AU: RELT 250 Personal Spirituality and Faith
WAU: RELT 250 Biblical Spirituality
OU: RG 203 911 Foundations in Biblical Spirituality
AU: RELT 250 Personal Spirituality and Faith  
WAU RELT 250 Biblical Spirituality  
OU: RG 203 911 Foundations in Biblical Spirituality  
Consortium of Adventist Colleges and Universities

Self-Paced Courses  
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 Learning Hub for the teacher contact information.

Communication with the Instructor  
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance  
| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Enrollment and cancellations | sderegister@andrews.edu | (269) 471-6323 |
| Bookstore | http://bookstore.mbsdirect.net/andrews.htm |
| Technical assistance with Learning Hub | dlit@andrews.edu | (269) 471-3960 |
| Technical assistance with your Andrews account | andrews.edu/hdchat/chat.php |
| Exam requests | sdeexams@andrews.edu | (269) 471-6566 |
| Student Services Support & FAQ | www.andrews.edu/distance/students/ |

Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Description  
Andrews University  
This course will examine the biblical understanding of faith and the Christian life. It will address the question of how a person begins and nurtures a personal knowledge and relationship with God. The course will also study the meaning of spiritual growth through various forms particularly as found in the Christian tradition of Spiritual Disciplines.

Oakwood University  
An introductory course exploring a personal relationship with God and developing a meaningful Christian witness. Emphasis is given to a strong devotional life not only on the personal but also spirituality on corporate and social levels.

Course Prerequisites  
Andrews University  
RELT 100
**Course Learning Outcomes**

- Set his/her own spiritual goals and work toward them.
- Experience God through personal devotional time, and class activities.
- Explore 13 Spiritual Disciplines and practice these habits as they relate to personal devotional time and daily life with God.
- Gain insight into the components and the journey of spirituality, and use that insight to enhance your personal spirituality.
- Be exposed to, and inspired by, the journeys of others who have found a deep connection with God.
- Understand biblical teachings such as justification/sanctification, law/grace, faith/works, temptation/sin, and the practical applications of these teachings.
- Regularly reflect on the content and the practice experienced in this class.

**Required Text/Material**

*The Bible*, any translation (not paraphrase).


**Credit Hour and Commitment**

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 13 Reading Reflection Blogs, 2 Spiritual Life Reflection Essays, and 1 Creative Project; so it is recommended that you budget about 8 hours for studying and preparing for each Blog, 6 hours for each Essay, and 19 hours on your Creative Project. Suggested schedule(s) to accomplish this work are included in this syllabus.

**Part 2: Course Methods and Delivery**

**Methods of Instruction**

Methods of instruction include:

1. **Readings** of textbooks, the Bible, and personal reflection.
2. **Group discussion** of the reading material and key questions.
3. **Personal evaluation** of your spiritual growth and intentional plan for spiritual growth both at the beginning and at the end of the semester.
4. One **Creative Project**, due near the end of class

**Course/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. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

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**

**Readings and Blogs:** Read through each assignment carefully and meditatively, paying special attention to the implications of the reading to your own life. Please note that many readings are very short, enabling you to absorb them.

1. Each lesson will ask you to summarize your insights and learning from the reading in no less than 500 words.
2. Questions you may use to guide you:
   a. What was the main burden of each person whose story you read?
   b. What unlocked the secret of spiritual life to each person you read about?
   c. What have you learned or understood better?
   d. What has impressed you and made you think?
   e. What view of God did the readings give you?
   f. What practical ideas can you take into your own spiritual life?
   g. Did anything impact you negatively during this module’s reading?
   h. What questions do you have, if any?
**Spiritual Life Reflection Essays:**
These essays are your opportunity to take a careful look at your walk with God. It is intended to be an exercise in evaluating your strengths and weaknesses and ways in which you wish to improve the way you relate to God. Each essay should be 3 to 5 pages in length.
1. Spiritual Growth Plan: Personal evaluation of your spiritual life and intentional plan for spiritual growth both at the beginning and at the end of the semester.
2. Spiritual Growth Reflection: Evaluation of the growth of your spiritual life during this class.
Confidentiality for personal Reflection Essays is assured.

