



MB BIBLICAL
SEMINARY

Christian Leadership Practices: LDR 510

The mission of MB Seminary is to educate and equip men and women to help lead the church in reaching Canada and beyond with the Good News of Jesus Christ.

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Credit Hours: 3

Prerequisites: None

Course Term: February 3 – April 6, 2025

Instruction: Feb. 20 (6:30 pm - 9:30 pm), Feb. 21 (6:30 – 9:30 pm), and Feb. 22 (1:30 pm – 5:00 pm) at Willingdon Church

Course Description

How do churches develop leaders who are growing in their love for Jesus and their ability to serve with excellence? This course will help learners grow as Christian leaders and give them practical tools for helping others in their leadership development. Learners will explore how to strengthen six key Christian leadership practices: 1) cultivating a growing relationship with God, 2) developing godly character, 3) discerning and living out personal calling, 4) growing deep community, 5) building healthy teams, and 6) strengthening key leadership skills.

Objectives

This course will help you:

- Formulate a theology of leadership that undergirds your approach to missional leadership and serves as a grid for assessing the appropriateness of leadership practices.
- Appraise your personal strengths and growth areas particularly related to your ability to lead.
- Design and begin implementing a robust personal growth plan that will encourage long-term sustainable growth.
- Assess your own style of leadership and gain an appreciation for other styles of leadership.

Course Textbooks

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Expanded Edition. Downer's Grove, IL: IVP Books, 2018. 240 pages

Blanchard, Ken, Phil Hodges, and Phyllis Hendry. *Lead Like Jesus Revisited*. Nashville, TN: Thomas Nelson, 2016. 272 pages.

Bohannon, Liz Forkin. *Beginner's Pluck: Build Your Life of Purpose and Impact Now*. Grand Rapids, MI: Baker Books, 2019. 227 pages.

Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad Publishing Company, 1989. 101 pages.

Total pages = 840

Required Inventories

Bradberry, Travis and Jean Greaves. *Emotional Intelligence 2.0*. San Diego, CA: TalentSmart, 2009.

Note: With the *Emotional Intelligence 2.0* book, some students have found that it's hard to get the inventory access code with the Kindle version of the book. At this point, getting a hard copy is advisable.

Frazer, Randy. *The Christian Life Profile Assessment Tool: Workbook*. Grand Rapids, MI.: Zondervan, 2015.

CliftonStrengths (formerly called StrengthsFinder). You can get the student rate for the Top 5 assessment here: <https://store.gallup.com/p/en-ca/10265/cliftonstrengths-for-students-top-5>.

Ministry Match at <https://theministrymatch.com/pricing/>. After you create an individual account, go ahead and purchase the MinistryMatch Laity version of the test.

Note: If you have done any of the required inventories for this course within the past two years, you do not need to redo them. However, I will still expect you to reflect on the results of past inventories and use them to inform your personal leadership development plan.

Course Instructional Content

In addition to the course instructional content in the Thursday-Saturday learning intensive, students will need to watch instructional videos posted in the online classroom.

Intensive Schedule

Learning Intensive (Willingdon Church)	
Thursday, Feb. 20, 2024	6:30 – 9:30 pm
Session 1	Introduction Biblical Leadership
Session 2	Christian Leadership Practice #1 – Grow a Deep Relationship with God
Friday, Feb. 21, 2024	6:30 - 9:30 pm
Session 3	Christian Leadership Practice #2 – Develop Godly Character
Session 4	Christian Leadership Practice #3 – Discern Personal Calling
Saturday, Feb. 22, 2024	1:30 pm – 5:00 pm
Session 5	Christian Leadership Practices #4 and #5 – Grow Deep Communities and Build Healthy Teams
Session 6	Christian Leadership Practice #6 – Strengthen Skills

Course Assignments

The assignments for this course include a personal assessment, reading reflections, mentoring and mentoring analysis paper, personal leadership development plan, theology of leadership, and the course evaluation. If you ever have an idea for an alternative assignment that you believe would have greater personal value and would still meet the objectives of the course, feel free to talk with me about it. In addition, feel free to use other formats (e.g. PowerPoints, Prezi, storyboards, videos) for your assignments. Please double-space all written assignments.

