Harding University
Christian Counseling OL (3 hrs.)
BMIN 3010
January 4 - February 12, 2021

Instructor: Kevin Shelby, Ph.D., LPC-MHSP
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Course Summary

Communication

Communication between students and the instructor will be done via the email feature in Canvas To maintain consistency in online courses, the standard is that all communication will occur through the Canvas course. This allows students to see communication from all of their courses in one place. I will have virtual office hours that are available by appointment and are conducted through video conferencing via Zoom. Please email me through the Canvas course to schedule a time if you need to meet with me.

> **Email: kmshelby@harding.edu**
> **Virtual Office Hours: Available by appointment**
> **Assignment Turnaround/Feedback**

Students can expect that the professor will make every effort to respond to questions regarding assignments and feedback within a 24 hour period. Assignments will be graded in a timely manner with appropriate directives that will impact future assignments. If students have questions about grades or other course-related items, they should email the professor requesting a virtual meeting via Zoom.

Catalog

This class teaches basic counseling skills, draws lessons from Scripture that apply to healing relationships, and examines the integration of theology and psychology. It examines the

teachings of Jesus as they relate to common counseling situations in ministry including family counseling, crisis counseling, sexual issues, and marital and premarital issues as well as other common pastoral counseling situations.

Rationale

The purpose of this course is to provide an introduction to counseling in a ministry setting. The goal is to offer necessary training of basic counseling techniques that ministers can utilize in church and missional contexts. Additionally, this course will help ministers determine when it is necessary to refer to professional counseling services and appropriate places for referrals.

Course Materials

Required:

- Erford, B.T. (2020). *45 Techniques Every Counselor Should Know. (3rd Ed.).* Pearson, NY: New York. **ISBN-13:** 978-0134694894

- Ortberg, J. (2014). *Soul Keeping: Caring For the Most Important Part of You.* Zondervan, Grand Rapids: Michigan. **ISBN-13:** 978-0310275961

Students may purchase textbooks at the HU bookstore at the following link: http://hubookstore.harding.edu/SelectTermDept.aspx. Students should have access to online purchasing of course resources through Pipeline. The textbooks may be purchased through the Harding Bookstore or other vendors as long as they are the same as the books listed in this syllabus. Electronic books are permitted, and all required books are available in electronic format.

Don't forget: *It is the student's responsibility to know, study, and be prepared to quiz and test over all books and online material.*

HU Direct Access is a platform that delivers digital course materials to students at a low price. It provides you with your course materials through Canvas, Harding's Learning Management System (LMS). Things to know about HU Direct Access:
- You get access to your course materials on the first day of class.
- You have free access to your course materials during the first week of class. After that, the cost for these materials will be added to your student account, unless you opt-out by the deadline.
- An email is sent from the bookstore at least a week before class starts, welcoming you to HU Direct Access and outlining details about your course materials and the associated cost.
- If you choose to opt-out of accessing your course materials through HU Direct Access, communicate this to your instructor.
    - FAQ about HU Direct Access.
    - For support email Harding's Bookstore at hutextbooks@harding.edu or via phone at 501-279-5187.

Textbook Rationale
It is often difficult to locate and select textbooks because many are either poorly aligned with the subject matter or become cost-prohibitive. The choice of textbooks is not made without careful consideration of both the relevance of the text to the course objectives and the cost of the text to the student. These particular texts are selected because they are readable, relevant, and instructive, providing students with a fundamental understanding of macroeconomics at an affordable cost.

Harding University's Mission
Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.

College of Bible and Ministry Mission Statement
The College of Bible and Ministry of Harding University seeks to lead all students to know, live, and share God's Word and to understand, love, and serve God's world through and beyond their chosen vocation.

Learning Outcomes

University Level Student Learning Outcomes (ULOs)
Harding University has student learning outcomes that are expectations of learning across the liberal arts curriculum. This class has 1 ULO as a primary learning focal point which is assessed in view of the college level student learning outcomes as listed below (COBAM/SLOs):

1. **Biblical Knowledge and Application:** Students will demonstrate an understanding of biblical content and interpretation and their applications in ethical decision-making. (ULO1).

