Course Information

All standard courses at NTS span a 14-week period from the beginning of coursework to the completion of coursework. This course commences on Monday, December 9, 2013 and finishes on Friday, March 14, 2014, with class sessions held from Monday, January 20 – Friday, January 24, 2014 as follows: Monday: 1:00 – 5:00pm; Tuesday – Thursday: 8:00am – 5:00pm; Friday: 8:00am – 12:00noon in Room TBA.

A course syllabus will sometimes go through more than one version, reflecting scheduling updates and/or the addition of detail as the course unfolds. The document footer indicates the version #. Students are responsible for the latest version of the syllabus which will be made available along with email notice in Moodle.

Instructor

Professor: Rev. Douglas S. Hardy, PhD  
Email: dshardy@nts.edu
Office: (816) 268-5484  
Web: http://www.nts.edu/faculty/dr-douglas-hardy.html
Assistant: Phil Antilla  
Email: philantilla@gmail.com

Catalog Description

This required first-year course in the MDiv program enables new students to examine and strengthen their core relationships for Christian ministry—with self, with others, and with God. Through deepened self-understanding, increased capacity for love of others, and adoption of personal & professional disciplines, students are equipped to become whole and holy persons for ministry. Within the framework of a pastoral theology of the Church, the course provides instruction and guidance for discernment of ministerial callings (vocation), and formulation of a Rule of Life and Philosophy of Ministry. The assessment file established for each student in this course will serve as the base for ongoing assessment through the MDiv program. (additional psychological testing fee)

Course Narrative & Rationale

Because of its focus on relationships, this course will be taught through a mix of lecture, small group discussion, and one-to-one conferencing.

Degree Objectives

This course specifically addresses the following MDiv program objectives:

1. Mature knowledge of God and self, attained through practices of Christian formation and personal discipline.

4. Cultivation of gifts, practical skills, and vocational identity as a minister of the Gospel of Jesus Christ through engagement in and reflection on the pastoral arts.

and the following MACFD program objective:

1. A deep personal commitment to God and God’s Church and a passionate, vital, and redemptive ministry formed through an ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and through participation in the life of the church.
6. A capacity and desire for professional and spiritual growth in the context of ministry through research and leadership by demonstrating a spirit of integrity, openness, cooperation, and care.

Complete descriptions of all program objectives with corresponding outcomes can be found in the current academic catalog, available at [http://www.nts.edu/academic-catalog](http://www.nts.edu/academic-catalog).

**Church of the Nazarene COSAC Ability Statements for Nazarene Ordination**

This course specifically contributes to the following ability statements:

CP4: Ability to write an integrative philosophy of ministry that will answer “Why I do what I do when I do it.”

Portfolio: The development of a portfolio for assessing personal growth in character. This portfolio would include periodic self-assessment & assessment by significant others. These assessments would evaluate the minister with the “BE” categories.

CH6: Ability to pursue holy character (Christlikeness) by practicing faith formation & the classic Christian disciplines as a means of grace.

CH7: Ability to locate, understand, & use the resources for individual & corporate spiritual formation.

CH8: Ability to take responsibility for his or her own continuing spiritual development.

CH9: Ability to apply understanding of his or her ongoing developmental needs across the life course of the minister to the pursuit of holy character.

CH10: Ability to demonstrate a realistic self-understanding including personal strengths, gifts, weaknesses, & areas of needed growth.

CH11: Ability to maintain the practice of Sabbath & healthy self-care.

CH12: Ability to practice faithful stewardship of personal relations including gender relationships, marriage & family, personal finance, & professional conduct.

CH13: Ability to describe & apply personal communication skills, nurturing relationships, conflict resolution skills for marriage and family.

CH14: Ability to maintain a healthy balance between family, church, & community commitments.

Complete descriptions of all Course of Study Advisory Committee (COSAC) Ability Statements can be found in the Sourcebook on Ordination (United States of America Edition—validated February 2006), available at [http://www.nazarenepastor.org/cms](http://www.nazarenepastor.org/cms).

**Course Outcomes**

It is the intention of this course that full participation will enable the student to:

1. Increase in self-awareness & self-understanding of one’s calling, strengths and gifts, growing edges and possible ministry pitfalls.

2. Strengthen relationships with significant others, including spouse (if married), classmates, mentors, and the local church.

3. Articulate a Christian pastoral identity and consequent theology of ministry.

4. Identify and commit to intentional practices for personal & spiritual formation and ministerial development during Seminary.

