



CENTER FOR  
**DISTANCE EDUCATION**  
IN BIBLE AND MINISTRY  
AT HARDING UNIVERSITY

Harding University  
BDOC-3030.OL (3 hrs)  
Living Christian Traditions  
Spring 2021

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**Instructor:** Scott Adair

**Department:** Bible and Ministry

**E-mail:** sadair@harding.edu

**Phone (office):** 501-279-4392

**Office:** McInteer 158

**Office hours:** Virtual Office Hours: I am available for video conferencing on Tuesday and Thursday from 9:00 AM-10:00 AM. If these times do not work for you, we can arrange another time.

**Preferred method of contact:** Email

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## Course Summary

### Communication

Communication will primarily be done via the *email* feature in *Canvas*. During my *virtual office hours*, I will check my email frequently and respond to any questions that the students may have. If for some reason, email correspondence is insufficient, the student may request a *Conference*, which is a feature within *Canvas*, and I will facilitate the *conference*. In addition to email and *Canvas Conference*, I will use *Canvas Announcements* to keep students updated and to send relevant materials that pertain to the course. As for grading Assignments, Discussions, and Exams, I will have them graded one week after students have submitted them.

The best way to contact me is through email. If you email with a question, I will respond within 24 hours.

## Catalog

A comparative study of the major approaches to Christian theology including but not limited to Roman Catholicism, Protestantism, and the American Restoration Movement.

## Rationale

Within the largest world religion known as Christianity, there are hundreds of diverse denominations, fellowships, and traditions. What does it mean when one says, “I am Presbyterian,” or “I am Pentecostal,” or “I am Orthodox?” Knowing the core beliefs and practices that are essential to Christianity, as well as the beliefs and practices that distinguish the respective traditions from each other will enable graduates to understand and respect people that they work with and encounter who come from different Christian traditions.

## Required Materials

*Bible (OT and NT) I will be using the ESV and NIV.*

*Robert Plummer, Journeys of Faith, Zondervan, 2012 ISBN: 978-0310-33120-9*

*Ted Campbell, Christian Confessions WJK, 1996. ISBN:0-664-25650-3*

*Roger Olson, Handbook of Denominations, 14<sup>th</sup> ed. Abingdon, 2018. ISBN: 978-5018-2251-3*

Students may purchase textbooks at the [HU bookstore](#). Students should have access to online purchasing of course resources through Pipeline. The textbooks may be purchased through the Harding Bookstore or other vendors as long as they are the same as the books listed in this syllabus. Electronic books are permitted, and all required books are available in electronic format.

## Textbook Rationale

These particular texts are selected because they are readable, relevant, and instructive, providing students with a fundamental understanding of the distinct features of the main Christian traditions that exist today.

## Harding University's Mission

[Harding's Mission](#) is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.

## College of Bible and Ministry Mission Statement

The College of Bible and Ministry of Harding University seeks to lead all students to know, live, and share God's Word and to understand, love, and serve God's world through and beyond their chosen vocation.

## Learning Outcomes

### University Level Student Learning Outcomes (ULOs)

Harding University has student learning outcomes that are expectations of learning across the liberal arts curriculum. [Harding's Assessment webpage](#) contains the ULOs. This class has one ULO as primary learning focal points which is assessed in view of the college level student learning outcomes as listed below (COBAM/SLOs):

1. This course fulfills University Learning Outcome 1 (ULO 1): ***Biblical Literacy: Students will demonstrate understanding of theological principles, biblical content, and biblical interpretation.***

### College of Bible and Ministry Level Student Learning Outcomes (COBAM/SLOs)

The student learning outcomes for the College of Bible and Ministry are as follows:

1. Students will demonstrate knowledge of the content and contexts of Scripture.
2. **Students will express appreciation for the values of Jesus as reflected in Christian Scripture.**
3. Students will demonstrate skills in sharing God's Word.
4. **Students will analyze major challenges facing a diverse world from a Christian perspective.**
5. Students will exhibit skills for holistic ministry which contribute to the mission of God's Spirit in the world.
6. Students will serve in ways that reflect Christian values and demonstrate skills for competent church ministry and/or for graduate study in related fields.

