AU RELT 326 Theology II
AU RELT 326 Theology II
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

<table>
<thead>
<tr>
<th>Service</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 Description
Study of the doctrines of Christ and salvation (nature and works of atonement), the church (characteristics, ministry, and mission), sanctuary and Christ's heavenly ministry, and eschatology from a distinct Seventh-day Adventist perspective. Research paper may be required.

The main focus of the class is the theological areas of anthropology (doctrine of humanity), soteriology (doctrine of salvation), ecclesiology (doctrine of the church), and eschatology (doctrine of the last days). The topics of the sanctuary is viewed in the context of these major theological themes. Students will read and discuss various theological contributions from the history of the Christian Church with a view to the SDA discussion. It is, however, to be understood that these theological areas are systematically closely related to other issues in theology, and that they have to be viewed in light of systematic theology as a whole.

Prerequisite:
RELT325
Course Learning Outcomes
1. Analyze theological statements regarding anthropology, soteriology, and ecclesiology from a biblical, systematic and historical point of view;
2. Demonstrate familiarity with the Seventh-day Adventist beliefs on these topics in discussion across a spectrum of theology.
3. Articulate theological positions regarding anthropology, salvation and ecclesiology with clarity, relevance for spiritual life, and systematic consistency.
4. Gain a personal understanding of a God who is directly related to and engaged with each student’s individual life.

Required Text/Material


Optional Text/Material

NOTE: Purchase textbooks through any online bookstore, such as [amazon.com](http://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#.

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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Introductions and Video Conference</td>
<td>2</td>
</tr>
<tr>
<td>Lessons</td>
<td>20</td>
</tr>
<tr>
<td>Readings</td>
<td>47</td>
</tr>
<tr>
<td>Interviews</td>
<td>16</td>
</tr>
<tr>
<td>Knowledge Checks and Exams (Including study time)</td>
<td>21</td>
</tr>
<tr>
<td>Research Paper</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
</tr>
</tbody>
</table>

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 assigned readings from the textbook and the course material, interviews with members of the students’ community based on the lessons/readings, short open book knowledge checks on the lessons/readings, interactions with the instructor via assignment feedback and a required video conference, and two exams. Regular participation in the course is essential to good performance.
**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](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](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**

**Student Introductions and Required Video Conference:** (5% of the final Grade)

- Student introduction options: You may introduce yourselves through video, audio, or text in the student introduction forum. (If you are choosing video or audio please use the recording software on learning hub.) Include the following: your name, where you are from, why are you taking this class, and what is your picture of God?
- There will be a required video conference during the 2nd week after you have registered for the class. The day and time will be arranged between the student and the instructor.
Lesson/Reading Notes: (10% of the final Grade) Take notes on the lectures/reading for each module and turn them in. The purpose of this is to help you to prepare notes which you can study from for the Knowledge Checks and exams, prepare questions for your interview assignments, and points of research for your up-coming paper. For each set of notes that you turn in make sure to include a section entitled “points that apply to my paper.” Not every week will apply but there is usually something helpful that you can glean for your research. This category also includes the knowledge checks which will be included in the weekly lessons.

Online Bible Study: (15% of the final Grade) There will be 8 Online Bible Studies which you will be required to do and turn in. For each of the 8 modules of study in the class you will need to create a bible study about the topic that you think might be relevant to the people around you. Find a person you can do the study with via a video chat platform and record the conversation. So using skype, zoom, or some other video chat forum that will allow you to record the bible study conversation, go through the study and upload the video of the study. This could be done with one other person or a group video chat. Make sure to get a statement from each person that is a part of the study that they are willing to be recorded at the beginning of the study. After uploading the video to the drop box on learning hub, post a reflective blog in the corresponding discussion forum on your experience with each Study.

Knowledge Checks: (10% of the final Grade) There will be knowledge checks at the end of every lesson. The page will not allow you to finish the knowledge check until you get every answer correct. This will mean that you master the knowledge being tested in each lesson. Knowledge checks will be made up of a mixture of matching, true and false, multiple choice, and fill in the blank.

Exams: (35% of the final Grade) The exams will be online and supervised by a proctor (see the exam section of this syllabus for more details). Exams will be made up of a mixture of matching, true and false, multiple choice, short answer, and essay.

Research Paper: (25% of the final Grade) The research paper for this course will be based on one of the topics selected from the list below. This assignment will be submitted in two phases. The first phase will be a topic proposal to demonstrate an initial engagement with the topic for the paper. The second phase will be the complete paper. Please take a look at the grading rubric for the paper for the specific requirements of this assignment and how they will be graded.