5. Participate in an official assessment process discerning ministerial readiness.

**Cross-Reference of Assignments with Course Outcomes & COSAC Ability Statements**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Course Outcomes</th>
<th>COSAC Ability Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,3</td>
<td>CH7</td>
</tr>
<tr>
<td>2</td>
<td>1,3</td>
<td>CH8,9,10</td>
</tr>
<tr>
<td>3</td>
<td>1,2,4,5</td>
<td>CH7,8,9,10,11,12,13,14</td>
</tr>
<tr>
<td>4</td>
<td>1,3</td>
<td>CH7</td>
</tr>
<tr>
<td>5</td>
<td>2,3</td>
<td>CP4, CH7,10,13</td>
</tr>
<tr>
<td>6</td>
<td>1,5</td>
<td>Portfolio, CH8,9</td>
</tr>
<tr>
<td>7</td>
<td>1,5</td>
<td>Portfolio, CH8,9</td>
</tr>
<tr>
<td>8</td>
<td>1,2,3</td>
<td>CH6</td>
</tr>
<tr>
<td>9</td>
<td>1,3</td>
<td>CH7</td>
</tr>
</tbody>
</table>
Required Texts & Course Materials


TOTAL PAGES: 1414

Course Calendar, Assignments & Requirements

Method for Submitting Assignments

This course requires internet access to NTS Moodle for instructional information about assignments and electronic assignment submission. Unless otherwise instructed, do not send assignments to the instructor via email. Some assignments via Moodle incorporate the “Turnitin” software program that provides accountability for plagiarism and feedback for improved writing.

Policy Regarding Late Work

Grades for late assignments will be affected as follows: 5% reduction per day (unless otherwise noted in an assignment grading template). No assignments received after the final day of the course (Friday, March 14) will be graded.

Assignment Descriptions & Requirements (cross-referencing with objectives in chart above)

[Before Classes Begin]
1. Secure the required course texts and begin reading according to the schedule in the Course Calendar below.
2. Write a Spiritual Autobiography and complete the Spiritual Practices Checklist as a way to introduce yourself to the course instructor, deepen your own understanding of God’s work in your life, and think about the role of spiritual disciplines in your Christian life. Paste the completed checklist into your autobiography document before submitting it, so that it is a single document, approx. 2,400 words. Instructions and the Checklist can be found in Moodle. This document will remain confidential with the instructor. This document will remain confidential with the instructor. Due: Sunday, December 15

3. Read Blessed Connections and keep an Assessment Journal utilizing the instructions provided at the end of each chapter. Submit copies of your entries in 2 installments either electronically via Moodle or in hard copy (the writing must be legible) via Fax to Dr. Hardy: 816-268-5500. Due: Journal 1 (chs. 1-7) Sunday, December 22; Journal 2 (chs. 8-11) Sunday, January 12

4. Read Life Together, The Holy Longing, and Pastoral Theology in the Classical Tradition. Submit Reading Reports 1 & 2. All Reading Report Forms are accessible in Moodle and require 500-1,000 words of commentary. Due: Report 1 (Bonhoeffer & Rolheiser) Sunday, January 5; Report 2 (Purves) Sunday, January 19

5. Participate in two different online discussion forums in Moodle:
   a. Introduce yourself to the rest of the class (brief biographical info. & description of current context). Share some of what you are learning from your process of self-examination (Autobiography, Journal, etc.)
   b. Respond to the postings of the two (2) classmates assigned by the instructor with feedback, conversation, and further questions. You are free to respond to other classmates if you so choose.
      Due: Initial post during Week 2 and response posts during Week 4

   Forum 2:
      a. Write a 1-2 paragraph summary of your identity as a Christian minister. With what biblical passages and images of pastoral ministry do you most strongly resonate? Explain.
      b. Respond to the postings of the two (2) classmates assigned by the instructor with feedback, conversation, and further questions; include at least one reference from Purves. You are free to respond to other classmates if you so choose.
      Due: Initial post during Week 5 and response posts during Week 6

6. Schedule your participation in the Psychological Assessment process by signing up in Moodle to attend one of three Testing Sessions on campus (Room TBA): Sunday, January 19, 6:00 – 9:00pm; or Monday, January 20, 8:00 – 11:00am, or Monday, January 20, 6:00 – 9:00pm. A summary of the results, interpreted by Psychologist Dr. Jan Lanham of ENC, will be placed in your NTS Professional Portfolio. The Portfolio will form a foundation for determining readiness for participation in the MDiv Supervised Ministry program, for future assessment via MDiv Progress Reflection I, II, & Senior Integrative Seminar, and for communications with ecclesial officials regarding ministerial credentialing and/or employment. The contents of the Portfolio will be accessible to the NTS faculty for use in the ongoing “in-house” assessment process that is part of the MDiv program. You will be given the opportunity to sign a waiver release for NTS to release the Portfolio information (all or in part) in response to requests from ecclesial authorities in reference to ministerial credentialing and/or employment. Due: Sunday, January 15

[During Classes]

7. Participate in the Psychological Assessment process by attending one of three Testing Sessions on campus (Room TBA): Sunday, January 19, 6:00 – 9:00pm; or Monday, January 20, 8:00 – 11:00am, or Monday, January 20, 6:00 – 9:00pm.

