**INTRODUCTION TO HOLISTIC SOCIETAL TRANSFORMATION**

**4 CREDIT HOURS**

**COURSE PURPOSE:**

This course examines the implications of Christian theology on personal and organizational (including church) social and ethical responsibilities, and the role of leadership in addressing contextual issues. The Church and other Christian institutions are to have a positive impact on the social environment. Thus, current critical issues will be identified, subjected to biblical and theological reflection, and explored from a transformational leadership perspective, seeking avenues through which to proactively address them. Issues include: church/state relations, poverty, health care, environment, land ownership and use, work/employment/economic opportunity, global warming, development, gender issues, refugees, widows and vulnerable children, HIV/AIDS, alcohol and drug abuse, education, etc.

**COURSE OBJECTIVES:**

By the end of this course, the student will be able to:

1. Identify and describe a biblical theistic worldview, in comparison with other contemporary worldviews;
2. Identify, analyze and evaluate a community’s needs in light of biblical mandates;
3. Identify, discuss and implement priorities and principles for their own community(s), based on God’s Kingdom values and priorities;
4. Present and evaluate a contemporary issue from a biblically theistic worldview;
5. Begin projects which serve to transform society;
6. Network within communities to pursue and implement mutually desired development;
7. Help in leading the local church in transformational ministries in the community, with solid theological foundation and reflection.

**COURSE CONTENT:**

Theology and social analysis, contemporary worldviews, biblical theistic world view, processes for identifying contemporary issues (including forms of participatory research), biblical foundations for Christian social involvement, political theology, role of church and state in society, church/state relations, poverty, unemployment, human rights, ethnic conflict, crime, corruption, displaced peoples (refuges, IDPS, widows, vulnerable children), health care issues (HIV/AIDS, TB, malaria, sanitation, clean water), drug and substance abuse, environment, global warming, development, and/or other issues that rise to priority.

**TEACHING METHODS:**

Lectures, class discussions, small groups, case studies, personal reflection exercises, videos/DVDs, and debates.

**INSTRUCTIONAL MATERIALS:**

Textbooks, whiteboard, flipchart, laptop/LCD projector, and handouts.

**COURSE READINGS:**

Bakke, D. *Joy at Work: A Revolutionary Approach to Fun on the Job*. Seattle, WA: PVG, 2005.

Steven, R. Paul. *Work Matters: Lessons from Scripture*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 2012.

Rick Warren. *Purpose-Driven Life*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 2012.

**RECOMMENDED RESOURCES:**

Beckett, John (2006) *Mastering Monday: A Guide to Integrating Faith and Work.* Downers Grove, IL: InterVarsity Press.

**COURSE ASSIGNMENTS**

***Assignment #1:*** *Active class participation* – 20%

During the 5-day residential training for Holistic Societal Transformation, students are expected to be actively engaged in all class activities, to complete all personal and group projects, and to be involved in all field trips and critical reflections. Students will submit a 2-page reflection/evaluation paper assessing their journey with “Holistic Societal Transformation” in the last six month. The assessment includes major lessons learnt, experiences gained, perspectives shaped, attitudes changed, habits developed, and the strengths of the course, “Holistic Societal Transformation”.

***Assignment #2:*** *Biblical Course Project* – 40%

Write a 12-page paper based on the Societal Transformation of the Early Church in Acts 2:41-47.

1. According to the text, what are the essential elements that contributed to this high performance community?
2. What would have been the results of not coming together?
3. What attracted people to this changed community?
4. How does an effective group of people empower change within their community/society?
5. What community-building principles can we glean from this story?

**Assignment #3:** Personal Course Project in Your Community – 40%

Write a 12-page paper on a project in your community. Design a change initiative in your community. Include the following steps to help you to lead transformation in your society.

* Start by selecting a specific community or sphere of influence where God is calling you to lead change.
* Next, determine what kind of change you think is needed in the area. What are the key leadership needs or moral challenges in your community or nation (esp. values/character/attitudes)?
  + What is the present community like? (Describe the community; its strengths and limitations)
  + Who are the stakeholders and what are their wants and needs?
  + What pressures (both internal and external) are the community facing?
  + What values, beliefs and attitudes control their lifestyles and need transformation?
  + What is their dream for the future?
* Finally, decide what help you need to lead this change. How will you lead change in that community (preparation, planning, envisioning, mobilization of leaders, resource development, quick wins, leaders, celebration, continuation)?