College of Bible and Ministry Level Student Learning Outcomes (COBAM/SLOs)
The student learning outcomes for the College of Bible and Ministry are as follows:
1. Students will demonstrate knowledge of the content and contexts of Scripture.
2. Students will express appreciation for the values of Jesus as reflected in Christian Scripture.
3. Students will demonstrate skills in sharing God's Word.
4. Students will analyze major challenges facing a diverse world from a Christian perspective.
5. Students will exhibit skills for holistic ministry which contribute to the mission of God's Spirit in the world.
6. Students will serve in ways that reflect Christian values and demonstrate skills for competent church ministry and/or for graduate study in related fields.

Course Level Student Learning Outcomes (CLOs)
The learning outcomes for this course tie into the College and University SLOs, as indicated in parentheses:

1. Students will demonstrate a basic knowledge of effective interviewing and counseling skills related to Christian Counseling. (COBAM/SLO 1-5)
2. Students will demonstrate a basic knowledge of the characteristics and behaviors of effective helpers. (COBAM/SLO 1-5)
3. Students will demonstrate an awareness of their competency within a Christian counseling context and the limitations of their competency. (COBAM/SLO 1-5)
4. Students will demonstrate culturally competent methods of providing Christian Counseling to socially, ethnically, racially, religiously, and sexually diverse populations. (COBAM/SLO 1-4)
5. Form a scriptural foundation for understanding the practical application of Biblical texts relevant to common counseling issues. (COBAM/SLO 1-2)
6. Develop biblical solutions for emotional, social, and relationship issues. (COBAM/SLO 1-4)
7. Evaluate the place of biblical teachings in forming counseling strategies. (COBAM/SLO 4)
8. Develop a compassionate, Christological response for dealing with relationship issues in counseling. (COBAM/SLO 1-4)

Unit Student Learning Connections (SLCs)

Unit Student Learning Connections are specific and describe observable student mastery of knowledge, skills, and attitudes. They must align with the Program Learning Outcomes and Course Learning Objectives, either implicitly or explicitly. They provide tangible checkpoints as students progress through the course.: Theology of Helping
Unit Student Learning Connections:

Week 1
- Students will be able to begin expressing conceptually the purpose of counseling (CLO 1).
- Students will be able to describe and characterize scriptural foundations of Biblical texts as they relate to counseling (CLO 5).
- Students will begin to describe the limits of their competency in regard to the counseling profession (CLO 3).
- Students will be able to evaluate themselves and others in the utilization of basic counseling techniques (CLO 1).

Week 2: Learning the Basics
Unit Student Learning Connections:
- Students will be able to express conceptually the purpose of counseling (CLO 1)
- Students will begin to conceptualize biblical solutions for emotional, social, and relationship issues (CLO 6).
- Students will be able to describe the limits of their competency in regard to the counseling profession (CLO 3).
- Students will begin to evaluate themselves and others in the utilization of basic counseling techniques (CLO 1).
- Students will begin to demonstrate culturally competent methods of providing Christian Counseling to socially, ethnically, racially, religiously, and sexually diverse populations (CLO 4)

- Students will be able to evaluate the place of biblical teachings in forming counseling strategies (CLO 7)

Week 3: Self of the Helper
Unit Student Learning Connections:
- Students will be able to evaluate themselves and others in the utilization of basic counseling techniques (CLO 1).
- Students will be able to describe the limits of their competency in regard to the counseling profession (CLO 3).
- Students will begin to be able to develop compassionate, Christological responses for dealing with relationship issues in counseling (CLO 8).
- Students will be able to demonstrate a basic knowledge of the characteristics and behaviors of effective helpers. (CLO 2)

