INSTRUCTOR CONTACT INFORMATION

**Location:** Emmanuel Gospel Center; Monday Evenings (9/10 – 12/3); 6:30 – 9:30 PM

Dr. Doug & Judy Hall, course founders; professor of record
617-451-1415
dhall@egc.org

Jeff Bass, teaching fellow
(w) 617-262-4567
jbass@egc.org

Bianca Duemling, teaching fellow
(w) 617-262-4567
bduemling@egc.org

Brian Corcoran, teaching fellow
(w) 617-262-4567
bcorcoran@egc.org

*(Email is the best way to make contact outside of class. Or call 9 – 5 on weekdays.)*

**COURSE DESCRIPTION**

MC621 is the first of two, consecutive 12-session seminars. Combined, MC621 and MC622 integrate academic and group process seminars with applied research in an urban environment. Seminars feature lectures, reading discussions, personal sharing times and reflection on personal ministry experiences to foster a more holistic learning experience. Spouses are invited to attend seminar sessions.

This class was originally designed for those doing or preparing to do urban ministry, but now increasing numbers of non-urban students are taking this class. However, because the city is a capsule of broader reality, we have discovered that ministry factors and approaches that work in urban settings are applicable in all contexts. This is even truer now that many once unique urban factors, such as crime, drugs, diverse people groups and social needs of the poor, have become true of suburban areas as well.

**Meeting Site:** Emmanuel Gospel Center, 2 San Juan St., Boston, MA 02118

*Directions:* www.egc.org and click on “Contact Us” and scroll down to find directions.

*Parking is limited.* Parking in the EGC lot is limited to the spaces immediately behind the building, on the EGC side of the lot (see parking lot map). DO NOT park in the neighbors’ spaces, and do not triple park in the EGC spots. Double parking in the EGC spots is allowed if done as indicated on the parking map. *Improperly parked cars will be quickly towed away.* Street parking is available on Shawmut Avenue, in metered spaces on Washington St., and there is limited guest parking in the neighborhood, including immediately in front of EGC.

*Public Access:* Back Bay Station, Orange line, is a 5 minute walk. EGC is also accessible by the #43 bus (leaves Park St. Station) and the Silverline (on Washington St.).
COURSE OBJECTIVES

Within the mission of Gordon-Conwell Theological Seminary, the objective of *Inner City Ministry 1: A Context for Ministry* is to develop *Biblically-oriented, systems-thinking pastors and leaders* who can:

- engage their **self-understanding** to cope with the difficulties of ministry and contribute to long-term and effective ministry in any environment;
- demonstrate an **understanding** of the richness and complexity of the living systems of the city and ministry;
- move from **analysis** of an environment or problem to **strategies** designed to accomplish relevant Christian goals in that context;
- analyze and discuss their ministries in the form of an **applied research paper**, and express their opinions in **writing, presentations, and discussions**.

* Cf. M.Div. degree goals: 1, 2, 3, & 4. *Inner City Ministry* is required for the degrees of MA Urban Ministry, MA Youth Ministry, MA Educational Ministries, and M.DIV. See degree goals for your degree.

**Texts**


4. Readings in Course Documents section of CAMS.

It is expected that students are currently involved in supervised, mentored, or other ministry. The time spent in this ministry is not part of the study load of the course. We estimate that students will need to spend about ten hours a week on the course in addition to their normal ministerial responsibilities. Total required reading is estimated to be 850 pages.

**Typical Class Schedule:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 – 6:35</td>
<td>Worship and Opening Prayer</td>
</tr>
<tr>
<td>6:35 – 6:50</td>
<td>Announcements and Reflection</td>
</tr>
<tr>
<td>6:50 – 7:15</td>
<td>Spiritual Pilgrimages</td>
</tr>
<tr>
<td>7:15 – 8:20</td>
<td>Lecture</td>
</tr>
<tr>
<td>8:20 – 8:35</td>
<td>Lecture Q&amp;A</td>
</tr>
<tr>
<td>8:35 – 8:45</td>
<td>Break</td>
</tr>
<tr>
<td>8:45 – 9:30</td>
<td>Discussion in Small Groups</td>
</tr>
</tbody>
</table>