**Creative Project:** Academic classes are by nature mostly reading and writing. Even though this class is more experiential there is still much reading and writing. The following Creative Project is designed to allow you to use your own learning style, and be a little more self-directed in your relationship to the material. If you think of something else you’d like to do, contact your instructor first. Your Creative Project should reflect at least 19 hours of research, thought, and preparation.

The creative project serve the purpose of allowing you to do one of the following:
A) Delve deeper into content areas  
B) Enhance or work on your own spiritual life  
C) Put some of your learning and experience into practice.

Choose one of the following projects as your Creative Project for the semester:

**Project Options**
1. Write a 5-page double-spaced research report on a person of faith, paying special attention to their spiritual journey. This should be someone you admire (historical, biblical, renowned, etc.) that you would seek to emulate.
2. Write a 5 page double-spaced research report covering one or two learning styles and practical ways in which they integrate with one’s personal devotional life (learning styles include: Visual/Spatial, Verbal/Linguistic, Kinesthetic, Logical/Mathematical, Nature, Musical/Rhythmic, Interpersonal, Intrapersonal)
3. Extra study on any aspect of spirituality; present with PowerPoint or video, or recorded skit presentation and script, or 5-page double-spaced research report.
4. Interview at least 3 people whose walk with God you have admired. Find out how they maintain their spiritual life and what draws them close to God. These may be people you do not live near and have to phone or email. If you do not know the person, be sure to let them know that this is a class assignment. Report your conversation and your findings, along with an evaluation of how their ideas can help you in your own spiritual life, in a 5-page double-spaced report.

**Rubrics/Assessment Information**
While this course contains reading and content, it is also an experiential class. As an important part of this class, you will be expected to incorporate your class insights and learning into your personal walk with God (including your devotional life), and then reflect on this integration.
You will be graded according to your completion of the assignment and your ability to show that you have reflected on it. Follow the Rubrics for Written Assignments and your Creative Project for guidance regarding what is expected. Honesty in reporting assignment completions is expected in this class.

**Rubric for Written Assignments**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
<th>Excellent (10 points)</th>
<th>Acceptable (5 points)</th>
<th>Substandard (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Concise, with every sentence counting; stays close to the word limit; Not too long or too short</td>
<td>Fairly concise; stays close to the word limit; Not extremely long or short.</td>
<td>Excessively long or short.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Contains a separate Introduction, Body, and Conclusion which lead the reader through material in logical way.</td>
<td>Introduction, Body, and Conclusion are a little rough, but all still present, separate, and relatively well organized.</td>
<td>Introduction or Conclusion is unfocused or missing. Body is disorganized.</td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td>Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.</td>
<td>Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.</td>
<td>Veers off topic. It is difficult to follow main points or grasp writer’s meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.</td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>Writing shows that student knows the material taught and can apply it accurately in a new situation.</td>
<td>Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.</td>
<td>Writing displays a failure to understand, recall, or apply much of the material in new situations.</td>
<td></td>
</tr>
<tr>
<td>References</td>
<td>Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.</td>
<td>Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.</td>
<td>Quotes bible or text-book extensively or uses incorrect referencing.</td>
<td></td>
</tr>
<tr>
<td>Personal Comments</td>
<td>Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or “preachy.”</td>
<td>Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or “preachy.”</td>
<td>Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)</td>
<td></td>
</tr>
<tr>
<td>Depth/Analysis</td>
<td>In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.</td>
<td>In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.</td>
<td>Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.</td>
<td></td>
</tr>
<tr>
<td>Grammar/Language Usage</td>
<td>Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.</td>
<td>The writing is usually clear. There may be a few grammatical or syntactical mistakes.</td>
<td>Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions,</td>
<td></td>
</tr>
<tr>
<td>Sentences</td>
<td>Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.</td>
<td>Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.</td>
<td>Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.</td>
<td></td>
</tr>
<tr>
<td>Paragraphs</td>
<td>Paragraphs are neat and separated with no more than one main point per paragraph.</td>
<td>Paragraphs are separated, usually with only one main point per paragraph.</td>
<td>Paragraphs run together without regard to individual points being made. Structure is random.</td>
<td></td>
</tr>
</tbody>
</table>