Assignments are due by 11:59 pm (your time) on the day they are due. I would ask that you submit your assignments in Populi. Once I have marked your assignment, I will put it in your grade book in Populi where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book). Please note that I will typically deduct 5% of an assignment's total possible value if the assignment is submitted within a week of the due date (assignments submitted more than one week after the due date may not receive a grade). Having said that, if you find that you are unable to complete an assignment on time, I will grant one extension of up to one week for one assignment during the course (without penalty) when you inform me of your need for an extension before the due date for that particular assignment. I will also consider extensions in exceptional circumstances such as a medical emergency (when a doctor's note

accompanies the request). For the times when I allow a student to rewrite an assignment, I will generally take off 20% of the assignment's value before assigning a grade to the rewritten assignment.

Here is an overview of all the assignments followed by a detailed description of them:

Overview of Assignments

Week	Due Date	Assignments	Percentage of Final Grade	Cumulative Percentage
Week 1	Feb. 8	Reflection Paper #1 and <i>In the Name of Jesus</i>	5%	5%
Week 2	Feb. 10-15	Mentoring Discussion #1 (date to be determined by group leader)		
Week 2	Feb. 15	Personal Assessment	10%	15%
Week 4	Mar. 1	Reflection paper #2 and <i>Lead Like Jesus Revisited</i> and <i>Beginner's Pluck</i>	5%	40%
Week 5	Mar 3 - 8	Mentoring Discussion #2 (date to be determined by group leader)		
Week 5	Mar. 8	Personal Leadership Development Plan	20%	60%
Week 6	Mar. 15	Reflection paper #3 and <i>Strengthening the Soul of Your Leadership</i>	5%	65%
Week 7	Mar. 17-22	Mentoring Discussion #3 (date to be determined by group leader)	5% (for all three group discussions)	50%
Week 9	Apr. 6	Mentoring Analysis Paper	10% (includes mentoring meetings)	60%
Week 9	Apr. 6	Theology of Leadership	40%	100%
Week 9	Apr. 6	Course Evaluation	-----	-----

Personal Assessment (10% of the final grade)

There are three parts to this pre-course assignment:

Part One – Four Inventories

For this part, do the four inventories for this class:

1. CliftonStrengths (formerly called StrengthsFinder) – As mentioned above, you can get the student rate for this assessment here: <https://store.gallup.com/p/en-ca/10265/cliftonstrengths-for-students-top-5>.
2. MinistryMatch Laity version at <https://theministrymatch.com/pricing/> (you will need to create an individual account before you can purchase the assessment)
3. Christian Life Profile – The assessment is in the *Christian Life Profile* course text. Make sure that you do the self-assessment and have others complete the three “other-assessments.”
4. Emotional Intelligence 2.0 – The online access code for this assessment is in the book with the same title.

After doing the four inventories, fill out the inventory template posted in Populi (the template helps you to organize your results for comparison purposes) and submit the filled-in template as part of this assignment. At this point, you do not have to comment on the results (this analysis will come later in the Personal Leadership Development Plan assignment).

Note: As mentioned previously, if you have done any of these assessments within the last two years, you do not have to redo them. However, you should still enter the results from the assessment(s) you did previously into the template for this assignment.

Part Two – *Understanding Your Personal Calling* Workbook

For this part of the assignment, prayerfully work through the *Understanding Your Personal Calling* workbook posted in Populi. I would encourage you to spread out this exercise over several days or longer to give yourself a chance to reflect on the questions and ideas that emerge.

Part Three – Read the Book of Nehemiah

One of our weekend sessions will focus on Nehemiah, so it will be important to have the story fresh in your mind.

This assignment is due on February 15.

