

**GUIDELINES FOR EVALUATION
AND
SUBMISSION OF ACADEMIC PAPERS
FOR COUNSELLING MAJORS**

TYNDALE SEMINARY

Introduction

If you would like any assistance with courses in the Counselling major, or in relation to membership in the American Association for Marriage and Family Therapy, please contact Dr. Paul Scuse or Dr. Susan Ellfeldt; they are the faculty advisors for all students enrolled in the Counselling major. Appointments may be made by contacting them directly:

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As learning styles vary from person to person, there will be a variety of modes of evaluation encountered during the three-year program in the Department of Counselling Ministries. This variety is intentional and is designed to be as relevant as possible to what may be anticipated in one's professional development following graduation.

Some evaluations will be based on the accuracy of a student's comprehension of the factual content of the course. Other forms of evaluation will be based on the professor's evaluation of a student's ability to conceptualize, integrate and apply this content in a reasonable, coherent and creative manner through written submissions. While these more traditional formats are an essential aspect of any graduate program, their relevancy to work in the professional setting is somewhat limited. Therefore, other formats will involve an evaluation of the student's ability to apply theoretical concepts to the clinical setting and an evaluation of the student's development of clinical skills. As they are essential to work in any professional setting, throughout the course, students will also expect to be evaluated by their peers and to develop skills in reflective self-evaluation. Specific details of each of these evaluation formats will be discussed in the various course syllabi.

While only a part of the educational process, the writing of academic papers is certainly a significant part. This brief guide is intended to provide students in the Counselling Major with some of the expected standards in the preparation of their written submissions. It is anticipated that a person studying at the graduate level will be able to prepare written submissions that reflect that level of study. In any professional vocation a high quality of written communication may rightfully be expected. Additional comments related to other expectations such as attendance, punctuality, academic honesty etc., will also be included in this booklet for your information.

Types of Written Submissions

Over the course of your studies in this program you will be asked to prepare various types of written submissions. Research papers, book reports, annotated bibliographies, case studies, and personal reflection papers, all are examples of the various types of written

submissions that you may anticipate. While the purpose and format may vary for each type of written work, the expected quality does not.

Specific expectations for various submissions are delineated in the course syllabi. The following general comments identify the intended purpose of each type of written submission.

1. Research Paper

The purpose of a formal “research paper” is to develop your ability to critically interact with and synthesize the relevant literature in relation to a particular issue or area of study. The literature that you will be expected to interact with will require standard library research, accessing both professional journals and other scholarly publications in the field. Your paper will demonstrate your awareness of the relevant literature, your ability to critically interact with that literature, and your ability to present the results of your research in a coherent and clearly expressed paper.

Students are encouraged to register for the research-methodology seminars conducted by the library. A seminar on essay writing will also be offered at the beginning of each semester. These seminars are designed to train students in both traditional library research as well as computer-assisted research methodology. For students who do not already have a background in the preparation of research papers, it will be difficult to produce acceptable research papers without the skills discussed in these seminars.

2. Book Report

A “book report” is intended to focus your reflection on the contribution of one particular text. Your written report should summarize, analyze and evaluate a book, demonstrating your critical acumen in doing so.

In your summary and evaluation of the contents of the book, you should concisely identify the author’s main thesis, assess how that thesis is developed and substantiated, and, finally, present your own evaluation of the contribution of the text. Do not be content with merely summarizing the text.

3. Annotated Bibliography

An “annotated bibliography” is designed to help you engage with some of the breadth of available literature related to a particular clinical or theoretical issue. An annotation of a book or journal article covers many of the same issues as does a “book report,” but does so in a much more concise fashion. An acceptable annotation may be about one-third of a page in length.

4. Case Study

A “case study” brings the essence of a theoretical and therapeutic approach to bear on a particular case. A completed “case study” should clearly demonstrate mastery

of both the theoretical and therapeutic content as well as your ability to apply that content to a real-life situation.

5. Professional Interview

The ability to learn from colleagues and other professionals “in the field” is an essential aspect of preparing for professional life. Professional interviews are not casual conversations. Professional interviews should be clearly intentional and should demonstrate significant forethought and preparation on the part of the interviewer before the interview.