*This syllabus is subject to minor changes, such as a possible change of date for guest speakers.*
COURSE REQUIREMENTS & GRADING

1. Ministry Case Study Preparation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems Thinking in Ministry take home test, p. 13</td>
<td>Oct. 15*</td>
<td>25%</td>
</tr>
<tr>
<td>Community Analysis paper, p. 13</td>
<td>Nov. 19*</td>
<td>40%</td>
</tr>
<tr>
<td>+ “Guide for Community Studies” form, CAMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC622 Topic report, p. 14</td>
<td>Dec 3*</td>
<td>10%</td>
</tr>
</tbody>
</table>

2. Class Participation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; class participation</td>
<td></td>
</tr>
<tr>
<td>Self-introduction, contact information</td>
<td>Sept. 10</td>
</tr>
<tr>
<td>Self-introduction, personal essay</td>
<td>Sept. 17*</td>
</tr>
<tr>
<td>Group dinner interview</td>
<td>sign up for date</td>
</tr>
<tr>
<td>Spiritual Pilgrimage, oral presentation &amp; text, p. 11</td>
<td>sign up for date</td>
</tr>
<tr>
<td>Church Visit Report</td>
<td>Dec. 3*</td>
</tr>
</tbody>
</table>

* Bring 1 hard copy of each assignment to class
* AND send each assignment by e-mail to your discussion group leader

Late work receives a half-grade deduction if received within two weeks of the due date. After two weeks, late work receives a full grade deduction.

Much of the learning in this class occurs through group interaction and class participation. Doing the reading and regular attendance is therefore critical, and will be a factor in determining your class participation grade (which accounts for 25% of your overall grade for the course). Being present at both the lecture and your discussion group counts as class attendance each week. If you are not able to make a class (or need to leave early) due to an unavoidable conflict or health reason, please let your discussion group leader know in advance. By CUME policy, you cannot pass the course if you have 4 or more absences.

Much communication will be done by e-mail. Students should have at least weekly access to e-mail and the internet. If not, please contact your discussion group leader to work out an alternate arrangement.
### 2012 MC621 Class Summary

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>Class Orientation (include evaluation discussion)  &lt;br&gt;Introduction to the City, Urban Ministry, the Quiet Revival  &lt;br&gt;Brief Introduction to Living System Ministry Theology  &lt;br&gt;<em>Self-introduction, p. 1 due</em></td>
</tr>
<tr>
<td>9-17</td>
<td>Dynamics of Team Learning – Jeff Bass and Brian Corcoran  &lt;br&gt;<em>Self-introduction, p. 2 due (essay)</em></td>
</tr>
<tr>
<td>9-24</td>
<td>Applying Systems Thinking in Ministry – Jeff Bass and Brian Corcoran</td>
</tr>
<tr>
<td>10-1</td>
<td>Introduction to Living System Ministry (Unit 1) – Dr. Doug Hall</td>
</tr>
<tr>
<td>10-8</td>
<td>Reading Week – No Class</td>
</tr>
<tr>
<td>10-15</td>
<td>Introduction to Community Analysis I : Quantitative Methods – Rudy Mitchell, Dr. Bianca Duemling (Bring your laptop!)  &lt;br&gt;<strong>Systems Thinking Take Home Test due</strong></td>
</tr>
<tr>
<td>10-22</td>
<td>Introduction to Community Analysis II : Qualitative Methods - Dr. Bianca Duemling, Rudy Mitchell</td>
</tr>
<tr>
<td>10-29</td>
<td>Why Works Doesn’t Work (Unit 2) – Jeff Bass</td>
</tr>
<tr>
<td>11-5</td>
<td>Reading Week – No Class</td>
</tr>
<tr>
<td>11-12</td>
<td>Generational Challenges of the Ethnic Church – Rev. Thomas Lee</td>
</tr>
<tr>
<td>11-19</td>
<td>Your Body as a Living System – Dr. Dan Cagua-Koo  &lt;br&gt;<strong>Community Analysis paper due</strong></td>
</tr>
<tr>
<td>11-26</td>
<td>Redemptive Ministry in a Hard Reality (Unit 3) – Dr. Doug Hall</td>
</tr>
<tr>
<td>12-3</td>
<td>Kingdom Bridges from the City to the Region to the World – Rev. Dr. Gregg Detwiler  &lt;br&gt;<strong>All other assignments due</strong>&lt;br&gt;MC622 Topic Report&lt;br&gt;Church Visit Report&lt;br&gt;Class evaluations</td>
</tr>
</tbody>
</table>