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

Each student should allocate 2 weeks before every course to adequately prepare for the next course by doing advanced reading of 2 required e-books. Each student will submit a reading log in the journal assignment # 1 for each course. This reading log will include the following format:

Date:

Readings:

Read on Time:

# of Days Finished Late:

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On my honor as a servant of God, I declare, without reservation, that what I have written here is true.

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Student’s Signature

**Due Date for Assignments**

All assignments are due 1 month before the start of the next cycle of courses. In the case of 2 courses being delivered in a cycle every 6 months, then all assignments for both courses will be due 5 months after the completion of the residential course. In the case of 1 course being delivered every 3 months, then the assignments for the course will be due 10 weeks after the completion of the residential course. The penalty mark for late assignments will be 1-mark deduction for 1-day late past the due date. Please note that all assignments must be at a minimum pass mark of 81%.

**Paper/Project Policies**

1. All papers should integrate concepts learned from the readings and class sessions.
2. All papers and projects are to be done in the approved APA format (if you have questions about APA, see: <http://owl.english.purdue.edu/owl/section/2/10/>
3. All work is to be entirely the student’s original work; if other sources are used in any way, appropriate credit must be given. Any paper found to be plagiarized will be subject to a failing mark of F. For explanation of plagiarism and examples of correct and incorrect citations, see: <http://www.psych.uncc.edu/pagoolka/plagiars.html>

**COURSE GRADING SYSTEM:**

A: 91-100; A-: 81-90; B+: 76-80; B: 71-75; B-: 66-70; C+: 61-65; C: 56-60; C-: 51-55; D+: 46-50; D: 41-45; F: 40 and below

**RESOURCE DEVELOPMENT & NETWORKING IN A GLOBAL ENVIRONMENT**

**4 CREDIT HOURS**

**COURSE PURPOSE:**

Within a framework of over-all stewardship of resources, this course develops the Biblical importance for Financial Stewardship and expands abilities to provide these leaders with the perspectives to better integrate resourcing into their core tasks of doing good, and to learn concrete skills to give them confidence to do it well.

**COURSE OBJECTIVES:**

1. Understand the Biblical mandate for proper Financial Stewardship.
2. Understand the giving motivations of donors and how to engage them in a mutual discipleship relationship.
3. Create a “Case for Support” (funding proposal) for your organization, project or product.
4. Demonstrate a practical framework for resourcing your organization including the major strategies that apply to you, and clear next steps.
5. Experience increased confidence in your ability to resource your organization.
6. Analyze organizational finances for the purpose of decision-making and critical thinking.

**COURSE CONTENT:**

* Biblical understanding for godly Financial Stewardship
* Local fundraising – finding funding sources in urban centers, developing nations, and existing relationships to avoid unhealthy cross-cultural dependence.
* Mission, Vision and Story-telling – honing the clarity of how the mission and vision of your organization is stated along with stories of strategies and results that connect with the head and heart of donors.
* Grant research and writing – learning methods to research donor sources, initiate relationships, and write grant requests
* Board and network development for building and sustaining major donor relationships.
* Social media and Customer growth – increased effectiveness in the use of social media and prospect follow-up to grow fee revenues.

**MODE OF DELIVERY:**

Lecture, class discussions, small groups, debate, video, case studies, & exercises.

**Instructional Materials and Equipment:**

Laptop/LCD projector, whiteboard/markers, video clips, daily newspapers, handouts.

**COURSE READINGS:**

Adadevoh, Delanyo (2012) *Local Resources for Missions*. Orlando, Florida: ILF Publishers.

Butler, Phil (2006) *Well Connected: Releasing Power, Restoring Hope Through Kingdom Partnerships.* Waynesboro, GA: Authentic.

*Workplace Ethics: Applying Biblical Standards to Daily Business* (2013) Center for Christian Business Ethics Today.

