



Marriage Counselling Syllabus

Online Syllabus plus Seminars

Lecturing Professor	Winston T. Smith, M.Div., CCEF Faculty
Recitation Instructor	<p>You will be assigned a Recitation Instructor (RI) from Biblical Counselling UK who will grade your assignments and field questions about the assignments.</p> <p>You can contact your RI through your Canvas in-box.</p>
Tutor	<p>Your course tutor will lead the fortnightly seminars and help guide you through the material presented by Professor Smith and address questions and concerns.</p> <p>You can contact your Tutor through your Canvas in-box.</p>
Administration	<p>For queries about the administration of the course (including queries about course access, passwords, withdrawals, requests to take final exams early, and extensions over 7 days) please contact Biblical Counselling UK Course Administration – courses@biblicalcounselling.org.uk.</p> <p>To help us respond to your query, please always state the module you are taking, your course venue and the name of your RI.</p>
Technical Queries	<p>If you experience technical problems when using the Canvas platform, you should contact CCEF Student Services at student.services@ccef.org. Your email will be triaged to the appropriate party and your question answered within 2 working days. If CCEF aren't able to answer your technical question, they may ask you to submit a support ticket using the Report a Problem link within Canvas.</p> <p>For more details and help on common problems, please see “How to Ask for Help and Technical Troubleshooting” within the <i>Student Orientation</i> material available to you on your Canvas dashboard.</p>
RI “Office Hours”/availability	Your Recitation Instructor will contact you at the start of term to let you know the days during the week where he or she will be available to respond to your email inquiries
Class Procedure	Each “week” of the course, you are expected to watch the assigned video lectures (approximately 2 to 3 hours), complete the reading, and complete and submit your assignments as listed in this course syllabus.
Canvas	<p>Canvas is an online learning platform that hosts your course materials (videos, audio files, course documents) and enables you to communicate with your RI, and the other students in your class. Assignments should always be submitted electronically through Canvas..</p> <p>If you experience an error uploading your file, you should contact CCEF Student Services (see the Technical Queries, above) and notify your RI of the problem before the deadline of the assignment.</p>

Details of the computer technical requirements of Canvas are available from:
Operating System: <https://community.canvaslms.com/docs/DOC-10721>
Browser: <https://community.canvaslms.com/docs/DOC-10720-67952720329>

**Course Materials—
Sharing and
Copyright
Permissions** As a reminder, all materials provided to you for this course through Canvas are copyrighted by CCEF or other publishers, to whom CCEF pays a fee for their use. These materials include the course syllabus, assignments, articles, and video/audio lectures. You may not reproduce or share any of these materials without the prior permission of CCEF.

CCEF have made an exception to this policy to allow students to share up to 10 copies of *Journal of Biblical Counseling (JBC)* articles from the course for use in their personal ministry. Examples of this would include sharing an article with a counsellee, spouse, friend or small group. This is strictly limited to *JBC* articles. If you wish to share a *JBC* resource with more than 10 people, you will need to make an application via the [permissions page](#) on the CCEF website.

Course Objectives

This is an *introductory* course in Marriage Counselling, a complex, dynamic, and sometimes volatile form of counselling. This course will provide you with a basic theological framework and methodology for counselling that will help you move couples beyond complaints to address dynamics and patterns that keep problems in place, dynamics that are rooted in couples' motives, desires, and relationship with God.

By the end of this course the student will:

1. Be able to describe and apply *a basic* marriage/relationship counselling *model* that:
 - a. Is based on a biblical view of persons, relationships, and marriage
 - b. Provides the essential conceptual elements for organising and understanding marital/relational problems.
 - c. Provides guidance for establishing direction and goals for typical problem areas within marriage/relationship (such as communication, conflict, roles, etc.)
2. Know the basic elements of a marriage/relationship counselling method and understand how marriage counselling differs from individual counselling.
3. Be able to interact critically and constructively with current secular models, appreciating their strengths and weaknesses as understood within a biblical worldview.