8. Attend and be attentive in each class session. Each day’s class will include significant opportunity for individual self-reflection and group interaction. You will be invited to think, to feel, and to do, i.e., to engage your critical faculties, your embodied memories and affect, and your social & cultural identities. Bring all of you to class and commit to participate. If you must, due to unforeseen circumstances, miss a session, alternative readings and/or a project may be required. Missing more than one class sessions may jeopardize a passing grade for the course.

9. Read Personality Type and Religious Leadership (intro & your Type), Principles of the Enneagram (intro & at least two Types that might be you), and the Weil article according to the Course Calendar below.
10. Schedule a half-hour Psychologist Interview with Dr. Jan Lanham by signing up in Moodle. At the allotted time you will either meet in person or Skype her for the Interview at which time she will provide you with individual feedback on the results of the Psychological Assessment Package. A summary of these results will be placed in your NTS Professional Portfolio. The final schedule & Skype protocol will be confirmed in class. Due: Interview must be scheduled by Friday, January 24

11. Complete and submit the Spiritual Mentor Selection Form and forward the instructions for the Rule of Life assignment to your spiritual mentor (and your spouse, if you are married). Both documents can be found in Moodle. Due: Sunday, January 26

[After Classes End]

12. Complete your Psychologist Interview with Dr. Jan Lanham as scheduled & confirmed in class. Due: Interview must be completed by Sunday, February 2

13. In consultation with your chosen spiritual mentor (and spouse, if you are married), formulate a Rule of Life for your time in Seminary—a biblically & theologically grounded, but personalized narrative & strategy for spiritual formation & ministry development that reflects the God-ward trajectory discerned and nurtured in the context of this class. Your Rule of Life will consist of three parts, each named for one of the three Christian theological virtues—faith, hope, and love (cf. 1 Corinthians 13:13):

Part I – The Rule of Faith

In your own words, concisely summarize:
   a. Your understanding of God’s story of salvation as conveyed in Scripture, “the faith that was once for all entrusted to the saints” (Jude 1:3). Do not give your personal testimony; rather describe God’s intentions for and work with all persons, using pertinent theological categories and terminology reflecting your formal theological education-to-date (approx. 600 words).
   b. Your understanding of the nature & mission of the Church, including the role of ordained Christian clergy, and your philosophy of pastoral ministry (approx. 600 words).

Include references to the course texts.

Part II – The Rule of Hope

Placing yourself within the framework of the Rule of Faith and drawing on the assessment data from this course, describe in detail:
   a. Your most characteristic God-ward desires, gifts, and strengths
   b. Your most characteristic weaknesses, temptations, and sins
   c. Your assessment of how these impact your closest interpersonal relationships
   d. Your assessment of how these impact your ministerial identity and effectiveness in pastoral ministry
   e. Your identification of priority areas in your life & ministry that need attention during your time at Seminary so that “with the eyes of your heart enlightened, you may know what is the hope to which he has called you” (Ephesians 1:18)

Make specific references to insights gained through the testing component of the course: MBTI, Enneagram, Assessment Journal, and Psychologist Interview (approx. 1,200 words).

Part III – The Rule of Love

Taking seriously the story of God and the Church (Rule of Faith) and your personal story (Rule of Hope), detail the specific, disciplined practices to which you will commit yourself during your time at Seminary, in order to welcome and embody the transformative work of the Holy Spirit increasing your capacity to “love, not in word or speech, but in truth and action.” (1 John 3:18):
   • Personal & communal spiritual formation practices
   • Pastoral & ministerial development practices

Limit the practices you choose in each area to those few that reflect realistic and timely priorities for this season of your life. Explain (a) why you’ve chosen each practice (with reference to your Rule of Faith & Rule of Hope), (b) how you will ground them in the corporate life of the Church, (c) detailing the concrete first steps of implementation, and (d) identifying the key relationships you will utilize for discernment, resourcing, and accountability.
Conclude your Rule with a brief summary that can be posted in your home or work area or carried as an easily-accessible reminder of your commitments beyond the course. The summary should be no longer than a paragraph in length or a simple list (approx. 1,200 words)

Specific instructions for you, your spouse, and your spiritual mentor can be found in Moodle, including steps and intermediary deadlines. It is your responsibility to initiate contact and schedule meetings, and to follow-through with submitting and receiving feedback on your Rule of Life drafts according to the dates in the instructions (see also Course Calendar below). The final version is due to the instructor (electronically via Moodle) and your spiritual mentor/spouse. A copy will be placed in your NTS Professional Portfolio.

