

Course ID:	Course Title:	Winter 2020
SC 645	Spiritual Practices for Pastoral Ministry	Prerequisite:
		Credits: 3

MODULE FORMAT CLASS

Class Information		Instructor Information		Important Dates	
Days:	Tuesday - Saturday	Instructor:	Roger Helland, ThM, DMin.	First day of classes:	Tue, Feb. 18
Time:	9:00am – 4:00pm	Email:	roger@bgcalberta.ca	Last day to add/drop, or change to audit:	4pm, Tue, Feb 18
Room:	RE110	Phone:	403.975.8927	Last day to request revised exam:	n/a
Lab/ Tutorial:	None	Office:		Last day to withdraw from course:	3pm, Fri, Feb 21
Office Hours:		Office Hours:	By appointment	Last day to apply for coursework extension:	Mon, March 30
Final Exam:	None	Info:	Includes Pastors Conference, Feb. 19	Last day of classes:	Sat, Feb 22

COURSE DESCRIPTION

Spirituality and pastoral ministry are often studied in isolation with only some integration. Effective pastors and Christian leaders will nurture *both* their inner life and their outward skills that are Christ-centered, Spirit-empowered, and mission-focused. This course will explore a biblical theology and practices of spiritual leadership—to mature in Christ-like character and holiness, walk in the fullness and fruit of the Holy Spirit, grow in soul care, emotional health and leadership identity, be devoted to prayer and to the ministry of the word, preach and teach with anointing, inquire of and hear from God, be armed for spiritual conflict and praying for the sick and oppressed, and follow the Spirit in Gospel mission. We will also explore key features of spiritual renewal and discipleship in an age of distraction.

EXPECTED LEARNING OUTCOMES

In line with Ambrose Seminary, this course is designed to integrate your learning experience around four goals:

- ⇒ *Nurture theological depth and breadth:* To know what you believe and why it matters
- ⇒ *Cultivate a heart after God:* To know God - Father, Son and Holy Spirit - and to love as God loves

- ⇒ *Foster vocational clarity and effectiveness*: To know who you are and what you are to do
- ⇒ *Inspire redemptive action*: To know God's mission and to live it fully

Therefore, at the end of this course, each learner should be equipped to:

1. Articulate a trinitarian biblical theology of spiritual leadership and its practices that are Christ-centered, Spirit-empowered, and mission-focused.
2. Evaluate and cultivate practices for the inner life to help you mature in Christ-like character and holiness, to lead in the fullness and fruit of the Spirit, to grow in soul care, emotional health and leadership identity, and preach, teach, and publicly read Scripture with anointing.
3. Present core ideas and practices of kingdom ministry and praying for the sick and oppressed.
4. Discuss and apply principles in how to inquire of and hear from God with discernment.
5. Express passion and practices for devotion to prayer and the ministry of the word, mission, and making disciples in an age of distraction.
6. Communicate and apply selected features of spiritual renewal drawn from key Pietist practices.

TEXTBOOKS

- ⇒ *The Holy Bible* (ESV, NIV, NRSV, NASB or comparable modern translation, no paraphrases or NLT)
- ⇒ Blue, Ken. *Authority to Heal*. InterVarsity Press, 1987.
- ⇒ Helland, Roger. *The Devout Life: Plunging the Depths of Spiritual Renewal*. Wipf & Stock, 2017.
(copies available from the professor in class for \$20.00, or online with Kindle)
- ⇒ Choose one supplementary textbook from the options described below.

COURSE SCHEDULE

Tuesday, Feb. 18

- Session 1: Introduction to a Theology and Practices of Spiritual Leadership
- Session 2: Biblical Theology of Spiritual Leadership in the Old Testament
- Session 3: Biblical Theology of Spiritual Leadership in the New Testament and Today

Wednesday, Feb. 19 (This is an all-day public Pastor's Conference with *Flourishing Congregations Institute*)

- Session 4: Life Together: Discipleship in an Age of Distraction 1
- Session 5: Life Together: Discipleship in an Age of Distraction 2
- Session 6: Life Together: Discipleship in an Age of Distraction 3

Thursday, Feb. 20

- Session 7: Mature in Character, Holiness, and Wisdom
- Session 8: Walk in the Filling, Fullness, and Fruit of the Holy Spirit
- Session 9: Be Devoted to Prayer and to the Ministry of the Word

Friday, Feb. 21

Session 10: Preach, Teach, and Publicly Read Scripture with Anointing

Session 11: Inquire of and Hear from God with Discernment

Session 12: Arm for Spiritual Conflict and Kingdom Ministry

Saturday, Feb. 22 (This will also be a public one-day seminar on *Plunging the Depths of Spiritual Renewal*)

Session 13: Devotion to Heart Centered Piety and God's Presence

Session 14: Devotion to Continuous Conversion and Holiness

Session 15: Devotion to Transforming Uses of Scripture and Prayer

Session 16: Devotion to Spiritual Priesthood and Gospel Mission

REQUIREMENTS

This course is designed to *inform, shape, and empower* learners in spiritual leadership practices and renewal within the context of pastoral ministry and Christian service and mission in the church and community.