Required & Recommended Reading

Books

Sue Johnson, *Hold Me Tight: Seven Conversations for a Lifetime of Love*.
Shelly Smith-Acuna, *Systems Theory in Action: Applications to Individual, Couple, and Family Therapy*.
Winston Smith, *Marriage Matters: Extraordinary Change through Ordinary Moments*.

Articles

Emerson Eggerichs, "Do Men and Women Need Both Love and Respect Equally?"
(available in Canvas)

Recommended Reading

Titles of secular resources:

Robert Taiibi, *Doing Couple Therapy: Craft and Creativity in Work with Intimate Partners*
Susan M. Johnson, *The Practice of Emotionally Focused Couple Therapy*

Titles about marriage by prominent Christian authors:

Paul Tripp, *What Did You Expect?*
Christopher Ash, *Married for God*
Dave Harvey, *When Sinners Say I Do*
John Piper, *This Momentary Marriage*
Tim Keller, *The Meaning of Marriage*
Gary Thomas, *Sacred Marriage*

Winston Smith, *Marriage Matters Manual*

Lecture and Assignment Schedule

Please refer to the "Expectations for Assignments" for description of each assignment (also posted in Canvas) and to the "Required Readings/Course Materials" for the complete reading list.

Due dates for assignments are listed in Canvas for this course and are due by 11:55pm.

Schedule	Reading & Assignment(s) Due
<i>I. Foundations</i>	
Welcome and Introduction	<u>Assignments:</u> 1. Review Course Syllabus and Notebook 2. Complete the "Introduce Yourself" Assignment listed at the start of the module 3. Purchase required textbooks

Week 1: Fundamental Elements of a Biblical Marriage/Relationship Model: “One flesh”/Body.	<u>No assignment due</u>
Week 2: Fundamental Elements of a Biblical Marriage/Relationship Model (contd.): Biblical passages specific to marriage and image bearing	<u>Readings:</u> <ul style="list-style-type: none"> • <i>Marriage Matters</i>, Ch. 1-5 • <i>Hold Me Tight</i>, Conversations 1, 2, (pp.65-120) <u>Assignment due</u> 1. Response Paper: Personal relationship history
Week 3: Orientation in Family Systems and other Prevailing Models	<u>Readings:</u> <ul style="list-style-type: none"> • <i>Systems Theory in Action</i>, Ch. 1-3 • <i>Hold Me Tight</i>, Part 1 (pp.3-61), and Part 3 (pp.233-266) <u>Assignments Due:</u> 1. Response Paper #1: Attachment Theory/Sue Johnson
<i>II. Marriage Counselling Process</i>	
Week 4: Relational Attitudes and Trends	<u>Readings:</u> <ul style="list-style-type: none"> • <i>Marriage Matters</i>, Ch. 6 <u>Assignments Due:</u> 1. Response Paper #2: Basic Relational Trends
Week 5: Methods, Part 1: Content vs. Process; Establishing a Redemptive Atmosphere	<u>Readings:</u> <ul style="list-style-type: none"> • <i>Marriage Matters</i>, Ch. 7-9 <u>Assignment Due:</u> 1. Randy and Ellen Case Study Analysis (to be submitted <i>before</i> watching Lecture 5)
Week 6: Methods, Part 1 (cont.) Communication, Conflict, and Emotional Processes	<u>Readings:</u> <ul style="list-style-type: none"> • <i>Marriage Matters</i>, Ch. 10-13 • <i>Systems Theory in Action</i>, Ch. 4 <u>No assignment due</u>
Week 7: Methods, part 2: Moving from Skills to the Heart	<u>Readings:</u> <ul style="list-style-type: none"> • <i>Systems Theory in Action</i>, Ch. 5, 7, 8 • <i>Hold Me Tight</i>, Conversations 3, 4, 5, (pp.121-184) <u>Assignments Due:</u> 1. Response Paper #3: Speaker-Listener Technique
Week 8: Methods, part 3: Encouraging Perseverance and Growth	<u>Readings:</u> <ul style="list-style-type: none"> • <i>Marriage Matters</i>, Ch. 16-18 • <i>Hold Me Tight</i>, Conversation 7, (pp.204-232) <u>Assignments Due:</u>