**topics/dates here may be rearranged still**
<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPIC, LECTURER, &amp; READING ASSIGNMENT</th>
<th>QUESTIONS FOR DISCUSSION</th>
</tr>
</thead>
</table>
| 9-10 | Class Orientation  
Introduction to the City, Urban Ministry, the Quiet Revival  
Brief Introduction to Living System Ministry Theology  
– Teaching Team  
**Self-introduction contact info due** | (1) Conn & Ortiz: What is a city? How do our perceptions about the city shape our ministry?  
Why is a positive attitude toward the city important to ministering in the city?  
Why do you want to minister in the city?  
How might knowing your strengths/weaknesses be a help in urban ministry?  
(2) *Emmanuel Research Review*: How is the Church in Boston growing and changing? |
| 9-17 | Introduction to Systems Thinking – Jeff Bass and Brian Corcoran  
Forrester, “Notes on Complex Systems,” CAMS  
Senge, “Introduction” and pp. 1 – 67, *Fifth Discipline*  
Optional Reading: pp. 68 - 112  
** Self-introduction essay due ** | (1) Forrester: Urban ministry is not easy: the city is a complex system. Consider Forrester’s six concepts (6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8) from your own personal experience or related studies. For example, where have you experienced “drift to low performance”? |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
</tr>
</thead>
</table>
Hall, “Christian Applications to Some of Senge and Forrester’s Concepts,” CAMS  
(1) **Senge & Hall:** Senge’s five disciplines were derived from his research at MIT. Are they Biblically sound? Are they relevant for Christian ministry? Pick one of the disciplines and consider how you have used it or could use it in your ministry.  
(2) Which of the 5 disciplines do you understand the best, or do you feel you use the most in your life and ministry?  
(3) Which of the disciplines is most difficult for you? |
| 10-1 | Introduction to Living System Ministry – Dr. Douglas Hall | Hall, Introduction, “Are You Ready for the Coming Revival?”  
Hall, Unit 1, “Understanding Our Times”  
(1) What is the difference between Primary culture and Secondary culture? Which cultural orientation do you come from? Which one is more typical of your local church?  
(2) According to Hall what is the difference between a toaster approach to ministry and a cat approach to ministry? Can you give examples in your own ministry experience of the two different approaches? Tell a situation in which you have treated a living system in a toaster manner and the negative feedback you received. How does thinking of the church as a cat help us in ministering more effectively within her? |
| 10-8 | Reading Week – No Class! | |
| 10-15 | Introduction to Community Analysis I: Quantitative Methods – Rudy Mitchell, Senior Researcher, EGC; Dr. Bianca Duemling | Conn & Ortiz, “Demographic Studies & Mission” (Ch. 15 & 16), *Urban Ministry*  
Mitchell, R., “Studying Urban Communities,” CAMS  
(1) **Conn & Ortiz:** React to the “tipping theory” of neighborhood change. How is bonding in a community achieved?  
(2) It has been said that some inner cities would not be as bad as they are if people did not try so hard to help the city. a) How could this statement be true? |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
</table>
- Module 2: Participant Observation, Module 3: In-Depth Interviews  
- Module 4: Focus Groups |
| 10-29 | **Why Works Doesn't Work – Jeff Bass**                                | (1) What wrong mental models have you had that you had to identify and adapt in order to minister more effectively?  
(2) Explain the “Counterproductive Efforts from Works” diagram in your own words. What personal examples have you seen of well-intentioned efforts that did not work? |
| 11-5  | **Reading Week – No Class!**                                          |                                                                      |
### Generational Challenges of the Ethnic Church – Rev. Thomas Lee
(Reading may change)

- Lum, “American Born Chinese,” CAMS
- Mitchell, “Portrait of Boston Churches, BCEC Case Study” (pp. 48 – 51), CAMS