**Rubrics for Creative Project**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
<th>Excellent (20 points)</th>
<th>Acceptable (10 points)</th>
<th>Substandard (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Appropriately utilizes 4 or more relevant sources outside of the course material.</td>
<td>May use 4 or more relevant sources outside of the course material, but they are only tentatively tied to themes of project</td>
<td>Project is sourced almost entirely from course material.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Project shows significant originality and inventiveness. More than 80% of the content is fresh and new. At least 2 media types are present (writing, pictures, tables, slide show, video, etc.).</td>
<td>Project demonstrates a moderate to limited level of originality and creative insight. At least 2 media types are present (writing, pictures, tables, slide show, video, etc.).</td>
<td>Project is an extensive collection and rehash of other people’s ideas. There is little evidence of original thought. Only one media type is present.</td>
<td></td>
</tr>
<tr>
<td>Thought-Provoking Inquiry</td>
<td>Asks targeted questions to clarify information and ideas. Asks powerful open-ended questions to evoke discovery, make new connections, open possibilities, or inspire new learning and growth in self and others.</td>
<td>Questions are sometimes unfocused or distort the meaning of the source. May ask open-ended questions but answers are probably obvious and may not be very well thought through.</td>
<td>Does not ask any thought provoking questions or explore beyond the material directly presented in the course.</td>
<td></td>
</tr>
<tr>
<td>Time Log (Found in Module 3)</td>
<td>Time Logs were given to instructor prior to beginning Modules 5, 8, 11, and 14.</td>
<td>Most time logs were submitted on time.</td>
<td>Time logs were missing or significantly late.</td>
<td></td>
</tr>
<tr>
<td>References</td>
<td>All sources are correctly referenced.</td>
<td>Most quotes are correctly referenced; a few mistakes may be made in some references.</td>
<td>Over-quotes bible/textbook(s) or uses incorrect referencing extensively.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