6. Personal Reflection Paper

There are several misconceptions about the nature and purpose of “personal reflection papers.” The first is that they are void of content and the second misconception is that issues of quality and proper style no longer apply. Neither of these perspectives is accurate. A “personal reflection paper” assumes a solid understanding of the relevant theory and content. The written paper is then a reflection on that theory or content in terms of one’s own personal experience. With the exception of writing from a first-person perspective, the issues of style and format for submission of any written work still apply. Given this understanding, a “personal reflection paper” is probably the most demanding type of paper to write. Evaluation of a “reflection paper” will be based on the depth of the knowledge of the relevant theory and the depth of personal reflection and application of that theory.

The Preparation and Writing of Academic Papers

APA Style Guide

The APA (American Psychological Association) format for academic papers is predominant in such fields as psychology, education, psycholinguistics, and many of the social sciences. In terms of format and style for written submissions, the standard for the Counselling Major will be the *Publication Manual of the American Psychological Association*. Copies of this manual may be obtained through the bookstore. Students should become acquainted with this manual. It would also be helpful for students to study the style of papers published by the *Journal of Marital & Family Therapy*, as those papers follow the “APA” style for publication. A helpful website to consult on APA formatting is http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796.

Many students have not had adequate experience in the writing of academic papers in their undergraduate education. The following publications are examples of the many texts on the market designed to help individuals learn how to choose a topic, develop a thesis, develop a bibliography, engage in research, and write an academic paper:

Adler, M. J. (1972). *How to read a book*. New York: Simon and Schuster.

Avery, H. (et al) (1989). *Thinking it through: A practical guide to academic essay writing*. (2nd edition). Peterborough: Academic Skills Centre, Trent University.

Buckley, J.(2008). *Fit to print: The Canadian Student's guide to essay writing*. Toronto: Nelson College Indigenous.

Tromly, A. (et al) (1993). *Notes on the preparation of essays in the arts and sciences*. (4th edition). Peterborough: Academic Skills Centre, Trent University.

Strunk, W. & White, E.B. (2008). *The elements of style*. (4th edition). Pearson Longman.

While these books provide helpful guidance in the process of writing a paper, issues of format and style would need to follow the “APA” style.

Organizing Your Time

In planning your time for the writing of your paper it is essential that you leave enough time to develop a plan for your paper, to complete the necessary research, and, following the writing of the first draft of your paper, to re-read and complete the necessary editorial work before submitting it. Without adequate time for the former two tasks, your paper may lack sufficient depth and substance. Without adequate time for the latter task, issues of style and appearance may detract from its final presentation. A paper should never be submitted without a strict editorial review either by yourself or by a person with adequate editorial skills.

Planning Your Paper

The following steps are not intended to supplant the excellent seminars available on research methods and essay writing. These steps are at best a helpful summary of some of the main considerations.

1. The Topic of Your Paper

What is the big area/topic of your paper? This first step is a very important one. What interests you in this topic? Since you will be spending considerable time in the preparation of this paper, it is important that you begin by finding some aspect of the topic that has a particular interest for you personally or professionally.

2. The Question That Emerges

As you reflect on what interests you within the topic, pay attention to questions that come to your attention. It may be helpful at this point to write down all of the possible questions within this topic, and then decide which one question interests you the most. The question should not be so “big” that it would take a complete book to properly address, or so “small” that it would be too trivial to deal with in an academic paper. Your paper

will in some way be organized by and be in response to this “one question.”

While this may sound like a rather simple first step, it is probably one of the most difficult and yet one of the most important steps in planning your paper.

Write out the question and look at it. Now look at it again and again. Ask yourself, “Is this ‘one question’ or is it one sentence that contains many questions?” For instance, how many ‘ands’ do you see in the question? If your question contains a lot of ‘ands’ then you are probably asking too many questions and your paper may, consequently, lack a sense of coherence.

3. The Hypothetical Answer/Thesis

Based on the “one question,” you should be able to imagine an initial “hypothetical answer.” The “hypothetical answer” is your thesis statement. It is your “hypothetical answer/thesis” to this “one question” that provides you with your research plan. This is referred to as a “hypothetical answer/thesis” because at this point in time, you are not sure that it is indeed “the” or even “an” answer. That remains to be seen following your research.

A “hypothetical answer/thesis” is a statement that flows out of the “one question.” This is the statement that you are going to investigate through the process of your research paper. It is essential that this statement be clear and concise. It should express all aspects of the “one question” but should not express any aspects that were not contained in that question.