ASSIGNMENT 1: EXPLORE FOUNDATIONAL BIBLICAL TEXTS ON SPIRITUAL LEADERSHIP AND LISTENING PRAYER

Part 1: In preparation for the first class on Tuesday, February 18: Read the following Introduction from David Huffstutler, [Spiritual Leadership: A Biblical Theology of the Role of the Spirit in the Leadership of God's People](#) (12 pages). Take notes of key ideas. Then read and reflect on [Selected Old and New Testament Passages](#) that depict the work of the Spirit with leaders of God's people. Include a reading of the books of Luke and Acts *out loud*. Then read Stephen Blandino, "[The Holy Spirit's Role in Leadership](#)." From all these readings, take notes and begin to outline key aspects of a biblical theology of the Spirit's role in **your** Christian leadership. This will form the primary biblical content for your final paper. Then watch the Hillsong Worship video [I Surrender](#) that can set the tone for your prayer and devotion for spiritual practices in this course. **(Due February 18, 10%)**

Part 2: In preparation for the Friday February 21 class: Read and be prepared to discuss: David John Smith, [Listening Prayer: Listening to God for Life & Ministry](#) (23 pages). Take notes of key ideas. During the next eight weeks, explore and evaluate the principles and practices with brief journaling for application to your pastoral ministry and spiritual leadership. Include in the final paper a **one-page** summary. **(Due February 21, 5%)**

ASSIGNMENT 2. EXPLORE KINGDOM MINISTRY AND PRAYER FOR THE SICK OR OPPRESSED

Part 1: In preparation for the Friday February 21 class: Read Ken Blue, *Authority to Heal* (160 pages). Develop a Teaching Manual or Sermon **OR** PowerPoint presentation that you will use to outline the basic teaching of each chapter for a seven-week training series on healing (half page per chapter, single spaced for a total of seven pages) or 14-21 PowerPoint slides. Present core ideas and practices of kingdom ministry and praying for the sick and oppressed. **OR**, write a five-page Amazon type book review (1500 words) that presents your summary and evaluation of the core ideas and practices of the book and its application to your practices of kingdom ministry and praying for the sick and oppressed. Then watch and make this Red Rocks Worship video [Breakthrough](#) your prayer for kingdom ministry! **(Due February 21, 15%)**

Part 2: Minister to a “pastoral care-receiver” (not a relative or classmate) *at least three times*. Minister to one person three times, or three different people three different times, or a combination. Offer spiritual leadership with discernment where you pray for someone who is sick, afflicted, or oppressed applying Ken Blue’s, *Authority to Heal* as appropriate. Write a **three-page** report, that documents a description of each ministry situation and how you engaged in discernment, prayer for physical and/or emotional healing or freedom, and any follow up. One page per ministry experience. **(Due March 23, 10%)**

ASSIGNMENT 3: EXPLORE SOUL CARE, EMOTIONAL HEALTH, AND LEADERSHIP IDENTITY

Read and Reflect on one of the supplementary texts below. In **three pages**, analyze and evaluate the core ideas developed in one of the books below to cultivate your inner life to grow in soul care, emotional health and leadership identity. Then over a period of six weeks, select and work through six key chapters and at least one practice, survey, discussion question, action, within or at the end of each chapter (one per week). After six weeks, evaluate your six practices in a half-page each in three pages (**six pages total**). **(Due April 6, 15%)**

- Ruth Haley Barton, [*Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*](#)
- Steve Cuss, [*Managing Leadership Anxiety: Yours and Theirs*](#)
- Gary McIntosh & Samuel Rima, [*Overcoming the Dark Side of Leadership*](#)
- Rob Reimer, [*Soul Care: 7 Transformational Principles for a Healthy Soul*](#)
- Lance Witt, [*Replenish: Leading From a Healthy Soul*](#)

