

**ACTS Seminars**

OF TRINITY WESTERN UNIVERSITY

## **Associated Canadian Theological Schools**

### **CLD 532 Christian Leaders and Power, Change, and Conflict: Mentored Ministry**

Doug Berg, Ph.D., Associate Professor  
Spring 2010  
3 credit hours  
Prerequisite: CLD 510

doug.berg@twu.ca  
604-513-2133 Ext. 3  
January 21-23, 2010  
Thurs. 1-7:45 p.m., Fri. 8:30 a.m.-8:00p.m.,  
Sat. 8:30 a.m.- 3 p.m.

#### **I. Course Description**

Understanding dynamics related power, change, and conflict is crucial for the Christian leader. Power relationships and the need for change exist in all organizations. Change often upsets delicate power balances and can result in conflict. As organizations attempt to respond to change, leaders must understand the role of power in the change process and how to mobilize the power of leadership in a healthy and godly manner. Conflict can arise for many reasons but often accompanies the transitions that result from change. Few interpersonal exchanges have as much catalytic potential for good as resolved conflict. By addressing and resolving their conflicts, individuals and groups of people develop an internal rigor, enhance mutual understanding, sharpen their mandates and deal proactively with important issues in their lives and societies.

The three-day module which begins this semester-long course is wrapped around twelve hours of plenary lectures and six hours of Affinity Group interactions. The module is followed by projects, assignments, and mentored ministry completed between the January module and April 8, 2010. The course is designed in such a way that a student will be on campus for the January module and for four subsequent mentoring sessions with an Affinity Group (the latter requirement is altered on a case-by-case basis for students residing outside the Fraser Valley); all other requirements can be satisfied online and in the student's personal ministry setting. All students will be placed into Affinity Groups numbering between three and eight persons.

A key component of this course is real time ministry in a mentored setting concurrent to the course. The student is required to serve seven hours weekly in a ministry setting between January 23 and April 8, 2010, with a view to exploring issues related to power, change, and conflict. A website guides the away-from-ACTS mentor in maximizing the mentoring relationship with the ACTS student ([www.mentorwise.ca](http://www.mentorwise.ca)).

## **II. Course Objectives**

The goal of this course is to equip leaders with skills for analyzing the power balances within their organizations, to plan and implement positive change, and to deal positively with low level conflict situations. Outcomes include:

- Clear understanding of the role and use of power in Christian leadership, including an appreciation for the tension between the power leaders hold and the biblical concept of servant leadership;
- Ability to develop an organizational power map as a guide to understanding the power relationships within an organization, their characteristics and effects on change processes;
- Development of a philosophy of change management matched with a consistent set of change management techniques and processes that can be deployed in support of organizational transformation;
- Skill in analysis of conflictive situations and the use of appropriate response strategies designed to build relational and organizational stability and performance.

## **III. Course Textbooks**

Kotter, John P. *Leading Change*. Boston, MA: Harvard Business School Press, 1996. (186 pages)

Schrock-Shenk, Carolyn, and Lawrence Ressler. *Making Peace with Conflict: Practical Skills for Conflict Transformation*. Waterloo, ON: Herald Press, 1999. (194 pages)

Susek, Ron. *Firestorm: Preventing and Overcoming Church Conflicts*. Grand Rapids, MI: Baker Books, 1999. (248 pages)

## **IV. Class Schedule** (January 21-23, 2010)

### **Thursday 1:00 – 7:45 PM**

- 1:00 - 5:00 Plenary Session 1: Change
- 5:00 - 5:45 CLD 532 Class Dinner
- 5:45 - 7:45 Team Building

### **Friday 8:30 AM - 8:00 PM**

- 8:30 - 12:30 Plenary Session 2: Conflict
- 1:30 - 5:00 Plenary Session 3: Power
- 5:30 - 8:00'ish Seminary Dinners (students will be the guests of their respective seminaries)