**ASSIGNMENTS**

***Assignment #1:*** *Active class participation* – 20%

During the 5-day residential training in Resource Development & Networking in a Global Environment, students are expected to be actively engaged in all class activities, to complete all personal and group projects, and to be involved in all field trips and critical reflections. Students will submit a 2-page reflection/evaluation paper assessing their journey with “Resource Development & Networking in a Global Environment” in the last six month. The assessment includes major lessons learnt, journal entries, experiences gained, perspectives shaped, attitudes changed, habits developed, and key action points related to “Resource Development & Networking in a Global Environment”.

**Assignment #2:** *Biblical Course Project –* 40%

Students are expected to write a 12-page Biblical-based paper on the life and leadership of ‘Nehemiah’ based on concepts learned in “Financial Resource Development & Networking in a Global Environment”. Students should include Nehemiah’s strengths, weaknesses, lessons & applications as applied to Financial Resource Development and Networking in a Global Environment.

***Assignment 3:*** Course Project - 40%

Students are to develop a 12-page realistic and practical vision document on how to develop adequate local financial resource for your ministry.

* Section 1: Name, contact information, title (1 page)
* Section 2: The target ***audience*** for this final project (3 page). This can include your board, colleagues, staff, customers, donors, volunteers, etc. Explain what their needs and motivations are, and how you hope they will respond to this final project.
* Section 3: Your ***Case for Support*** (4 pages) This would include:
  + Project
  + Purpose
  + Present Realities
  + Plan of Action
  + Projected Costs
  + Positive Benefits and Outcomes
  + Partnerships
  + Person Responsible for the Project
  + Providing more Information
* Section 4: A draft fundraising/resourcing plan. (4 pages) This would include:
  + Fundraising/resourcing ***policies and values***
  + Fundraising/resourcing ***goals*** - this would include detailed budget and the goals you have over the next year for financial and/or volunteers to resource your organization. Include both maintenance goals and growth goals.
  + Fundraising/resourcing ***research*** including a list of donors, foundations, customer groups or other areas you have identified as potential new means or resourcing your organization.
  + Fundraising/resourcing ***strategy and plans*** including short, medium and long range goals, descriptions of projects, project milestones, assignment of tasks to others, resources required, expected outcomes and means of measurement.

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

Each student should allocate 2 weeks before every course to adequately prepare for the next course by doing advanced reading of 2 required e-books. Each student will submit a reading log in the journal assignment # 1 for each course. This reading log will include the following format:

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Student’s Signature

**Due Date for Assignments**

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**Paper/Project Policies**

1. All papers should integrate concepts learned from the readings and class sessions.
2. All papers and projects are to be done in the approved APA format (if you have questions about APA, see: <http://owl.english.purdue.edu/owl/section/2/10/>
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**COURSE GRADING SYSTEM:**

A: 91-100; A-: 81-90; B+: 76-80; B: 71-75; B-: 66-70; C+: 61-65; C: 56-60; C-: 51-55; D+: 46-50; D: 41-45; F: 40 and below

**ADVANCED STEWARDSHIP OF RESOURCES IN LEADERSHIP**

**2 CREDITS**

**COURSE PURPOSE:**

The aim of this course is to help students reflect on the Stewardship of Resources. The course is intended to enable students integrate the knowledge they have gained in *“Resources Development and Networking in a Global Environment”* and *“Holistic Societal Transformation.”* This course engages the student in a hands-on leadership experience. Primary emphasis is on activities, which enable application and practice of skills related to Resources Development and Holistic Societal Transformation. The student’s involvement is intensive, practical, and field-oriented, with special application to a mission project. The course will cover aspects of participation, observation and evaluation of the mission project.

**COURSE OBJECTIVES:**

By the end of the mission project, the student will be able to:

1. Serve competently in a variety of situations and demonstrate a high level of skill and integrity related to Resources Development and Holistic Societal Transformation.
2. Demonstrate ability to work with others in the planning, organizing, executing and evaluating in the area of the mission project activities while taking appropriate initiative.
3. Demonstrate learning in leadership skills related to Resources Development and Holistic Societal Transformation.
4. Analyze and evaluate self and the overall mission project, applying new insights to growing in competency and productiveness, thus adding value to the place of the community, as well as to future personal effectiveness.
5. Integrate faith and biblical and theological knowledge related to Resources Development and Holistic Societal Transformation into the specified mission project activities.

