328

Instructor Office Hours: [Tuesdays, 2-3 pm](#); [Wednesdays, 1:30-3:30 pm](#); [Thursdays](#)

Course Description and Prerequisites

An introduction to the distinctive principles of Christian leadership with application to a variety of contemporary contexts.

Course Objectives

1. Have the ability to define and biblically support Christian leadership and its characteristics
2. Develop a leadership philosophy for his or her ministry and a plan to implement that philosophy
3. Grow a working knowledge of secular leadership material that is applicable to Christian leadership

Required Textbooks

Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge*. 7th ed. Hoboken, NJ: Jossey-Bass, 2023. (ISBN: 9781119736127)

Sanders, J. Oswald. *Spiritual Leadership: Principles of Excellence for Every Believer*. Chicago: Moody, 2007.

Course Requirements and Assignments

1. Spiritual Leadership Book Report (10%) – Students are required to read *Spiritual Leadership* by J. Oswald Sanders and to write a 1100-2000 word, single-spaced book report. The first half of the report should summarize the contents of the book, and the second half should explain how the book has affected his or her understanding of Christian leadership. The report is due by May 16.
2. Leadership Challenge Readings (20%) – Students will have weekly reading assignments from *The Leadership Challenge Seventh Edition* by Kouzes and Posner as indicated in the syllabus calendar and

Canvas. Reading is due before class on the day indicated, and it should be reported on Canvas. If a student reads a chapter well in advance of its due date, then that is acceptable as long as he or she reviews the material prior to the class discussion on the chapter.

3. Leadership Journal (25%) – Students will write a personal leadership journal throughout the semester and will submit each week's entry to Canvas. Each week's entry must be a minimum of 1000 words for full credit. Formatting does not matter for this assignment. Content should include lessons learned or reflections on the week's classes, discussion, and reading. It can also include questions to ask in future classes or to explore on one's own.
4. Project (20%) – Students will complete one of the following options.
Option 1: Observe a leader over two working days (minimum of three hours per day). Write a paper discussing observations, evaluations, and conclusions.
Option 2: Lead a group in a task. Write a paper summarizing your task, experiences, observations, and lessons learned.
With either option, the paper should be 5-6 pages double-spaced. It should interact with course content. This paper is due May 16.
5. Personal Leadership Plan (25%) – Students will write a personal leadership plan that consists of three sections.
First, the student will write a brief description of him or herself: spiritual gifts, abilities, skills, strengths, weaknesses, etc. Include a concluding paragraph summarizing a brief overview about who God has made him or her to be. This section must be 2-3 pages.
Second, the student will explain his or her personal ministry vision. This section describes the student's ideal ministry work (not place or position necessarily), but what type of work he or she will be doing, with whom, where, etc. What kind of ministry does he or she want and why? This section must be 2 pages.
The third section will include goals for development towards that vision. In light of the previous two sections, what does the student need to learn, develop, do in terms of skills, experience, knowledge, steps, etc. to move toward his or her ministry vision? How will he or she go about pursuing these things? What should he or she be praying for? What type of leader does he or she need to be to accomplish his/her ministry goals? This section must be 4 pages.
Clearly things can change, and nobody knows the future. This paper is designed to be an opportunity to assess where you are at the moment and where you think you need to grow. It is really a step in a lifelong process. The plan as a whole (all three sections) should be at least 2400 words. It is due by May 16.

Course/Classroom Policies and Information

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. *If a student misses more than 3 class periods in the semester, the professor may change the student's final grade at his discretion based on the amount of time missed.*

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

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.

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. 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. 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. 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.

Course Outline/Calendar

Date	Topic	Leadership Challenge Reading
Jan 21	Syllabus	
Jan 23	Following Bible Discussion	
Jan 28	Leadership Bible Discussion	
Jan 30	Leadership Reading Discussion	Chapter 1

Feb 4	Clarify Values Bible Discussion	
Feb 6	Clarify Values Reading Discussion	Chapter 2
Feb 11	Set the Example Bible Discussion	
Feb 13	Set the Example Reading Discussion	Chapter 3
Feb 18	Envision the Future Bible Discussion	
Feb 20	Envision the Future Reading Discussion	Chapter 4
Feb 25	Enlist Others Bible Discussion	
Feb 27	Enlist Others Reading Discussion	Chapter 5
Mar 4	Search for Opportunities Bible Discussion	
Mar 6	Search for Opportunities Reading Discussion	Chapter 6
Mar 11	Experiment & Take Risks Bible Discussion	
Mar 13	Experiment & Take Risks Reading Discussion	Chapter 7
Mar 25	Foster Collaboration Bible Discussion	
Mar 27	Foster Collaboration Reading Discussion	Chapter 8
Apr 1	Strengthen Others Bible Discussion	
Apr 3	Strengthen Others Reading Discussion	Chapter 9
Apr 8	Recognize Contributions Bible Discussion	
Apr 10	Recognize Contributions Reading Discussion	Chapter 10
Apr 15	Celebrate Values & Victories Bible Discussion	
Apr 17	Celebrate Values & Victories Reading Discussion	Chapter 11
Apr 22	Challenge as Opportunity Bible Discussion	
Apr 24	Challenge as Opportunity Reading Discussion	Chapter 12
Apr 29	Assorted Topics	
May 1	Assorted Topics	
May 6	Assorted Topics	
May 8	Assorted Topics	
May 12-16	Exam Week; No class; Final Papers due	