### **Saturday 8:30 AM - 3:00 PM**

- 8:30 - 3:00 Affinity Groups

### **Summary of Assignment Due Dates and Values, 2010**

#### **Journal (15%)**

Journaling—Weekly

Journal Summative Analysis—April 2

#### **Reading Responses (20%)—February 26**

#### **Course Project (25%)—April 8**

#### **Mentoring at ACTS (10%)**

Affinity Group Analysis—April 8

#### **Mentoring away-from-ACTS (30%)**

Contract—February 5

Mentoring Analysis—April 8

## **V. Course Assignments**

### **A. Journal (15% of final mark):**

**Weekly Journal.** The student is required to journal 300 words per week for eight consecutive weeks regarding how issues related to i) power, ii) change, and iii) conflict are addressed in the student's away-from-ACTS ministry setting. The journal entries should affirm, probe, name, evaluate, analyze, raise questions, theologize, etc. Date each entry. **When the assignment is handed in at the due date, include a written statement affirming that the journal entries were made weekly in accordance with the course requirement** (a letter grade will be lost if this notation does not accompany the Journal Summative Analysis).

**Journal Summative Analysis.** After the eighth journal entry—using the journal as the sole supporting document—the student is to write a 1,000 word paper that articulates and defends thesis statements (one for each of the three foci) that characterize your perception of how issues related to i) power, ii) change, and iii) conflict are addressed by ministry leaders in the student's away-from-ACTS ministry setting. Submit the Summative Analysis *and* actual Journal to the Prof of Record.

**Due Date: April 2, 2010**

### **B. Reading Responses (20% of final mark):**

For each text write a 600-word response. Begin each book report with a full citing of the book's bibliographic data. Next, note the author's thesis and supporting arguments (200 words); begin the first paragraph of each book report with these words: "The thesis of this book is..." Next, devote 200 words to critiquing and analyzing the book. Finally, devote 200 words to identifying the impact of the book on yourself.

**Due Date: Feb 26, 2010**

**C. Course Project (choose one) (25% of final mark):**

- There are four project options; select and complete **ONE** project.
- The finished product must be double-spaced, Times New Roman 12 font, stapled, include a cover page (include student identification number), Table of Contents, footnotes (as opposed to endnotes), and bibliography. Grades will be reduced for work that does not conform to Turabian style guide.
- Each project is 2,000 words in length.
- The project is **due Apr 8, 2010**

**1. Change Project:** Conduct a one-hour interview with a significant leader in a Christian organization (i.e., church or parachurch; it could be your mentoring context) in an effort to learn about an impending change within that organization. Then, using the data that you gathered in the interview, design an organizational change process for that organization based on the John P. Kotter construct identified in *Leading Change*. Describe the goals of the change project, the steps, stages, and methods to be deployed that will contribute to its success, and the strategies you will use for ensuring the change is positive and long term. Devote 100 or fewer words to describing the history of the organization or the context of the change; both are obviously vital to the organization but for the purposes of this paper should be omitted.

The student is not permitted to recruit an interviewee in which the student has a “power over” relationship (i.e. interview a person who is accountable to you in some way in employment or ministry), unless additional safeguards are put in place by contact [sue.funk@twu.ca](mailto:sue.funk@twu.ca) to prevent unintentional coercion. At the beginning of the interview the student must communicate the content of the script attached to this syllabus to the interviewee. At the conclusion of the interview the student must sign the attached sheet indicating that the interviewee was fully informed and gave consent to be interviewed. The student should then retain the form to be submitted with the assignment to the professor. Students must destroy all data obtained through the interview prior to the assignment being submitted. Please also initial on the attached form that the data has been destroyed prior to submission of the assignment.