	1. Response Paper #4: Leslie Vernick/Spouse Abuse
III. Special Topics	
Week 9: Structure and Roles; Time, Intimacy, and Sexuality	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Marriage Matters</i>, Ch. 14-15 • <i>Systems Theory in Action</i>, Ch. 6 • <i>Hold Me Tight</i>, Conversation 6, (pp.185-203) • <i>Eggerichs article</i> <p>Assignments Due:</p> <p>1. Response Paper #5: Emerson Eggerichs/Love and Respect</p>
Week 10: Divorce and Remarriage	No assignment due
Week 11: Divorce and Remarriage (contd.)	<p>Assignments Due:</p> <p>1. Personal Relationship Analysis</p>
Week 12:	<p>Assignments Due:</p> <p>1. FINAL EXAM</p> <p>2. Feedback</p>

Expectations for Assignments

1. Read Assigned Texts

All texts are to be read in their entirety; however, for various (and legitimate) reasons, some of you will not be able to complete all of the readings, so there are suggested readings relevant to each lecture to help you focus your reading. *The readings will be referenced in lectures and it will be assumed that you are familiar with the texts.* Don't panic as you note how many pages are being assigned. The texts are written at a lay level and are fairly quick reads. Also, don't get bogged down in details. This is an introduction to a very diverse and complex area of study; focus on getting the big ideas.

Several questions based on the reading will appear on the final exam.

2. Participation (10%)

This grade will be calculated from your attendance at seminars.

Faculty Town Halls (Optional/Ungraded)

CCEF offer live "town hall Q&A's" in *most* courses, once during the term. This is a time for CCEF faculty to connect with students and to answer questions submitted prior to the town hall, or live, during the town hall meeting. All town hall meetings will be held via Zoom and require reliable internet access. Your town hall (if offered) will be scheduled and announced to you early in the term. CCEF realise the timing of these meetings may not be convenient for students living outside the USA. Thus, students unable to attend are still eligible to submit a question ahead of time, and

the town hall will be recorded and sent afterwards to all students invited to attend. Prior to the town hall, you will fill out a form in Canvas, letting CCEF know if you plan to attend. If you plan to attend the town hall, **please come ready to participate**. The CCEF professors look forward to and expect your engagement.

3. Response Papers (23%)

You will be responsible for completing six response papers throughout the course:

1. Personal relationship history (ungraded)

Please share in 150-200 words (max) a short history of the relationship that you will use for the exercises in this module – i.e. either your marriage or another close relationship.

2. Reflection on Attachment theory as found in Hold Me Tight (4%)

Sue Johnson's book, Hold Me Tight, is a lay-level application of EFT (Emotionally Focused Therapy). As Johnson explains in her book, EFT is based on Attachment Theory, which posits that our expectations and experiences of love and relationship are a product of evolutionary forces. Johnson winsomely explains that attachment theory has finally provided a scientific understanding of love that not only sheds light on marital distress but provides a way to strengthen them.

After reviewing the chapter, "Love – A Revolutionary New View" write a critique of Johnson's understanding of love: First, note the good in EFT/Attachment Theory. Next, describe how a biblical understanding of love is fundamentally different from EFT/attachment theory. Finally, given those differences, how do you explain the effectiveness of her approach?

350-400 words

3. Basic Relational Trends (4%)

In Lecture #4, Professor Smith discusses three different relational trends: movement toward, movement away, and movement against. Using the chart provided in Canvas this week, discuss your own relational trends with your spouse or a close friend. Also, ask your spouse/friend to consider and discuss his/her own relational trends with you. Write a summary of your discussion. What did you learn from this exercise? What relevance does it have to marriage counselling and your own relationships?

