



**CECH 6337 Ministering to Children in Crisis**  
**CEYH 6337 Ministering to Youth in Crisis**  
New Orleans Baptist Theological Seminary  
Church Ministry Division  
Fall, 2020 **NOLA2U Flex**

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### **Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### **Core Value Focus**

The seminary has five core values. The focal core value for 2020-2021 is *mission focus*. This course supports the five core values of the seminary. *Mission Focus* - We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

### **Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competency addressed in this course is

*Interpersonal relationships:* Students will be equipped to minister to children and families during varying crises.

### **Course Description**

During the course of this class the student will identify and explore issues which create crisis conditions in the lives of today's children. Among the crises to be explored are death, divorce, chronic or terminal illness, bullying, abuse, neglect and violence.

### **Student Learning Outcomes**

At the conclusion of the course you should be able to demonstrate:

1. . . . understanding of the effects of crises, disasters, and other trauma-causing events on children/youth.
2. . . . understanding of child development and how developmental concerns impact ministry response.
3. . . . understanding of strategies and methods for working with parents, guardians, families, faith communities, and civic communities, to empower them to act on behalf of children/youth.

### **Required Textbook (CECH 6337/CEYH6337)**

McWhirter/McWhirter/McWhirter/McWhirter- *At Risk Youth: A Comprehensive Response for Counselors, Teachers, Psychologists, and Human Service Professionals*, 6<sup>th</sup> ed. Rent the e-book: <https://www.cengage.com/c/at-risk-youth-6e-mcwhirter/9781305670389PF/>

### **Required for CEYH 6337**

Van Pelt, Rich, and Jim Hancock. *The Youth Worker's Guide to Helping Teenagers in Crisis*. El Cajon, CA: Youth Specialties, 2005. ISBN-13: 978-0310282495. Kindle edition available.

### **Required for CECH 6337 (PDF posted)**

Rhonda, Reeves. *The Hurt That They Feel: Helping Preschoolers Deal with Tough Issues*. New Hope Publishers, 2004. ISBN-13: 978- 1563098390.

### **Online Articles/Weblinks:**

HelpGuide. *Helping Children Cope with Traumatic Stress*. <https://www.helpguide.org/articles/ptsd-trauma/helping-children-cope-with-traumatic-stress.htm>

LifeWay. *What Your Church Needs to Know About Abuse Reporting*.

<https://factsandtrends.net/2019/06/20/what-your-church-needs-to-know-about-abuse-reporting-laws/>

American Academy of Pediatrics. *Sexual Behaviors in Young Children*.

<https://www.healthychildren.org/English/ages-stages/preschool/Pages/Sexual-Behaviors-Young-Children.aspx>

American Academy of Child & Adolescent Psychiatry. *Violent Behavior in Children and Adolescents*. [https://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/Understanding-Violent-Behavior-In-Children-and-Adolescents-055.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Understanding-Violent-Behavior-In-Children-and-Adolescents-055.aspx)

### **Recommended**

Haddad, Fadi, and Ruth Gerson. *Helping Kids in Crisis: Managing Psychiatric Emergencies in Children and Adolescents*. Arlington, VA: American Psychiatric Publishing, 2015.

Nash, Paul, Kathryn Darby, and Sally Nash. *Spiritual Care with Sick Children and Young People: A Handbook for Chaplains, Paediatric Health Professionals, Arts Therapists and Youth Workers*. Philadelphia: Jessica Kingsley Publishers, 2015.

PLEASE NOTE: You are not necessarily expected to embrace all the ideas in each textbook. As a graduate student, you are expected to evaluate and dialogue with theological ideas in the books based on the Word of God.

## **Course Teaching Methodology**

### Units

Understanding Crisis  
Pastoral Care/Theological Reflections  
Ministerial Responsibility  
Environmental Factors and Family Problems  
School Issues  
Individual Characteristics  
Teenage Pregnancy/Sexual Behavior  
Substance Use and Addiction  
Foster/Adoption  
Juvenile Delinquency and Youth Violence  
Death/Illness  
Prevention and Programs  
Family Interventions

### Methodology

Methods used in this course are lecture, group discussion, student presentations, and individual assignments.