***Those student learning outcomes above that are in bold-type are the ones that are most relevant to this specific course.***

## Course Level Student Learning Outcomes (CLOs)

The learning outcomes for this course tie into the College and University SLOs, as indicated in parentheses:

1. Given one of several diagrams which depicts a timeline and the historical branches of Christianity, the learner will draw conclusions regarding the ecclesial bias of the diagram within two minutes.
2. Given an excerpt from any of the first four ecumenical creeds or definitions, the learner will identify which council produced it, which controversy it addressed, and in what year with 80% accuracy.
3. Given a multiple choice, true/false, or matching assessment, the learner will identify historical features and key doctrinal tenets of the major living Christian traditions with 80% accuracy.
4. Given a text box/essay prompt, the learner will compose an essay that articulates the beliefs and practices that all of the major living Christian traditions share in 250 words or less.
5. Given a word bank of theological terms, the learner will match the words with the corresponding definitions.
6. Given 10 to 15 minutes, the learner will present the findings from a field study that was conducted on a church site of his or her choosing that meets the standard of the given rubric by 80%.

## Unit Student Learning Connections (SLCs)

Unit Student Learning Connections are specific and describe observable student mastery of knowledge, skills, and attitudes. They must align with the Program Learning Outcomes and Course Learning Objectives, either implicitly or explicitly. They provide tangible checkpoints as students progress through the course.

**Upon completion of this module, you will be able to:**

### **Module One: Early Christianity and Eastern Orthodoxy**

*Unit Student Learning Connections:*

Students will...

1. Draw conclusions regarding the ecclesial bias of a given timeline that traces the branches of Christianity. (CLO 1)
2. Explore the content of the original proclamation and teaching that established and unified the Christian church (CLO 4)
3. Describe the basic content and context of the major ecumenical councils and creeds. (CLO 2)
4. Examine the main doctrinal features and practices of Eastern Orthodoxy. (CLO 3 and 4)
5. Identify theological terms pertaining to early Christian history and Eastern Orthodoxy. (CLO 5)

## **Module Two: Roman Catholicism**

### *Unit Student Learning Connections:*

Students will...

1. Describe the factors that contributed to the Great Schism (the separation of the Eastern and Western churches). (CLO 1 and 3)
2. List the main doctrinal features and historical development of Roman Catholicism. (CLO 3 and 4)
3. Compare and contrast Eastern and Western church doctrines and practices. (CLO 3 and 4)
4. Identify theological terms pertaining to Roman Catholicism. (CLO 5)

## **Module Three: Reformation Churches**

### *Unit Student Learning Connections:*

Students will...

1. Trace the origins of the major branches of Western Christianity that emerged during the Reformation period. (CLO 1 and 3)
2. List the main doctrinal features of Lutheran churches, Reformed churches, and Anglican/Episcopal churches. (CLO 3 and 4)
3. Discern which teachings the Reformation churches have in common with each other and with Eastern Orthodoxy and Roman Catholicism. (CLO 3 and 4)
4. Identify theological terms pertaining to Reformation churches. (CLO 5)

## **Module Four: Evangelical and Free Churches**

### *Unit Student Learning Connections:*

Students will...

1. Trace the origins of prominent types of Evangelical and Free Churches. (CLO 1 and 3)
2. List the main doctrinal features of prominent types of Evangelical and Free Churches, including Mennonite, Methodist, Baptist, Pentecostal, and Restorationist. (CLO 3 and 4)
3. Discern which teachings the Evangelical and Free churches have in common with each other and with Reformation churches, Eastern Orthodoxy and Roman Catholicism. (CLO 3 and 4)
4. Identify theological terms pertaining to Evangelical and Free churches. (CLO 5)

## **Final Project and Final Exam**

### *Student Learning Connections:*

Students will . . .

1. Do field research on a specific church in their geographical area. (CLO 6)
2. Take a final exam that will assess their proficiency of the concepts of this class. (CLO 1, 2, 3, 4, and 5).

# Grading and Assignment Details

## Grading Information

Grades will be based on a point system. See below.

You will be given feedback during the duration of this course. When needed, feedback will be given in the form of comments (a feature on *Canvas*) on your assignments. The intent of this feedback is to inform you of how well you met the expectations for these components.

Assessments will include the following: [*exams, quizzes, discussion questions, projects, online presentations, reading guides, and reading reflections.*].

**Course grading:** Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on 545 points (see below):

### BREAKDOWN OF GRADING

6 Journeys Reading Quizzes, approx. 10 pts each	60 pts
4 graded discussions, 10 points each	40 pts
2 Exams, 100 pts each	200 pts
7 Handbook Assignments, 15 pts each	105 pts
4 Christian Confessions Readings, 10 pts each	40 pts
1 Field Study and Presentation	100 pts

Grade schedule:	A = 90% and above
	B = 80 – 89%
	C = 70 – 79%
	D = 60 – 69%
	F = 59% and below

Late penalties: Late assignments will receive ½ credit. After one week they will not be accepted. Assignments or projects for extra credit will not be given in this class.