**OR**

**2. Conflict Project:** Visit for at least one hour with a person with whom you have had a conflict within the last six months. Choose a person with whom you can communicate with some trust and comfort. This will normally rule out a person with whom you are in a current conflict, unless perhaps it is a close friend. Do not choose a spouse, but someone with whom you work or interact with in some other capacity. Tell the person, *“I am trying to understand my personal reaction to conflict, and I would like you to help me. Remember the conflict we had about . . .? It would really help me if you could describe for me, from your perspective, how I responded to and handled that conflict situation.”*

At all times obey one supreme rule: do not challenge or dispute the observations that are offered! However, you should: 1) Ask for clarification where what is said is not clear. *“Can you explain that last point for me a bit further?”*; 2) Inquire about how your actions made the other party feel. *“How did you feel when I did that?”*; 3) Ask for advice. *“What could I have done to help you respond more positively?”*

With this experience in the background, write a two-part paper. Part 1 (800 words) will summarize the insights gained from your interview (give an anonymous name to the person with whom you had the conflict). In Part 2 (1,200 words), using Carolyn Schrock-Shenk and Lawrence Ressler's book, *Making Peace with Conflict: Practical Skills for Conflict Transformation* as a construct, establish a workable conflict resolution process for low level conflict between two people (as opposed to between groups of people).

The student is not permitted to recruit an interviewee in which the student has a "power over" relationship (i.e. interview a person who is accountable to you in some way in employment or ministry), unless additional safeguards are put in place by contacting [sue.funk@twu.ca](mailto:sue.funk@twu.ca) to prevent unintentional coercion. At the beginning of the interview the student must communicate the content of the script attached to this syllabus to the interviewee. At the conclusion of the interview the student must sign the attached sheet indicating that the interviewee was fully informed and gave consent to be interviewed. The student should then retain the document to be submitted with the assignment to the professor. Students must destroy all data obtained through the interview prior to the assignment being submitted. Please also initial on the attached form that the data has been destroyed prior to submission of the assignment.

**OR**

**3. Critically Evaluate The Prince:** Read portions of *The Prince* by Nicolò Machiavelli that focus on the use of power in leadership. The student will highlight several teachings, understand their implications, and evaluate those teachings from a biblical perspective in a 2000 word paper. The paper will have a Table of Contents with outline that is then included in the body of the paper. One website to read *The Prince* is <http://www.constitution.org/mac/prince00.htm>.

**OR**

**4. Critically Evaluate Conference:** Locate and attend a relevant conference that is consistent with the course outcomes of this syllabus (#2). Students must submit in writing (email) to the Prof of Record a brief pre-attendance description of the conference and its merit. Students attending conferences are encouraged to do so in groups and engage in analysis together. Be sure to check if the conference lists a student or group rate. Submit a critical evaluation of the conference, followed by a brief summary of the insights you have gained. Please note that this critical evaluation is not to be merely a review of where the conference was held or its content, but rather, a probing assessment of whether the conference addressed relevant issues in its intended context. Be aware that it is possible to find conferences in our time providing "answers" to questions attendees are not asking, or that the purported answers are for contexts very different than those experienced by conference attendees. This assignment requires the student to probe beneath the surface of the conference.

**D. Mentoring:****READ CAREFULLY**

Our ability to prepare people for Christian leadership in the classroom is limited. It is crucial that students gain significant “hands on” opportunities to experience Christian leadership prior to graduation. Students need to be able to apply their classroom learning in the laboratory of life. Therefore, CLD is a mentored track. The mentoring component of CLD gives the student that opportunity, under the direction of an ACTS faculty member (or designate) and an off-campus Christian leader (*see ‘Addendum: General Mentoring Objectives’*).

**1. Affinity Group with ACTS Faculty Member (10% of final mark):**

Students will be assigned to an Affinity Group, which will be led by an ACTS faculty member (or designate). The Affinity Group may find that its members have much in common (i.e., similar ministry experiences, denominations and/or plans) or little (i.e., different ministry involvements, ages, vocational objectives). Regardless of the degree of natural affinity, the Affinity Group is an occasion to explore the course themes in a context where faith is shared and course outcomes are explored in mutually beneficial ways.

The Affinity Group will meet four times between January 25 and March 26 for encouragement, support, and prayer; providing a context for sharing “matters of the heart” is the goal of this assignment (for students residing outside the Fraser Valley this requirement will be satisfied on a case-by-case basis with teleconference calls). If desired, a “blog site” can be used to facilitate a weekly conversation of the Affinity Group around case studies related to course outcomes. The Affinity Group will establish an **Affinity Group Contract** (Form A) on January 23 outlining goals and how these will be accomplished.