Week 4: Counseling Skills Development
Unit Student Learning Connections:
- Students will be able to express conceptually the purpose of counseling (CLO 1)
- Students will be able to conceptualize biblical solutions for emotional, social, and relationship issues (CLO 6).
- Students will be able to describe the limits of their competency in regard to the counseling profession (CLO 3).
- Students will be able to evaluate themselves and others in the utilization of basic counseling techniques (CLO 1).
- Students will be able to demonstrate culturally competent methods of providing Christian counseling to socially, ethnically, racially, religiously, and sexually diverse populations (CLO 4).
- Students will be able to evaluate the place of biblical teachings in forming counseling strategies (CLO 7)
- Students will be able to develop compassionate, Christological responses for dealing with relationship issues in counseling (CLO 8).

Week 5: Putting Techniques into Practice
Unit Student Learning Connections:
- Students will be able to express conceptually the purpose of counseling (CLO 1)
- Students will be able to conceptualize biblical solutions for emotional, social, and relationship issues (CLO 6).
- Students will be able to describe the limits of their competency in regard to the counseling profession (CLO 3).
- Students will be able to evaluate themselves and others in the utilization of basic counseling techniques (CLO 1).
- Students will be able to demonstrate culturally competent methods of providing Christian Counseling to socially, ethnically, racially, religiously, and sexually diverse populations (CLO 4).
- Students will be able to evaluate the place of biblical teachings in forming counseling strategies (CLO 7)
- Students will be able to develop compassionate, Christological responses for dealing with relationship issues in counseling (CLO 8).

Week 6: Developing Appropriate Boundaries and Practicing Self-Care
Unit Student Learning Connections:
- Students will be able to evaluate themselves and others in the utilization of basic counseling techniques (CLO 1).
- Students will be able to describe the limits of their competency in regard to the counseling profession (CLO 3).
- Students will be able to develop compassionate, Christological responses for dealing with relationship issues in counseling (CLO 8).
- Students will be able to demonstrate a basic knowledge of the characteristics and behaviors of effective helpers. (CLO 2)
- Students will be able to evaluate themselves and others in the utilization of basic counseling techniques (CLO 1).
- Students will be able to demonstrate culturally competent methods of providing Christian Counseling to socially, ethnically, racially, religiously, and sexually diverse populations (CLO 4).

Grading and Assignment Details

Assessment
Grades will be assigned based upon the student's performance on the following:

1. Participation, readings	50 pts
2. Triad / Practicum reports	100 pts
3. Personal change project reports	50 pts
4. Goals	25 pts
5. Reflection on Recordings	50 pts
6. Final Session and Essay	100 pts
Total for course	375 pts

Grades will be assigned by percentage:

90+	A	60+	D
80+	B	59 & below	F
70+	C		

Late work will be penalized by 10% for every workday late.

Assignments
Due to the nature of online learning, the students are expected to replace classroom time with reading, writing, and frequent class participation online. Please look at each requirement below carefully. All assignments must be completed on time to avoid grade reductions of up to one letter grade per day late.

Weekly Reading Reports (due on Mondays) (CLO 1-8)
Students will submit weekly reading reports based on the level of completion of their readings assigned for each week. Students will rate themselves on a 0-5 scale:
0 = Did not read the material for the week
1 = Briefly skimmed the material
2 = Read portions of the material but did not complete the entire reading
3 = Read most of the material and grasped the basic concepts
4 = Read all of the material but did not have time for reflection
5 = Read all of the material and reflected on it thoroughly

Students will then provide 3 highlights from the material demonstrating that they read the assigned readings. Students will scale themselves and provide 3 highlights from the readings by posting on a discussion board post.

Goals: (due on Tuesday the first week of class) (CLO 2)
Establish 3 - 5 goals for yourself regarding your counseling skill development this semester. Look at chapters 1-11 in the Young text if you need some specific skills to target for your growth. *Submit this by the first Tuesday of class before midnight using the link provided within Canvas.* Please see the section *Use of Technology* for more information about Canvas.