**COURSE CONTENT:**

Practical application of leadership principles, skills, and functions in the mission field; serving under on-site authority, evaluation of organizational leadership and training using Kirkpatrick’s model of evaluation, self-evaluation, leadership skill development and Leadership Practices Inventory (LPI).

**TEACHING METHODS:**

Discussion, observation, being observed and evaluated, reflection, hands-on involvement, journaling and interviews of the mission leaders, participants, and community members.

**INSTRUCTIONAL MATERIALS:**

These will vary from site to site, supervisor to supervisor. Materials from previous classes such as books, handouts, relevant to planning, implementation and evaluation of the mission project. You will analyze your improved leadership practices with the post-test Leadership Practices Inventory (LPI).

**COURSE READINGS:**

*Globalization and The Gospel: Rethinking Mission in the Contemporary World.* Lausanne Occasional Paper No. 30. Produced by the Issue Group on this topic at the 2004 Forum for World Evangelization hosted by the Lausanne Committee for World Evangelization in Pattaya, Thailand, September 29 to October 5, 2004.

Rutter, Geoff (1995) Leadership and Management: What the Bible Says. Maglies View, South Africa: Rutter Self-Publishing.

Students will consult and document relevant resources as they design their mission project.

**COURSE ASSIGNMENT**:

Mission Community Project Paper (20-p)

We recommend a 3-5 day mission community project either in an urban or rural community setting. You can work together with other students (not a requirement as some are far from others), but you should get your disciples involved. For a group project, the background and evaluation can be done as a group, but the 5 pages journal will be separate.

Focus your paper on the practice of Resources Development and Holistic Societal Transformation during this mission project. It will be helpful to capture interview quotes from project participants and the target audience that you are ministering during and after the mission.

You are required to design a change intervention plan for a specific project in a community. Develop a plan to lead a specific change based on Resource Development and Holistic Societal Transformationprinciples in a community.

First, you should describe the background and behavior dynamics of your community project.

Next, refer to the below 4-stage ‘Change Process Model for Community Projects’

1. Design Stage: 5-pages

* You are asked to design a change intervention for your community project focusing on a particular change process. This design plan should focus within a specific area project in your community that is both significant and agreed upon by your team. Explain how you will form a leadership team and empower them to lead the change intervention.
* Write a ‘Design Stage’ plan for the change intervention for your community project based on concepts learned from Resource Development and Holistic Societal Transformation.
* Include the Mission Community Project background/plan/budget/ fund development done before 3-5 day mission project.

1. Implementation Stage: 5-pages

* After you agree upon the design, you should begin to implement this into your particular area of practice. You will need a specified time to see this design plan implemented by your organizational leadership team.
* Describe this Implementation Stage as you go on your Mission Community Project.
* Each student will record a daily journal reflection entry of their mission project during the duration of the outreach.
* Measure the impact of the mission project on the lives of participants and the community members (use individual interviews during the mission project to capture views and perspectives of the participants and community members) where the project occurred.

1. Evaluation Stage: 5-pages

* An evaluation mechanism should be included in your ‘change process.’ Regularly evaluate with your leadership team the ‘Implementation Stage’ of your particular change intervention. It is very important to gather the different perspectives from your various stakeholders. You should capture the thoughts from your leadership team members, additional staff and other people who have observed your change in communication.
* Write an evaluation plan to your Design Stage and Implementation Stage.
* Evaluation/impact after the mission project (use group interviews 1 month after the mission project to capture views and perspectives of the group).
* Discuss your own personal improved leadership practices during the mission project by taking the Leadership Practices Inventory – LPI. Please note that you took the LPI as a pre-test in the pre-requisite course “Research and Writing.” Now, you are measuring your improved Transformational Leadership by taking the LPI as a post-test.

1. Improvement Stage:

* Based on your evaluation, your team will need to readjust your design and implementation so to improve your overall change process.

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

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**APPLIED BIBLICAL INTERPRETATION**

**4 CREDIT HOURS**

**COURSE PURPOSE:**

This course develops leadership skills for Biblical Interpretation for application. When leaders are trained in studying God’s Word, it develops them to be self-feeders who focus on life transformation. Students are equipped to take personal responsibility to nurture themselves for their spiritual growth in life and ministry.