Every aspect of your research will be controlled by this “hypothetical answer/thesis,” will flow out of it, and must be related to it. Thus, if you can’t imagine a “hypothetical answer/thesis”, your research plan may lack sufficient direction.

Some “hypothetical answers/theses” will be very specific, while others will be more general. While the nature of your paper will differ according to each type of answer, both are appropriate.

4. The Research Methodology

The “research methodology” is the methodology that you will adopt in order to investigate the possibility of your “hypothetical answer/thesis.” This step is very important and deserves careful thought.

I suggest the following questions to begin thinking about this part of your proposal:

What specifically would I need to know, for my hypothesis/thesis to be accepted as a valid statement?

What specifically would I need to know in order to disprove the validity of my hypothesis/thesis?

List all of the possible responses to these two questions in one column on two separate sheets of paper. It is important at this point to be as rigorous as possible, so take your time. Now go back to your list and beside each of the responses to the above, write down all of the ways that you could get that knowledge. Be as creative and imaginative as you can. Now look at the kinds of things that you have just written down.

There are basically four general methods of research, Qualitative Research, Quantitative Research, Qualitative/Quantitative Research, and, Bibliographic Research. Unless you are involved in original research, your research methodology will be primarily bibliographic in nature. In the preparation of some papers, some form of interviews will often supplement bibliographic research.

In the Bibliographic Research Methodology your "sample" becomes some form of bibliographic material. Once again, you will not be able to have access to everything that has ever been printed related to your "one question" and your "hypothetical answer/thesis." However, you must endeavour to research the various sources for current scholarship as it relates to your "hypothetical question/thesis." The Library Staff and the seminars presented by the Library are intended to help you learn how to access that literature.

If you have chosen a topic that is relatively new to you, begin your research with "overview articles" from handbooks, encyclopaedias, and dictionaries. With this general perspective, you can then proceed to articles in professional journals, and scholarly texts on the topic with a more informed mind.

Each student will collect his or her research material in a personal way. The following are some general hints to guide you in this process:

- Collect your research material in some fashion that will allow you to re-organize it as you choose – some use index cards, loose-leaf paper, separate files on a computer disc, etc.
- Ensure that you record any direct quotes accurately and that you clearly understand the author's intent in context,

- Record all bibliographic material for any source that you intend to use in your paper,
- As you engage in your research, look for some logical flow that seems to be emerging as you collect your data,
- Be cautious about becoming over-reliant on one particular source, author, or type of literature,
- Do not over-use either “pop-psychology” or “pop-theology,”
- Be critically reflective of the materials that you are engaging with, make use of the bibliographic materials from the sources you are using in order to expand the scope of your research, and,
- Be cautious about an uncritical use of the Internet – while it can be a source of some excellent information, it also contains a lot of “academic junk” – therefore, use it cautiously and never as a substitute for papers written for respected journals.

5. **Writing Your Paper**

The Outline. Before you begin the actual writing of your paper, based on your research, take the time to develop an outline for your paper. Organize your material into sections that will provide a logical flow in relation to the purpose of your paper. This stage will be facilitated if you have collected your material in some form of “moveable” record. As you do so, however, ensure that you do not lose track of the source of the material that you are re-organizing.

The Body of the Paper. Once you have developed a general organization, you can begin writing. However, do not begin by writing the “introduction.” The “introduction” should be written last. You must, nevertheless, maintain a clear awareness of your “hypothetical answer/thesis” as you are writing your paper. Eventually, this “hypothetical answer/thesis statement” will be included as your purpose statement in the introduction of your paper.

Begin the actual writing of your paper with the first section following the introduction and move through in a logical flow and development to the last section. As you are writing, keep your “hypothetical answer/thesis” in mind. Does every section of your paper relate in some logical way to the purpose of your paper? If you find it difficult to see how a part of your paper relates to your purpose, you can be sure that your reader will find it an even greater difficulty.

Furthermore, the writing of the various sections of your paper should show a balance between an appeal to the scholarly literature as it relates to your paper and your reflections on that literature, especially when there is a tension between or among scholars. Merely repeating other scholar’s work

may demonstrate a lack of originality and critical reflection on your part. On the other hand, an under-reliance on scholarly work will most likely result in a lack of depth to your paper.

