RELG 225 Foundations of Missions
RELG 225 Foundations of Missions  
Consortium of Adventist Colleges and Universities

Self-Paced Format
This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact
Please refer to course in LearningHub for the teacher contact information.

Other Assistance
<table>
<thead>
<tr>
<th>Assistance</th>
<th>Contact Information</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Part 1: Course Information

Course Descriptions
RELG225 Foundations of Mission is a 3-credit undergraduate religion course which explores the theology and practice of missions. The general objective of the course is to understand God's mission in our world and experience personal involvement in that mission. A long-term goal of the course is to create an experience through which God can inspire students to a lifetime of service and missions.

Required Text/Material

NOTE: Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

Optional Text/Material
There are several short assignments from the book Gospel Workers, Ellen White. A free ebook is provided with the course or the student can read the assignments online at: https://egwwritings.org/?ref=en_GW.6&para=35.7
Credit Hour and Commitment
This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You’ll spend your time reading, accessing instructional materials, completing assignments, interacting with your instructor and classmates, and taking quizzes and tests.

A recommended weekly 9 hour schedule may be divided as follows:

- Readings: 3 1/2 hours
- Lectures: 2 hours
- Interactive Discussions: 1/2 hour
- Quizzes: 1 hour
- Weekly work on assignments: 1 hour
- Studying for Upcoming Exams: 1 hour

Program Learning Outcomes
Relation to the BA in Theology or BA in Religion

<table>
<thead>
<tr>
<th>University Mission</th>
<th>Program Outcome Objective (BA in Theology)</th>
<th>RELG225 Foundations of Missions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek Knowledge</td>
<td>At the end of the program the graduate should: Possess a <strong>foundational knowledge</strong> of in the areas of Bible, history, and theology, from an SDA perspective.</td>
<td>The class incorporates and applies foundational knowledge of scripture and mission.</td>
</tr>
<tr>
<td>Affirm Faith</td>
<td>Expression of faith: In the context of present society, history, and theology, be able to articulate the Seventh-day Adventist view of life both orally and in writing</td>
<td>The class requires expression of faith on a high level through the commitment to and the communication of the gospel in a missions context.</td>
</tr>
<tr>
<td></td>
<td>Exhibit growth in Christian <strong>life skills</strong></td>
<td>Interaction with non-Adventists employs a high level in interpersonal relationship skills and personal faith.</td>
</tr>
<tr>
<td>Change the World</td>
<td>Document experience &amp; skills in personal <strong>ministry</strong> and evangelism on the level of local church and community and in a cross-cultural context</td>
<td>The class contains high level service and evangelism principles and practice in a missions context.</td>
</tr>
</tbody>
</table>

Student Learning Outcomes
1. Articulate core biblical and theological foundations for global missions.
2. Summarize the historical development of missions.
3. Discern the inter-relationships between mission and culture and recognize appropriate contextualization.
4. Apply biblical criteria to evaluate methods and trends in missions.
5. Identify the fundamental experiences and challenges of being a cross-cultural missionary.
6. Explore the implications and opportunities of being a global Seventh-day Adventist Christian.
7. Recognize God’s call to mission and synthesize their own personal response through participation in the unfinished contemporary task of missions.
Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned video lectures, readings from the textbook and the course material, short essays and reflections on the reading, weekly quizzes on the video lectures and readings, specific assignments and interactions with the instructor via discussion and exams. Regular participation in the course is essential to good performance.

Technical Requirements
- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access
This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven’t already. If you need assistance, call or email us: (296) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule
In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.
- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.
Assessment Descriptions:

Supplemental Readings and Videos
Description: Select your three resources, read them or view them carefully. For each of the resources chosen then write a two or three paragraph response including the following:
- Identify the resource chosen (name of article or video)
- Summary of the content
- Your response to two key ideas in the material you read or watched.

Blog entries
For this course you will have one blog per Unit (7 for the entire course). After reading the Unit assignments and watching the online videos, you should enter your post for that Unit. For each blog, each student should submit a response that is 300 – 400 words.

Missionary or Immigrant Interview
One of the assignments for Unit 1 is to interview a missionary, a recent immigrant or a refugee. The purpose of this assignment is to learn about the cultural and spiritual challenges and adjustments when moving from one culture to another.

Case Study
Read the case study document carefully then outline and develop your written response. Write a thoughtful three or four paragraph response to the dilemma.