1. Proposal of the Topic (2-3 pages) (10% of the final Grad)
   a. Historical Background of the topic (what has been taught about this topic historically?)
      i. This section should be 3 paragraphs in length
   b. Problem and purpose (why write on this topic?)
      i. This section should consist of two well-crafted sentences.
         1. Finish this sentence “the problem this paper will address is...” The first sentence is: what is the theological problem this topic is addressing? Is there disagreement between theologians about the topic? Is there missing information about the topic?
         2. Finish this sentence “the purpose of this paper will be...” The second sentence is: how are you going to solve the problem? What contribution will you make to the discussion?
c. Method (What method will you use for this paper?)
   i. This section should be 2 paragraphs in length
   ii. Are you going to study one theologian on the topic and describe and evaluate what he or she has to say?
   iii. Are you going to study two theologians and compare and contrast what each of them has to say?
   iv. Are you going to do exegetical study on a particular passage of scripture about the topic?

d. Bibliography (what sources have you already read to select this topic?)
   i. You must include 5 academic sources of the 15 that you will be using in your final paper.
   ii. These sources could include: textbooks for this class, theological dictionaries or encyclopedias, academic books (look for books with footnotes in them), academic journal articles (use the ATLA search engine through the library website to find articles on your topic).
   iii. You are limited to only one website based source in the proposal and 3 for the final paper, and the websites need to be academic websites like carm.org or bible.org, the web articles on these sights will have footnotes showing they are research based. (these are different from the journal articles found through ATLA).

2. Complete Research Paper (minimum 12 pages) (15% of the final Grade)
   a. Format - Make sure to use the AU Standards for Written Work for your formatting
      i. Times New Roman 12 point font
      ii. Double Spaced (See AU Standards for Written Work for specific line spacing instructions)
      iii. Margins: For theses and dissertations, the left-hand margin must be 1½ inches and all other margins must be at least one full inch. The initial page of a chapter or a major section (i.e., table of contents, bibliography, etc.) has a full 2-inch margin at the top of the page. For term papers, a left-hand margin of one inch is preferred. (From AU Standards for Written Work)  
      iv. Use Turabian style for footnotes and bibliography
         1. Make sure to give credit where credit is due: footnote all of the information that you gain from other sources.
         2. Make sure that you give credibility and substance to what you write by backing them up with other academic sources.

   b. Title Page (in addition to the 12 pages)

   c. Introduction (2-3 pages)
      i. The introduction will be the proposal of the topic assignment previously submitted. The bibliography will obviously be moved to the end of the paper.
      ii. You may wish to edit or expand the historical background and the method section as your further study on the topic will have informed you more fully about the topic you are studying. Make sure you have made
any suggested edits or expansions which have been suggested by the instructor on the previous assignment.

d. Body of the Paper (8-9 pages)
   i. Descriptive research
      1. In this section, you will describe the information you have found for your research. Whether this is the information from the writings of a theologian or the exegetical material from commentaries on a specific passage.
   
   ii. Evaluative research
      1. In this section, you will evaluate the material that you have described in the previous section. What do you think about what the theologian has said? Do you agree or disagree with the theologian or exegetical writer? Why do you agree or disagree and on what basis do you agree or disagree? What is your argument on the subject and what substantial reasons can you give?

e. Summary, Conclusion, and Suggestions (1-2 pages)
   i. Summarize the work you have done in the previous section
   ii. Offer your conclusions based on the work in the previous section
   iii. Give suggestions for future research and study that could be done based on what you have learned.

f. Bibliography and footnotes (the bibliography is in addition to the 12 pages)
   i. A minimum of 15 academic sources: These sources could include: textbooks for this class, theological dictionaries or encyclopedias, academic books (look for books with footnotes in them), academic journal articles (use the ATLA search engine through the library website to find articles on your topic).
   
   ii. You are limited to only 3 website based sources, and the websites need to be academic websites like carm.org or bible.org, the web articles on these sites will have footnotes showing they are research based. (these are different from the journal articles found through ATLA).
   
   iii. These sources should be referenced throughout the document in footnotes. It is often a good idea to include quotes and additional detailed discussion within the footnotes so that the body of the paper flows along nicely.