350-400 words

4. Speaker-Listener Technique (4%)

In Lecture 7, Professor Smith introduces the speaker-listener technique. The rules for both parties are as follows: The speaker has the floor, and each person will alternate being the speaker. His isn't about problem-solving at the moment. It is about how to express yourself clearly (speaker) and how to listen well and be able to repeat the speaker's words back succinctly (listener). The speaker should speak in small chunks, giving the listener time to paraphrase at the end of each chunk. The listener should *only* paraphrase; this is not the time to argue or defend yourself.

Practice this exercise with your spouse or a close friend, discussing a particular problem in

your life, for 15 minutes. Use an object to designate the speaker. The speaker must hold the object while it is his/her turn. Pass this object to the listener when you are ready to switch roles. After this exercise, write about your reflections on this experience. What was helpful? What proved to be difficult? What advantage does this technique have for marriage counselling?

350-400 words

5. Listen and respond to Vernick lecture (7%)

If you attend a church of more than a handful of people, it's almost a certainty that you worship with someone who is being abused by their spouse. The truth is that spousal abuse (verbal, emotional, physical, and sexual) is far more prevalent than we would like to believe. That's why it's important, even in an introductory course on marriage counselling, for you to have a basic understanding of what spousal abuse is, how to assess its severity, and make basic interventions wisely and carefully. Leslie Vernick is a Christian counselor who is nationally renowned author and speaker on the issue of abusive relationships. After listening to Leslie's lecture, write a response to the following questions: First, how is abuse different from someone with an "anger problem" or other garden variety sin issue? (In other words, wrestle biblically with the word "abuse".) Second, how can the church do a better job of preventing spousal abuse?

850-950 words

6. Reflection on Emerson Eggerichs article (4%)

Emerson Eggerichs' book, Love and Respect, is a blockbuster within the church. Leading churches and parachurch ministries trumpet the wisdom and value of Eggerichs' book, workbook, videos, and conferences. However, as you read Eggerichs' article you will see that his approach is founded on a very particular understanding of Ephesians 5. Write a response to Eggerichs' article: First, critique Eggerichs' understanding of love, gender, and marital roles. Second, if Eggerichs' understanding is incorrect, why does it resonate deeply with couples and many find it so helpful?

350-400 words

4. Randy and Ellen Case Study Analysis (17%)

The Randy and Ellen case study gives you an opportunity to explore and apply conceptual categories used in the course. It is an excellent example of how a couple's individual histories and heart issues collide in marriage in unexpected ways.

The case study will be posted in Canvas. This assignment should be 1050-1200 words (in addition to the worksheet), and it should address the following:

Worksheet: Analyse Randy and Ellen: fill-out the marriage/relationship graphic to begin mapping out the relationship between Randy and Ellen's complaints, behaviour, and motivation. There are categories on the worksheet that you may find difficult to fill-in. For instance, while the case study gives you ample evidence of their approach to conflict and roles, there is no mention of how they spend time together or communicate outside of conflict. Feel free to speculate in these areas. It's OK to speculate in counselling as long as you remember you that

you are speculating and you are willing to change your mind when more data is available. You will submit this worksheet by itself in Canvas.

Remainder of paper (1050-1200 words): Interpret, explain, and summarise what you've written on your worksheet. The worksheet maps out the connections, now explain what those connections mean. For example, given their approach to conflict, how is that a reflection of what you believe motivates them? How do their behaviours and motives lock them into a destructive pattern of mutual influence?

5. Final Project: Personal Marriage/Relationship Analysis and Application (25%)

Analyse your own marriage, or if you are not married analyse a current significant relationship with a close friend, relative, or house/flat mate.