ASSIGNMENT 4. EXPLORE PRINCIPLES OF SPIRITUAL RENEWAL AND DISCIPLESHIP

Part 1: Read *The Devout Life* by Roger Helland (Including Foreword, Introduction & Conclusion, 185 pages). Select **three** of the ten chapters **as well as the Conclusion** to explore further. *One of the three chapters must include Chapter 6*. Present core ideas and key quotes from each of the three chapters and the Conclusion. Choose one question or exercise *For Pastors and Church Leaders* at the end of each of the three chapters to answer. If you are not a pastor or church leader choose one of the *For Reflection and Practice* at the end of each of the three chapters. Critically interact with the content. Apply it for spiritual renewal in your context. Write one page per chapter and one page for the Conclusion (**four pages total**). Then watch and make this Hillsong Worship video [*God Who Saves*](#) your prayer for spiritual renewal! **(Due April 20, 10%)**

Part 2: Compile the key findings and ideas that you gathered from the pastor’s conference on Life Together: Discipleship in an Age of Distraction. Facilitate a 90-minute forum with at least two to three others (preferably leaders) in which you present the material and discuss it with a view to its application in your context. You could also Skype together. Write a three-page paper **OR** develop a ten-minute video or audio presentation that summarizes the content of your presentation and your discussion or the combined feedback including yours, in terms of ways to address discipleship in an age of distraction (**three pages total**). **(Due April 27, 5%)**

ASSIGNMENT 5. FINAL PAPER: EXPLORE THE ROLE OF THE HOLY SPIRIT IN SPIRITUAL LEADERSHIP

Articulate a biblical theology of spiritual leadership and vision for its practice that is Christ-centered, Spirit-empowered, and mission-focused. Based on the course readings and course material, write an academic

paper that answers the research question: *What is the Role of the Holy Spirit in Spiritual Leadership?* Establish the trinitarian biblical theological themes and practices of the Old and New Testaments (which also includes Luke-Acts) that apply to **your** spiritual leadership and pastoral ministry in the church and/or community and workplace. As you reference Luke-Acts note the key comments and practices that pertain to the role of the Holy Spirit in the ministry of Jesus and early church leaders. Especially note the connection between the role of the Spirit in prayer, filling, empowerment, prophecy, miracles and healing, and the advance of the church in gospel witness and mission. Be concise. Avoid citing *long* Scripture passages or long quotes from authors.

In a one-page Introduction, state how Christian spirituality and leadership interact and offer a *definition* of spiritual leadership. Then in nine pages, articulate a concise biblical theology of *The Role of the Holy Spirit in Spiritual Leadership* with key practices covered in class and in your readings. In your applications, do not use second or third person pronouns such as *we, us, they, them*. Use first personal pronouns throughout: *I, my, me, mine*. **Personalize** the paper. Use Word with Times New Roman 12 font, one-inch margins. **(ten pages)**

In a two-page Appendix, include one page that reflects your evaluation of your exploration of inquiring of and hearing God drawn from Assignment 1 part 2 and one page that reflects your evaluation of your experiences of being filled by the Spirit and the experiences of your preaching and/or teaching and/or the public reading of Scripture with anointing **(two pages)** . . . **(twelve pages total for the final paper)**. **(Due May 4, 30%)**. Then watch and make this Bethel Worship video [Spirit Move](#) as your culminating prayer for Spiritual Leadership!

ADDITIONAL RESOURCES WORTH CONSULTING IN ADDITION TO THE OLD TESTAMENT AND NEW TESTAMENT

David Huffstutler, [Spiritual Leadership: A Biblical Theology of the Role of the Spirit in the Leadership of God's People](#)

Mel Lawrence, [Spiritual Leadership Today: Having Deep Influence in Every Walk of Life](#)

Alan Nelson, [Spirituality and Leadership: Harnessing the Wisdom, Guidance, and Power of the Soul](#)

Steve Smith, [Spirit Walk: The Extraordinary Power of Acts for Ordinary People](#)

Please submit all assignments through Moodle as electronic copy in Word, or in quality audio or video formats where used (no paper copies submitted) on or before the due date (no later than midnight on due date).

EVALUATION

Assignment	Due Date	Percentage	Estimated Time	Learning Outcomes
Assignment 1: Part 1	February 18 before class	10%	6 hours	Outcome 1
Assignment 1: Part 2	February 21 before class	5%	4 hours	Outcome 4
Assignment 2: Part 1	February 21 before class	15%	16 hours	Outcome 3
Assignment 2: Part 2	March 23 before midnight	10%	4 hours	Outcome 3
Assignment 3	April 6 before midnight	15%	18 hours	Outcome 2
Assignment 4: Part 1	April 20 before midnight	10%	12 hours	Outcomes 2, 5 and 6
Assignment 4: Part 2	April 27 before midnight	5%	4 hours	Outcomes 5 and 6
Assignment 5	May 4 before midnight	30%	16 hours	Outcomes 1, 4, and 5
Totals		100%	80 hours	6 Outcomes

Late Policy: Only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, overburdened work schedule, etc.) will the instructor grant an extension. All requests for extension must be submitted to the instructor by email on or before the assignment's due date. Otherwise, any submissions received later than 11:59PM on the due date will be deemed late and penalized at a 5% deduction per day. Any submission later than a week past the due date, unless negotiated with the instructor, will automatically receive an F. Also, please NOTE (in the syllabus header) the cut-off date for an end-of-term extension.