The Conclusion. Once you have completed the body of your paper, you are ready to write your conclusion. This part of your paper should succinctly state your conclusion based on the intended purpose of your paper, along with a summarization of the basis for drawing that conclusion. Sometimes your conclusion cannot be stated quite as clearly as you had thought at the beginning of your paper. When your conclusion lacks the anticipated clarity that you had originally hoped to achieve when formulating your “hypothetical answer,” that lack of clarity should be clearly stated. While it is important that your conclusion not introduce any new information, a short paragraph indicating some suggestions for further research on the topic of your paper might be in order.

The Introduction. Once you have written your conclusion, you are now ready to write your introduction. While your introduction should be brief, it should accomplish three tasks. First, without minimizing the academic nature of your paper, you should attempt to capture the reader’s interest in your topic as quickly as possible. How can you “hook” the reader’s interest, personally or professionally, in such a way that he or she will want to read further? Then, you should clearly state the purpose and relevance of your paper and, finally, you should state how you intend to pursue that purpose.

Once again, the purpose of your paper comes from your “hypothetical answer/thesis statement”. It has been the organizing statement for both the research and the writing of your paper. In outlining how you intend to pursue the purpose of your paper, you provide the reader with an overview of the methodology that you will follow in your paper. In this way, the introduction is written retrospectively.

The “Editorial Draft”. At this point in time you have not finished your paper, you have merely finished the first draft of your paper. This is the “editorial draft.” As your professor is not your editor, the editorial work must precede the submission of your paper. This stage of your preparation involves the reading and re-reading of your paper as often as necessary. In doing so, look at the flow and development of your paper as it relates to the purpose contained in the original “one question” and “hypothetical answer.” Before writing your final draft, you should also be looking for issues that relate to the style and mechanics of your paper. These are discussed briefly below.

Questions to Ask Yourself after Re-reading Your Paper

- What was the purpose of the paper?
- Did the introduction capture the interest of the reader and briefly describe the purpose and plan of the paper?
- Did the body of the paper show a clear and coherent development of thought in relation to the purpose of the paper?
- Are there any “tangents” which are irrelevant to the thesis of the paper?
- Does the paper show evidence of critical awareness of the relevant literature on this issue?
- Did the conclusion of the paper serve to pull the paper together without introducing any new material?
- Is the paper written in a style consistent with “APA” standards and appropriate to graduate level education?
- Is the paper free of any of the problems of style (see “English Standards” below)?
- Are references cited according to “APA” guidelines?

Stylistic Criteria for Academic Submissions

In addition to the quality of the academic research that forms the foundation for any academic submission, there are many other criteria that need to be attended to.

English Standards

Each submitted paper should reflect the anticipated standards in regards to grammar, spelling, and sentence structure, etc. It is recognized that some student’s first language is not English and that other students, whose first language is English, have not had sufficient experience in the writing of academic papers in their undergraduate program. For the former students, Tyndale College & Seminary provides a course, “English for Academic Purposes,” which is designed to assist students in learning the elements of writing academic papers. To register for this course, please consult the course catalogue and the Registrar’s office.

Students whose experience in the writing of academic papers is limited are advised to purchase any of the style guides indicated above, to consult with the Library Staff regarding seminars on the preparation of academic papers, and to enlist the help of a “peer-editor” who will read your paper upon its completion and comment on matters of style.

Some of the most common problems in relation to style are:

- Run-on sentences,
- Sentences which lack a subject and/or a verb,
- Subjects and verbs which do not agree (i.e., singular, plural),
- Rambling sentences,
- Over-use of the passive voice,
- Paragraphs that contain too many diverse thoughts,

- Gender-exclusive language,
- A first-person, casual or conversational style (unless in a personal reflection paper),
- Use of jargon and slang expressions,
- Vague and ambiguous statements,
- Excessive wordiness,
- Spelling mistakes,
- Use of contractions e.g., “don’t” or “can’t” etc.),
- Improper use of punctuation,
- Pronouns that lack clarity of reference,
- Unjustified overstatements,
- “Pontification” and “sermonizing”.

Students are advised to review this list of commonly encountered problems as they re-read their paper before its submission.

Formatting your paper

Your paper should be formatted as follows:

- Paper should be 8 ½ x 11 in. heavy, white bond (20 lb.) paper.
- Typeface should be “Times New Roman,” “American Typewriter,” or “Courier.”
- Font size should be 12 points.
- All papers should be double-spaced.
- Write only on one side of the page.
- Canadian spelling is preferred.
- Reference to materials cited should follow “APA” guidelines.
- Headings and sub-headings should follow “APA” guidelines.
- Make a back-up copy of your paper before submission.
- Do not submit your paper in any form of cover, plastic or otherwise.
- Staple your paper once in the top left hand corner.
- If submitting your paper outside of class time, do so through the Administrative Assistant to the Vice-President and Academic Dean, ensuring that the date and time of submission are clearly indicated on the title page. Students are advised not to leave papers at the “front-desk”.