**Suggested schedule for completion in 7 weeks:**

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Introduction &amp; Orientation</td>
<td>Orientation Writing Expectations</td>
<td>Submit: Schedule Tell About Me Academic Honesty</td>
</tr>
<tr>
<td>1</td>
<td>Lesson 1: Godliness &amp; God's Love</td>
<td>SC – Chapter 4 – God’s Love CR – Intro &amp; Preface FS – Chapters 1 &amp; 2 SD – Chapter 1 – Purpose of Godliness</td>
<td>Spiritual Life Evaluation Essay Reading Reflection Blog 1 Personal Spiritual Inventory: Initial Evaluation Questionnaire</td>
</tr>
<tr>
<td>Modules</td>
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<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>---------</td>
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<td>----------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| Lesson 2: Journaling & Brokenness | SC – Chapter 2 – Sinner’s Need of Christ  
CR – Chapter 1: Brokenness  
FS – Chapter 3  
SD – Chapter 11 – Journaling  
PR – Chapter 1 – Sin is Love | Reading Reflection Blog 2 |
| Lesson 3: Bible & Repentance | SC – Chapter 3 Repentance  
CR – Chapter 2 – Cups Running Over  
FS – Chapters 4 & 5  
SD – Chapters 2 – Bible Intake Part 1 | Reading Reflection Blog 3  
Creative Project Topic Submission Assignment |
| Lesson 4: Bible & Confession | SC – Chapter 4 – Confession  
CR – Chapter 4 – Way of Fellowship  
FS – Chapter 6  
SD – Chapter 3 – Bible Intake Part 2  
PR – Chapter 2 – Adventist Neglect Law | Reading Reflection Blog 4 |
| Lesson 5: Worship & Holiness | SC – Chapter 5 – Consecration  
CR – Chapter 5 – Highway of Holiness  
FS – Chapters 7 & 8  
SD – Chapter 5 – Worship | Reading Reflection Blog 5 |
| Lesson 6: Silence/Solitude & Faith/Acceptance | SC – Chapter 6 – Faith & Acceptance  
CR – Chapter 6 – Dove & Lamb  
FS – Chapter 9  
SD – Chapter 10 – Silence & Solitude  
PR – Chapter 3 – Justification & Sanctification | Reading Reflection Blog 6 |
| Lesson 7: Test of Discipleship Evangelism | SC – Chapter 7 – Test of Discipleship  
CR – Chapter 7 – The Mote and the Beam  
FS – Chapters 10 & 11  
SD – Chapter 6 – Evangelism | Reading Reflection Blog 7  
Discuss Creative Project Selection with Instructor |
| Lesson 8: Stewardship & Growing Up | SC – Chapter 8 – Growing Up Into Christ  
CR – Chapter 8 – Willing to be a Servant?  
FS – Chapter 12  
SD – Chapter 8 – Stewardship  
PR – Chapter 4 – Temptation | Reading Reflection Blog 8 |
| Lesson 9: Serving | SC – Chapter 9 – Work and the Life  
CR – Chapter 9 – Power of the Blood of the Lamb  
FS – Chapters 13 & 14  
SD – Chapter 7 – Serving | Reading Reflection Blog 9 |
| Lesson 10: Learning | SC – Chapter 10 – Knowledge of God  
CR – Chapter 10 – Protesting Our Innocence?  
FS – Chapter 15  
SD – Chapter 12 – Learning  
PR – Chapter 5 – Perfect & Sinless | Reading Reflection Blog 10  
Creative Project Progress Report/Time Log Submission |
| Lesson 11: Prayer | SC – Chapter 11 – Privilege of Prayer  
CR – Chapter 11 – Forty Years Later  
FS – Chapters 16 & 17  
SD – Chapter 4 – Prayer | Reading Reflection Blog 11 |
| Lesson 12: Doubt & Fasting | SC – Chapter 12 – What to do with Doubt  
FS – Chapters 18 & 19  
SD – Chapter 9 – Fasting  
PR – Chapter 6 – I Used to be Perfect | Reading Reflection Blog 12 |
| Lesson 13: Rejoicing & Perseverance | SC – Chapter 13 – Rejoicing in the Lord  
FS – Chapter 20 & Epilogue  
SD – Chapter 13 – Perseverance | Reading Reflection Blog 13  
Creative Project Due  
Student Survey of Teaching |
| Lesson 14: Evaluations | | Spiritual Life Evaluation & Plan  
Personal Spiritual Inventory: Progress Check Questionnaire |

