

COURSE: MS322D/DN, Administrative Process
CREDIT: 3 Semester Hours
SEMESTER: Session 2, Spring 2026 (March 16-May 8, 2026)
TIME: Tuesday and Thursday, 11:00 am to 12:20 pm.
LOCATION: CABRE 103
INSTRUCTOR: Dr. Teddy D. Bitner
Office: 322-0110 extension 1511; Cell: 816-914-5119; Email:
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I. DESCRIPTION

A course designed to train the student in the application of group dynamics and leadership training used in enlisting, training, and supervising staff and volunteers in local church ministries. Included are studies in organization, human relations, management, and counseling.

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Acquire an understanding of the biblical basis for leadership and administration. (PLO 1,2) Assignments (A,B,C,D,E)
2. Develop a greater understanding of leadership roles and responsibilities. (PLO 2,3,4) (Assignments A,B,D,E).
3. Begin to develop a personal philosophy of leadership and administration (PLO 2,4) Assignments (A,B,C,D,E)

B. Specific competencies to be achieved. The student will:

1. Articulate a biblical philosophy of leadership for ministry and work. (PLO 2, 5) (Assignment B).
2. Gain experience in solving organizational problems by applying principles of organization and administration (PLO 3,4,5) (Assignment B,D)
3. Acquire a knowledge of the qualifications and qualities of an effective leader (PLO 1,2,3,4,5) (Assignments A,B,C,D,E)

III. REQUIREMENTS (ASSESSMENTS)

- A. Reading. You will be expected to complete the assigned reading from the texts.
- B. Paper. You will be required to write a research paper. The paper will review an individual, event, or organization to assess at least four key elements of biblical leadership displayed by the subject/event/organization and will culminate with your personal biblical philosophy of leadership. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.). The paper must include three scholarly references. Internet references may also be used (but not popular citations, blogs or Wikipedia). Students who use the Clark Academic Center (CAC) to review a draft of their paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper. All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition.
- C. Tests. Two (2) tests will be given. The first exam will be conducted at approximately the fourth week, the second test will be the final examination. The exams will be posted on the course Canvas page, and you will be able to access and take the exams over a period of approximately one-week. Tests will include true-false, multiple choice, matching, fill-in questions. Extra credit questions will generally be essay.
- D. Group Project. The class will be divided into groups; possibly an in-class group(s) and an online group(s). You will be assigned a project designed to encourage group interaction and coordination to create and present a common project in class.
- E. Lectures and Discussion Questions. All students will answer discussion questions and participate in each discussion. After attending (or watching for online students) the lecture you will answer discussion questions normally associated with the lecture. You will comment on at least one classmate's post. Discussion questions are normally due to be completed within one week of posting.

IV. METHODS

- A. Conduct of the class will include a combination of lecture, discussion, discussion questions (in Canvas) and question / answer. Student interaction during the conduct of each class session is strongly encouraged.
- B. Grading and Attendance. Attendance accounts for 20% of your overall grade. I expect students to attend class regularly. My attendance policies are:

In class students: there are 16 class sessions in the cycle; each class session is worth 1.25% of your grade. I will deduct 1.25% from your grade for each unexcused absence.

For online students, I will take attendance once a week on Thursday. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. I will deduct 2.50% from your grade for each week in which an online student fails to demonstrate academic activity.

In computing the final grade, I will weigh the work of the course in the following proportions:

First Examination	15%
Final Examination	15%
Discussion Questions	20%
Paper	15%
Group Project	15%
Attendance	20%

V. MATERIALS

Edward Dayton and Ted Engstrom, *Strategy for Leadership: Planning, Activating, Motivating, Evaluating*. Old Tappan, NJ: Fleming H. Revell Company, 1979. ISBN 0-8007-0994-2, price \$55.03. Available used for about \$3.95.

Kenneth O. Gangel, *Feeding & Leading: A Practical Handbook on Administration in Churches and Christian Organizations*. Wheaton, IL: Victor Books, 1989. ISBN 0-89693-678-3, price \$23.68. Available used for about \$4.95.

Myron Rush, *Management: A Biblical Approach*. Colorado Springs, CO: NEXGEN, 2005. ISBN 078143745-8. Price \$17.93.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. TENTATIVE CLASS SCHEDULE:

<u>Lesson</u>	<u>Modules</u>	<u>Subject</u>	<u>Reading*</u>
1	Module 1 - March 16-20, 2026	Biblical Leadership	Rush-Chap1 Gangel-Chap 2 Dayton&Engstrom- Chap 6
2		Taking Care of People	Rush-Chap 2 Gangel-Chap 15 Dayton&Engstrom- Chap 3
3	Module 2 – March 23-27, 2026	Work Environment	Rush-Chap 3 Gangel-Chap 18 Dayton&Engstrom- Chap 3
4		Teamwork	Rush-Chap 4 Gangel-Chap 12 Dayton&Engstrom- Chap 1
5	Module 3 – March 30-April 3, 2026	Working Relationships	Rush-Chap 5 Gangel-Chap 13
6		Planning	Rush-Chap 6 Gangel-Chap 6 Dayton&Engstrom- Chap 14-17
7	Module 4 – April 6-10, 2026	Decision-Making Process	Rush-Chap 7 Gangel-Chap 12 Dayton&Engstrom- Chap 9
8		Communications (Midterm)	Rush-Chap 8 Gangel-Chap 14 Dayton&Engstrom- Chap 2
9	Module 5 – April 13-17, 2026	Delegation	Rush-Chap 9 Gangel-Chap 19 Dayton&Engstrom- Chap 5
10		Time Management	Rush-Chap 10
11	Module 6 – April 20-24, 2026	Attitudes Influencing Actions	Rush-Chap 11
12		Evaluating Performance (Group Project)	Rush-Chap 12 Gangel-Chap 19 Dayton&Engstrom- Chap 10-13
13	Module 7 – April 27-May 2, 2026	Conflict Management	Rush-Chap 13 Dayton&Engstrom- Chap12
14		Leadership Styles (Research Paper)	Rush-Chap 14 Gangel- Chap 3 Dayton&Engstrom- Chap 3
15	Module 8 – May 4-8, 2026	Christian Leader in Society (Final Exam)	Rush-Chap 15 Gangel-Chap 20

Notes:

Grades on late assignments will be reduced by 4% for each day the assignment is late.

