I. Course Description
This course explores the nature and necessity of moral leadership in church and society. In conversation with Scripture and theology, we will explore various ethical theories and their relevance to the goals and practices of leadership as understood in the context of Christian faith. A significant component of this course will be applied ethics in leadership, addressing such areas as the importance of character, the use of power, truth-telling, inclusive decision making, sexuality, functioning with integrity in organizational and institutional contexts, the use of resources, and contributing to the formation of a just community.

This course is fully on-line, utilizing Blackboard as its major teaching medium. Access to a reliable computer and the internet through a high-speed means (dial-up access does not usually work satisfactorily in this course) is required, as is familiarity with the use of Blackboard (assistance in Blackboard is provided in video format through Learn AU). It is highly recommended that you be familiar with computer and web functions prior to starting the course since it is not advised to try to learn them while the course is in progress. On-line learning often requires more self-motivation than a regular class and is not suitable for every student.

II. Student Learning Outcomes
This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings by exploring the calling and role of moral leadership in the Scriptural narrative.

2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation through participating in practices that attend to ongoing character formation.

3. Not assessed

4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry by developing a theological framework for moral leadership and practices relevant for one’s ministry setting.

5. Develop ongoing practices of justice that bear witness to the full scope of the kingdom of God by proposing practices of justice pertinent for the members and context of one’s ministry setting.

6. Implied but not assessed

III. Course Requirements
A. Textbooks and Other Materials


**Full-Text Journal Articles:**


McEntyre, Marilyn Chandler. "Letting words do their work: why the care of language is more important than ever." *Christianity Today* 53, no. 9 (September 2009): 54-57.


**B. Attendance**
According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

If you miss more than 6 hours of course time (whether in-class or on-line) you will forfeit the percentage of the grade earned for course participation (except in extenuating circumstances that you have discussed with the professor). Additional absences may result in a request to withdraw from the course.

A Note About Classroom Etiquette: The ability and willingness to “be fully present” is an important habit and disposition in ministry where we need to “be fully present” to God, parishioners, clients, counselees, friends, family members, tasks, etc. Please see our course as an opportunity to practice being fully present to God and to each other by minimizing distractions and focusing on the tasks at hand. For an on-line class this means:

- Pay attention to how you communicate in your postings and responses to other students. Imagine if you were discussing issues face-to-face with your co-learners. What tone of voice would you use? How would you demonstrate active listening? How would you respond respectfully? Do this in your postings and responses to other students. One of the ways is avoiding posting in ALL CAPS and BOLD.
- Please adhere to the deadlines for postings. Other students are relying on your trustworthiness and readiness in class for their own postings. Don’t hold others back or jam up their work.
- Please establish rhythms and routines for this class. As you set up your schedule for the semester, please carve out the appropriate time for readings, assignments, and on-line interaction and stick to them as you would for any other class. On-line courses do not work well if you are disorganized and undisciplined. Others depend on your participation (please see above).

C. Assignments/Assessment of Student Learning

1. On-Line Postings - The instructions for each week of the semester will be in designated folders (i.e. Week I, Week 2, Week 3….you get the picture). Please log into Blackboard each Monday to make sure you know what is required for the week. As a rule, postings on the readings will be due Thursday of each week, with responses that further the discussion due by Saturday of each week by 6:00 p.m. Please plan accordingly. I respond to your posts on Mondays and Tuesdays the following week and will keep these discussion boards open for further discussion.

Your on-line participation will be evaluated by the following criteria:
- Timeliness of your posts and responses: you will not receive credit for late postings since this impacts the ability of others to complete their weekly assignments. You will be marked as “absent” which will impact the grade earned for participation. Please see “B” (Attendance) and “C-4” (Important reminders).
- Your adherence to what was required in the postings: attention to the questions, attention to the instructions, and demonstration you have read the assigned material.
The quality of your posts: your posts and responses to the discussion questions must demonstrate you have read the material, understood it, are able to synthesize the readings, and bring well developed insights and questions to the discussions and in your responses to others’ posts.

2. **Course Integration Assignment** (Interpretive, Normative, Practical and Fundamental Tasks): The integrative assignment is a case study through which you will reflect and deliberate on your role as an ethical leader in your context and in light of a particular ethical concern. This integrative assignment will provide an opportunity for you to identify and reflect on an experience in past or present in which you were/are presented with an opportunity for exercising and developing moral practices and ethical commitments in ministry. If you are not able to identify an issue from your context and experience, the instructor will provide you with a case study. You will have opportunity to work on this paper throughout the semester, integrating what you are learning about the interpretive, normative, practical, and fundamental tasks of Christian ethics with your own real life work in your case study.

a. **Part I: Interpretive Task** (Due January 27 by 6:00 p.m. to Blackboard) - Write a 4-6 page paper on the situation on which you are reflecting, including the following:

- **Describe** the situation in as much detail as possible as well as the background and any events leading up to it.
- **Name** the significant persons (or groups) involved and any other pertinent facts.
- **Identify** the moral dimensions of the situation such as trigger events, conflicting moral claims and obligations, harms and goods at stake, moral perceptions, character failure and flaw. **Articulate your leadership role and responsibilities here.**

b. **Part II: Normative and Practical Tasks** (Due March 3 by 6:00 p.m. to Blackboard) – You are functioning as a moral guide and leader in this case study and will now begin a response to the situation you described in Part I. Revise the paper you submitted for the Interpretive Task, paying careful attention to the professor’s comments. Expand your revised paper by adding another 4-6 pages (in one document) in which you:

- **Describe and use** the ethical resources available to you in understanding and responding to the situation from a biblical and theological standpoint.
- **Draw** upon Scripture, theological frameworks, any pertinent historical and/or denominational resources and contemporary insights, and wisdom you have gleaned from the course readings to create a coherent moral framework. Please be explicit in using the sources of Christian ethics.

