

CST 3112ONLH

Church History Survey II

Shorter University



https://en.wikipedia.org/wiki/Martin_Luther

Instructor Information

Instructor information is available on the course Moodle page.

Course Information

Course Description

This course is a study of the growth and development of Christianity from the Reformation to the Modern Period.

Course Outcomes

Students who successfully complete this course will be able to:

1. Work with a variety of primary and secondary sources of information.
2. Critically define and interpret the broad periods of church history from the Reformation to the Modern Period.
3. Gather and interpret data from a variety of historical sources.

4. Demonstrate research skills through independent and corporate analysis of primary and secondary sources.
5. Demonstrate the ability to apply critical and analytical methodology to historical study.
6. Explain the context of current events from a historical perspective and connect modern trends to past events.
7. Develop a theological understanding of the significance of history within the context of God's redemptive purposes.

Course Requirements

Students will complete:

- Weekly reading assignments listed in the course schedule.
- Reviews of supplementary materials available on Moodle.
- Eight forum discussions (40% of course grade).
- Five projects (30% of course grade).
- Weekly exams (30% of course grade).

Evaluation

Remember—grades are earned, not given, awarded, or negotiated.

Grading Scale:

- A 100-90
- B 80-89.9
- C 70-79.9
- D 60-69.9
- F 59.9 or less

Please remember that a grade of “A” means that a student has done exceptional work. A grade of “B” means that a student has done good but not excellent work. Average work earns a grade of “C.” An instructor may return below average work to the student for revision and resubmission.

Required Textbooks

Noll, Mark a. *Turning Points: Decisive Moments in the History of Christianity*, 3d ed. Grand Rapids: Baker Academic, 2012. ISBN 978-0-8010-3996-6

Rea, Robert F. *Why Church History Matters: An Invitation to Love and Learn from Our Past*. Downers Grove, IL: IVP Academic, 2014. ISBN 978-0-8308-2819-7

Recommended Textbook

Vyhmeister, Nancy Jean, and Terry Dwain Robertson. *Your Guide to Writing Quality Research Papers: For Students of Religion and Theology*. 3rd ed. Grand Rapids: Zondervan, 2014. ISBN 978-0-310-51402-2



https://en.wikipedia.org/wiki/Gutenberg_Bible

Course Schedule

Discipline is needed to successfully complete online classes. Therefore, timely submission of assignments is essential to success in the class.

Online classes are fast-paced so do not procrastinate. As a general rule—late work will not be accepted.

Instructions and due dates for assignments are provided in the Overview of Weekly Assignments and in Moodle.

Lesson 1: Martin Luther and the Dawn of the Reformation

Complete reading assignments: Noll (2012), pp. 143–165; Rea (2014), pp. 97–105
Review supplemental resources
Complete lesson activities: Introduction Forum, Discussion Forum, and Exam 1

Lesson 2: Henry VIII and the Reformation in England

Complete reading assignment: Noll (2012), pp. 167–188
Review supplemental resources
Complete lesson activities: Discussion Forum, Project 1, and Exam 2

Lesson 3: Roman Catholic Reformation and the Jesuits

Complete reading assignment: Noll (2012), pp. 189–213
Review supplemental resources
Complete lesson activities: Discussion Forum, Project 2, and Exam 3

Lesson 4: The New Piety—The Conversion of the Wesleys

Complete reading assignment: Noll (2012), pp. 215–237
Review supplemental resources
Complete lesson activities: Discussion Forum and Exam 4

Lesson 5: Discontents in the Modern West—The French Revolution

Complete reading assignment: Noll (2012), pp. 239–260
Review supplemental resources
Complete lesson activities: Discussion Forum, Project 3, and Exam 5

Lesson 6: A Faith for All the World—The Edinburgh Missionary Conference

Complete reading assignment: Noll (2012), pp. 261–285
Review supplemental resources
Complete lesson activities: Discussion Forum and Exam 6

Lesson 7: Mobilizing for the Future—Vatican II and the Lausanne Congress

Complete reading assignment: Noll (2012), pp. 287–306
Review supplemental resources
Complete lesson activities: Discussion Forum, Project 4, and Exam 7

Lesson 8: Tradition and Ministry

Complete reading assignment: Rea (2014), pp. 165–190
Review supplemental resources
Complete lesson activities: Discussion Forum, Project 5, and Exam 8
Course Evaluation

Overview of Weekly Assignments

Forum Posts—Lessons 1–8: Forum Posts (40% of course grade)

Format: Weekly Discussion Forums are intended to promote interaction among students to further the learning experience. After reviewing the course material, students are required to post in the Reflection Forum each week. Unless otherwise instructed, students must use the SEE-I Method of Critical Thinking to structure the initial Reflection Forum essay. Student posts should reflect critical interaction with course materials.

Grading: Be sure to respond to at least two of your classmates' posts. Answers will be graded on accuracy, insightfulness, grammar, and overall understanding of the subject.

Grading for Forum assignments is as follows:

- Initial post: 50 points, is due by Wednesday night, 11:55 p.m. EST
- Interactive Response 1: 25 points, 100-150 words - due by Thursday night, 11:55 p.m. EST
- Interactive Response 2: 25 points, 100-150 words- due by Friday night, 11:55 p.m. EST

To receive full credit, responses should not only agree or disagree with the original post but they offer additional information to help other students gain more knowledge and insight into the topic.