### Format

This course is being taught on the main campus, NOLA2U (Flex)

If you are taking this course as a NOLA2U Flex student, please note the following attendance policies:

1. You are required to be in class either through viewing the lectures live or viewing the recorded lectures on Blackboard. When you view the recorded lecture, you will be considered present for that class. Regardless of if you watch the class live or recorded, you are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See page 184 in the graduate catalog: [https://www.nobts.edu/\\_resources/pdf/academics/GraduateCatalog.pdf](https://www.nobts.edu/_resources/pdf/academics/GraduateCatalog.pdf)).
2. You will be asked to certify that you have been present for the live session or have viewed the recorded session. This certification will be done by emailing a statement of completion to the professor after having watched the class live or viewing the recorded session.
3. All video lectures are available for 7 days after the video is posted. If you are unable to view the video within that time frame, you will be considered absent for that class session.
4. Technical issues will not be considered a valid reason for missing a lecture.

## Course Requirements

Rubrics for assignments 4-7 are posted on Blackboard.

### 1. Readings/Assignments:

**Due: See Course Schedule**

All readings/assignments should be completed before the weekly unit begins. Reading the assigned chapters is extremely important as class experiences will not cover all of the assigned reading material but are designed to supplement text reading and provide opportunities to process what you have read. A minimum of one to two hours of reading and studying will be needed to be prepared for each unit. *This assignment is related to Student Learning Outcomes #1 and #2.*

### 2. Quizzes: (20%)

**Due: See Course Schedule**

Open-book quizzes will be given during the semester over the designated content in *At Risk Youth* assigned for that unit. You may use notes, your textbook, and any other material that we use in class. You may not “Google” answers and are trusted to be honest in your academic endeavors. *Weekly quizzes will open on Monday at 12:00 a.m. and must be taken by 11:59 p.m. on Sunday.* Missed quizzes may not be made up. Late quizzes will not be given. *This assignment is related to Student Learning Outcomes #1 and #2.*

### 3. Examinations (25%)

**Due: See Course Schedule**

You are expected to take all examinations at the scheduled times. Unless otherwise indicated, exams are *open book/open note*. Do not make the mistake of thinking that you will be able to find all of the answers while taking the test. In fact, because of the application nature of the questions, many of the answers cannot be found word for word in your text. You should understand key concepts, be able to apply what you have learned and have asked any questions prior to starting the test.

Tests will cover materials presented through class discussions, course documents, presentations, and assigned reading. Exams will consist of objective questions (true/false and multiple choice) and subjective questions (identification and essay/short answer). *All tests will be posted on Blackboard and will be available 12:30 a.m. on Monday through 11:59 p.m. CST on Sunday.*

The exam can be opened one time only and must be completed within the time allotted.

A few tips about taking a test on Blackboard:

- Be on a computer (not a tablet or phone), “wired” to the wall, and not on Wi-Fi. You may lose connection to the exam if you do not follow this instruction.
- Do not hit the “save” button to save answers during a single-attempt test – “saving” implies that you wish to complete the test later and this is not allowed in a single-attempt test. Any attempt to do so will likely kick you out.
- Use Firefox, Chrome, or Microsoft Edge. Past experience has demonstrated that you should not use Internet Explorer or Safari to take exams. Why? I do not know. I only know that it is true.

- Compose your response to a short answer/discussion question in a Word document and then paste your answer into the test. By doing so you will have a copy of your answer should you get kicked out of the test.
- If you believe that an answer to a question is keyed incorrectly, please send an email with the full question, the answer you selected, why you believe your answer is the correct answer, and the textbook page or reference to support your answer. Mistakes in keying the test are made, the textbook publisher makes mistakes, and it is possible that you will find errors. Often, by going through these steps students discover that what was designated as the correct answer was in fact correct. *This assignment is related to Student Learning Outcomes #1 and #2.*

#### 4. Resource Sheet (10%)

**Due: Week 4**

Compile a list of local resources available in a particular community to assist preschoolers/children, or youth in crisis. A *Crisis Resource Sheet* is posted on Blackboard. Submit the completed document to Blackboard.