**COURSE OBJECTIVES:**

By the end of this course, the student will be able to:

1. Understand the principles and procedures of inductive Bible Study methods.

2. Explain how to do each of the three parts of inductive Bible Study.

3. Implement the skills of studying, applying, and communicating God’s Word.

4. Developed a plan for personal Bible Study.

**COURSE CONTENT:**

Topics include: Inductive Bible Study, Observation, Interpretation, Application, and Contextual Analysis based on Book and Word Studies and Textual, Socio-Cultural and Historical Analysis.

**TEACHING METHODS:**

Lectures, class discussion, small groups, skill-based exercises, developmental workshop learning, and Biblical case studies.

**INSTRUCTIONAL MATERIALS:**

Textbooks, handouts, flipchart, laptop/LCD projector.

**COURSE READINGS:**

Fee, Gordon, Stuart, Douglas (1993) *How to Read the Bible for All Its Worth*. Grand Rapids, Michigan: Zondervan.

Hendricks, H.G., Hendricks, W.D. (2007) *Living by the Book: The Art and Science of Reading the Bible*. Chicago: Moody Publishers.

**COURSE ASSIGNMENTS**:

*Assignment #1: Active class participation*. – 20%

During the 5-day residential training for “Advanced Biblical Interpretation”, students are expected to be actively engaged in all class activities, to complete all personal and group projects, and to be involved in all field trips and critical reflections. Students will submit a 2-page reflection/evaluation paper assessing their journey with “Advanced Biblical Interpretation” in the last six months. The assessment includes major lessons learnt, daily journal entries of residential course, experiences gained, perspectives shaped, attitudes changed, habits developed, and the strengths of the course, “Advanced Biblical Interpretation”.

*Assignment #2: Inductive Bible Study of the book of Ephesians and Daniel 1-2. – 40%*

Follow the 3 steps for Inductive Bible Study by performing 2 Inductive Bible Studies of:

* 6-page paper Daniel 1-2: Working for God in the Marketplace following the three steps for Inductive Bible Study
* 6-page Inductive Bible Study from the book of Ephesians

1. *Observation*: Answer the questions: Who? What? Where? When? Why? Wherefore?
2. *Interpretation: Use the 5 keys to Interpretation*
   1. *Content*
   2. *Context:* (1) 2 Kings 24-25; (2) 2 Chronicles 36; (3) Daniel 1-2.
   3. *Comparison*
   4. *Culture*
   5. *Consultation*
3. *Application*: SPECK Analysis for Application
   1. Is there a SIN to avoid? Please explain.
   2. Is there a PROMISE to claim? Please explain.
   3. Is there an EXAMPLE to follow? Please explain.
   4. Is there a COMMAND to obey? Please explain.
   5. Is there a verse(s) that increases your KNOWLEDGE of God? Please explain.

*Assignment #3: 12-page Inductive Study Paper – 40%*

Perform an Inductive Study Study of 1 Timothy 4:1-8.

1. The project paper consists of an inductive study of 1 Timothy 4:1-8 covering the following major topics:

* Observing the Whole: Synthesis Outline of the Book.
* Observing the Details of the Passage.
* Structure Layout.
* Outline and Big (Main) Idea of the Passage.
* Answering Interpretative Questions.
* Principles and applications from 1 Timothy 4:1-8.

B. It will be in the form of a research paper written in prose and using proper

APA format. Thus, it should have the components of a research paper

(i.e., introduction, body, and conclusion).

1. Introduction.
   1. Statement of purpose
   2. Method used
   3. Purpose of book (1 Timothy)
   4. Theme of the passage.
2. Main Discussion.
   1. Overview/background of the book
   2. Statement of the big idea
   3. Outline of the passage in context.
      1. For each outline, integrate the necessary key observations, interpretive findings (i.e., summary of findings from asking and answering interpretive questions), word study (conclusion only), timeless (theological) principles, and application.]
3. Conclusion.
4. Appendices.
   1. Appendix A: Overview of 1Timothy.
   2. Appendix B: Synthesis Outline of 1Timothy.
   3. Appendix C: Syntactical (Structural) Layout of 1Timothy.
   4. Appendix D: A Brief New Testament Word Study of …. in ….
5. Bibliography

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

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Student’s Signature

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**COURSE GRADING SYSTEM:**

A: 95-100; A-: 90-94; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 65-69; D: 60-64; F: 50 and below