## Course Assignment Details

- Quizzes (over the Journeys of Faith readings) will be open-book and open-note. You will be allowed 15 minutes for each quiz. The questions for these quizzes are assessing comprehension and familiarity. They are designed to reward learners who read the material carefully before-hand. If you start the quiz without reading carefully before-hand, you will likely not have enough time to finish the quiz.
- Discussions will be graded according to the rubric that is connected with the discussion. Your initial reply to each discussion needs to have at least 50 words but should be no longer than 250 words. In addition to your answer, you must also respond to at least one other post made by a classmate. Your grade for this discussion comes in two parts. You receive 75% of your grade for your initial answer and the other 25% for responding to a classmate. See rubric for more details. After the Midterm exam, we will continue to have discussions, but they will be spontaneous, non-graded discussions based on the curiosity and initiative of the students.
- Exams will use proctoring software. These are not open-book or open-note. I will provide a study guide one week ahead of time so that you can focus your study. One will serve as a mid-term exam and the other a final exam.
- Handbook Assignments provide a lot of detailed content for the course. Many of the facts from these assignments will be assessed on the exams.
- The Christian Confessions readings give depth to my PowerPoint presentations, which rely heavily on the outline of this book. For each of these readings, you will choose five (5) pages from the assigned pages. You will then submit a summary and reflection on these 5 pages. In 100-125 words, you will summarize the reading. After that, in 100-125 words, you will reflect on the reading.
- You will conduct a field study of a Christian tradition that is different from your own tradition by researching a specific church in your geographical area. You will present your findings to the class via video and/or PowerPoint presentation. The course material leading up to the final project will prepare you to know what to be looking for in your research.

Due to the nature of online learning, the students are expected to replace classroom time with reading, writing, and frequent class participation online.

## Course Schedule & Due Dates

The due dates for the course are published under *Modules* in *Canvas*. Also, you can use the *Calendar* feature to see due dates for class requirements. The course will be taught in **16 weeks**. We are following a **Monday- Friday** schedule.

## Time Management Expectations

In on-ground classes, for every hour spent in the classroom, the typical student should expect to spend at least two hours of problem-solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes, and other activities that enhance learning. As an online student in a 16-week class, you should expect to spend about 5 hours per week on this class.

## Class Participation

Participation in class comprises the heart of online learning. All students are expected to participate in the discussions in addition to the quizzes and exams. When students refrain from contributing to the class discussion, they not only learn less, but their grade also reflects their absence. Make sure you budget enough time this semester to join in the discussions and group activities.

*In alignment with face-to-face attendance policies, any student who misses more than 20% of class discussions and/or quizzes (equal to three weeks/modules) will be dropped from the course with a WF (withdraw-fail). WFs appear on student transcripts, which becomes a permanent part of the student records. If a student falls behind, it would be better to drop the course than to receive a WF.*

Also, for us to have a pleasant learning experience, we must have a certain culture in our discussions. Please read over the online etiquette. We must commit to respectful treatment of each post, remembering that although the course is online, the person submitting the post has flesh and blood and real feelings. Additionally, keep in mind that your posts become part of the history of this course. I would refrain from saying anything that you would not want to be held against you in the future.

## Netiquette

1. **Remember this is a classroom.** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.
3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
4. **Read first, write later.** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
5. **Post correctly.** Make sure your postings are located in the correct thread.
6. **Netspeak.** DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-)) This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language. If you

feel particularly strong about a point, it may be best to write it first as a draft and then review it, before posting, in order to remove any strong language.

7. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them. However, unless grammar and spelling are graded components of the course do not obsess. Never criticize or comment on others' grammatical or spelling errors, unless doing so is part of your assignment.
8. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
9. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and the personality of the course. However, avoid humor and sarcasm directed toward others. These frequently depend either on facial or tone of voice cues which are absent in text communication. Keep your humor directed either at yourself or at no one in particular. Also, remember this is a Christian environment and our humor should reflect our respect of each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.
10. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

## Submitting Assignments

Assignments will be submitted through *Canvas*. To find out how to submit an assignment, read the [submit an assignment guide](#).

### **File Naming Conventions**

For all assignments, files should be uploaded with this naming convention:  
LearnerName\_AssignmentName (ex. Smith\_DatabaseEvaluation).

## Rubric (Evaluation Criteria)

Discussions, Going Deeper assignments, and the Final Project all have rubrics attached to them. In *Canvas*, rubrics are located in two places: 1) Discussions – from the discussion forum, select the gear wheel in the top right, select “Show Rubric” from the drop-down menu. 2) Assignments (non-discussions, such as Going Deeper and Final Project) – the rubric is displayed at the bottom of the assignment description.