ATTENDANCE

Regular attentive attendance and engaged participation on the part of all students is vital to the process of learning in community. This is especially important in a module course where each day offers a concentrated focus on subject material. Students have the opportunity to participate in course conversations in ways that mutually encourage and edify classmates. Unless there is a crisis or unforeseen challenge, students can miss three class sessions without penalty. Four missed sessions will earn a grade reduction of 15%; five missed sessions will earn a grade reduction of 20%; and six missed sessions will earn a grade reduction of 25%. An absence of more than six sessions will earn a course failure.

GRADE SUMMARY

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.

B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

For Training Manual, Book Review, PowerPoint Presentation, and Final Paper Templates, Tips, and Standards, [CLICK HERE](#).

ADDITIONAL RESOURCES PERTINENT TO SPIRITUAL LEADERSHIP\RENEWAL

Contemplative Prayer

Jan Johnson, [*When the Soul Listens: Finding Rest and Direction in Contemplative Prayer*](#)

Samuel Williamson, [*Hearing God in Conversation: How to Recognize His Voice Everywhere*](#)

Corporate Prayer

Dennis Fuqua, [*United and Ignited: Encountering God Through Dynamic Corporate Prayer*](#)

Daniel Henderson, [*Transforming Prayer: How Everything Changes When You Seek God's Face*](#)

Intercessory Prayer

Dave Earley, [*Prayer: The Timeless Secret of High Impact Leaders*](#)

Wesley Duewel, [*Mighty Prevailing Prayer: Experiencing the Power of Answered Prayer*](#)

Group Discernment

Ruth Haley Barton, [*Pursuing God's Will Together: A Discernment Practice for Leadership Groups*](#)

Lon Fendall, et. al. [*Practicing Discernment Together: Finding God's Way Forward in Decision Making*](#)

Spiritual Warfare

Charles Kraft, [*The Evangelical's Guide to Spiritual Warfare*](#)

Tom White, [*The Believers Guide to Spiritual Warfare*](#)

Holiness\Sanctification

J.I. Packer, [*Rediscovering Holiness*](#)

Gordon Smith, [*Called to be Saints: An Invitation to Christian Maturity*](#)

Preaching Scripture

Dave McClellan, [*Preaching by Ear: Speaking God's Truth from the Inside Out*](#)

John Piper, [*The Supremacy of God in Preaching*](#)

Public Reading of Scripture

Jeffrey Arthurs, [*Devote Yourself to the Public Reading of Scripture*](#)

Max Mclean, [*Unleashing the Word: Rediscovering the Public Reading of Scripture*](#)

God's Presence and Power

Doug Bannister, [*The Word & Power Church: What Happens When A Church Seeks All God Has to Offer?*](#)

John Piippo, [*Leading the Presence Driven Church*](#)

Spirituality and Mission

Leonard Allen, [*Poured Out: The Spirit of God Empowering the Mission of God*](#)

Roger Helland & Leonard Hjalmanson, [*Missional Spirituality: Embodying God's Love from the Inside Out*](#)

Pastoral Renewal

Bob Burns, et. al. [*Resilient Ministry: What Pastors Told Us About Surviving and Thriving*](#)

Skye Jethani, [*Immeasurable: Reflections on the Soul of Ministry in the Age of Church Inc.*](#)

Church Renewal

Kent Carlson, [*Renovation of the Church: What Happens When a Seeker Church Discovers Spiritual Formation*](#)

Richard Lovelace, [*Dynamics of Spiritual Life: An Evangelical Theology of Renewal*](#)

Supernatural Ministry and Healing

Bill Johnson, [*Experience the Impossible: Simple Ways to Unleash Heaven on Earth*](#)

Mark Pearson, [*Christian Healing: A Comprehensive & Practical Guide*](#)

Disciplemaking

Peter Scazzero, [*The Emotionally Healthy Church: A Strategy for Discipleship That Actually Changes Lives*](#)

Dallas Willard, [*The Great Omission: Reclaiming Jesus's Essential Teachings on Discipleship*](#)

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains, and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.