#### 5. Research Paper (15%)

**Due: Week 7**

The research paper is intended to provide you with the opportunity to more fully explore a crisis subject, as well as examine it from a more empirical perspective. The paper should be 10-pages in length, excluding front matter and bibliography, and consist of 8-10 sources, including at least 3 empirical research articles from reputable journals. Inclusion of materials from popular magazines or the web can be used in the paper, but do not count toward the article requirement. Journal articles should not pre-date 2010. **Include the *first page* (that includes the abstract) of the articles to the end of your paper.** *A paper with only internet material as sources will not be accepted.* In your paper,

1. Provide background information on the topic; research question/hypothesis
2. Describe/summarize the empirical articles
3. Critically analyze the topic; synthesize findings from the articles and other sources. How are preschoolers, children, or youth, and their families impacted by the crisis?
4. Propose how the faith community may best respond to the person and family experiencing the crisis,
5. Present current models of response/intervention for the crisis and a list of resources available for ministry response.

Select a topic from the following crises that a minor may experience:

Bullying  
 Catastrophes and Natural Disasters  
 Death/Suicide of family member  
 Divorce  
 Foster Care  
 Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ)  
 Homeless Families with Children  
 Homeless Teenagers (not with family)  
 Incarceration of Parents  
 Juvenile Delinquency  
 Medically Fragile Children/Youth (chronic or terminal)

Mental Health Issues: Depression, OCD, or ADHD  
 Military Deployment of Parent  
 Risky Behavior: Drinking  
 Self-Harm  
 Special Needs: Mental/Neurological Disorders, Learning Disabilities, or Physical Disabilities  
 Teenage Pregnancy  
 Terrorism  
 Pornography

*This assignment is related to Student Learning Outcomes #1, #2, and #3.*

**6. Case Study (15%)**

**Due: Week 10**

Select one movie to view from the following chart, or one approved by the professor. Each of the following movies has no more than a PG-13 rating. However, a number of movies relating to the crisis topics are rated R because of the nature of the topic (e.g. *Ordinary People*, *Mean Girls*). An R rating does not automatically disqualify a movie for use in this assignment. Use your best judgement. With approval, an R-rated movie may be viewed. If you desire to watch a movie not on the list then it must be approved by the professor, regardless of its rating. While you may view the movie with others, this is NOT a group project.

<b>Mental Health/Special Needs</b>	<b>Death</b>	<b>Terminal Illness/Medical Conditions</b>	<b>Foster/Adoption</b>
<i>Phoebe in Wonderland</i>	<i>Bridge to Teribithia</i>	<i>Five Feet Apart</i>	<i>Instant Family</i>
<i>Perfect Body</i>	<i>Clipping Adam</i>	<i>The Fault in Our Stars</i>	<i>No Reservations</i>
<i>No Letting Go</i>	<i>We Bought A Zoo</i>	<i>Marvin's Room</i>	<i>Martian Child</i>
<i>Canvas</i>	<i>My Girl</i>	<i>Mask</i>	<i>White Oleander</i>
<i>The Horse Boy</i>	<i>Mysterious Ways</i>	<i>Lorenzo's Oil</i>	
<i>The Peanut Butter Falcon</i>			
<i>A Brilliant Young Mind</i>			
<b>Divorce</b>	<b>Bullying</b>	<b>Domestic Violence</b>	<b>War</b>
<i>Step-Mom</i>	<i>Standing Up</i>	<i>The Burning Bed</i>	<i>Never Leave Me</i>
<i>Kramer vs. Kramer</i>	<i>Mean Girls</i>	<i>Enough</i>	<i>Grace is Gone</i>
<i>Hope Floats</i>			
<i>St. Vincent</i>			
<b>Terrorism</b>	<b>Homelessness</b>	<b>Child Addiction</b>	<b>Gender Dysphoria</b>
<i>Extremely Loud &amp; Incredibly Close (9/11)</i>	<i>The Pursuit of Happyness</i>	<i>The Secret Life of Zoey</i>	<i>Tom Boy</i>
	<i>God Bless the Child</i>	<i>Perfect High</i>	

Analyze the movie and answer the following questions:

- a. What types of crises are experienced by each main character (both child and adult)? How do you know that? From where do the issues come? What perpetuates them (if that is the case)? *Note: Most characters are experiencing multiple crises.*
- b. What are the familial, social, cultural, political, and related factors that may explain why the child(ren)/family is in crisis? What else do you need to know to understand the full picture?
- c. What do the main characters discover about themselves?
- d. For each of the main characters, what new opportunities arise following the loss/trauma?
- e. How was the crisis resolved – positively or negatively? – e.g. in *Les Miserable* Valjean agrees to care for factory worker Fantine’s young daughter, Cosette, and rear her as his own.
- f. What did you learned about the crisis experience and the coping abilities of children and adults from watching this movie and the course materials related to the topic? *This assignment is related to Student Learning Outcomes #1 and #2.*