# Technology Details

## Required Technology

For a list of Canvas-supported browsers, visit the [Canvas community](#) website. This course requires that you have access to a computer that has internet capabilities. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have access to, and be able to use, the following:

1. Microsoft Office 365
2. Adobe Acrobat
3. Microphone and headset
4. Camera (if needed for proctoring of high stakes tests)

## Minimum Technical Skills

Enrolled students should be able to use the Canvas learning management system; electronic email with file attachments; Microsoft Word, Excel, PowerPoint or similar software; be skilled at downloading and installing software; and be familiar with Internet search engines such as Google.

## Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at  
Phone: 501-279-5201  
Email: [elearning@harding.edu](mailto:elearning@harding.edu)  
Web: [E-Learning Web Address](#)  
For Canvas assistance, search [Canvas Guides](#).

## Canvas, Internet, or Technology Outage Policy:

As an online learner, you must be able to manage technical difficulties, as power outages, connection problems, and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

If you experience a power outage, Internet service outage, LMS (Canvas), or other technical issues, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

## Instructor

If your instructor experiences a power outage, Internet service outage, LMS (Canvas), or other technical issues that significantly affect the timing of online assignments, grading assignments, or significantly interferes with the instructor/student communication channel, adjustments to due dates will be made.

## Policies, Procedures, & Support Services

### Drop/Add Dates

April 21 is the last day to drop this class. Here is the [policy regarding drop/add](#).

### Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

### Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

### Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of

Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

Since some students in online courses will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at the [Student Life Disabilities Services Website](#). Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at [DisabilityServices@harding.edu](mailto:DisabilityServices@harding.edu) or (501) 279-4019.

Since students on an international campus will not have access to the Office of Disability Services and Educational Access located on Harding University's Searcy campus, the student must self-identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g., extended time on tests, a quiet room/no distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor's statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel) as well as intense academics the semester he/she is abroad.

## Learning Management System

This course will be facilitated using Canvas, the Learning Management System used by Harding University. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

## Academic Integrity

A key component of online education is the integrity of the students. Harding University and the instructor assume the students will not engage in dishonest activity while taking this course. Copying another person's work and claiming it as your own is cheating and unethical, this includes recycling old papers or rewording online articles. The student must answer all written responses with his or her own words. Quotations from other sources must be documented appropriately and kept at a minimum. Below is the official academic integrity statement from the university:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the

content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the [Harding University catalog](#).

In the event that cheating or plagiarism occurs, I will be forced to initiate a misconduct report and implement one of the following sanctions (as per the university catalog):

#### Class A Sanctions (Course Level)

1. Repeating of the assignment or completion of an additional assignment, with possibly less credit awarded in either case.
2. Lowering of the grade on the test or assignment, possibly to “F” or zero.
3. Lowering of the grade for the course, possibly to “F.”
4. Immediate removal from the course with either a “W” or an “F” placed on the transcript.

If I discover plagiarism or cheating, the guilty or suspected student will not need to provide me with a defense. I will submit a misconduct report to Academic Affairs and notify the student. Each student has the right to appeal the report with Academic Affairs, but I will not tolerate cheating or plagiarism at all at the course level. Although I will file a report, I will decide which sanction to use based on the severity of the offense.

A good rule of thumb, do not cheat or plagiarize! If you have any questions about what that means, consult the catalog under "Ethical Standards" and "Academic Integrity Policy."

## Referencing Information

Turabian is the required writing format for online Bible classes. You can find information for using [Turabian](#) on their website.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas, or thoughts, it is someone else's and needs to be cited.

[The Harding University Writing Center](#) will help you review your plans for a paper, review a draft, revise a graded paper, or answer your questions about content, organization, style, tone, and documentation. To schedule an appointment with the Writing Center, go to their [Appointment Scheduler](#) or you can ask questions via email at [HardingUniversityWritingCenter@gmail.com](mailto:HardingUniversityWritingCenter@gmail.com).

## Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of “F” in all courses for that semester. Please visit the appropriate Harding University Student Handbook ([undergraduate](#) or [graduate/professional](#)) for further details.

## University Assessment Statement

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

## Grievance Procedures

If a student has a grievance, discuss this with the instructor. If that discussion does not suffice, contact Tim Westbrook at the Center for Distance Education in Bible and Ministry (501) 279-5290.

## **Changes to Syllabus Notice**

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

## References:

*Turabian: A Manual For Writers* website. (2020). Retrieved from <https://www.chicagomanualofstyle.org/turabian/citation-guide.html>

Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at <https://online.uwc.edu/academics/how-online-education-works/online-etiquette>.