Tyndale Seminary

GRADING SYSTEM, DESCRIPTIONS AND DEFINITIONS

(APRIL 2002)

Letter Grade	Grade Points	Description	Definition
A+ (95-100%)	4.00	<i>Excellent</i> (exceeds expected standards in all respects)	The student displays a comprehensive knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and originality and independence in applying material and principles. The work also provides evidence of a significant awareness of and ability to interact with related scholarly literature that goes beyond the requirements of the course. The work exhibits few or no mechanical and stylistic errors. The work demonstrates proficiency in matters of grammar, spelling, sentence and paragraph structure. The student also demonstrates an unusual flexibility or inventiveness with words or structure that result in a striking individual style which is clear and lively in presentation without detracting from the academic nature of the work.
A (86-94%)	4.00		
A- (80-85%)	3.70		
B+ (77-79%)	3.30	<i>Good</i> (exceeds expected standards in many respects)	The work indicates a thorough grasp of the goals for this assignment within the context of the course. The work exhibits few mechanical and stylistic errors and demonstrates a reasonable organization and development of ideas. Ideas are clearly and logically expressed and are well supported by an obvious awareness of the relevant literature with appropriate documentation of all sources.
B (73-76%)	3.00		
B- (70-72%)	2.70		
C+ (67-69 %)	2.30	<i>Satisfactory</i> (meets expected standards)	The work displays a sufficient and basic understanding of the principles and materials treated in the course. However, the expression of that understanding is impeded by any of the following: lack of conceptual organization; lack of development and flow of ideas; inadequate use of and interaction with relevant scholarly literature; inadequate documentation of sources; significant inaccuracies and errors in regards to grammar and spelling; significant mechanical and stylistic errors. Performance at this level meets graduation requirements.
C (63-66%)	2.00		
C- (60-62%)	1.70	<i>Poor</i> (below expected standards)	The work reveals a lack of understanding or serious misunderstanding of the principles and materials treated in the course. The work lacks a clearly defined thesis and/or fails to support the thesis with appropriate research. The development and flow of ideas throughout the paper are significantly below standard. Sources are not cited appropriately and the work relies mainly on summaries and paraphrased of other people's work. The work contains poor sentence structure and punctuation and generally suffers by a lack of attention to matters of grammar and style. The work is inappropriately shorter or longer than the required length. While a "D" is not a failure in a particular course (i.e., the professor does not see the need for the student to repeat the course), consistent work at this level would prohibit the student from graduating.
D+ (57-59 %)	1.00		
D (53-56%)	1.00		
D- (50-52%)	1.00		
F (0-49%)	0.00	<i>FAILURE</i>	The student displays inadequate or fragmentary knowledge of the principles and materials treated in the course. The student may have failed to complete the course requirements. The work may contain plagiarized materials.
I	NO GPA ASSIGNED	Incomplete - extension granted	
F-Inc.	0.00	Failing incomplete	
W	NO GPA ASSIGNED	Withdrawal (week 2 – week 4)	
WP	NO GPA ASSIGNED	Withdrawn course – assigned passing grade	
WF	0.00	Withdrawn course – assigned failing grade	
R	NO GPA ASSIGNED	Repeated course	
Ag	NO GPA ASSIGNED	Aegrotat Standing	
Au	NO GPA ASSIGNED	Audit – non-credit	

Policy for late assignments:

All papers must be submitted by the due dates indicated by the instructor or in the course outline. **Each instructor will publish a policy on grading late papers in the course outline.** An extension may be negotiated with the professor for up to the last day of the semester. No paper may be accepted after this date. Extensions beyond the last day of the semester must be addressed to the Registrar's office. Late papers and papers for which an extension has been granted will be graded at the convenience of the professor.

Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Factors such as assignments for other courses, holidays, computer software difficulties, or computer printer malfunctions are not sufficient grounds for requesting an extension. If an extension has been granted, it is your responsibility when submitting the paper to attach a note indicating the date to which the extension was granted and the date on which the paper is actually submitted.

