



## Course Syllabus

MIN 426 L1

Topics in Christian Ministry: Campus Safety

Fall 2025

### Class Information

**Day and Time:** Mondays and Wednesdays, 9:30am-10:45am

**Room Number:** E206

### Contact Information

**Instructor Name:** Brad Corder

**Instructor Email:** bcorder@criswell.edu

**Instructor Phone:** 214.818.1340

**Instructor Office Hours:** by appointment

### Course Description and Prerequisites

A detailed study of a selected topic in Christian ministry. Topics may include but are not limited to the following: evangelism, missions, discipleship, preaching, pastoral ministry, church planting, world religions, education, leadership, conflict management, children's ministry, youth ministry, women's ministry, worship and music, etc. Course may be repeated for credit when topic differs. (Open to Juniors and Seniors Only. Other prerequisites may be required.)

### Course Objectives

This course is designed to be an overview of the various aspects and current practices of campus safety and its direct application to church and school (K-12 and higher education) contexts. At the end of this course, the student should demonstrate the ability to satisfy the following course outcomes:

1. **Analytical Skills Development:** Cultivate analytical skills necessary for critically assessing the campus safety measures in place within one's church or school context.
2. **Application to Churches and Schools:** Connect theoretical insights to practical applications, exploring how campus safety concepts and procedures specifically apply to churches and schools.
3. **Communication of Analytical Findings:** Develop effective communication skills to articulate analytical findings and practical recommendations, both in written and verbal forms, fostering the ability to engage in meaningful discussions regarding campus safety within one's church or school context.

### Required Textbooks

- [“Guide for Developing High-Quality Emergency Operations Plans for Houses of Worship”](#) (FEMA.gov), or [“Guide for Developing High-Quality School Emergency Operations Plans”](#) (FEMA.gov).
- Additional readings will be assigned from current government, denominational, and industry websites.

## Course Requirements and Assignments

### Class Attendance & Participation (10% of Course Grade)

Participation is an important part of the pedagogical process. All students are expected to attend class, be punctual, and participate appropriately in classroom discussion. To engage in classroom discussion of the assigned reading it is imperative that all reading assignments be conducted in a timely fashion. Students will receive credit for attending and participating appropriately in class. Absences or tardiness will adversely affect your grade. The professor will deduct points for disruptive behavior, lack of collegiality, failure to prepare for classes, or use of unauthorized electronic devices (see Course/Classroom Policies and Information). The participation grade will incur a deduction of 20 points (out of 100 points) for every absence beyond two absences. Additionally, being tardy to class or leaving before the end of class on two occasions will be treated as equivalent to an absence.

### Site Selection Assignment (10% of Course Grade)

Select a church or school (K-12 or college/university), other than Criswell College, with the professor's approval as a case study throughout the course and to be used for both the upcoming *Readiness Assessment* and *Site Incident Preparedness Projects*.

### Readiness Assessment Project 1 (20% of Course Grade)

**Objective:** Perform a readiness assessment at your chosen church or school based upon one of the following emergency-incident types covered during the first half of the class and present the readiness assessment's findings to the class.

**Incident Types:**

- Fire / Explosion
- Earthquake
- Tornado / Extreme Winds
- Flooding
- Frozen Grounds
- Severe Injury

**Requirements:** Using the assessment form handed out in class (1) perform a readiness assessment at your chosen church or school for the selected emergency-incident type, (2) prepare a single-page handout (front-only) summarizing the details and findings of your assessment and print enough for the class, and (3) prepare and deliver a 5-minute class presentation that covers the contents of your single-page handout.

**Bonus:** Up to 10 bonus points will be awarded on this project if you prepare and use a PowerPoint slideshow during your presentation that covers the contents of your single-page handout (required slides: intro slide, location-details slide, and assessment-results slide; additional slides showing pictures, maps, charts, etc. of your church or school are welcome).

**Evaluation Criteria:**

- Usage of assessment form
- Depth of assessment research at your chosen church or school
- Critical review of assessment results
- Single-paged handout covering the required elements
- Clarity and coherence of the 5-minute class presentation

## Readiness Assessment Project 2 (20% of Course Grade)

**Objective:** Perform a readiness assessment at your chosen church or school based upon one of the following emergency-incident types covered during the second half of the class and present the readiness assessment's findings to the class.

