Harding University
BMIN 4000.OL (3 hrs)
Capstone in Christian Ministry
February 15-March 26, 2021

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Course Summary

Communication

Throughout the semester, I will post announcements periodically. A question forum will be opened in the course and you may post questions there and I will answer. You can expect feedback on your assignments within 5-7 days.

If you need to reach me, please email me through Canvas. You may also text or call me if necessary. You may expect a response from me within 24-48 hours.

Catalog

This course emphasizes the minister's daily relationship with God and the daily tasks of a person involved in full-time Christian ministry and leadership of a church. Significant time is spent contemplating the theology of ministry as well as how to sustain life-long ministry. A separate section of this course is offered to Leadership and Ministry majors.

Rationale

This course will benefit students academically as they interact with the textbooks and other course materials, engage in discussions, and complete assignments. The students will benefit professionally as they grasp ministry concepts and explore practical ways of engaging in various forms of ministry in their diverse ministry contexts. This will help students be more effective and resilient in walking with God and participating in various facets of ministry.

Materials

1. Elmer, Duane. *Cross-Cultural Servanthood*. Downers Grove, IL: InterVarsity Press, 2006. ISBN-0830833781
2. Maxwell, John C. *Developing the Leader Within You 2.0*. Second edition. Nashville: Thomas Nelson, 2018. ISBN- 0718074084
3. Steinke, Peter L. *Healthy Congregations*. Second edition. Herndon, VA: Alban Institute, 2006. ISBN- 156699330X

Students may purchase textbooks at the HU bookstore. 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.

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 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.

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.*

You may also purchase your textbook from Amazon.

Additional Readings and Software

Additional reading assignments will be given throughout the course. Any notes, links, or files given in the weekly modules are considered required reading. You will also need access to The Bible (any version is permitted, but ESV or NIV are recommended).

Textbook Rationale

These particular texts are selected because they are readable, relevant, and instructive, providing students with a greater practical and theological understanding of church ministry and servant leadership 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. Harding's Assessment webpage contains the ULOs. This class has 4 ULOs as primary learning focal points which are assessed in view of the college level student learning outcomes as listed below (COBAM/SLOs):

ULO 1: Biblical Knowledge and Application: Students will demonstrate an understanding of biblical content and interpretation and its applications in ethical decision‑making and integrity.

ULO 2: Communication: Students will demonstrate effective communication (e.g. written, non-written, spoken).

ULO 3: Critical Thinking: Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.

ULO 4: Global citizenship: Students will exhibit cultural knowledge, communicative and interpersonal skills, and other-centered dispositions necessary for responsible interaction with cultures different from their own.

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. Identify theological foundations of Christian ministry. (COBAM/SLO 1)
2. Examine the ways Jesus and Scripture inform and shape the interior life and work of a Christian minister. (COBAM/SLO 2)
3. Develop strategies for local evangelism through a Christological model. (COBAM/SLO 3, 5)
4. Evaluate ministerial leadership strategies that promote congregational health. (COBAM/SLO 4)
5. Create a compassionate Christological response to the needs and issues that emerge in congregational ministry. (COBAM/SLO 5)
6. Design/create a strategy for improving existing skills and developing new skills in the daily tasks of Christian ministry. (COBAM/SLO 3, 5, 6)

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.

Upon completion of each module, you will be able to:

Module 1: Jesus the Servant & Principles of Christian Ministry
- Students will…
  - Discuss the importance of humility and having a servant attitude when ministering to others (CLO 1, 2)
  - Analyze the principles of servanthood in regards to openness, acceptance, trust, and learning (CLO 2)
  - Examine learning from the Biblical foundations for change and how this change affects Christian ministry (CLO2, 5)

Module 2: Challenges of Servant Leadership & The Spiritual Life of a Minister
- Students will…
  - ▪ Discuss leadership challenges and blessings and how they apply to servanthood and Christian Ministry (CLO 4)
  - ▪ Evaluate how spiritual practices play a pivotal role in Christian Ministry (CLO 2 & 4)
  - ▪ Describe and identify various aspects of Christian Ministry, including servanthood, and challenges in ministry (CLO 1-6)

Module 3: Creativity, Connecting, Visiting, & Counseling in Ministry
- Students will…
  - ▪ Analyze leadership attributes such as creating positive change, problem-solving, vision, and attitude and how each of these impact ministry (CLO 4)
  - ▪ Evaluate practical survival guides as a counselor that can be applied to current and future ministry (CLO 1, 2 & 4)
  - ▪ Apply Connecting and Visiting principles of ministry to your personal life and as a minister (CLO 2 & 5)

Module 4: Leading Churches Toward Health
- Students will…
  - ▪ Evaluate the principles of health and disease from Steinke's systems theory approach and discuss how they relate to congregational ministry (CLO 1, 4)
  - ▪ Identify the health resources and remedies present within congregations today and assess what remedies congregations need to become "healthier" or to prevent "diseases" (CLO 1, 4)
  - ▪ Describe and analyze various aspects of Christian Ministry, including servanthood, challenges in ministry, and the health of congregations (CLO 1-6)