Due: Final Rule by Sunday, March 2

14. Finish reading Personality Type and Religious Leadership and Principles of the Enneagram and Read: The Pastor: A Memoir. Submit Reading Report 3. All Reading Report Forms are accessible in Moodle and require 500-1,000 words of commentary. Due: Report 3 (Oswald & Kroeger, and Webb) Sunday, February 9

15. Participate in two different online discussion forums in Moodle:

Forum 3:
   a. In which of Peterson’s stories about pastoring do you see yourself? Explain. How does what you have learned about yourself in this course shape your understanding of the privileges and challenges of being a pastor?
   b. Respond to the postings of each of your small group members with feedback, conversation, and further questions. Include at least one reference to your reading from Peterson.

Due: Initial post during Week 10 and response posts during Week 11

Forum 4:
   What have you learned about the processes of accountability for personal & professional formation from your relationship(s) with a Mentor (& spouse) this semester? Write a 1-2 paragraph summary of what you’ve learned about yourself this semester and it implications for your personal & professional practices. Copy in your “reminder summary” from your Final Rule of Life. What has been most helpful to you in this course? Least helpful? Due: Week 13

16. Remind your Spiritual Mentor to submit her/his brief Assessment via email to the instructor. If you are married, remind your spouse to email the instructor, acknowledging that he/she has read and is supportive of your final Rule. Due: Friday, March 14

17. Meet for a half-hour Exit Interview with the instructor by Skype to discuss your Rule and readiness for participation in the MDiv Supervised Ministry program. Sign-up a specific time in Moodle. Due: Must be completed by Friday, March 14

Course Calendar
[Before Classes Begin]

<table>
<thead>
<tr>
<th>Week of</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dec. 9</td>
<td>Secure course texts; Read: Schwanz intro-3, Bonhoeffer; Write &amp; submit Autobiography &amp; Checklist</td>
</tr>
<tr>
<td>2. Dec. 16</td>
<td>Read: Schwanz 1-7; Rolheiser 1-5; Submit Assessment Journal 1; Make Initial Post in Online Discussion Forum 1</td>
</tr>
<tr>
<td>3. Dec. 23</td>
<td>Christmas Break – No assignments due</td>
</tr>
<tr>
<td>4. Dec. 30</td>
<td>Read: Rolheiser 6-10; Submit Reading Report 1; Respond in Online Discussion Forum 1</td>
</tr>
<tr>
<td>5. Jan. 6</td>
<td>Read: Schwanz 8-12, Purves intro-3; Submit Assessment Journal 2; Make Initial Post in Online Discussion Forum 2; Schedule Psychological Assessment Testing Session</td>
</tr>
<tr>
<td>6. Jan. 13</td>
<td>Read: Purves 3-5-epilogue; Submit Reading Report 2; Respond in Online Discussion Forum 2; Schedule Psychologist Interview; Sunday, January 19, 6:00 – 9:00pm Psychological Testing Session option #1</td>
</tr>
</tbody>
</table>
### Module Week Classes (Week #7)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Class Day #1 Mon, Jan. 20</th>
<th>Class Day #2 Tue, Jan. 21</th>
<th>Class Day #3 Wed, Jan. 22</th>
<th>Class Day #4 Thu, Jan. 23</th>
<th>Class Day #5 Fri, Jan. 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>T O A. P M. I C S</td>
<td>8:00 – 11:00am Psychological Testing Session option #2</td>
<td></td>
<td></td>
<td>Tools for Understanding a Spirituality of Individual Differences: MBTI &amp; Enneagram</td>
<td>Sabbath &amp; Self-Care The Contemplative Tradition</td>
<td>Academics &amp; Spiritual Formation Covenant Service</td>
</tr>
<tr>
<td>T O P P M. I C S</td>
<td>Seminary as a crucible for Personal &amp; Relational Formation Theological Foundations for Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D U E</td>
<td>6:00 – 9:00pm Psychological Testing Session option #3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### After Classes End