Personal Change Project: (due on Tuesdays) (CLOs 1-8)
Thoughtfully select an issue/problem you would like to work on as a "personal change project" throughout the course. *By the first Tuesday of class, submit in Canvas your 1-page initial report (as per the format provided on Canvas entitled "Personal Change Project"), regarding the personal change project you have chosen.* Submit in Canvas each week a 1-page Progress Report regarding your efforts in this project. You will then submit 5 weekly reports over the semester. This assignment is worth *50 points* and reports should be uploaded to Canvas before midnight each Tuesday night.

Reflection Assignment on Recorded Content: (due on Wednesdays) (CLOs 1-8)
The reflection assignment is designed to help you create a bridge between the course content and your personal concerns. How does the course content speak to you personally? This question will be posted as a discussion so that everyone will have a chance to read what others are saying. When you respond to the application and reflection assignments, please be sure to write with appropriate collegiate style writing. Grammar rules will apply. Perfect scores will answer all parts of the questions and will have virtually no grammar mistakes. This is not a pass/fail assignment.

In the reflection assignment, students will be required to watch a weekly video and react to it on a discussion board post on Canvas no less than 300 words. Students will then comment on another student's discussion post and react to their thoughts. Each discussion post is worth 5 points for a total of *10 points per week.* There will be 5 videos total and they will be a mix of counseling sessions and lectures targeting specific counseling skills.

Triads: (due on Thursdays) (CLOs 1-8)
1) Complete 1 triad per week for the first 5 weeks with two classmates (other than yourself) the professor pairs you with.

a.   Throughout the course of the semester, there will be weekly peer counseling sessions (triads) that will allow you to practice the skills discussed in class. Your clients will be your classmates. The sessions are based on the text readings of the current week.

b.   Triads will utilize the www.Zoom.us video platform. Each student can sign up for a free account that gives you up to 40 minutes of meeting/recording time. Each student should set up a meeting for the triad and record the session in which he or she is the counselor.

c.   The triad groups will meet for 1 1/2 to 2 hours each time. The sessions will be recorded and you will need to review them on your own time before the next class period. If you are absent during your assigned time, it will be your responsibility to make up the session before the next class meeting. Submit each week a 1 - 2-page report of what you learned in your triad about yourself and your counseling skills. Students will prepare 5 reports during the semester and upload them to Canvas before midnight each Saturday night of the week in which a report is due. Each reflection will be worth 20 points for a total of *100 points.*

2) Complete one final recorded session and schedule a time to review the recording with the professor in the final week of class. The final session assignment is designed to demonstrate the skills learned throughout the semester. Students must select a new partner, other than anyone they have worked with previously in the semester, for this session. In the final session, the student is expected to demonstrate the following skills; covering confidentiality, active/reflective listening, focusing on the client's point of view throughout the session, empathic responding challenging, goal setting, direction for future, and confidentiality. In addition to these skills, the student should demonstrate a here and now stance throughout the session. Record this session outside of class. It will need to be 20-25 minutes in length. The final session and essay will be worth *100 points.*

Course Outline

Below is the reading schedule for the course:

✔ **Week 1:** Read: Erford- Sections 1 & 2; Ortberg- Introduction- Ch. 3; Luke 4
✔ **Week 2:** Read: Erford- Sections 3 & 4; Ortberg- Ch. 4-7; Luke 5
✔ **Week 3:** Read: Erford- Sections 5 & 6; Ortberg- Ch. 8-10; Luke 6 & 7
✔ **Week 4:** Read: Erford- Sections 7 & 8; Ortberg- Ch. 11-13; Luke 8
✔ **Week 5:** Read: Erford- Sections 9 & 10; Ortberg- Ch. 14-16; Luke 15
✔ **Week 6:** Read: Erford- Section 11; Ortberg- Ch. 17; John 8