I will accept late assignments until midnight on the last day of the cycle. I will not accept assignments beyond that point. Students may contact the registrar to apply for additional time to complete the class.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Rubric for Assignments

	Above Standards = 3	Meets Standards = 2	Approaches Standards = 1	Fails to Meet Standards = 0
Knowledge	Recalls details of previously learned material, including relevant facts and theories. Student is able to articulate and reflect on the details in written form effectively.	Recalls details of previously learned material, including relevant facts and theories. Student is able to describe the details in written form.	Recalls the general outline of previously learned material, including relevant facts and theories. Student is able to describe the general outline in written form.	Fails to recall the general outline of previously learned material, including relevant facts and theories. Student is unable to describe the general outline in written form.
Comprehension	Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.	Answers are mostly relevant to questions. Exhibits the ability to grasp the meaning of previously learned material. Displays the ability to explain, interpret, and summarize as appropriate.	Answers generally relate to questions. Exhibits marginal grasp of the meaning of previously learned material. Struggles with the ability to explain, interpret, and summarize as appropriate.	Answers do not correlate with questions. Exhibits no grasp of the meaning of previously learned material. Fails to display the ability to explain, interpret, and summarize as appropriate.
Application	Applies rules, methods, concepts, principles, and laws as required by questions.	Generally, applies rules, methods, concepts, principles, and laws as required by questions.	Demonstrates comprehension of rules, methods, concepts, principles, and laws present in the material, struggles with finding and articulating appropriate applications.	Demonstrates a failure to comprehend rules, methods, concepts, principles, and laws present in the material. Fails to articulate applications with finding and articulating appropriate applications. Fails to understand the idea of application.
Analysis	Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole. Evidences strong critical thinking skills with logical and thoughtful development of analytical conclusions.	Identifies and describes parts of a concept, theory, or idea and relate those parts to the whole. Evidences good critical thinking skills with reasonably developed analytical conclusions.	Identifies most parts of a concept, theory, or idea and relate those parts to the whole. Evidences basic critical thinking skills with marginally developed analytical conclusions.	Fails to identify parts of a concept, theory, or idea and relate those parts to the whole. Demonstrates the lack of basic critical thinking skills with poorly developed analytical conclusions.
Synthesis	Masters the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are sophisticatedly and cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	Sees the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	Approaches the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are marginally synthesized to undergird the central argument. Able to articulate the results of synthesis.	Fails to comprehend the whole of a concept, theory, or idea by means of its constituent parts. Fails to synthesize artifacts to undergird the central argument. Unable to articulate the results of synthesis.
Evaluation	Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Masters the	Describes and articulates theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Comprehends	Approaches and recites theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Recognizes the	Fails to comprehend theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Fails to

	Above Standards = 3	Meets Standards = 2	Approaches Standards = 1	Fails to Meet Standards = 0
	data, synthesizes theory and outcomes, and draws insightful conclusions based on the evidence.	the data, synthesizes theory and outcomes, and draws appropriate conclusions based on the evidence.	data, considers the theory and outcomes, and draws some conclusions based on the evidence.	consider the data, unable to apply or synthesize the theory and outcomes, and fails to draw conclusions based on the evidence.
Citations and Plagiarism	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, all paraphrased material is cited, evidence of frequent and accurate citations throughout the paper. All source material appears in the Bibliography / References.	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is cited, with adequate frequency. All source material appears in the Bibliography / References	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is marginally cited, student shows evidence of struggling with paraphrasing. Most source material appears in the Bibliography / References	The student fails to cite direct sources (cut and paste from Wikipedia or other sources). Student fails to properly paraphrase and cite material. Student does not list source material in the Bibliography / References, or the paper completely lacks a Bibliography / References.
Spelling / Grammar / Syntax	Writes clearly, follows the accepted norms of spelling, grammar, and syntax with no errors	Generally writes clearly and follows the accepted norms of spelling, grammar, and syntax with minor errors.	Does not write clearly, exhibits several spelling, syntax, and grammar errors	Does not write clearly, fails to follow spelling, grammar, and syntax guidelines and acceptable use.
Format Style (Turabian, APA, MLA)	The assignment has been submitted neatly and according to relevant submission guidelines per Turabian, APA, or MLA.	The assignment follows nearly all of the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges, but generally follows the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges and fails to follow the relevant submission guidelines per Turabian, APA, or MLA.
Academic Level Satisfied	Content / answers are insightful, original, scholarly, developed with exceptional detail, and appropriate to degree level.	Content / answers are appropriate, original, scholarly, developed with adequate detail, and appropriate to degree level.	Content / answers approach original scholarship, developed with some detail, and appropriate to degree level.	Content / answers do not display original scholarship, adequate detail, or appropriate to degree level.