**Note:** In this part of your case study you will be establishing the moral framework that will guide you in the decisions, responses, strategies, and proposals you will offer in the third part of your paper.

c. **Part III: Fundamental Task** (Final Integration Assignment Due April 14 by 6:00 p.m. to Blackboard)

Revise Parts I and II. Expand your revised paper by adding another 2-3 pages for Part III which you:
• *(If writing about a past experience)* Analyze and evaluate your response to the situation. What did you learn from the experience? What might you do differently if you face a similar situation in the future?

• *(If writing about a present challenge)* Make an action plan for what you plan to do and what you expect or hope to happen.

• In either case, pay specific attention to Christian practices that are important in resolving the situation or developing virtues of Christian character and ethical practices pertinent for your case. How might you help the congregation (or other Christian body or faith community) implement practices that would be helpful to others in similar situations in the future that reflect the goodness and justice of God’s kingdom?

The Final Integration Assignment should be approximately 10-15 pages, doubled spaced with one inch margins following the most recent edition of Kate Turabian’s *A Manual for Writers*, with proper citation of the sources you have used in this case study.

3. **Making Moral Commitments (Due April 27 by 6:00 to Blackboard)** – An apt way to end is to review and state what moral commitments and practices emerged for you as a result of your reading, thinking, reflection, and conversation with others this semester. Think about this assignment as a possible artifact for your portfolio, or something to submit as part of an ordination process or interview for employment. This also could be a document used to facilitate conversation with leaders at your church or in your ministry context.

   • In a 3-5 page paper (typed and double-spaced), please state, using “I” statements, the moral commitments you are making in ministry and the accompanying practices that will embody and extend these commitments in your personal life and as a Christian leader.

4. **Important Reminders**: The abilities to organize workloads and schedules, to meet deadlines and fulfill commitments are important competencies and expectations for Christian leadership and ministry. Therefore, please keep in mind the following:

   • It is expected and assumed that you will turn in assignments on the due dates listed in the syllabus. **There is a 2-point deduction for each day an assignment is late. Assignments submitted more than one week late will not be accepted for earning credit.**

   • You will not receive credit for late postings.

   • There will be no extensions or incompletes granted except in extenuating circumstances (such as a death in the family).

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<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Line Postings/Assignments</td>
<td>#2</td>
<td>20%</td>
</tr>
<tr>
<td>Parts I and II of the Case Study (combined in 2nd rewrite)</td>
<td>#1 and #3</td>
<td>25%</td>
</tr>
<tr>
<td>Final Integrative Case Study</td>
<td>#5</td>
<td>40%</td>
</tr>
<tr>
<td>“Making Moral Commitments”</td>
<td>#2</td>
<td>15%</td>
</tr>
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### IV. Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| 1      | January 8-13     | *Getting Started: A Crash Course in Christian Ethics | **Log into Blackboard for instructions (applies each week so won’t repeat on course schedule)**  
**Readings:** Pope, Introduction |
| 2      | January 15-20    | Sources: Scripture, Theology and Christian Traditions | **Readings:** Wheeler, Introduction; Pope, Part I (all chapters)                                                                                      |
| 3      | January 22-27    | Sources: Scripture, Theology and Christian Traditions | **Readings:** Wheeler, chapters 1 and 2; Pope, chapter 7  
**Journal Articles** Huizing, “Bringing Christ to the Table”  
**Assignment:** Part I of case study due |
| 4      | January 29-February 3 | Thinking about Ethical Leadership                  | **Readings:** Pope, chapter 8  
**Journal Articles:** Covrig, et al., “Integrating Four Types of Moral Leadership”; Fluker, “Just Come from the Fountain” |
| 5      | February 5-10    | Virtues for Christian Ethical Leadership           | **Readings:** Wheeler, chapter 3; Pope, chapter 9  
**Journal Article:** Andronoviene, “Leadership as Virtuous Practice”; Dyck and Wong, “Corporate Spiritual Disciplines” |
| 6      | February 12-17   | Causes of Moral Meltdowns                          | **Readings:** Wheeler, chapters 4 and 5  
**Journal Articles:** Lewis, “The Inner Ring”; Heuser and Klaus, “Charismatic Leadership Theory” |
| 7      | February 19-24   | Concerns and Practices: Authority and Power        | **Readings, Re-read Wheeler, chapter 1; Fortune, Introduction; Pope, chapter 10  
**Journal Articles:** Randall, “Leadership and the Use of Power” |
V. Seminary Guidelines
   A. ATS Academic Integrity Policy
   Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect
ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

B. Seminary Writing Consultation Service
The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to swc_group@ashland.edu

Include the following information: Your name, the course # & professor’s name, a brief description of the assignment, and your timeline. For more information, visit: http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services

C. Accessibility Resources and Accommodations
It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

VI. **Selected Bibliography or References:** This is not an extensive bibliography but the sources which I read/have been reading in preparation for this new course.


Jennings, Marianne. *The Seven Signs of Ethical Collapse: How to Spot Moral Meltdowns in Companies...Before it’s Too Late.* St. Martin’s Press, 2006.