### 7. Ministry Action Plans (15%)

**Due: Week 15**

Once you have developed your conceptualization of the child and parent/significant adult character in Assignment #5, develop a ministry action plan that may be implemented *by a church from the community in which you currently live* or one with which you are familiar for the child and another for the parent/significant adult. Include the following in each ministry action plan:

- One goal you would like to help the person achieve (one child, one adult)
- What approach you would use to accomplish this
- Strategies
- Tasks
- Timeline
- Potential challenges and risks of ministry in the particular situation
- Community resources
- Church resources

Refer to *the Crisis Intervention Plan* document posted under Course Documents for information regarding the development of an intervention plan. Be as specific as possible - fully address the person’s issues, character, and problems. Assume that you are writing the ministry action plan not only for yourself as the minister, but other ministers who may read it later. *This assignment is related to Student Learning Outcome #3.*

### Course Evaluation

Quizzes (10)	20%
Exams (3)	25%
Resource Sheet	10%
Research Paper	15%
Case Study (Movie)	15%
Ministry Action Plans (2)	15%

**Course Schedule  
Fall, 2020**

<b>Week</b>	<b>Dates</b>	<b>Unit</b>	<b>Topic</b>	<b>Assignment</b>
1	8/25	0	Review of Syllabus Introduction to the Course	
	8/27	1	<b>I. Understanding Children and Youth in Crisis</b> Understanding Stress, Crisis, and Trauma	McWhirter, Chapter 1 VanPelt et al., 1.1 <a href="https://www.helpguide.org/articles/ptsd-trauma/helping-children-cope-with-traumatic-stress.htm">https://www.helpguide.org/articles/ptsd-trauma/helping-children-cope-with-traumatic-stress.htm</a>
2	9/1	2	The Pastoral Care of Children and Theological Reflections <i>Speaker: Adam Harwood, PhD, Professor of Theology, NOBTS</i>	
	9/3		Spiritual Formation through Crisis	VanPelt et al., 1.2, 2.0 Reeves, Chapter One Quiz #1 (Chapter 1)
3	9/8	3	Ministerial Responsibility: Being on the Front Line, Legal and Ethical Issues	VanPelt et al., 2.1, 3.2 <a href="https://factsand Trends.net/2019/06/20/what-your-church-needs-to-know-about-abuse-reporting-laws/">https://factsand Trends.net/2019/06/20/what-your-church-needs-to-know-about-abuse-reporting-laws/</a>
	9/10		Ministry Action Plan	VanPelt et al., 2.4
4	9/15	4	<b>II. Crisis Subjects</b> Environmental/Societal Factors <i>Speaker: Kay Bennett, D.Min., Director, Baptist Friendship House</i>	McWhirter, Chapter 2
	9/17		Family Problems of At-Risk Children and Youth	McWhirter, Chapter 3 VanPelt et al., 5.7, 5.16 Reeves, Chapters Three & Six Quiz #2 (Chapters 2-3) Resource Sheet Due
5	9/22	5	School Issues	McWhirter, Chapters 4 and 6
	9/24			VanPelt et al., 5.3, 5.4 Quiz #3 (Chapters 4 and 6)
6	9/29	6	Individual Characteristics of High-Risk/Low-Risk Children and Youth	McWhirter, Chapter 5
	10/1			Reeves, Chapter Four Quiz #4 (Chapter 5) Exam #1