- Describe the general parameters of the marriage/relationship - the basic history, number of children, employment status, picture of day to day life, and complaints.
- Analyse the relationship using the categories discussed in the Marriage/Relationship Model (complaints, relationship skills, relational themes). Be sure to examine the primary characteristics of the relational model: Time and Intimacy, Conflict resolution, Communication, Structure and Roles, Relational Attitudes/Trends.
- Describe how each element affects the others. In other words, how do relational themes shape relational skills? How do those relational skills result in complaints and problems that are difficult to resolve? Is there a larger pattern to your interactions? Do your responses to each other create a mutually reinforcing feedback loop? If you like, you may draw the graphic for illustrative purposes.
- How would you address the desires, fears, or other motives affecting both persons? Describe a mutually reinforcing pattern of ministry and Christ's love that would address any negative pattern you've described. (In other words, a constructive feedback loop.)

This assignment is an opportunity for to reflect on your own heart and relationships before and as you are ministering to others. Use the suggested questions (remember, they are suggestions, not exhaustive categories) to help you to understand your own marital or relational dynamics. What drives your relationships? What characterises your relationship skills and dynamics? What problems result?

As you work through this assignment, please look at it as an opportunity for personal growth. Pray with David, "Search me, O God, and know my heart." Talk to others, either fellow classmates or other brothers and sisters, who could help you understand your relationship style. This is highly personal and is for your benefit.

Some Reflective Questions:

Problems/Complaints

What problems/conflicts do we have? What problems come up again and again? What behaviours/attitudes of my spouse irritate me? What behaviours/attitudes of mine does he/she complain about?

Relational Skill Areas “. . . love your neighbour”

In the following areas consider the questions and then for each area rate your relationship on a scale from 1 to 10 where 1 represents “needs a lot of work” and 10 represents “highly satisfactory”

Conflict Resolution

When problems come up how do I typically respond - do I attack? Keep quiet? Give in? What does my spouse do? What recent problem have we talked through to a solution? When we disagree, do I attempt to understand my spouse’s world? Does one of us give in more than the other? What are the unwritten rules about conflict in our home?

Communication

Am I honest with the things I think and feel? Do we use emotional language when we talk? Can I express them openly? What things do I hold back? Can I communicate without my spouse feeling defensive? Can he/she? Do I talk to others more than my spouse? Do I put effort into listening/understanding? Do we talk a lot?

Time/Intimacy

Is my spouse my friend? What do you enjoy doing together? Do we laugh together? Do we work together? How much time do we spend together each week other than watching TV? Does my spouse complain about our lack of time together? Do we feel accepted and safe when we reveal ourselves to each other?

Structure and Roles

Do we understand what we expect of one another? Does my spouse fulfill my expectations? What expectations does he/she meet? Not meet? What expectations does my spouse say I do not meet? If you had to describe one role that you typically play in relationships what would it be? What do I think it means to be a man, a woman? Do either or both of us live out of gender stereotypes that fog our view of the other?

Relational Attitudes/Trends (Honoring vs. Manipulation) One Another

In general, do I typically move towards, away, or against others? My spouse? Do I regularly esteem my spouse as more important than myself? Do I focus more on complaints or things worthy of praise? Is my spouse a problem to be overcome or a precious gift to be enjoyed? Is our marriage imbedded in a reality bigger than our personal wants and desires? Do we pray together? Read Scripture? How often? What ministry do we do together?

Relational Themes: “motives” - “Heart Issues” - “manner of life” - “idols” “... love the Lord your God...”

Am I aware of my own heart issues? When a problem or conflict arises, am I alert to the influence of heart issues? What do my complaints about my spouse say about my own heart issues? Do my heart issues have any connection to my relationship complaints?

1400-2000 words

6. Final Exam (25%)

Your final exam will serve as an opportunity to review information from the lectures and your reading. It will be primarily in an objective format: some fill in the blank, multiple choice, and some short answer questions. There will be one essay question on the test that gives you an opportunity to summarise some of the primary concepts of the course. You may use an un-marked bible.

The time allowed for the exam is 3 hours. It is available on Canvas from one week before the due date and must be submitted by the due date.