Reflection Papers (15% of the final grade)

During three weeks of the course (Weeks 1, 4 and 6), you will have an opportunity to write a three-page reflection paper in response to the instructional content (sometimes this will include

extra instructional video content) and the required readings. Your reflection paper should answer the questions assigned in each of the three weeks (see below). The week after your reflection paper is due, you will meet in mentoring groups to discuss your responses to the questions and to explore other related topics. The maximum length for each reflection paper is 900 words.

Please note that the third reflection paper question on *Strengthening the Soul of Your Leadership* requires practicing the activities at the end of each chapter and reflecting on two of them that were particularly helpful. I would encourage you to spread out your reading of the book over several weeks, so you have opportunity to engage meaningfully in the activities.

Reflection Paper #1 – Grow a Deep Relationship with God

Required Reading - *In the Name of Jesus*

Reflection Question #1 – Nehemiah’s Leadership Practices

Based on your reading of the book of Nehemiah for the Personal Assessment assignment and the discussion of Nehemiah’s leadership practices during the weekend learning intensive, what stands out to you about Nehemiah’s leadership? Which of the six practices of Christian leadership are stronger for you? Which are weaker?

Reflection Question #2 – Applying Nouwen’s Perspective on Leadership

What is your response to Henri Nouwen’s reflections on Christian leadership in his book, *In the Name of Jesus*? What would need to change in your leadership approach to better reflect what Nouwen describes in the book?

Reflection Question #3 – Practicing Life-giving Sabbath

Thinking about the *Practicing Life-giving Sabbath* and *Taking Time for Play and Recreation* discussions during the learning intensive, what gives you life? What refreshes your body, mind, and spirit? To what extent do you think that you have enough life-giving activities (or perhaps too many)? What are some of the things that hinder your practice of “re-creational” activities (or having balance in this area)? How might you overcome these barriers?

Reflection Paper #1 is a maximum of 900 words and is due February 8.

Reflection Paper #2 – Develop Godly Character and Discern Personal Calling

Required Reading – *Lead Like Jesus Revisited* and *Beginner’s Pluck*

Reflection Question #1 – Essential Character Qualities

Thinking about what you read in *Lead Like Jesus Revisited*, the list of 10 essential character qualities necessary for long-term leadership effectiveness we discussed in the learning intensive, and your own experience leading and watching others lead, what do you think are the top three character qualities necessary in God-honoring and effective Christian leadership? Why do you

think these character qualities are so important (use Scripture, logic, personal experiences, and other sources to support your answer)?

Reflection Question #2 – Developing Godly Character

Thinking about the virtues assessment part of the Christian Life Profile, what were some of your stronger and weaker virtues? What is one character quality that you would like to grow over the next three months (it could be one of the ten virtues from the Christian Life Profile, a character quality from the previous reflection question, or a different character quality)? Describe specific ways that you could partner with the Holy Spirit to grow that character quality. How might insights from *Lead Like Jesus Revisited* and the *Growing Character Qualities* session in the learning intensive inform the character-building process in your life?

Reflection Question #3 – Personal Calling

Based on the personal calling session in the learning intensive and the *Beginner's Pluck* book, why is understanding and growing in one's personal calling important? How does *Beginner's Pluck* add to your understanding of calling? How does Bohannon's approach align with the approach in the *Understanding Your Personal Calling* workbook you did for the Personal Assessment assignment? What are some cautions we need to keep in mind as we try to discern and live out our calling (and help others do the same)?

Reflection Paper #2 is a maximum of 900 words and is due March 1.

Reflection Paper #3 – Grow Deep Communities, Build Healthy Teams, and Strengthen Skills

Required Reading – *Strengthening the Soul of Your Leadership*

Required Instructional Videos and Reflection Questions

Video #1 - Grow Deep Community

Reflection Questions: Discuss five strategies (three from your *Emotional Intelligence 2.0* results and two from the *Growing Deep Community* video) that you believe will help you grow more emotionally intelligent. Thinking about what Bradberry says in the *Emotional Intelligence 2.0* book and the course videos, how do you think growth in EI will impact your ability to relate to and serve others more effectively (or feel free to push back and discuss how you don't think emotional intelligence makes all that much difference)? What are some connections and disconnections between emotional intelligence and *Strengthening the Soul of Your Leadership*?