After the final mentoring session is complete, the student will submit a 500-word affinity group analysis of the experience to the Prof of Record. **Due Date: Apr 8, 2010**

**2. Mentoring in a Ministry Setting Away-From-ACTS (30% of final mark):**

**The Setting:** Students are required to secure a mentor and placement (voluntary or paid) in a significant ministry setting for the duration of the CLD track i.e., for individuals moving toward pastoral ministry, a church; for persons moving toward chaplaincy, a hospital or jail. The mentor is generally part of the significant ministry setting. The student should take into consideration the following criteria when selecting a mentor:

- mentor and protégé must be one in Christ;
- the mentor is considerably more experienced in leadership than the protégé;
- the protégé respects the mentor i.e., if the protégé turned out just like his or her mentor, the protégé would be happy with that;
- the mentor is willing to invest meaningful time in relating to the protégé.

It is the student’s obligation to find a suitable setting and mentor. The student will serve at least **seven hours per week** in this significant ministry setting. The placement should afford the student opportunity to fully explore CLD 532 course outcomes under the direction of an experienced mentor who will commit to investing the time and energy necessary to interact in significant ways with the student. (For

ACTS purposes, the factor that makes a placement significant is not primarily the ministry the student will render. Rather, the key factor is the impact of significant mentoring on the student by an effective leader while the student serves.)

**The Leadership Mentor:** The student is required to meet with her or his leadership mentor weekly for eight weeks following the module for at least one hour per meeting. It is expected that these meetings will primarily feature discussion of CLD 532 course outcomes in the away-from-ACTS ministry context. A website has been designed to assist away-from-ACTS mentors in serving ACTS students, and can be accessed at [www.mentorwise.ca](http://www.mentorwise.ca). The student should view these meetings as opportunities to benefit from his or her mentor's experience and guidance. The student and mentor will establish a **Mentoring Contract** (Form B) at the first meeting outlining their eight-week goals and how these will be accomplished; both will sign the contract, which will be submitted to the Prof of Record.

**Due Date: Feb 5, 2010**

After the 7<sup>th</sup> mentoring session is complete, the student will submit a 1,000-word mentoring analysis of the placement and mentoring experience to the leadership mentor in the 8<sup>th</sup> session. The mentor will read the analysis, making comments in the margins, sign and return the paper to the student, who will then submit the signed copy to the Prof of Record.

**Due Date: Apr 8, 2010**

### **Grading Standard**

<b><u>First Class</u></b>	<b><u>Second Class</u></b>	<b><u>Pass</u></b>
A+ = 100-97	B+ = 89-85	C+ = 74-70
A = 96-93	B = 84-80	C = 69-65
A- = 92-90	B- = 79-75	C- = 64-60

## **VI. Miscellaneous Notes/Policies**

All writing must be type written. All hard copy submissions must be stapled and include a cover page (include student ID and email address). All hard copy writing must be double-spaced and employ Times New Roman 12 font. Students may submit assignments onto the My Courses website. The assignment needs to be in Word format with the student's name as part of the file name.

Develop the habit of using inclusive language. Failure to do so in writing or in public speaking is often considered offensive in North America, and it is impossible to publish material without using inclusive language. It is therefore a useful habit to develop during graduate studies.

Late assignments will be reduced by one letter grade, and will not be accepted if more than seven days late. Students may request **ONE** extension of seven days (no questions asked) for one assignment during this course. The request for an extension must be received in writing by the Prof of Record by email before the due date.

The three-day module depends on process learning, which requires student participation. There is no grade given for attendance but because attendance is critical, a penalty will be imposed for missing sessions. If the three-day module is missed entirely without excuse,

then CLD 532 will be considered failed. If one day of the module is missed, the penalty will be one third of a letter grade. Excused absences must be arranged in advance and will only be granted in cases of serious personal emergency.

There is a \$30 lab fee for the course.