1. **Immigrant churches of various ethnic backgrounds undergo a major transition in dealing with their second generation. Often the first generation are concerned that the second-generation youth will lose their culture and that secularism and materialism will capture their minds. Among those youth that remain Christian, the tendency may be to go to a different church from their parents. What should a church that is facing this challenge do?**

2. **What are some of the many dynamics involved in being a “second-generation” Christian? How might one’s identity as an American-born Asian, Latino, or Haitian Christian affect how one does ministry?**

3. **What are the implications of the second-generation dynamic for Christianity overall, in any city? For you personally?**

### Your Body as a Living System – Dr. Dan Cagua-Koo

- Reading TBD

**Community Analysis Papers Due**

### Redemptive Ministry in a Hard Reality – Douglas Hall

- Hall, Unit 3: “Discovering our Wealth”

1. **What types of reality do you view in high definition? What types of reality do you tend to observe casually, in low definition? What is your overall orientation--do you tend to see reality in high or low definition, and why?**

2. **How is “viewing reality in high definition” similar to “treating living systems like a cat?” Why do you think Hall uses these...**
analogy? How do they help us in the ways we approach ministry?

(3) Give an example of how you adapted an incorrect mental model. What helped you see how to correctly adapt it? How does this process of identification and adaptation of mental models correlate with the scriptural idea of “buying from Jesus” “refined gold, white clothes and eye salve?”

(4) Explain the process of going from a works orientation to redemptive ministry.

12-3 Kingdom Bridges from the City to the Region to the World – Rev. Dr. Gregg Detwiler (Director, EGC Intercultural Ministries)
Review Conn & Ortiz, ch. 11, Urban Ministry
Detwiler, Nurturing Diaspora Ministry & Mission in and through a Euro-American Majority Congregation, CAMS
pp. 4 – 5, 10 - 17, 18 - 45, 49
optional reading: pp. 128 - 135
Hall, “The Influence of Boston’s Churches on the Region and the World,” CAMS
MacGavran, “Bridges of God,” CAMS

** M622 Topic Report**
**Church Visit report due **
** Class evaluations **

(1) Detwiler: What is Diaspora ministry and missions? Of the four theological affirmations that Detwiler cites on page 49 which ones of these have you heard preached/taught least in your Christian experience? What vital opportunities are there in Greater Boston in the arena of Diaspora ministry and missions?

(2) MacGavran: Explain MacGavran’s unplanned people movements and Gentiles on the bridge. What are the implications for church planting in our culture of his thesis that the Gospel spreads through corporate relational bonds?
GUIDELINES FOR ORAL CONTRIBUTIONS

1. Sharing Your Spiritual Pilgrimage

At the start of each class, we will have a personal sharing time so that we can get to know each other better and reflect together on our lives, dreams, ministries, and struggles.

- Sign up for a day to share.
- Oral presentation should be no longer than 5 minutes. (Presentations will be timed, and you will be asked to stop at 5 minutes, so plan accordingly.)
- Turn in a written version or outline of your pilgrimage the day you present.
- Use the topics (A, B, & C) below as an outline for your pilgrimage. The questions are to spark ideas and memories. You don’t need to follow them rigidly.

   A. Salvation
      Share how you became a believer, how you were discipled, and, if known, how you perceive your calling from God. At about what age were you when you first came to faith? Did the way you were discipled affect your calling? How?

   B. Identity
      Describe the context of your life before and after coming to faith, including your own origins, ethnically and geographically. Include some oral history of your family. If you have little sense of ethnicity, tell how that might affect you in ministry.

   C. Struggles
      Much of what we learn in ministry is through our failures and struggles. Choose one, and reflect on what you learned, are learning, or hope to learn through this experience.
      (1) a difficult experience you went through; how do you perceive it now? or
      (2) a current struggle you are now having, such as a conflict you sense in yourself or in your situation, or some decision you have to make.

2. Discussion Groups

   A. The class will be divided into discussion groups.
      - The discussion groups will precede the lecture most weeks.
      - Discussion will be based on the readings assigned for that week.
      - Discussion will be lead by one of the teaching fellows or professors.