Video #2 - Groupthink

Video #3 - Building Healthy Teams

Video #4 - Healthy Assumptions for Healthy Teams

Video #5 - Building Bridges Between Departments

Reflection Questions: Share about a time when you were part of a leadership team that had to make a major decision. What went well? What were some of the challenges and how did the group attempt to address them (or not)? What did you learn from the experience? How does your experience align with what you've read and heard about healthy teams in the instructional videos and other sources? Thinking about your top five strengths (based on the assessments you did for this course, previous assessments, and other inputs), how did your strengths contribute (or could have contributed) to the effectiveness of this team? How might ideas from *Strengthening the Soul of Your Leadership* contribute to stronger teams?

Video # 6 - Strengthen Skills (Investing in Your Strengths)

Video #7 - Desirable Leadership Skills

Video #8 - Turning Conversations into Mentoring Opportunities

Reflection Questions: *Strengthening the Soul of Your Leadership* is a great resource for helping ministry leaders grow deeper in their relationship with God even as they face potentially soul-crushing challenges. At the end of each chapter is an activity designed to help you strengthen the soul of your leadership. For this assignment, I would like you to do each activity and reflect on two of them that were particularly helpful. What did you learn? How did you feel? I would recommend spreading out your reading over several weeks (as I mentioned in the Reflection Paper #1 section above) to maximize the value of this assignment.

Reflection Paper #3 is a maximum of 900 words and is due March 15.

Mentoring and the Mentoring Analysis Paper (10% of the final grade)

During Weeks 2, 5 and 7, you will meet with a mentor and any other students in the class from your church in a church-based mentoring group for 60 minutes to discuss the questions you addressed in the previous week's reflection paper, explore other related topics, and contextualize ideas to your ministry setting. The mentor should be a leader in your church (e.g. pastor, elder, ministry leader) who can speak meaningfully into the course ideas and how they could apply within the church.

For the mentoring analysis paper, include the name of your mentor, your mentor's role in the church, the dates you met, and the length of each session. Please also state if others from your church attended the sessions. The bulk of the paper should focus on your analysis of the mentoring conversations. How did the discussions with your mentor support, challenge and/or add to the key principles that emerged in the instructional content and through the readings for the course (be specific about these connections and include citations that clearly show the sources of the ideas)? What are some of the blessings and challenges you experienced during your time with your mentor? How did you grow? You will want at least half of your paper to be a rigorous interaction with specific ideas from Scripture and the course (with citations).

The maximum length of the mentoring analysis paper is 1,500 words and is due April 6.

Note: It is your responsibility to make sure that you and your mentor meet the required number of times. If, for some reason, this is not likely to happen, please contact me to discuss alternative strategies.

Personal Leadership Development Plan (worth 20% of your final grade)

The results from the assessment tools showed you some of your strengths, practices and tendencies that will help you live out your calling. Yet, all of us are in process. We have strengths that we can develop even more. We have weaker areas that may require our attention. The key is to understand what God desires of us (our personal calling) and then, in His strength, take the necessary steps to be the kind of leader He wants us to be and to do the tasks He wants us to do. This is a lifelong process.

This assignment has five parts:

Part One - Your Personal Calling Statement (600 words – worth 10% of the assignment's value)

For this part, copy and paste your biblical purpose, core values and vision statement from the *Understanding Your Personal Calling* workbook that you did for the Personal Assessment Assignment (it's perfectly fine to revise them if you feel a need to do so). Include at least one visual image (e.g. a jpeg-type picture) that captures the heart of your personal calling. Give a brief explanation of how the image connects with your personal calling. In addition, show how your core values are embedded in both your biblical purpose and vision. One way to do this would be to designate a font color for each of your core values and then use those font colors to show how parts of your purpose and vision align with your core values. If you do not see some of your core values represented enough in your purpose and vision, you may want to adjust those parts of your calling.