Module 5: Conflict Management in Ministry, Mentoring, & Coaching
- Students will…
  - ▪ Investigate principles of mentoring, coaching, and equipping in real-life situations (CLO 3, 4)
  - ▪ Discuss various sources of church conflict and identify ways to better handle these conflicts (CLO 4)
  - ▪ Produce a book reflection paper regarding a systems approach to healthy congregations (CLO 3, 4)

Module 6: The Blessings of Ministry
- Students will…
  - ▪ Pitch an idea for how you might design or create a strategy for a future or current ministry based on the Biblical foundations of the need for change (CLO 2, 5 & 6)
  - ▪ Discuss the blessings of ministry and the impact these blessings will have on you and your future ministry (CLO 2)

Grading and Assignment Details

Grading Information

You will be given feedback during the duration of this course. Feedback may be in the form of grading feedback, either written or voice recorded. The intent of this feedback is to inform you of how well you met the expectations for these components.

Assessments will include the following: *exams, discussion questions, application assignments, reflection assignments, a book reflection paper, and a portfolio*.

Course grading: Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on 2,600 points (see below):

BREAKDOWN OF GRADING *1,200 points for discussions (12 x 100; 30% of grade)*
          400 points for application assignments (4 x 100; 10% of grade)
          300 points for reflection assignments (3 x 100; 10% of grade)
          150 points for exam 1 (10% of grade)
          150 points for exam 2 (10% of grade)
          150 points for exam 3 (10% of grade)
          150 points for portfolio project (10% of grade)
          100 points for book reflection paper (10% of grade)

Grade schedule: A- 90-100
        B- 80-89
        C- 70-79
        D- 60-69
        F- less than 60

Late penalties: Late assignments will lose a letter grade per day.

The grade book will be kept online so that students may view their scores at any time on Canvas under the "Grades" tab on the left side. Grades will not be posted elsewhere.

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

Course Assignment Details

This course consists of the following components: video lecture, exams, class discussion, readings, assignments, and peer review activities.

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. Each post must be thoughtful, clearly expressed, and add to the discussion (you may not merely say "good job" or "I agree").

Discussion questions *(weighted as 30% of the total grade for the course)*
1) Comment on the discussion question posted for each week by Wednesday at 11:59 p.m., CT (all times listed in the course will be Central Standard Time unless otherwise noted).
2) Respond to at least two comments posted by classmates or the instructor by Friday at 11:59 p.m.

Applications assignments *(weighted as 10% of the total grade for the course)*
3) Comment on the discussion question posted for each week by Thursday at 11:59 p.m., CT (all times listed in the course will be Central Standard Time unless otherwise noted).

Reflection assignments *(weighted as 10% of the total grade for the course)*
4) Comment on the discussion question posted for each week by Friday at 11:59 p.m., CT (all times listed in the course will be Central Standard Time unless otherwise noted).

Book Reflection Paper (BRP) *(weighted as 10% of the total grade for the course)*
Each student will write a reflection paper on the book *Healthy Congregations* by Steinke. This assignment will help you evaluate ministerial leadership strategies that promote congregational health as you consider Steinke's material.

The reflection paper must be 2-3 pages (500-word minimum). This reflection paper needs to be focused on specific things you learned in Steinke's book that helped you better understand effective Christian ministry (citing page numbers/digital locations from *Healthy Congregations*). A rubric is provided in the course. The book reflection paper should follow the Turabian style.

Portfolio *(weighted as 10% of the total grade for the course)*
The Portfolio project should have a Title Page as well as a Table of Contents of the items in the Portfolio. Three items must be included:
● From Reflection Assignment #1 in Module 1, include in the Portfolio the entry in your journal of spiritual practices (Spiritual Practice Journal #1) in which you were to write out a prayer based upon your reflections from the quote you chose (refer to RA#1). There is no grading rubric for this prayer/no length requirement for this written prayer
● Spiritual Practice Journal entry #2. In this entry, you will write about a new ministry idea you would like to try in the future. Or, write about how you might modify an existing ministry you have already worked with (i.e., how do you think it could be more effective). This entry should be between 250-500 words *[note: if you would like to include extra journal entries about spiritual practices, you may do so]*.
● Book Reflection Paper. Include in your Portfolio your BRP from Steinke which you submitted in Module 5

Exams *(weighted as 30% of the total grade for the course)* **(COBAM/SLO 1)**
Each exam is worth 10% of your grade. Since you may take the untimed exams at any time during the week in which they are due, late exams will not be accepted and will be counted as zeros. (If you have an unusual circumstance that prevents you from taking the exam on time, please contact me. Forgetting to take the exam or losing track of time, however, will not be accepted as unusual!)

Exam 1 (150 points; weighted as 10% of your overall grade)

> Exam 1 is an open book exam covering the textbook readings and materials from Modules 1 & 2. You will find the exam under Quizzes. This exam will be available from Monday until the end of Friday of the week in which it is due.