   B. Active participation in discussion groups will be a major factor in your grade at the end of the term. Overall, class participation accounts for 25% of your overall grade, so please do the reading and come prepared to ask questions and discuss what you are learning with your fellow students.
DIRECTIONS FOR WRITING PAPERS

1. Systems Thinking in Ministry: Take Home Test – due Oct. 15

This take home test is due at class on October 15th. Answer the questions below, using the amount of space indicated. Use headings and question numbers to indicate which question you are on. Type your answers using 12 pt font and please double space. Best approach is to download the test questions from CAMS and type your answers right into that document. Send an electronic copy of your completed test to your discussion group leader prior to class, and give a hard copy to your discussion group leader.

For Question #2 (three Biblical examples) for each section, give the Biblical reference and a one or two sentence explanation of how or why this is a good example of the discipline being addressed. Do not write out the verses.

Grading: 4 points each for questions 1, 2, and 3; 8 points for each question 4.

Personal Mastery
1. Define Personal Mastery in your own words, using 3 – 5 sentences.
2. Give three examples where Personal Mastery is seen (or is talked about) in the Bible. Describe each example in one or two sentences and give the reference.
3. Discuss how Personal Mastery can be used in urban ministry. (in about a half page)
4. Discuss what “personal mastery” means to you, and how you will implement it in your ministry. (in about a full page)

Mental Models
1. Define Mental Models in your own words, using 3 – 5 sentences.
2. Give three examples where Mental Models are seen (or are talked about) in the Bible. Describe each example in one or two sentences and give the reference.
3. Discuss how Mental Models can be used in urban ministry. (in about half a page)
4. Discuss what subconscious mental models you have discovered in your life. State one personal goal and describe a mental model that is associated with it. (in about a full page)

Shared Vision
2. Give three examples where Shared Vision is seen (or is talked about) in the Bible. Describe each example in one or two sentences and give the reference.
3. Discuss how Shared Vision can be used in urban ministry. (in about half a page)
4. Discuss what “shared vision” means to you, and how you will implement it in your ministry. (in about a full page)
Team Learning
1. Define Team Learning in your own words, using 3 – 5 sentences.
2. Give three examples where Team Learning is seen (or is talked about) in the Bible. Describe each example in one or two sentences and give the reference.
3. Discuss how Team Learning can be used in urban ministry. (in about half a page)
4. Discuss what “team learning” means to you, and how you will implement it in your ministry. (in about a full page)

Systems Thinking
2. Give three examples where System Thinking is seen (or is talked about) in the Bible. Describe each example in one or two sentences and give the reference.
3. Discuss how Systems Thinking can be used in urban ministry. (in about half a page)
4. Discuss what “systems thinking” means to you, and how you will implement it in your ministry. (in about a full page)

2. Community Analysis – due Nov. 19
Complete the “Guide to Community Studies” (from the form provided on CAMS) for the local geographic community of your choice. Fill out the information asked in each of the 20 questions. Some of the questions are not easy, but all can be answered with some digging for most communities. In particular, be careful about:

- Make sure your demographic numbers make sense. If you are reporting the median income of your community is $1 million, or 92% of the people are single, you might want to check again from a different source, for example.
- Be careful with the math. Percentages seem to cause some people problems. Ask for help if this is difficult for you.
- For Question 4, get a street map of your community, take it outside, walk and/or drive around, and MARK IT UP! Show important things asked for, like churches and other institutions and landmarks in your area. Don’t just turn in a map. We expect you to do some real leg work for this. Don’t rely on the internet only!
  
Mark up the map to show what is important for this study.

Write a four-page report (not including the “Guide for Community Studies” form) on your community answering the question, “What should a church or ministry be dealing with to be relevant to this community?” The report should include the following:

- Insights derived from the Completed “Guide for Community Studies” form, with relevant demographic information incorporated in report;
Insights into current local concerns based on face to face interviews with 5 local people, including:

- 2 leaders at local social service agencies
- 1 public service person (e.g., mayor or politician, police, teacher)
- 2 others of your choice;

Assessment of local concerns from 3 different editions of a neighborhood newspaper.

In addition, include a properly-formatted Bibliography, listing the 5 interviews and 3 newspapers cited, in addition to all other sources used for the community analysis. For interviews, list the name of the person, their title or relationship to identify them, the place of the interview, and the date of the interview.

Turn in together the completed Guide for Community Studies (with attached marked-up street map), the 4-page report, and the bibliography containing the elements listed above.