**Suggested schedule for completion in 14 weeks:**

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules</td>
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</tr>
<tr>
<td>---------</td>
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<td>Orientation Writing Expectations</td>
<td>Submit: Schedule Tell About Me Academic Honesty</td>
</tr>
<tr>
<td>1</td>
<td>Lesson 1: Godliness &amp; God's Love</td>
<td>SC – Chapter 1 – God’s Love CR – Intro &amp; Preface FS – Chapters 1 &amp; 2 SD – Chapter 1 – Purpose of Godliness</td>
<td>Spiritual Life Evaluation Essay Reading Reflection Blog 1 Personal Spiritual Inventory: Initial Evaluation Questionnaire</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2: Journaling &amp; Brokenness</td>
<td>SC – Chapter 2 – Sinner’s Need of Christ CR – Chapter 1: Brokenness FS – Chapter 3 SD – Chapter 11 – Journaling PR – Chapter 1 – Sin is Love</td>
<td>Reading Reflection Blog 2</td>
</tr>
<tr>
<td>3</td>
<td>Lesson 3: Bible &amp; Repentance</td>
<td>SC – Chapter 3 Repentance CR – Chapter 2 – Cups Running Over FS – Chapters 4 &amp; 5 SD – Chapters 2 – Bible Intake Part 1</td>
<td>Reading Reflection Blog 3 Creative Project Topic Submission Assignment</td>
</tr>
<tr>
<td>4</td>
<td>Lesson 4: Bible &amp; Confession</td>
<td>SC – Chapter 4 – Confession CR – Chapter 4 – Way of Fellowship FS – Chapter 6 SD – Chapter 3 – Bible Intake Part 2 PR – Chapter 2 – Adventist Neglect Law</td>
<td>Reading Reflection Blog 4</td>
</tr>
<tr>
<td>5</td>
<td>Lesson 5: Worship &amp; Holiness</td>
<td>SC – Chapter 5 – Consecration CR – Chapter 5 – Highway of Holiness FS – Chapters 7 &amp; 8 SD – Chapter 5 – Worship</td>
<td>Reading Reflection Blog 5</td>
</tr>
<tr>
<td>7</td>
<td>Lesson 7: Test of Discipleship &amp; Evangelism</td>
<td>SC – Chapter 7 – Test of Discipleship CR – Chapter 7 – The Mote and the Beam FS – Chapters 10 &amp; 11 SD – Chapter 6 – Evangelism</td>
<td>Reading Reflection Blog 7 Discuss Creative Project Selection with Instructor</td>
</tr>
<tr>
<td>8</td>
<td>Lesson 8: Stewardship &amp; Growing Up</td>
<td>SC – Chapter 8 – Growing Up Into Christ CR – Chapter 8 – Willing to be a Servant? FS – Chapter 12 SD – Chapter 8 – Stewardship PR – Chapter 4 – Temptation</td>
<td>Reading Reflection Blog 8</td>
</tr>
<tr>
<td>11</td>
<td>Lesson 11: Prayer</td>
<td>SC – Chapter 11 – Privilege of Prayer CR – Chapter 11 – Forty Years Later FS – Chapters 16 &amp; 17 SD – Chapter 4 – Prayer</td>
<td>Reading Reflection Blog 11</td>
</tr>
<tr>
<td>12</td>
<td>Lesson 12: Doubt &amp; Fasting</td>
<td>SC – Chapter 12 – What to do with Doubt FS – Chapters 18 &amp; 19 SD – Chapter 9 – Fasting PR – Chapter 6 – I Used to be Perfect</td>
<td>Reading Reflection Blog 12</td>
</tr>
<tr>
<td>13</td>
<td>Lesson 13: Rejoicing &amp; Perseverance</td>
<td>SC – Chapter 13 – Rejoicing in the Lord FS – Chapter 20 &amp; Epilogue SD – Chapter 13 – Perseverance</td>
<td>Reading Reflection Blog 13 Creative Project Due Student Survey of Teaching</td>
</tr>
</tbody>
</table>
Completing Assignments
All assignments for this course will be submitted electronically through Learning Hub 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>13 Reading Reflection Blogs</td>
</tr>
<tr>
<td>10</td>
<td>2 Spiritual Life Reflection Essays</td>
</tr>
<tr>
<td>25</td>
<td>Creative Project</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
</tr>
</tbody>
</table>

Viewing Grades in Learning Hub
- Click into the course.
- Click on the Grades link in the Settings Box 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

Incomplete Policy
An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.

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/](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](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.

**Commit to Integrity**
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. [http://bulletin.andrews.edu/content.php?catoid=10&navoid=1073](http://bulletin.andrews.edu/content.php?catoid=10&navoid=1073)

**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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.