Part Two - Rule of Life (600 words – worth 15% of the assignment's value)

In the teaching weekend and instructional videos, you were introduced to the Rule of Life. This part of the Personal Leadership Development Plan gives you an opportunity to describe what you are already doing in each of the 12 areas of the Rule of Life and what you could add or change that would strengthen your leadership foundations and better position you to live out your personal calling. If you are not doing something in a particular area and don't think you should, that's fine. In addition, feel free to add other areas that you have found helpful. To help you identify which areas should be a top priority for you right now, include a short statement at the end of this part where you identify 2-3 Rule of Life elements that will receive extra attention for the next few months. Include a rationale for why you believe these are especially important for you right now. The approximate length of this part is 600 words (point form is fine for this section).

Part Three - Inventory Reflection (600 words – 40% of the assignment's value)

For this part, take up to 600 words to reflect on the results of the assessment tools you completed for this course: Ministry Match, Emotional Intelligence 2.0, CliftonsStrengths, and the Christian Life Profile. Here are some specific questions I would like you to tackle in the reflection process:

1. What are some common themes that seem to emerge from the results?
2. How do some of the results from the inventories build upon each other? For example, how might your top spiritual gifts in the Ministry Match assessment add to your understanding of your top five signature strengths from the CliftonStrengths assessment (and vice versa)?
3. Where do the inventory results seem to contradict each other (or your own view of yourself)? How might you explain these apparent contradictions?
4. What opportunities for living out your calling more effectively do you see coming out of these results? For this question, I expect to see a detailed integration of your personal calling into the discussion.

Part Four - Strategic Plan (600 words – 35% of the assignment's value)

After you have reflected on the results of each inventory, establish three strategic objectives that will promote your development as a Christian leader over the next three months. Indicate the rationale for selecting each objective (why is the objective important in light of your calling as articulated in this class and your inventory results). In addition, identify at least three key action steps for each objective, which will help you take steps toward achieving the objective over the next four months (this means that you will have at least nine action steps in total). Make sure that all the action steps are **SMART**:

- **Specific** (i.e. focused on one clearly defined area)
- **Measurable** (i.e. you should be able to chart your progress and know when you have achieved the action step)
- **Achievable** (i.e. you should be able to achieve the action step within the stated time frame)
- **Relevant** (i.e. the action step should actually help you achieve your overall objective)
- **Time-framed** (i.e. you should include a completion date so that you have a clear target for completing the action step)

Here are two examples of SMART action steps:

- I will memorize one verse per day, starting today, for the next three months.
- I will develop my teaching gift by attending the Teaching Adults Effectively conference next month

At the end of this section, include a one-page summary of your prioritized objectives and action steps that you can use as a quick reference guide. Recognizing that it is difficult to work on three major objectives at the same time, I have asked you to prioritize them in your one-page summary. Make the first one your top priority. You can move on to another objective once you feel you have made reasonable progress on the previous one.

Part Five - Setting up Supportive Accountability

For this part, give the entire assignment to someone who will provide some supportive accountability as you implement the plan (e.g. a mentor, friend, family member, pastor). Include a note at the end of your assignment saying who received a copy of this assignment.

The maximum length of this assignment is 2,400 words. Due date: March 8.

Theology of Leadership (worth 40% of your final grade)

Based on one or more of the Gospels (and other Scriptures), course instructional content, course textbooks, mentoring group conversations, and other resources, develop a biblically sound and personally relevant theology of Christian leadership. Your theology of leadership should include what you consider are the non-negotiable aspects of leadership. Some of the questions you may want to cover are: what is Christian leadership, what kind of character should a Christian leader have, how does a Christian leader lead, and what can we learn from Jesus and other biblical characters about Christian leadership? You're welcome to use these questions as sectional headings, although for some, it may work better to create a seamless theology that answers these questions and others in a more integrative way.