If you need to sit the final exam early (e.g. because of holiday arrangements), please contact courses@biblicalcounseling.org.uk to request early access to the exam. Your revised due date will be one week after you are given access to the exam.

Assignment Format:

1. All submitted papers/projects should be typed, 12-point font, 1-inch margins, Times New Roman, and double-spaced unless indicated otherwise in the specific assignment directions.
2. Assignments will be uploaded in Canvas on the assigned due date.
3. Papers should be submitted with one of the following file extensions: doc or docx.
4. Be sure to pay careful attention to word count requirements.
5. Please type your **name and word count** at the top of the first page of the assignment. (Your name does not count toward word count, nor do footnotes.)
6. Please note that you may lose marks for following these guidelines.

Assignments & Grading

The chief purposes of a grade are to be informative about how you have done and to help hold you accountable. Taking a course for credit challenges you to put in the time and concentrated effort needed to do your very best quality thinking and work. Your life and ministry depend upon your growing wisdom. We want to handle truth well; we want to walk well. Put off the competitiveness or fear of failure that lurks within and competes with our Father's goals for our education. Jesus' disciples are learners by definition, unashamed of our continual need to grow in knowledge, wisdom, and love (James 1:5; Matt. 5:3). The grading is a tool to help hold you accountable to those goals and desires that led you to register in the first place.

Final grades will be determined by the assignments and grading scale shown in the following tables. A detailed explanation of the expectations for each assignment follows, along with grading rubrics.

Expectations for Assignments

Grading Scale for Course

- | | |
|--|----------------|
| 1. Participation (10%) | A 95 and above |
| 2. Response Papers (23%) | A- 92-94.9 |
| 3. Randy and Ellen Case Study (17%) | B+ 88-91.9 |
| 4. *Final Project: Personal Marriage/Relationship Analysis (25%) | B 85-87.9 |
| 5. *Final Exam (25%) | B- 82-84.9 |
| | C+ 78-81.9 |
| | C 75-77.9 |
| | C- 72-74.9 |
| | D+ 70-71.9 |
| | D 68-69.9 |
| | D- 66-67.9 |
| | F <66 |

Grading Rubrics

Response Papers

Response papers will be graded as follows:

A papers	Demonstrates a strong understanding of the topic(s) assigned for the paper, with the ability to make strong personal or practical application of more than one key concept. Thoughtful work with dimensions that went above the required assignment.
B papers	Demonstrates understanding of the topic(s) assigned for the paper, with personal or practical application of at least one key concept. Successfully fulfilled the requirements of the assignment.
C and lower papers	Demonstrates partial understanding of the material; unable to make clear links between topics and practical or personal application. Missed some important aspects of the assignment.

Clear writing with no significant grammar or spelling errors is expected. Poorly written papers will be reduced in grade accordingly.

Case Study/Relationship Analysis

For these assignments, you will be graded on your ability to thoughtfully address and interact with the specific elements outlined for each assignment. The following table provides a general guideline for grading longer papers and essay questions on your final exam. However, not every student will perfectly capture every element shown here! For example, a student who earns an A- or B+ instead of an A may have done excellent work, but failed to write clearly with good grammar, spelling and sentence structure. Or, perhaps the student had interesting discussion that demonstrated an understanding of the module content, but only made one application of one key concept in the module to the assignment, rather than several concepts.

Randy & Ellen Case Study Rubric

Grade and Overall Meaning	A	B	C-F
	You added dimensions to your work that went above the required assignment.	You fulfilled the requirements of the assignment.	You missed some important aspects of the assignment or did not fulfill the assignment requirements.
Discussion	Discussion is insightful, thorough, and interesting; comprehensive in its discussion of all relational trends and skills.	Discussion is interesting but may not include all areas of relational the relational model.	Discussion is interesting but lacks depth; does not cover a majority of relational themes. Assignment shows evidence of rushing with little thoughtfulness.
Understanding	Demonstrates thorough understanding of the material by identifying multiple themes & motives.	Demonstrates fair understanding of relational trends and motives, but only comments on the obvious..	Demonstrates partial or lack of understanding of relational trends; student fails to comment on the feedback loop.
Application	Demonstrates the ability to connect relational themes to possible underlying motives for behaviour.	Relational themes are only loosely connected to motives or may identify only one or two possible motives.	Implies connection of relational themes to possible motives but connection is not clearly stated.
Grammar, Mechanics, Spelling, and Sentence Structure	Clear writing with no grammar or spelling errors.	Clear writing with minimal grammar or spelling errors.	Multiple grammar or spelling errors. Mechanics get in the way of clarity. Difficult to read.