3. Possible Topics
   a. Humanity’s relationship to sin
   b. Sin as a condition vs sins as an act
   c. Current topics affecting the identity of the Church
   d. The holistic nature of humanity
   e. The primary purpose of the Sanctuary
   f. Single or Dual phase atonement
   g. Different understanding of the millennium
   h. Student’s choice in consultation with the instructor
## Rubrics

### Research Paper Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
<th>Exceeds Standard (5)</th>
<th>Good (3)</th>
<th>Does Not Meet Standard (1)</th>
<th>Absent (0)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10% Introduction</strong></td>
<td>The introduction is engaging, states the main topic and clearly previews the paper.</td>
<td></td>
<td></td>
<td>Unclear and convoluted introduction</td>
<td>Out of 5</td>
<td></td>
</tr>
<tr>
<td><strong>10% Problem &amp; Purpose</strong></td>
<td>Clearly and concisely states the paper's problem (one sentence) and purpose (one sentence).</td>
<td></td>
<td></td>
<td>The problem is not developed. The purpose is not clearly stated or not understandable</td>
<td>Out of 5</td>
<td></td>
</tr>
<tr>
<td><strong>25% Content</strong></td>
<td>Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.</td>
<td></td>
<td></td>
<td>Information is disconnected from the purpose. Analysis is vague or confused. Reader gains no insight.</td>
<td>Out of 5</td>
<td></td>
</tr>
<tr>
<td><strong>25% Structural Development of the Idea</strong></td>
<td>The ideas are arranged logically to support the purpose, flowing smoothly from one to another and clearly linked to each other. The reader can follow the line of reasoning.</td>
<td></td>
<td></td>
<td>The writing is not logically organized. Ideas frequently fail to make sense together. The reader is fairly clear about the writer's intentions.</td>
<td>Out of 5</td>
<td></td>
</tr>
<tr>
<td><strong>5% Conclusion</strong></td>
<td>The conclusion is engaging, restates the purpose, concisely summarizes the paper and states the main conclusions. Also includes significant suggestions for further research.</td>
<td></td>
<td></td>
<td>The conclusion is confusing, does not restate the purpose, is incomplete or unfocused, and introduces new information. No suggestions for further research</td>
<td>Out of 5</td>
<td></td>
</tr>
<tr>
<td><strong>10% Mechanics</strong></td>
<td>No errors in spelling, capitalization or formatting. Clear headings and subheadings.</td>
<td>Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.</td>
<td></td>
<td>Numerous and distracting errors in spelling, capitalization and formatting.</td>
<td>Out of 5</td>
<td></td>
</tr>
<tr>
<td><strong>10% Citation</strong></td>
<td>All cited works are presented in the correct format with no errors.</td>
<td>Cited works are presented in a mostly correct format. Inconsistencies somewhat evident.</td>
<td></td>
<td>Few cited works with inconsistent formatting.</td>
<td>Out of 5</td>
<td></td>
</tr>
<tr>
<td><strong>5% Bibliography</strong></td>
<td>Presented in the correct format with no errors. Includes 15+ major references no more than three internet sites. Evidence that most references were used in text.</td>
<td>Presented in the correct format with some errors. Includes 10-15 major references no more than 3 internet site. It is clear that some references were not used in text.</td>
<td></td>
<td>Many errors in formatting. Fewer than 8 major references, with some listed as internet sites. References are mostly unrelated or not used in the text.</td>
<td>Out of 5</td>
<td></td>
</tr>
</tbody>
</table>

**Please Note:** If any form of plagiarism is detected the paper will receive 0 marks.

**Total (out of 100)____**
## Research Proposal

### Rubric (Criteria for Assessment)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Superior</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Background</td>
<td>[5 pts] The historical background for the topic is well established in theological research.</td>
<td>[3 pts] The historical background for the topic is generally established in theological research.</td>
<td>[0-1 point] The historical background for the topic is poorly established in theological research.</td>
<td></td>
</tr>
<tr>
<td>Problem Statement</td>
<td>[5 pts] The problem statement so clearly specifies the exact nature or basis of the controversy that it implies the reason why this research is needed, suggests possible methods, and thus leads logically to the purpose statement.</td>
<td>[3 pts] The problem is identified in a general way, but not with sufficient clarity to show why the research is needed, to suggest possible methods, and thus lead to the purpose statement.</td>
<td>[0-1] The topic has not been shown to contain a significant problem that requires research to solve. The problem may be too simple or too obvious, or it may be so general that it does not lead to a clear, succinct purpose statement.</td>
<td></td>
</tr>
<tr>
<td>Purpose Statement</td>
<td>[5 pts] The purpose is stated so clearly and succinctly that it quickly reveals whether any particular datum belongs in the paper or not; thus enabling accurate, efficient decisions about gathering of sources.</td>
<td>[3 pts] Purpose is fairly clear and succinct, but still needs improvement.</td>
<td>[0-1] Purpose is unclear (vague or ambiguous) and/or overly wordy.</td>
<td></td>
</tr>
<tr>
<td>Scholarly/Professional Articles</td>
<td>[5 pts] Bibliography has 5 scholarly resources limit of 1 web-site based source.</td>
<td>[3 pts] Bibliography has 3 scholarly resources limit of 1 web-based source.</td>
<td>[0-2] Bibliography has 1-2 scholarly resource or more that 1 web-based source.</td>
<td></td>
</tr>
<tr>
<td>Bibliography in style AU-Turabian.</td>
<td>[5 pts] Bibliography in AU-Turabian style, less than one mistake per entry.</td>
<td>[3 pts] Bib. follows AU-Turabian style, 1-3 mistakes per entry.</td>
<td>[0-2 pts] Roughly AU-Turabian style, more than 3 mistakes per entry.</td>
<td></td>
</tr>
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</table>
Exams
The midterm exam is worth 20% of your grade. You are allowed 90 minutes to complete this exam.