Area Study: “What if”
This assignment requires you to choose a location somewhere in the world and imagine “What If...” you went there as a missionary. The assignment is involves researching that specific location and missionary context. Complete and submit the fillable Word document included in the course materials.

Adventist Missions Resource file
An important takeaway from this class is your Adventist Missions resource file. This file is an annotated list of at least 20 online missions sources for mission materials (articles, blogs, videos, etc) that you can use in ministry and missions.

Hymn Application
This assignment involves your creative use of the mission hymn, “Facing A Task Unfinished,” as part of a worship experience at home (or small group) and at church.

Reflective Essay
This course assignment is a final comprehensive and reflective essay looking back over all the ideas and concepts you have learned in this course. You will write a thoughtful, cohesive essay exploring what you have learned and how it applies to your context of service to God.
**Rubrics:**

### Discussion rubric:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Low Performance</th>
<th>At or Below Average</th>
<th>Above Average</th>
<th>Exemplary</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student response to the discussion question</td>
<td>0-1 point Response fails to address the discussion question – Or an unacceptable response</td>
<td>2 or 3 points Response has a minimal or merely adequate response to the discussion question</td>
<td>4 points Response indicates clear understanding and analysis of the discussion question</td>
<td>5 points Response indicates an excellent, reflective, insightful response to the question.</td>
<td>Points earned</td>
</tr>
<tr>
<td>Student response to another student’s post</td>
<td>0-1 point Failure to respond to another student’s post – Or an unacceptable response.</td>
<td>2 or 3 points Minimal response or response is merely adequate response another student’s post</td>
<td>4 points Response another student is clear and respectful and adds perspective to the discussion.</td>
<td>5 points Clear, respectful response which demonstrated excellent grasp of the topic.</td>
<td>Points earned</td>
</tr>
</tbody>
</table>

**Total points (10 possible)**

### Interview Rubric:

<table>
<thead>
<tr>
<th>Grade rubric</th>
<th>Low Performance</th>
<th>At or Below Average</th>
<th>Above Average</th>
<th>Exemplary</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-8 points Interview report failed to cover the majority of the questions for the interview and contained minimal analysis.</td>
<td>8-22 points Interview report provided merely adequate responses and analysis. Lacked significant analysis or insight.</td>
<td>23-26 points The interview report indicates a clear summary and includes a good understanding of the cross-cultural dynamics.</td>
<td>27-30 points The interview report included a clear summary of the responses and cohesively presents an insightful analysis of the interview content.</td>
<td></td>
<td>Points earned</td>
</tr>
</tbody>
</table>

**Total points (30)**

### Area Study Rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Completed a minimum of 90% of the entries for the area study. Excellent content</td>
</tr>
<tr>
<td>B</td>
<td>Completed a minimum of 80% of the entries for the area study. Good content</td>
</tr>
<tr>
<td>C</td>
<td>Completed a minimum of 70% of the entries. Basic information, not much more.</td>
</tr>
<tr>
<td>D</td>
<td>Completed a minimum of 60% of the entries. Left significant entries uncompleted.</td>
</tr>
<tr>
<td>F</td>
<td>Completed less than 50% of the entries. Failure to meet assignment requirements</td>
</tr>
</tbody>
</table>

### Adventist Mission Resource file rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent answers to all components for each website. Excellent content</td>
</tr>
<tr>
<td>B</td>
<td>Clear answers to all components for 80% of the websites. Good content</td>
</tr>
<tr>
<td>C</td>
<td>Basic answers for 70% of the entries. Basic information. Some content insufficiencies</td>
</tr>
<tr>
<td>D</td>
<td>Completed less than 60% of website component entries. Major content insufficiencies</td>
</tr>
<tr>
<td>F</td>
<td>Completed less than 50% of website component entries.</td>
</tr>
</tbody>
</table>
### Reflective Essay Rubric:

<table>
<thead>
<tr>
<th>Exceptional: A (75-85 points)</th>
<th>Above Average: B (62-75 points)</th>
<th>Meets Basic Expectations: C (50-62 points)</th>
<th>Below Expectations: D or F (0-49 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Reflective Thinking:</strong> (22-25 points)</td>
<td>The essay clearly identifies and explains 5 major concepts from the course and provides biblical support. The reflection conveys a clear understanding of course content and Biblical support.</td>
<td>The essay identifies and explains at least 4 major concepts from the course and provides some biblical support. The reflection conveys an understanding of course content and Biblical support.</td>
<td>The content and reflective thinking are lacking, with less than 3 points assigned.</td>
</tr>
<tr>
<td><strong>Analysis:</strong> (22-25 points)</td>
<td>The reflection essay is an in-depth analysis of the learning experience. The essay includes specific content from the course and demonstrates a clear understanding of the concepts and the implications of these ideas.</td>
<td>The reflection essay includes substantive content from the course. Articulated and developed some key concepts and ideas.</td>
<td>The essay fails to address the topic of the essay and/or the essay lacks biblical support for the ideas.</td>
</tr>
<tr>
<td><strong>Application: Making Connections</strong> (22-25 points)</td>
<td>The reflection articulates multiple connections between this learning experience. Clear well-defined applications of the ideas to their life and ministry context.</td>
<td>The reflection articulates numerous connections between this learning experience and course content.</td>
<td>The essay fails to articulate significant connections between course content, the student’s experience and their ministry context.</td>
</tr>
<tr>
<td><strong>Writing:</strong> (9-10 points)</td>
<td>Cohesive well-written essay with clear flow and development of content.</td>
<td>Generally well-written essay with content generally developed effectively.</td>
<td>Writing does not meet minimum standards.</td>
</tr>
</tbody>
</table>
Exams
The mid-term exam is worth 15% of your grade. You are allowed 60 minutes to complete this exam.

All exams in this course require proctoring. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at calendly.com/sde-exams/online.

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor's full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see www.andrews.edu/distance/students/exams.html
## Suggested schedule for completion in 8 weeks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings &amp; Videos</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| Intro  | These items will need to be completed before you will have access to the rest of the course | Orientation  
Course Overview  
Introductions  
Academic Integrity | Schedule  
Introduction Yourself  
Academic Integrity Quiz  
Academic Integrity Statement |                                           |
| 1      | Unit 1: Biblical and Theological Foundations For Mission | **Videos:**  
Introduction Video  
Mission Dei: Mission in the Old Testament  
**Readings:**  
Introduction to the Study of Mission – IAM Ch 1  
The Bible as Grand Narrative of God’s Mission: Old Testament – IAM Ch 2 | Quiz 1  
SK.FND.1. |                                           |
|        |                                              | **Videos:**  
Mission in the New Testament  
**Readings:**  
The Bible as Grand Narrative of God’s Mission: New Testament – IAM Ch 3 | Quiz 2  
SK.FND.1.  
FL.FND.1. |                                           |
| 2      |                                              | **Videos:**  
**Readings:**  
God, the Source of Mission – IAM Ch 4 | Quiz 3  
EC.FND.1.  
SK.FND.1. |                                           |
| 3      | Unit 2: Historical Development of Mission    | **Videos:**  
Mission in Acts  
The Church in Antioch and Adventism  
**Readings:**  
An Overview of Mission History – IAM Ch 7 | Quiz 5  
SK.FND.1. |                                           |
|        |                                              | Video:  
Christian Missions AD 30-1500  
**Readings:**  
Phases of Adventist Mission - IAM Ch 8  
The Field is the World-GW p. 22  
The Gospel to All Countries-GW p. 23-26 | Quiz 6.  
(Note that Quiz 6 will include material from IAM ch. 7 & 8)  
SK.FND.1. |                                           |
| 4      |                                              | **Videos:**  
Protestant Missions 1500-1950  
Lessons from Paul’s Missionary Journeys  
**Readings:**  
Economy in Mission Work - GW p. 401-405  
The Regions Beyond - GW p. 406  
Home Churches to Help - GW p. 408  
Methods of Labor in Foreign Fields - GW p. 409 | Quiz 7  
Blog 2  
FL.FND.2.  
SK.FND.1. |                                           |