Personal Relationship Assessment

Grade and Overall Meaning	A	B	C-F
	You added dimensions to your work that went above the required assignment.	You fulfilled the requirements of the assignment.	You missed some important aspects of the assignment or did not fulfill the assignment requirements.
Discussion	Discussion is insightful, thorough, and interesting; comprehensive in its discussion of all relational trends and skills.	Discussion is interesting but may not include all areas of relational the relational model.	Discussion is interesting but lacks depth; does not cover a majority of relational themes.
Understanding	Demonstrates thorough understanding of the material by identifying multiple themes & motives. Makes clear connection of each element to the other and their interrelationship and affect upon each other.	Demonstrates fair understanding of relational trends and motives, but only comments on the obvious. May connect some, but not all, of the relational trends to each other or full explore their affect to each other.	Demonstrates partial or lack of understanding of relational trends; student fails to make connections between trends and worship.
Personal Reflection & Application	Evidences deeply thoughtful consideration of the reflective questions. Applies several key concepts from module resources and reflective questions to personal observations and experiences.	Evidences consideration of the reflective questions. Applies at least one key concept from module resources and reflective questions to personal observations and experiences.	Assignment shows evidence of rushing with little thoughtfulness. Implies key concepts, but doesn't make clear link between module resources, reflective questions and personal experience.
Worship & Scriptural Application	Demonstrates insightful understanding of how relational skills are connected to worship.	Demonstrates a fair understanding of how relational themes are connected to worship. Scriptures	Little or no connection of relational trends to worship; inability to choose and apply

	Identifies and applies appropriate & relevant scripture to the relationship.	Identified may be weak in relevancy or application.	relevant scripture or no scripture identified.
Grammar, Mechanics, Spelling and Sentence Structure	Clear writing with no grammar or spelling errors.	Clear writing with minimal grammar or spelling errors.	Multiple grammar or spelling errors. Mechanics get in the way of clarity. Difficult to read.

Late Assignments

Assignments that are late will have 10 points deducted for every day that they are late, and “0” after one week.

Requests for Extensions

Policies: Please refer to the BC UK Student Handbook (available in the Course Information section on Canvas, and also on the [Certificate Course page](#) of our website) regarding policies for granting late assignments and extensions.

1. **DO NOT USE THE ONLINE EXTENSION REQUEST FORM IN CANVAS** – this is for students studying directly with CCEF and is not to be used by BC UK students.
2. Extensions will not be granted for holidays or previously planned events.
3. **To request an extension for up to 7 days**, contact your RI through the Canvas platform 48 hours before the deadline, stating the reason for your extension request and how long an extension you are asking for.
4. **To request an extension longer than 7 days**, email courses@biblicalcounselling.org.uk before the deadline, stating:
 1. The module you are taking, your course venue and RI
 2. The assignment for which you are requesting an extension
 3. The due date for this paper or project
 4. The reason for your extension request

The course administrator will respond within two working days of your request and inform your RI.

Course Administration

The Student Handbook details policies, procedures, and administration of the Certificate Course. Information that is relevant to all modules, including grading standards and academic policies. Please read it carefully (together with this syllabus) before the module begins, and refer to it throughout the term.

The Student Handbook is located in the Course Resources section of your course material on Canvas. Please note that Biblical Counselling UK’s course policies differ from CCEF’s in some particulars.