Due Dates

Weeks	Weekly Reading Report	Personal Change Project	Reflection Assignments	Triads
1. Jan. 4-10		Jan. 5 Goals assignment	Jan. 6	Jan. 7
2. Jan. 11-17	Jan. 11 (Week 1 & 2 Readings)	Jan. 12	Jan. 13	Jan.14
3. Jan. 18-24	Jan. 18 (Week 3 Readings)	Jan. 19	Jan. 20	Jan. 21
4. Jan. 25-31	Jan. 25 (Week 4 Readings)	Jan. 26	Jan. 27	Jan. 28
5. Feb. 1-7	Feb. 1 (Week 5 Readings)	Feb. 2	Feb. 3	Feb. 4
6. Feb. 8-12	Feb. 8 (Week 6 Readings)	Feb. 9	Feb. 10 Extra Credit Assignment due	Feb. 11 Final Triad and Essay

Extra Credit Assignment

Students will have the opportunity to earn extra credit in this class by making an appointment and attending a counseling session with a counselor of their choosing. The counselor must be either a student in a counseling clinic overseen by a licensed professional or a licensed professional counselor/marriage and family therapist. Students will then write a one-page summary regarding what they learned about themselves and what they learned about counseling from the session and must be completed by the 5th week of class. This assignment is worth an extra *25 points*.

Time Management Expectations

In on-ground classes, for every hour spent in the classroom, the typical student should expect to spend at least two clock hours of problem-solving, reading, reviewing, organizing notes, preparing for upcoming exams/quizzes, and other activities that enhance learning. As an online student in a six-week class, you should expect to spend about 22-23 hours per week on this class.

Here is a suggestion of how much time to spend each week on course preparations and engagement:

Textbook and online resource readings = 5 hours
Discussion questions = 5 hours
Reflection assignments = 2 hours
Personal Change Project = 1 hour
Final Session and Essay = 5 hours

Class Participation

Participation in class comprises the heart of online learning. All students are expected to participate in the discussions in addition to the quizzes and exams. When students refrain from contributing to the class discussion, they not only learn less, but their grade also reflects their absence. Make sure you budget enough time this semester to join in the discussions and group activities.

In alignment with face-to-face attendance policies, any student who misses more than 20% of class discussions and/or quizzes (equal to three weeks/modules) will be dropped from the course with a WF (withdraw-fail). WFs appear on student transcripts, which becomes a permanent part of the student records. If a student falls behind, it would be better to drop the course than to receive a WF.

Also, for us to have a pleasant learning experience, we must have a certain culture in our discussions. Please read over the online etiquette. We must commit to respectful treatment of each post, remembering that although the course is online, the person submitting the post has flesh and blood and real feelings. Additionally, keep in mind that your posts become part of the history of this course. I would refrain from saying anything that you would not want to be held against you in the future.

Netiquette

1. **Remember your place**. A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.
3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste other's time by going off on irrelevant tangents.
4. **Read first, write later.** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following-up on.
5. **Post correctly.** Make sure your postings are located in the correct thread.
6. **Netspeak.** DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-) This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, the written text can easily be misinterpreted. Avoid the use of strong or offensive language. If you feel particularly strong about a point, it may be best to write it first as a draft and then review it before posting, in order to remove any strong language.
7. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and

your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them. However, unless grammar and spelling are graded components of the course do not obsess. Never criticize or comment on other's grammatical or spelling errors, unless doing so is part of your assignment.

8. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

9. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and the personality of the course. However, avoid humor and sarcasm directed toward others. These frequently depend either on facial or tone of voice cues which are absent in text communication. Keep your humor directed either at yourself or at no one in particular. Also, remember this is a Christian environment and our humor should reflect our respect for each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.

10. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at https://online.uwc.edu/academics/how-online-education-works/online-etiquette.

Technology Details

Required Technology
See Center for Distance Education in Bible & Ministry: Technical Requirements

Technical Support
For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at
Phone: 501-279-5201
Email: elearning@harding.edu
Web: E-Learning Web Address
For Canvas assistance, search Canvas Guides.