**Proctored Midterm Exam**
<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings &amp; Videos</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| 5      | Unit 3: Culture and Missions | **Videos:**
Culture and Missions part 1  
Culture and Missions part 2  
**Readings:**
Cultural Anthropology and Mission - IAM Ch 9 | Quiz 8 | CG.FND.1.  
SK.FND.1.  
|       |         | **Videos:**
Models for Understanding Culture  
Hofstede’s 6 Cultural Dimensions  
Guilt Shame Fear Three paradigms  
**Readings:**
Worldview and Mission - IAM Ch 10 | Quiz 9 | SK.FND.1.  
| 6      | Unit 3: Culture and Missions – Cont. | **Videos:**
Foreign to Familiar part 1 and part 2  
Conversion and Worldviews – part 1 and part 2 | Quiz 10  
Blog 3  
Case Study: Wine and Witness | SK.FND.2.  
FL.FND.2.  
|       |         | **Videos:**
Misisonal Hermeneutics  
Contextualization: An Introduction  
Bible, Mission and Culture – Andrew Tompkins  
**Readings:**
Culture and Contextualization – IAM Ch 11 | Quiz 11 | SK.FND.1.  
| 7      | Unit 4: Missions, Culture and Scripture | **Videos:**
Divine Appointments: Acts 8  
**Readings:**
Encountering the World Religions” – IAM Ch 15 | Quiz 12  
Blog 4 | FL.FND.2.  
SK.FND.1.  
|       |         | **Videos:**
Conflict and Mission: Acts 6  
Conflict Resolution Principles  
Cross-Cultural Friendship Principles  
**Readings:**
Mission Among Creative Access People - IAM Ch 16  
Mission and Animism - IAM Ch 17 | Quiz 13  
Blog 5 | FL.FND.2.  
SK.FND.1.  
| 8      | Unit 6: Becoming Glocal Thinking globally; acting locally | **Videos:**
Unreached people groups  
“Your Work As Your Mission” Tentmaking - Wagner Kuhn  
**Readings:**
“The Global Context of World Mission” - IAM Ch 12  
“Toward an Adventist Theology of Urban Mission”- Gary Krause article | Quiz 14  
Blog 6  
SK.FND.1.  
|       | Unit 7: “Lord Send Me” | **Videos:**
“We’re Going! Missionary Testimony”  
“Missionary Testimony”  
**Readings:**
Unity in Diversity – GW p. 422-424 | Blog 7  
Supplemental Readings and Videos Assignment  
Personal Response: “Letter to God” – your response to the call to missions  
Facing A Task Unfinished – Hymn application  
Reflective Essay: “Looking At This Course In the Rear-view Mirror” | FL.FND.2.&5  
SK.FND.1.  
|
## Suggested schedule for completion in 16 weeks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
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The Bible as Grand Narrative of God’s Mission: Old Testament – IAM Ch 2 | Quiz 1 | SK.FND.1. |
| 2       | Videos:
Mission in the New Testament
Readings:
FL.FND.1. |
| 3       | Videos:
Acts: Mission and The Holy Spirit,
Ordinary People: Theology of the Laity and Mission
Readings:
God, the Source of Mission – IAM Ch 4 | Quiz 3 | EC.FND.1.
SK.FND.1. |
| 4       | Videos:
Foundational Principles of Mission
Food and Culture
Readings:
The Church and Mission – IAM Ch 5
Varied Gifts GW p.420
Unity in Diversity GW p. 422 | Quiz 4
Blog 1
Missionary, Immigrant or Refugee Interview | AL.FND.1.
SK.FND.1. |
| 5 Intro 2: Historical Development of Mission | Videos:
Mission in Acts
The Church in Antioch and Adventism
Readings:
An Overview of Mission History – IAM Ch 7 | Quiz 5 | SK.FND.1. |
| 6       | Videos:
Christian Missions AD 30-1500
Readings:
Phases of Adventist Mission - IAM Ch 8
The Field is the World-GW p. 22
The Gospel to All Countries-GW p. 23-26 | Quiz 6.
(Note that Quiz 6 will include material from IAM ch. 7 & 8) | SK.FND.1. |
| 7       | Videos:
Protestant Missions 1500-1950
Lessons from Paul’s Missionary Journeys
Readings:
Economy in Mission Work - GW p. 401-405
The Regions Beyond - GW p. 406
Home Churches to Help - GW p. 408
Methods of Labor in Foreign Fields - GW p. 409 | Quiz 7
Blog 2 | FI.FND.2.
SK.FND.1. |
| 8       | Proctored Midterm Exam | | |