7	10/6	7	Teenage Pregnancy/Risky Sexual Behaviors	McWhirter, Chapter 8 VanPelt et al., 5.14
	10/8		<i>Speaker: Susan Marik, M.D., St. James Healthcare, Butte, MO</i>	<a href="https://www.healthychildren.org/English/ages-stages/preschool/Pages/Sexual-Behaviors-Young-Children.aspx">https://www.healthychildren.org/English/ages-stages/preschool/Pages/Sexual-Behaviors-Young-Children.aspx</a> Quiz #5 (Chapter 8) Research Paper Due
8	10/13	8	Substance Use and Addiction	McWhirter, Chapter 7 VanPelt et al., 5.19
	10/15		<i>Speaker: Sammy Sabine, LPC, Detox Therapist, Odyssey House, New Orleans, Louisiana</i>	Quiz #6 (Chapter 7)
9	10/20		<b>FALL BREAK</b>	
	10/22			
10	10/27	9	Foster Care and Adoption	Case Study Due
	10/29		<i>Speaker: Anna Palmer, Director – Crossroads NOLA</i>	
11	11/3	10	Juvenile Delinquency, Child/Youth Violence	McWhirter, Chapter 9 VanPelt et al., 5.22
	11/5		<i>Speaker: Frank Catalanotto, CARE Effect FBNO – Rivarde Juvenile Detention Center</i>	<a href="https://www.aacap.org/AA-CAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Understanding-Violent-Behavior-In-Children-and-Adolescents-055.aspx">https://www.aacap.org/AA-CAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Understanding-Violent-Behavior-In-Children-and-Adolescents-055.aspx</a> Quiz #7 (Chapter 9) Exam #2
12	11/10	11	Suicide/Death	McWhirter, Chapter 10 VanPelt et al., 5.6, 5.20
	11/12		Chronic/Terminal Illness	Reeves, Chapter Five Quiz #8 (Chapter 10)
13	11/17	11	<i>Speaker: Alan Mitchell, D.Min., BCC, Children’s Hospital, New Orleans</i>	
	11/19		TBA	
14	11/24		<b>THANKSGIVING</b>	
	11/26			
15	12/1	12	<b>III. Preventions and Interventions</b> Prevention and Programs	McWhirter, Chapters 11-12 VanPelt et al., 4.0 Reeves, Chapter Ten Quiz #9 (Chapters 11-12) Ministry Action Plans Due
	12/3			
16	12/8	13	Family Interventions	McWhirter, Chapter 14

	12/10			Quiz #10 (Chapter 14)
	12/17		Final Exam 9:00 – 11:00	Exam #3

**\*The Professor reserves the right to change topics/dates as necessary (see course policies).**

### Course Policies

**Absences:** You are permitted a maximum of 9 hours of absence from this course. However, participation in this course is partially based on attendance. You can't participate if you are absent.

**Academic Honesty Policy:** All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

**Assignment Formatting:** Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font.

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:  
[https://www.nobts.edu/\\_resources/pdf/writing/StyleGuide.pdf](https://www.nobts.edu/_resources/pdf/writing/StyleGuide.pdf)

**Assignment Submission:** All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

**Classroom Decorum:** Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

**Disabilities and Accommodations:** New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or

personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

**Electronic Devices:** Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

**Grading Scale:** Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

**Late Assignments:** Only under extreme circumstances, *and with prior approval*, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

**Netiquette: Appropriate Online Behavior:** Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

**Plagiarism:** A high standard of personal integrity is expected of all students. Copying another person’s work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

**Professor’s Absence or Tardiness:** If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

**Recording Policy:** Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

**Revision of the Syllabus:** The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

**Withdrawal from the Course:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

### **Additional Information**

**Blackboard and CampusNexus Student (CNS):** You are responsible for maintaining current information regarding contact information on Blackboard and CNS. The professor will utilize both to communicate with the class. Blackboard and CNS do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

**Correspondence with the Grader:** You should contact the grader via email at [peaveygrader@gmail.com](mailto:peaveygrader@gmail.com). The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular "business" hours. Please respect the grader's personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

### **Help for Writing Papers at "The Write Stuff"**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

**Hurricane/Severe Weather Evacuation:** In the event of a hurricane or other emergency, go to the seminary web site for information: [www.nobts.edu](http://www.nobts.edu). See Blackboard for any announcements that may be posted. You should ensure your email address is updated on Blackboard.

For up-to-date weather information stay tuned to:

WBSN FM-89.1 -- WWL Channel 4 -- WWL AM-870 -- [www.nobts.edu](http://www.nobts.edu)

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

**NOBTS Emergency Text Messaging Service:** Sign up for the NOBTS emergency text messaging service at <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

**Office Hours:** Hours are posted outside the office door. Email the professor to arrange a meeting outside of posted hours.

**Technical Support:** Need technical assistance? Contact the ITC today:

[BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

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