Minimum Technical Skills
Enrolled students should be able to use the Canvas learning management system; electronic email with file attachments; Microsoft Word, Excel, PowerPoint or similar software; be skilled at downloading and installing software; and be familiar with Internet search engines such as Google.

Canvas, Internet or Technology Outage Policy
As an online learner, you must be able to manage technical difficulties, as power outages, connection problems, and other technical issues are always a possibility. Technology will

sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Canvas privacy link: https://www.canvaslms.com/policies/privacy

Instructor
If your instructor experiences a power outage, Internet service outage, LMS (Canvas) or other technical issues that significantly affect the timing of online assignments, grading assignments or significantly interferes with the instructor/student communication channel, adjustments to due dates will be made.

Student
If you experience a power outage, Internet service outage, LMS (Canvas), or other technical issues, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

Policies, Procedures, & Support Services

Drop/Add Dates
Please see Pipeline or contact the Registrar's office (registrar@harding.edu) for the drop/add refund schedule.

Academic Support Services
Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):
- Library
- Testing
- Tutoring
- Writing Center

Student Support Services
Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):
- Advising
- Registration
- Financial Aid
- Student Life
- Counseling
- Career Services

Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

Since some students in online courses will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at the [Student Life Disabilities Services Website](#). Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Since students on an international campus will not have access to the Office of Disability Services and Educational Access located on Harding University's Searcy campus, the student must self-identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g. extended time on tests, a quiet room/no distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor's statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel) as well as intense academics the semester he/she is abroad.

Learning Management System

This course will be facilitated using Canvas, the Learning Management System used by Harding University. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Academic Integrity

A key component of online education is the integrity of the students. Harding University and the instructor assume the students will not engage in dishonest activity while taking this course. Copying another person's work and claiming it as your own is cheating and unethical, this includes recycling old papers or rewording online articles. The student must answer all written

responses with his or her own words. Quotations from other sources must be documented appropriately and kept at a minimum. Below is the official academic integrity statement from the university:

> Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.
>
> Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

In the event that cheating or plagiarism occurs, I will be forced to initiate a misconduct report and implement one of the following sanctions (as per the university catalog):

Class A Sanctions (Course Level)
1. Repeating of the assignment or completion of an additional assignment, with possibly less credit awarded in either case.
2. Lowering of the grade on the test or assignment, possibly to "F" or zero.
3. Lowering of the grade for the course, possibly to "F."
4. Immediate removal from the course with either a "W" or an "F" placed on the transcript.

If I discover plagiarism or cheating, the guilty or suspected student will not need to provide me with a defense. I will submit a misconduct report to Academic Affairs and notify the student. Each student has the right to appeal the report with Academic Affairs, but I will not tolerate cheating or plagiarism at all at the course level. Although I will file a report, I will decide which sanction to use based on the severity of the offense.

A good rule of thumb, do not cheat or plagiarize! If you have any questions about what that means, consult the catalog under "Ethical Standards" and "Academic Integrity Policy."

Referencing Information
Turabian is the required writing format for online Bible classes. You can find information for using Turabian on their website.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

[The Harding University Writing Center](#) will help you review your plans for a paper, review a draft, revise a graded paper, or answer your questions about content, organization, style, tone, and documentation. To schedule an appointment with the Writing Center, go to their [Appointment Scheduler](#) or you can ask questions via email at [HardingUniversityWritingCenter@gmail.com](#).

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook ([undergraduate](#) or [graduate/professional](#)) for further details.

University Assessment Statement

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

Grievance Procedures

If a student has a grievance, discuss this with the instructor. If that discussion does not suffice, contact Tim Westbrook at the Center for Distance Education in Bible and Ministry (501) 279-5290.

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

References:

Turabian: A Manual For Writers website. (2020). Retrieved from https://www.chicagomanualofstyle.org/turabian/citation-guide.html

Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at https://online.uwc.edu/academics/how-online-education-works/online-etiquette.