If your paper is late for other than "significant, unusual and unpredictable circumstances" (i.e., medical, personal or family crisis), it will need to be graded accordingly in order to be fair to other (equally busy) students in the class. **You are advised to plan your assignments (and your life) accordingly.**

The following page is a sample "Request for Extension Due to Extreme Circumstances" form. Students may photocopy this form for future use.

REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES

TYNDALE SEMINARY

(Course Name)

(Course Code)

(Professor's Name)

Date _____ Surname _____ Given Name _____

Mail Box _____

Name of Assignment Due: _____

Due Date of Assignment: _____

Circumstances that Necessitate a Request for Extension:

Student's Suggested New Due Date: _____

NOTE: Any request for extension may not exceed four weeks from the scheduled due date of the assignment.

* * * *

FOR OFFICE USE ONLY:

Extension Request: Granted _____ New Due Date _____

Denied _____

**STUDENT MEDICAL CERTIFICATE
TYNDALE SEMINARY**

TO BE COMPLETED BY STUDENT

I, _____, hereby authorize the physician to provide the following information to Tyndale Seminary and, if required, to supply additional information relating to my petition for special academic consideration.

Signature

Date

TO BE COMPLETED BY THE PHYSICIAN

I hereby certify that I provided health care services to _____, a student at Tyndale Seminary, on [Date(s)]_____.

On the basis of that episode of care, I am recommending that Tyndale Seminary grant special considerations to this student in respect of missed or affected classes, assignments, tests, or examinations.

Comments related to this recommendation (optional):

VERIFICATION BY PHYSICIAN

Name (Please Print)

Signature

Registration No. CPSO

Address

City

Postal Code

Telephone

Date

Feedback for Submitted Assignments

The following outlines the areas of evaluation on which your assignment will be graded:

- Writing style (spelling, grammar, punctuation, sentence/paragraph, construction)
- Content of assignment (Introduction, clarity of thesis, development of thesis, interaction with relevant literature, conclusion)
- Style of References
- Creativity in Presentation
- General Academic Quality

Policy on Academic Honesty and Dishonesty (Plagiarism)

[Revised by the Seminary Faculty, April 16, 2003]

Academic Honesty

Tyndale expects every student to conform to the highest standard of ethics in the completion of all their assignments. **ACADEMIC DISHONESTY IS A SERIOUS MATTER.**

Honesty in written and verbal assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism – the literary version of stealing.

The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnote, or endnote. Less obvious forms of plagiarism consist of paraphrases of another's words and the use of an opinion with no reference to the source.

Academic dishonesty also includes the submission of work for which previous credit was given, the submission of work under one's own name which is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams, and giving false information for purpose of gaining admission, credits, etc.

The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded paper, on a project common to two courses of study, to be acceptable.

Aiding and abetting in plagiarism will result in the same penalties as described below.

Consequences for Academic Dishonesty

If a student is suspected of Academic Dishonesty, the following steps will be taken: The professor meets with the student to discuss the situation and will report to the Dean of Students, and confer with other faculty members regarding the incident.

If it is apparent that the student has deliberately been dishonest on the assignment, the student will be given a mark of “0” for the paper or exam.

When such a penalty has been imposed, the Dean of Students will notify the Seminary Faculty of the incident and notify the Student Development Committee to take appropriate disciplinary action. A copy of the Dean of Student’s letter to the student will be placed in the student’s file.

If such a penalty has been imposed for more than one assignment (in the same or in a different course), the Student Development Committee will inform the Registrar and the Academic Dean, and the student will be expelled.

Failure to make prior arrangements to write an expanded paper for two assignments will result in an automatic failure in one of the courses.

Cheating on an exam will result in a mark of “0” for the exam.

Other instances of academic dishonesty will be dealt with on an individual basis.

If dishonesty is established in more than one course, the Student Development Committee will inform the Registrar and the Academic Dean and the student will be suspended from further studies.

An appeal may be made by following the procedure outlined under Academic Appeals.

Attendance and Punctuality

Throughout the counselling program there is an increasing emphasis on group interaction and class dialogue. Consequently, attendance at all scheduled classes is required of all students. Lack of appropriate responsibility in this matter could jeopardize one’s credit in the course. In addition, it is expected that students will be punctual. So that classes may begin at the scheduled time, students are asked to be present at least five minutes before the beginning of class.