### Incident Types:

- Power Outage
- Hazardous Material/ Gas Leaks
- Infectious Pathogen
- Physical Assault
- Suspicious Package
- Active Shooter

**Requirements:** Using the assessment form handed out in class (1) perform a readiness assessment at your chosen church or school for the selected emergency-incident type, (2) prepare a single-page handout (front-only) summarizing the details and findings of your assessment and print enough for the class, and (3) prepare and deliver a 5-minute class presentation that covers the contents of your single-page handout.

**Bonus:** Up to 10 bonus points will be awarded on this project if you prepare and use a PowerPoint slideshow during your presentation that covers the contents of your single-page handout (required slides: intro slide, location-details slide, and assessment-results slide; additional slides showing pictures, maps, charts, etc. of your church or school are welcome).

### Evaluation Criteria:

- Usage of assessment form
- Depth of assessment research at your chosen church or school
- Critical review of assessment results
- Single-paged handout covering the required elements
- Clarity and coherence of the 5-minute class presentation

## Site Incident Preparedness Project (40% of Course Grade)

**Objective:** Prepare a site-incident preparedness proposal based upon either one of your two *Readiness Assessment Projects* and present the proposal to the class.

**Requirements:** Using your prior readiness-assessment findings and the readiness-recommendations form handed out in class (1) determine what recommendations need to be made to improve the church or schools' preparedness for the selected emergency/security-incident type, (2) prepare a single-page handout (can use both sides) summarizing your readiness-assessment findings and readiness-recommendations and print enough for the class, and (3) prepare and deliver a 7-minute class presentation that covers the contents of your single-page handout.

**Bonus:** Up to 10 bonus points will be awarded on this project if you prepare and use a PowerPoint slideshow during your presentation that covers the contents of your single-page handout (required slides: intro slide, location-details slide, assessment-results slide you're your prior readiness-assessment project, and recommendations slide(s); additional slides showing pictures, maps, charts, etc. of your church or school are welcome).

### Evaluation Criteria:

- Usage of readiness-recommendations form
- Comprehensiveness of recommendations for your chosen church or school
- Cites external resources or equipment required for successful implementation
- Single-paged handout covering the required elements
- Clarity and of coherence of the 7-minute class presentation

## Course/Classroom Policies and Information

### Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

### Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

### Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
  - Instructors are **not required** to allow make-up work for missed classes.

### Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
  - Review relevant sections of the Academic Catalog.
  - Contact the **Financial Aid Office** for details on how attendance affects aid.
  - Understand the consequences of non-participation.

### Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

### Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

### Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

### Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
  - Organize course content on a module basis using organizational tools within Canvas
  - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
  - Accept assignments from students only inside the Canvas course (emailed assignments are not

- acceptable)
- Provide written feedback on assignments only within Canvas, preferably through Speedgrader
- Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
- Use Zoom in Canvas for all "live" (synchronous) class sessions

**Important Note:**

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.

## 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

			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.

## Course Policy on the use of Artificial Intelligence (AI)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

## **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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu) or visit [www.criswell.edu/academics/wallace-library/](http://www.criswell.edu/academics/wallace-library/).

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

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## **Course Disclaimer**

These course materials and course lectures are for instructional use only and are not a substitute for professional safety advice. The course does not provide professional legal, medical, or other specialized advice on behalf of FEMA or any other outside organization referenced herein. Course participants should consult with qualified professionals about specific situations. Course participants are responsible for their own actions and outcomes and should adhere to safety protocols of the institution (e.g. church, school, etc.) in which they are present. The course provider is not liable for any damage or injuries resulting from the use or application of the course material. The course participant assumes the risk of injury during any trainings in which he or she participates while attending the course.

## Course Outline/Calendar

### Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If a student is absent from class, it is the student's responsibility to check on announcements made while he or she was absent.