### **CLD 532 Addendum: General Mentoring Objectives**

Underscoring a principle that is surely as true for women as it is for men, Howard and William Hendricks, in their book *As Iron Sharpens Iron: Building Character in a Mentoring Relationship* (78), write:

Every man should seek to have three individuals in his life. You need a Paul. You need a Barnabas. And you need a Timothy. These three kinds of mentoring relationships a man desperately needs to pursue: a Paul, an older man who can build into his life; a Barnabas, a peer, a soul brother to whom he can be accountable; and a Timothy, a younger man into whose life he is building.

Bobb Biehl, in *Confidence in Finding a Mentor and Becoming One*, says, “Mentoring is a lifelong relationship in which a mentor helps a protégé reach her or his God-given potential” (19). On the same page, he goes on to say that

mentoring is like having an ideal aunt or uncle whom you respect deeply, who loves you at a family level, cares for you at a close friend level, supports you at a sacrificial level, and offers wisdom at a modern Solomon level. Having a mentor is not like having another mother or father. Mentoring is more “how can I help you?” than “what should I teach you?”

Mentoring is often thought of as an exchange between an older person and a younger person. And it certainly can be structured in that way. But mentoring can also be a mutual exchange between peers under the guidance of a facilitator. The Bible contains many fine examples of various kinds of mentoring, without actually ever using the word mentor.

It is from this rich history that ACTS borrows in pursuing its mentoring goals and objectives.

**Affinity Group Contract for CLD 531, 532, 533, 534**

**Form A**

**To be Completed by the Affinity Group Leader, in Consultation with the Affinity Group**

**Instructions:**

- Have all members fill in contact information (including ACTS Affinity Group faculty leader).
- Utilize a group process to establish the specific terms of the contract.
- Have all group members sign the contract.
- Photocopy the contract and give copy to each member (also one copy to Doug Berg).

**Terms of the Contract**

The Affinity Group needs to decide on the ways in which the group will function and how members will serve each other. The following ideas are intended to stimulate the group’s thinking regarding the kind of mentoring experience members wish to have. The Affinity Group faculty leader will guide the group in establishing group goals and objectives.

**CLD Affinity Group Mentoring Purposes**

The ACTS mentoring experience is a blend of questions, story telling, listening, sharing, and prayer, and is founded on intentionality and trust. Though the number of face-to-face (or teleconference) exchanges is limited to four, the intentionality and trust established during these exchanges become the basis on which future relationships are built.

**Sample of Mentoring Contract** (make it wallet-sized and carry with you for reference)

Meet 4 times for 90 minutes (dates & times) Discuss ‘rubber hits the road’ issues Keep growing in trust toward each other	Create safe place for mutual & honest sharing Confidentiality in matters of the heart Pray for each other
---	---

**Our Contract:**

<b>Four Meeting Dates</b>	<b>Commitments We Are Making</b>	<b>Signatures</b>
1.	-	-
2.	-	-
3.	-	-
4.	-	-
	-	-
	-	-
	-	-
	-	-

## Away-From-ACTS Contract for CLD 531, 532, 533, 534

### Form B

#### To be Completed by the Student, in Consultation with the Away-From-ACTS Mentor

#### Responsibilities of the Mentor

Our ability to prepare people for Christian leadership in the classroom is limited. It is therefore crucial that students gain significant “hands on” opportunities to experience Christian leadership prior to graduation. Students need to be able to apply their classroom learning in the laboratory of life. The mentoring component of CLD gives the student that opportunity.

CLD is a mentored track. Mentoring happens in two settings, in an affinity group with an ACTS faculty leader, and in the student’s leadership setting away from ACTS. This mentoring expectation is a requirement of CLD 531-534. We at ACTS express deep gratitude to individuals in the Christian community who make themselves willing to serve as mentors, guides, and friends to our students. We suspect that mentor-leaders are already busy. Yet their contribution to an ACTS student represents an investment in her or his growth as a servant of Jesus, and to the increase in the number of effective leaders in the church and world. Thank you!