**Date Last Updated:** 12/20/2019
<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings &amp; Videos</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| 9      | Unit 3: Culture and Missions | **Videos:**  
Culture and Missions part 1  
Culture and Missions part 2  
**Readings:**  
Cultural Anthropology and Mission - IAM Ch 9 | Quiz 8 | CG.FND.1.  
SK.FND.1.  |
| 10     | Unit 3: Culture and Missions – Cont. | **Videos:**  
Models for Understanding Culture  
Hofstede's 6 Cultural Dimensions  
Guilt Shame Fear Three paradigms  
**Readings:**  
Worldview and Mission - IAM Ch 10 | Quiz 9 | SK.FND.1.  |
| 11     | Unit 3: Culture and Missions – Cont. | **Videos:**  
Foreign to Familiar part 1 and part 2  
Conversion and Worldviews – part 1 and part 2 | Quiz 10  
Blog 3  
Case Study: Wine and Witness | SK.FND.2.  
FI.FND.2.  |
| 12     | Unit 4: Missions, Culture and Scripture | **Videos:**  
Missional Hermeneutics  
Contextualization: An Introduction  
Bible, Mission and Culture – Andrew Tompkins  
**Readings:**  
Culture and Contextualization – IAM Ch 11 | Quiz 11 | SK.FND.1.  |
| 13     | Unit 5: Missionary Life | **Videos:**  
Divine Appointments: Acts 8  
**Readings:**  
Encountering the World Religions” – IAM Ch 15 | Quiz 12  
Blog 4 | FL.FND.2.  
SK.FND.1.  |
| 14     | Unit 6: Becoming Glocal Thinking globally; acting locally | **Videos:**  
Unreached people groups  
“Your Work As Your Mission” Tentmaking - Wagner Kuhn  
**Readings:**  
“The Global Context of World Mission” - IAM Ch 12  
“Toward an Adventist Theology of Urban Mission”- Gary Krause article | Quiz 13  
Blog 5 | FL.FND.2.  
SK.FND.1.  |
| 15     | Unit 7: “Lord Send Me” | **Videos:**  
“We’re Going! Missionary Testimony”  
“Missionary Testimony”  
**Readings:**  
Unity in Diversity – GW p. 422-424 | Blog 7  
Supplemental Readings and Videos Assignment  
Personal Response: “Letter to God” – your response to the call to missions  
Facing A Task Unfinished – Hymn application  
Reflective Essay: “Looking At This Course In the Rear-view Mirror” | FL.FND.2. & 5  
SK.FND.1.  |
Completing Assignments
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed within 180 days of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description and (point value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Supplemental Readings (30 points)</td>
</tr>
<tr>
<td>12</td>
<td>Blogs (7 x 10 points each = 70 points total)</td>
</tr>
<tr>
<td>28</td>
<td>Assignments (165 points total) Interview (30); Case study (20); Area Study (30) Resource File (40); Hymn Application (30); Letter to God (15)</td>
</tr>
<tr>
<td>15</td>
<td>Midterm Exam (82 points)</td>
</tr>
<tr>
<td>25</td>
<td>Weekly Quizzes (10 x 14 = 140 plus 5 pt for one quiz = 145 total)</td>
</tr>
<tr>
<td>15</td>
<td>Reflective Essay (85)</td>
</tr>
<tr>
<td><strong>100</strong></td>
<td><strong>Total Percent Possible</strong></td>
</tr>
</tbody>
</table>

Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>
Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:
1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity
As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence
You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty
Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.
Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

**Part 6: Bibliography**

Glenn Russell was born in Egypt to missionary parents and his formative years were spent living in Beirut, Lebanon. He graduated from Columbia Union College, later graduated with a Masters of Divinity degree from the Andrews University Theological Seminary. He earned a Doctor of Ministry degree from Trinity International University with an emphasis on missions and ministry. Dr. Russell is the chair of the Department of Religion and Biblical Languages and testing courses in pastoral ministry, practical ministry, world religions and missions. He has also taught on campuses in Romania, Honduras, Kenya, Zimbabwe and Lebanon. He frequently speaks at academies, universities, camp meetings and youth congresses. One of his passions is missions and his mission work has taken him to Honduras, Lebanon, Fiji, Romania, Kenya, Zimbabwe, Jordan, Egypt. His doctoral research focused upon developing missiologically and biblically based short-term missions in the context of long-term missions. He conducts at least two mission trips per year for students at Andrews University.

Dr. Russell is married to Sharon Russell, a reading specialist and mentoring coordinator in the Benton Harbor public school system. They have two adult children and one precious granddaughter Gemma. Pastor Russell spent 10 years pastoring in Virginia and Maryland and then 15 years serving as the Bible teacher at Andrews Academy. He has authored two books in the secondary Bible curriculum for North America. He is the host of the weekly media program “Scriptural Pursuit” and has recorded a series of television programs for 3ABN on the gospel according to Matthew. In his limited spare time, he enjoys playing the guitar, playing soccer, and learning about being a global Christian in the more than 20 countries where he has served. Most importantly Glenn Russell is a sinner saved by the marvelous grace of Jesus Christ.