The maximum length is 2,100 words. Due date: April 6.

Note: I'm open to other creative ways of doing this assignment like developing a podcast, creating an in-person or virtual training session, storyboards, dramatic monologues, musical compositions, blog series, raps, website, animations, poetry, etc. If you would like to express your theology of leadership in one or more of these ways (or other ways), let me know so that we can figure out what the final gradable product will look like. I'm also open to students doing this as a group project. However, I would expect that the length (or other appropriate metric) would double for a two-person group project, triple for a three-person group project, etc.

Course Evaluation

Because your feedback is very important to me (I will often change future offerings of a course based on the feedback I receive from students), I have made the course evaluation a required part of the course. You will find the course evaluation in Populi.

Grading Scale

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. Skilful 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.

Assignment Assessment

When I assess written assignments and presentations, I tend to look for the following:

- Appropriateness – The content matches the requirements of the assignments.
- Substantiveness – The content reveals deeper level thinking. This may take the form of critiquing existing ideas and proposing new ones. It may involve applying ideas from the readings and class discussions in deeply personal ways. It could also include a novel integration of ideas from various sources. As you think about substantiveness, I would also ask you to go beyond “left brain” thinking that focuses on systematic and logical thinking. Add “right brain” analysis that views concepts in intuitive and more holistic ways. This may involve viewing assignment topics from creative vantage points by using word pictures, analogies, metaphors, pictures, diagrams, drama, poetry, music, and other creative devices that can often enrich conceptual meaning and make it more

personal. In order to get an A on an assignment, **you really need to present your ideas in an integrative and creative way.** Go beyond the stated expectations of an assignment (not in terms of length ☺). Surprise me with a novel combination and/or expression of ideas.

- Coherence – The content flows in a consistent and meaningful way.
- Engaging – The writing style does not distract from the content (e.g. grammatical mistakes), but rather engages the reader’s attention. By the way, I love creative title pages that introduce a theme or multiple themes from your assignment in an engaging way.

Course Policies

Artificial Intelligence

Where students make use of generative artificial intelligence tools (e.g., ChatGPT, Bing, among others) to complete any course-related work, the generated material must be clearly and correctly indicated, and cited/referenced using the Chicago/Turabian referencing style for generative AI. (Information about the required reference style is listed in the course syllabus.) Citation is not required to document the use of simple proof-reading and editing tools (e.g., Grammarly).

Failure to clearly indicate and reference AI-generated material will be reported as academic misconduct.

Students should consult the instructor if they have any questions about the use of generative AI tools.

Paper Formatting

Students are required to adhere to the Turabian Notes (Bibliography) format for all papers. Please consult the [Purdue Owl](#) website for information or:

Turabian, Kate, L. *A Manual for Writers of Research Papers, Thesis, and Dissertations*, 9th ed. Chicago, IL: The University of Chicago Press, 2018.

Academic Integrity and Avoiding Plagiarism

As Christian scholars pursuing higher education, academic integrity is a core value of the entire MB Seminary community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at MB Seminary.

Assignment Grade Appeals

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of

grade. Formal course grade appeals can be made directly to Dr. Brian Cooper, Director of Student Development, briancooper@mbseminary.ca.

Web Support-Student Portal — <https://mbseminary.populiweb.com>

All students at MBS will receive a MBS-Populi username and password. This is determined at the time of an online application. If you have any difficulty with your password or your login credentials, please contact Keith Reed, Director of Ministry Support, (keithreed@mbseminary.ca).

Course Intensive/Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to your church host and contact.

Equity of Access

It is the responsibility of a student with a learning disability to inform the MB Seminary Director of Student Development (briancooper@mbseminary.ca) of that fact **before the beginning of a course** so that necessary arrangements may be made to facilitate the student's learning experience. To repeat: To ensure that instructors know to accommodate a student who has a learning access issue, the student must inform the Director of Student Development of a disability before the beginning of the class. After that is too late. made with Dr. Brian Cooper, the MB Seminary Registrar.