> The exam is due by the end of Module 2.

Exam 2 (150 points; weighted as 10% of your overall grade)

> Exam 2 is an open book exam covering the textbook readings and materials from Modules 3 & 4. You will find the exam under Quizzes. This exam will be available from Monday until the end of Friday of the week in which it is due.

> The exam is due by the end of Module 4.

Exam 3 (150 points; weighted as 10% of your overall grade)

> Exam 3 is an open book exam covering the textbook readings and materials from Modules 5 & 6. You will find the exam under Quizzes. This exam will be available from Monday until the end of Friday of the week in which it is due.

> The exam is due by the end of Module 6.

Course Schedule & Due Dates

Weekly Reading Schedule Weekly model. The course will be taught in **6 weeks**. We are following a **Monday-Friday** schedule in order to allow you to optimize your weekends for studying if you need to.

Week 1:	● Elmer chapters 1-10
Week 2:	● Elmer chapters 11-14
	● Maxwell chapters 1-3, 9-10
	● "Leaders Who Last" by Dr. Edward Gray
	● "A Decade Later: My Top 10 Insights on Burnout" by Carey Nieuwhof "Continual Personal Growth and Spiritual Disciplines for the Minister" by Clyde H. Slimp
Week 3:	● Maxwell chapters 4-6, 8
	● "A New Counselor's Survival Guide" by Russell Crook

Week 4: ● Steinke chapters 1-7

Week 5: ● Steinke chapters 8-9
  ● Watch the "When Conflict Attacks Your Church" video
  ● "Being a Non-Anxious Presence" by Tim Woodruff
  ● "Seven Commandments for Leaders Who Truly Lead" by Joey Cope
  ● "How to Be an Effective Mentor" by Erik Johnson
  ● "One Life Shapes Another" by Lynn Anderson
  ● "The Incredible Potential of Mentoring" by Jim Martin; "Charlie-isms" from the Siburt Institute for Church Ministry

Week 6: ● *{No required readings}*

Weeks	DQs	AAs	RAs	Other Assignments	Exams
M1_Jesus the Servant & Principles of Christian Ministry	Wednesday 11:59 p.m.	Thursday 11:59 p.m.	Friday 11:59 p.m.		
M2_Challenges of Servant Leadership & The Spiritual Life of a Minister	Wednesday 11:59 p.m.		Friday 11:59 p.m.		Exam 1 Friday 11:59 p.m.
M3_Creativity, Connecting, Visiting, & Counseling in Ministry	Wednesday 11:59 p.m.	Thursday 11:59 p.m.	Friday 11:59 p.m.		
M4_Leading Churches Toward Health	Wednesday 11:59 p.m.	Thursday 11:59 p.m.			Exam 2 Friday 11:59 p.m.
M5_Conflict Management in Ministry, Mentoring, & Coaching	Wednesday 11:59 p.m.	Thursday 11:59 p.m.		Book Reflection Paper Friday 11:59 p.m.	
M6_The Blessings of Ministry	Wednesday 11:59 p.m.			Portfolio Project Friday 11:59 p.m.	Exam 3 Friday 11:59 p.m.

Time Management Expectations

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

Revised: 2/8/2021

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

Textbook and online resource readings = 15 hours
Discussion questions = 5 hours
Working ahead on upcoming assignments = 2 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 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 exams (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 this is a classroom**. 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 others' 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, 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 others' 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 of 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.

Submitting Assignments

Assignments will be submitted through Canvas. To find out how to submit an assignment, read the submit an assignment guide.

When sending emails or posting on the Discussion Board any content related to an assignment, do the following:

- Use a subject line that describes the content: Assignment/Topic. For example, if you have a question about Paper 1, use a subject line of "Paper 1/Description of Problem."
- Add URGENT to the subject line, only when necessary.
- Please provide enough detail so the response can be thorough.
- Remember while the writing in an email is not being graded, it should still be professional and courteous.
  File Naming Conventions
  For all assignments, files should be uploaded with this naming convention: LearnerName_AssignmentName (ex. Smith_MinistryReport).

Rubric (Evaluation Criteria)

In Canvas, rubrics are located in two places: 1) Discussions – from the discussion forum, select the gear wheel in the top right, select "Show Rubric" from the drop-down menu. 2) Assignments (non-discussions) – the rubric is displayed at the bottom of the assignment description.

Technology Details

Required Technology

For a list of Canvas-supported browsers, visit the [Canvas community](#) website. This course requires that you have access to a computer that has internet capabilities. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have access to, and be able to use, the following:

1. Microsoft Office 365

2. Adobe Acrobat

3. Microphone and headset

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.

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](#).

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.

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.

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.

Policies, Procedures, & Support Services

Drop/Add Dates

You can find the link to Harding University's policy regarding drop/add here. The last day to drop a class during a regular semester is Wednesday of the 14th week (April 14, 2021). Classes may not be dropped after this date. However, students may seek special approval to completely withdraw from school after the drop deadline.

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 distraction 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.

Revised: 2/8/2021