<table>
<thead>
<tr>
<th>Week of</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Jan. 27</td>
<td>Complete Psychologist Interview; Meet with Mentor</td>
</tr>
<tr>
<td>9. Feb. 3</td>
<td>Read: finish Oswald &amp; Kroeger and Webb; Submit Reading Report 3; Send Draft Rule of Life to Mentor/Spouse</td>
</tr>
<tr>
<td>10. Feb. 10</td>
<td>Read: Peterson intro-18; Receive &amp; Incorporate Feedback from Mentor; Make Initial post in Online Discussion Forum 3</td>
</tr>
<tr>
<td>11. Feb. 17</td>
<td>Read: Peterson 19-afterward; Respond in Online Discussion Forum 3</td>
</tr>
<tr>
<td>12. Feb. 24</td>
<td>Submit Final Rule of Life</td>
</tr>
<tr>
<td>13. Mar. 3</td>
<td>Make Initial post in Online Discussion Forum 4; Complete Exit Interview (or next week); Mentor Assessment/Spouse Affirmation due (or next week)</td>
</tr>
<tr>
<td>14. Mar. 10</td>
<td>Complete Exit Interview; Mentor Assessment/Spouse Affirmation due; Complete Course Evaluation (in Moodle)</td>
</tr>
</tbody>
</table>

### Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-module Hours</th>
<th>Module Hours</th>
<th>Post-module Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td></td>
<td>32</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>5</td>
<td>3</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>TOTAL READING</td>
<td>26</td>
<td>4</td>
<td>25</td>
<td>56</td>
</tr>
<tr>
<td>TOTAL WRITING</td>
<td>25</td>
<td>0</td>
<td>26</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL OTHER ASSIGNMENTS &amp; LEARNING ACTIVITIES</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL EXAMS &amp; QUIZZES</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>56</strong></td>
<td><strong>40</strong></td>
<td><strong>59</strong></td>
<td><strong>155</strong></td>
</tr>
</tbody>
</table>
**Additional Costs**

A Psychological Testing Fee of $125 assessed to each student covers expenses for purchase and scoring of the tests plus compensation for the Psychologist consultation.

**Course Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing all Testing*</td>
<td>5%</td>
</tr>
<tr>
<td>Spiritual Autobiography</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Reports</td>
<td>15%</td>
</tr>
<tr>
<td>Assessment Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Spiritual Mentor Selection*</td>
<td>5%</td>
</tr>
<tr>
<td>Psychologist Interview*</td>
<td>5%</td>
</tr>
<tr>
<td>Rule of Life*</td>
<td>35%</td>
</tr>
<tr>
<td>Mentor/Spouse Assessments</td>
<td>5%</td>
</tr>
<tr>
<td>Exit Interview*</td>
<td>5%</td>
</tr>
</tbody>
</table>

* Failure to complete this assignment will result in a failing grade for the course.

Grade Standards:

- “A” (90%) - EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)
- “B” (80%) - GOOD WORK (strong, significant achievement of course objectives)
- “C” (70%) - ACCEPTABLE WORK (basic, essential achievement of course objectives)
- “D” (60%) - MARGINAL WORK (inadequate, minimal achievement of course objectives)
- “F” (<60%) - UNACCEPTABLE WORK (failure to achieve course objectives)

You have access for viewing your grades in the “Grades” area of Moodle. Any questions or concerns about your assigned grades should be immediately brought to the attention of the instructor.

**Bibliography**

**Personal Assessment & Self-Understanding**


**Theology of Church & Pastoral Ministry**


**Spiritual Formation**


**Institutional Information & Policies**

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at [http://support.nts.edu](http://support.nts.edu).

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and *Moodle* support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

**Form and Style Expectations**

All formal written documents are to be carefully proof-read for correct spelling and grammar before submission; it is the responsibility of the student to ensure “clean” copy, even if it means securing assistance. All research-based written documents are to be formatted (and will be evaluated) utilizing either the “Footnotes–Bibliography Style” or “Parentheses-Reference List Style” for source citation as detailed in the most current edition of the Turabian Style Guide: [http://www.press.uchicago.edu/books/turabian/manual](http://www.press.uchicago.edu/books/turabian/manual).
Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language. Inclusive Language usage guidelines can be found at http://www.nts.edu/nts-resources/student-handbooks.

Students with Disabilities

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. Given the highly interactive nature of this course, full participation is crucial. If you must, due to unforeseen or extenuating circumstances, miss a session, alternative readings and/or a project may be required; please contact the professor as soon as possible to discuss the situation. Missing more than two class sessions may jeopardize a passing grade for the course. If you are a student obtaining V.A. and Department of Education benefits, you must notify the professor so that attendance can be recorded for mandatory reporting.

Audio and Video Recordings

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited. Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

Course Evaluations

Course evaluations will be made available in the final two or three weeks of class in Moodle. The evaluation will be linked to a course assignment when available by the Dean’s Office. Students are encouraged to complete the evaluation.