Grading: (100 Points)
- Guide to Community Studies (40 points)
- Personal Interviews (15 points)
- Newspaper editions (5 points)
- Four-page paper (30 points)
- Writing (including Bibliography) (10 points)

3. Church Visit Report – due Dec. 3

Visit a church with a tradition different from your own. Describe your response in a one-page report using the “Guide for Church Studies,” posted on CAMS. Feel free to adapt them to best communicate your impressions.


Write a one-page summary or outline (bullet-point form).

- Briefly describe your dream or vision for ministry that you would like to explore through your MC622 paper.
- Describe your plans/ideas for tackling the three-part analysis (community, church or organization, and two ministry models (already existing examples of the ministry you intend to do)) and the main theme for the paper (see below).
- In particular, think about how you will obtain information for the two ministry models. This can be difficult and time-consuming, so it helps to plan ahead!
LOOKING AHEAD: YOUR MC622 PAPER

The writing of this paper is an opportunity for you to put on paper the dream or vision for ministry that you either sense God is calling you do to do, or that you would like to do. Even if you are not sure of your calling, this is a chance for you to plan out what would be involved in the ministry you envision. Because this will be an important part of your ministry development and requires a lot of time and energy, begin thinking and praying about it in MC621. Below are key elements of your project.

Length: 20 - 30 pages, double-spaced.

A. Three-Part Analysis

1. Community
   Prepare a community analysis of the target area in which the ministry will be done. Emphasize more detailed data interpretation of the information you gathered for the “Community Study Guide” in MC621. What implications for your ministry are suggested by the data? Indicate sources and dates for statistics.

2. Church or Organization
   Analyze the organization through which you will do the ministry you are envisioning.
   - If a church, use the “Guide for Church Studies” as the basis for your approach.
   - If not a church, such as a parachurch or a secular agency, you can adapt the “Guide to Church Studies” or otherwise analyze the organization’s system.

3. Two Ministry Models
   Identify two existing ministries which have been operating for at least two years each and that are similar to what you intend to do. These are called “models” or “ministry examples,” and should not be confused with the “mental models” of systems thinking.
   a) Describe each ministry model. Include a brief history of their development.
   b) Discuss key mistakes they made that you want to avoid, and key strengths that you want to emulate or adapt.
   c) Describe aspects of each ministry model that are most relevant to the concerns of your paper, and/or those that are most different.

B. Main Theme
   This is the body of your paper, where you discuss your ideas, plans, and vision. You may also want to include a budget and ideas for raising funding for your ministry.
C. Evaluation
How will you know that your ministry is effective? What data will you track to tell? How will you know if your ministry is being counterproductive? Discuss how you could monitor the progress of your ministry to be in a redemptive rather than a works paradigm.

D. Professional Critique
You will ask someone you respect in ministry to read your paper and give you feedback.

A word about plagiarism:
If you use someone else’s words in your writing, those words must be put in quotation marks (or otherwise indicated) and properly referenced. If you use someone else’s ideas in your writing, those ideas must be properly referenced. Using someone else’s words or ideas as if they were your own is called plagiarism. Plagiarism is not permitted in this class (or at GCTS generally), and is grounds for failure of the class.

GCTS Academic Policy on Cheating and Plagiarism
Cheating and plagiarism are considered serious breaches of personal and academic integrity. As such, Gordon-Conwell has a zero tolerance for such behaviors.

Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. (See Duplication of Course Requirements) Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Those who violate the seminary’s policy on cheating and plagiarism are subject to one or more of the following penalties: a failing grade on the assignment in question; a failing grade for the course; suspension from the seminary; dismissal from the seminary; or revocation of degree. Individual professors may assign a failing grade to an assignment or course. Other penalties, if any, may be assigned only according to the process described below.

All these and other cases of alleged breaches of academic integrity are to be referred to the Judicial Committee. The relevant faculty member will make a recommendation to the Committee. After studying the facts of the case, the Judicial Committee will make a final decision on a penalty or course of action. The student retains the right of appeal to the Boston Campus Dean, who has authority to uphold or change the committee’s decision. Further appeal may be made to the President if the student disagrees with the decision of the Boston Campus Dean. Matters may also be referred to the Guidance Committee at the discretion of the Judicial Committee.