WEEK		CLASS TOPIC	ASSIGNMENTS (DUE)
1	Mon, Aug 18	Syllabus	
	Wed, Aug 20	Campus Safety Introduction	
<b>I. Emergency Planning</b>			
2	Mon, Aug 25	Planning: Team	Read: the Introduction through Step 1 of either the <a href="#">Guide for Houses of Worship</a> or the <a href="#">Guide for Schools</a> (FEMA.gov)
	Wed, Aug 27	Planning: Risk Assessments & Threat/Hazard Selection	Read: Steps 2-3 of either the <a href="#">Guide for Houses of Worship</a> or the <a href="#">Guide for Schools</a> (FEMA.gov)
3	Mon, Sep 1	Planning: Development & Review	Read: Steps 4-5 of either the <a href="#">Guide for Houses of Worship</a> or the <a href="#">Guide for Schools</a> (FEMA.gov)
	Wed, Sep 3	Planning: Implementation	Read: Step 6 (and skim the Plan Content section) of either the <a href="#">Guide for Houses of Worship</a> or the <a href="#">Guide for Schools</a> (FEMA.gov) <b>*Due: Site Selection Assignment</b>
<b>II. Emergency Incidents</b>			
4	Mon, Sep 8	Fire / Explosion	Read: <a href="#">Fire Prevention (Builders)</a>
	Wed, Sep 10	Earthquake	Read: <a href="#">Earthquakes (Ready.gov)</a>
5	Mon, Sep 15	Tornado / Extreme Winds	Read: <a href="#">T-storms &amp; Lightning (Ready.gov)</a> , and <a href="#">Tornadoes (Ready.gov)</a>
	Wed, Sep 17	Flooding	Read: <a href="#">Floods (Ready.gov)</a>
6	Mon, Sep 22	Frozen Grounds	Read: <a href="#">Winter Weather (Ready.gov)</a>
	Wed, Sep 24	Severe Injury	Read: "Assess" and "ABCDEs" sections of <a href="#">Basic First Aid (VeryWell)</a> ; skim the rest.
7	Mon, Sep 29	CPR/AED Training	Read: <a href="#">What is CPR? (AHA)</a>
	Wed, Oct 1	Seizure/Stroke Training	Read: <a href="#">Seizures vs. Strokes (Epsy)</a> <b>*Due: Readiness Assessment Project 1 (handout &amp; presentation)</b>
8	Mon, Oct 6	Power Outage	Read: <a href="#">Power Outages (Ready.gov)</a>
	Wed, Oct 8	Hazardous Material / Gas Leaks	Read: <a href="#">HazMat (Ready.gov)</a> and <a href="#">Workplace Gas Leaks (TG)</a>
<b>STUDENT DEVELOPMENT WEEK (Oct 13-17)</b>			
9	Mon, Oct 20	Infectious Pathogen	Read: <a href="#">Pandemic (Ready.gov)</a>
	Wed, Oct 22	Physical Assault	Read: <a href="#">Preventing Sexual Violence (CDC)</a>

10	Mon, Oct 27	Suspicious Package	Read: <a href="#">Suspicious Packages (Alert Media)</a>
	Wed, Oct 29	Active Shooter	Read: <a href="#">Attacks in Public Spaces (Ready.gov)</a> and <a href="#">FBI Active Shooter Safety Resources</a>
11	Mon, Nov 3	“Stop the Bleed” Training	Review: <a href="#">StopTheBleed.org</a>
	Wed, Nov 5	Suicide Awareness	Read: <a href="#">National Strategy for Suicide Prevention (HHS.gov)</a> <b>*Due:</b> <i>Readiness Assessment Project 2</i> (handout & presentation)
<b>III. Emergency Management</b>			
12	Mon, Nov 10	Incident Reports	Read: <a href="#">Write a Security Report (Indeed)</a>
	Wed, Nov 12	Incident Debriefs	Read: <a href="#">Critical Incident Debrief (911cellular)</a> and <a href="#">Critical Incident Stress Debriefing (OSHA)</a>
13	Mon, Nov 17	Campus Safety Team / Partners	Read: <a href="#">Volunteer Saf. &amp; Sec. Team (Broth.)</a> and <a href="#">School Safety Team (SchoolSafe)</a>
	Wed, Nov 19	Campus Safety Committee / Grants	Read: <a href="#">FEMA Grants (FEMA.gov)</a> and either <a href="#">School Safety and Security Committee Guidelines (Risk Strategy)</a> or <a href="#">Establishing a Church Safety Committee (ACS Technologies)</a>
<b>FALL BREAK (Nov 24-27)</b>			
14	Mon, Dec 1	Campus Safety Technology	(guest speaker?)
	Wed, Dec 3	<i>Site Incident Preparedness Projects</i>	<b>*Due:</b> <i>Site Incident Preparedness Project</i> (handout & presentation)