The final exam is worth 20% of your grade. You are allowed 120 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>Modules</th>
<th>Lessons</th>
<th>Readings</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  
Introduce Yourself  
Academic Integrity Quiz  
Academic Integrity Statement | |
Lesson/Reading Notes #1  
Knowledge Check | CO 2 |
|         | The Doctrine of Sin: Part 2 – Original Sin | | Online Bible Study #2  
Lesson/Reading Notes #2  
Knowledge Check | CO 1-4 |
Denis Fortin, “The Cross and the Sanctuary: Ellen G. White’s Thought on Atonement” A paper presented at the SDA Theological Seminary for the course *Contemporary Adventist Theological Issues*. | Knowledge Check | CO 1-4 |
Lesson/Reading Notes #3  
Knowledge Check | CO 1-4 |
Lesson/Reading Notes #4  
Knowledge Check | CO 1-4 |
|         | Midterm Exam on Modules 1-8 | | Research Proposal Due | |
Lesson/Reading Notes #5  
Knowledge Check | CO 1-4 |
<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
Richard Davidson “Earth’s First Sanctuary: Genesis 1–3 and Parallel Creation Accounts” AUSS Vol. 53, No. 1, 65-89. | Knowledge Check | CO 1-4 |
Lesson/Reading Notes #6 Knowledge Check | CO 1-4 |
| 7       | The Doctrine of Last Things | Eric Claude Webster, “The Millennium” in Handbook of Seventh-day Adventist Theology, Raoul Dederen ed., (Hagerstown, MD: Review and Herald, 2000), 927-946. | Online Bible Study #7  
Lesson/Reading Notes #7 Knowledge Check | CO 1-4 |
Frank B. Holbrook, “The Great Controversy” in Handbook of Seventh-day Adventist Theology, Raoul Dederen ed., (Hagerstown, MD: Review and Herald, 2000), 969-1009. | Online Bible Study #8  
Lesson/Reading Notes #8 Knowledge Check | CO 1-4 |
| 8       | Review for Final Exam |  | Research Paper Due |  |

**FINAL EXAM on Modules 10-14**

**Suggested schedule for completion in 16 weeks:**

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
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</table>
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Introductions  
Academic Integrity | Schedule  
Introduce Yourself  
Academic Integrity Quiz  
Academic Integrity Statement |  |
Lesson/Reading Notes #1 Knowledge Check | CO 2 |
| 4       | The Doctrine of Sin: Part 2 – Original Sin |  | Online Bible Study #2  
Lesson/Reading Notes #2 Knowledge Check | CO 1-4 |
<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Midterm Exam on Modules 1-8</strong></td>
<td></td>
<td>Research Proposal Due</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The Doctrine of Last Things</td>
<td>Eric Claude Webster, “The Millennium” in <em>Handbook of Seventh-day Adventist Theology</em>, Raoul Dederen ed., (Hagerstown, MD: Review and Herald, 2000), 927-946.</td>
<td>Online Bible Study #7 Lesson/Reading Notes #7 Knowledge Check</td>
<td>CO 1-4</td>
</tr>
</tbody>
</table>
### 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Required Video Conference</td>
</tr>
<tr>
<td>15</td>
<td>Bible Studies</td>
</tr>
<tr>
<td>15</td>
<td>Lesson/Reading Notes</td>
</tr>
<tr>
<td>25</td>
<td>Research Paper</td>
</tr>
<tr>
<td>35</td>
<td>Exams</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
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</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>
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<td>D</td>
<td>60-69%</td>
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<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](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](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/](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.

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.
Commit 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.

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.

Part 6: Bibliography


Dederen, Raoul ed., Handbook of Seventh-day Adventist Theology, (Hagerstown, MD: Review and Herald, 2000), 160-204.


Im, Seung-An. "John Wesley's Theological Anthropology: A Dialectic Tension Between the Latin Western Patristic Tradition (Augustine) and the Greek Eastern Patristic Tradition (Gregory of Nyssa)." (Dissertation, Drew University, 1994).