A website has been designed to assist away-from-ACTS mentors serve ACTS students, and can be accessed at [www.mentorwise.ca](http://www.mentorwise.ca). The mentored component of CLD provides the student with opportunity to:

- gain crucial experience in the practice of Christian leadership;
- benefit from the intentional guidance of experienced mentors;
- build a philosophy of Christian leadership that grows out of reflection upon their experience;
- apply the lessons learned in the classroom in real-time ministry settings;
- experience the blessing of connectedness with a ministering community;
- bless others by providing meaningful service to people;
- pursue personal spiritual maturity in a disciplined way;
- determine the ways in which her or his leadership can be dedicated to fulfilling God’s purposes on earth.

The mentoring role entails the following:

- The creation of an avenue for service in the mentor’s ministry setting (i.e., church, hospital) for the student for the duration of his or her CLD track. The student is expected to devote seven hours per week serving in the mentor’s ministry setting.
- It is expected that these meetings will primarily feature discussion of CLD 532 course outcomes in the away-from-ACTS ministry context. A website has been designed to assist away-from-ACTS mentors in serving ACTS students, and can be accessed at [www.mentorwise.ca](http://www.mentorwise.ca). The student should view these meetings as opportunities to benefit from his or her mentor’s experience and guidance.
- The student and mentor will establish a **Mentoring Contract** (Form B) at the first meeting outlining their eight-week goals and how these will be accomplished; both will sign the contract, which will be submitted to the Prof of Record by **Feb 5, 2010**.
- After the 7<sup>th</sup> mentoring session is complete, the student will submit a 1,000-word analysis of the placement and mentoring experience to the leadership mentor in the 8<sup>th</sup> session. The mentor will read the analysis, making comments in the margins, sign and return the paper to the student, who will then submit the signed copy to the Prof of Record, by **April 8, 2010**.

**Away-From-ACTS Christian Leader (Mentor) Please Print**

<i>Name:</i>	<i>Ministry Setting Position:</i>
<i>Name of Ministry Setting:</i>	<i>Ministry Setting Phone:</i>
<i>Ministry Setting Address:</i>	<i>Preferred Email:</i>
<i>Denominational Affiliation (if any):</i>	

**ACTS Student (Protégé) Please Print**

<i>Name:</i>	<i>Identify CLD course being taken (circle one)</i> <i>CLD 531    CLD 532    CLD 533    CLD 534</i>
<i>Name of Ministry Setting:</i>	<i>Ministry Setting Phone:</i>
<i>Ministry Setting Address:</i>	<i>Preferred Email:</i>
<i>Student's Denominational Affiliation (if any):</i>	
<i>Seminary with which Student is registered at ACTS:</i>	

**1. General Description of Mentored Ministry Setting and Work the Student will be Doing:****2. Eight Meeting dates:****3. Mutual Commitments:****Mentor and protégé sign contract as a demonstration of mutual commitment.**

\_\_\_\_\_

*Mentor's Signature* *date*

\_\_\_\_\_

*Protégé's Signature* *date*

*(It is the student's responsibility to give a completed copy of the contract to the away-from-ACTS mentor and the CLD Prof of Record.)*

## CLD 532 Christian Leaders and Power, Change, and Conflict

Professor: Dr. Doug Berg

Introduce yourself if not known.

I am a student in the Christian Leadership Development 532 course on Power, Change and Conflict in order to learn more about leadership effectiveness. I would like to ask you some questions on the topic of \_\_\_\_\_ (change or conflict). I expect to need approximately one hour of your time. The information you give me will be used only in an anonymous form for my assignment. Any details which might identify you will not be shared with the professor. You should feel free not to provide any information you do not wish to share with me or to end the interview at any time.

Your signature indicates that you have informed each subject of your role as a student, the nature and purpose of the interview, the conditions of confidentiality and of their right to end the interview at any time.

Student's Name \_\_\_\_\_

Date of Interview \_\_\_\_\_

Student's Signature \_\_\_\_\_

The data obtained in the interview has been destroyed.

Initials of Student \_\_\_\_\_

*Supplement: Important Academic Notes from ACTS*

**Web Support – Student Portal** <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

**Campus Closure**

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

**Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

**Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

#### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/Plagiarism_Short.swf) (8 minute flash tutorial)

#### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.