Mandatory Introduction Forum Post (Week 1)

Note: There is a reading from the text that you will need to complete for this assignment, if you have not purchased your textbook yet, please contact your instructor for assistance. This is due on Wednesday of Week 1, so please do not delay in contacting your instructor for the reading.

Part A

Introduce yourself to your classmates. Write an introductory paragraph in the Introduction Forum. Provide the following information:

- Your name.
- Where you live.
- Your major (if you have one).
- Something interesting about yourself.
- Anything you would like to share with classmates.
- Your expectations for the class.

Part B

Read Chapter 5, “A Great Cloud of Witnesses,” in *Why Church History Matters* (Rea, 2014). Identify your own religious tradition and discuss how it relates to the larger community of faith as outlined in your reading. Include the following:

- a. The type of religious tradition with which you associate. (e.g., Baptist, Roman Catholic, Lutheran, Pentecostal, nondenominational, etc.).
- b. How much your religious tradition focuses on its past history.
- c. How your religious tradition relates to other traditions within the larger community of faith.

If you do not claim a particular religious tradition, choose one with which you are most familiar and answer the questions in relation to your choice.

This post must be 350-400 words.

- **Post your introduction before 11:55 p.m. Tuesday of Week 1.**
- Interactive Response 1 due Thursday before 11:55 p.m.
- Interactive Response 2 due Friday before 11:55 p.m.

Lesson 1: Discussion Forum

Write a 350- to 400-word essay on the nature of the history of Luther’s famous quote, “Here I stand,” before the Diet of Worms.

- Initial essay due Wednesday before 11:55 p.m.
- Interactive Response 1 due Thursday before 11:55 p.m. (100-150 words)
- Interactive Response 2 due Friday before 11:55 p.m. (100-150 words)

Lesson 2: Discussion Forum

Write a 350- to 400-word essay on the impact of the Protestant Reformation on the secularization of Europe.

- Initial essay due Wednesday before 11:55 p.m.

- Interactive Response 1 due Thursday before 11:55 p.m. (100-150 words)
- Interactive Response 2 due Friday before 11:55 p.m. (100-150 words)

Lesson 3: Discussion Forum

Write a 350- to 400-word essay Write a 350-400-word essay on the challenge of implementing the foundational principle of Ignatius of Loyola's Spiritual Exercises in a modern cultural context.

- Initial essay due Wednesday before 11:55 p.m.
- Interactive Response 1 due Thursday before 11:55 p.m. (100-150 words)
- Interactive Response 2 due Friday before 11:55 p.m. (100-150 words)

Lesson 4: Discussion Forum

Write a 350-400-word essay on how the Christian Church today can express the message of the Gospel through new technologies (such as social media) and modes of expression in a post-modern (versus modern) context.

- Initial essay due Wednesday before 11:55 p.m.
- Interactive Response 1 due Thursday before 11:55 p.m. (100-150 words)
- Interactive Response 2 due Friday before 11:55 p.m. (100-150 words)

Lesson 5: Discussion Forum

Write a 350-400-word essay on a suggested response of the modern church to a "post-Christian" society. State your reasons and give examples to illustrate your point. (see fuller instructions)

- Initial essay due Wednesday before 11:55 p.m.
- Interactive Response 1 due Thursday before 11:55 p.m. (100-150 words)
- Interactive Response 2 due Friday before 11:55 p.m. (100-150 words)

Lesson 6: Discussion Forum

Write a 350- to 400-word essay on the persecution of Christians within the last 100 years. (see detailed instructions)

- Initial essay due Wednesday before 11:55 p.m.
- Interactive Response 1 due Thursday before 11:55 p.m. (100-150 words)
- Interactive Response 2 due Friday before 11:55 p.m. (100-150 words)

Lesson 7: Discussion Forum

Write a 350- to 400-word essay on how Christians can express in practical ways the principles articulated in the Lausanne Covenant, Section 5, "Christian Social Responsibility."

- Initial essay due Wednesday before 11:55 p.m.
- Interactive Response 1 due Thursday before 11:55 p.m. (100-150 words)
- Interactive Response 2 due Friday before 11:55 p.m. (100-150 words)

Lesson 8: Discussion Forum

Write a 350- to 400-word essay on how the study of Christian history gives us a deeper understanding of the depth and breadth of Christian spirituality as it relates the three basic concepts of feeling, being, and doing.

- Initial essay due Tuesday before 11:55 p.m.
- Interactive Response 1 due Wednesday before 11:55 p.m. (100-150 words)

- Interactive Response 2 due Thursday before 11:55 p.m. (100-150 words)

Weekly Exams (30% of course grade)

In an effort to distribute equally the workload throughout the class, an exam will be given each week.

The following conditions apply:

- 20 questions (multiple choice, True/False, short answer, matching)
- Open book
- 1 hour time limit
- 1 attempt per exam

Questions will require critical thinking on your part, so be sure to read the material carefully before attempting the exam.

Class Projects (30% of course grade): Lessons 2, 3, 5, 7, and 8

Due Dates: The projects will involve advance planning, research, and creativity. They are due Saturday before 11:55 p.m. in Weeks 2, 3, 5, and 7. During Week 8, the project will be due Thursday before 11:55 p.m.

Church History Timeline Project

Construct a timeline of church history from the Reformation to the Modern Period. Include key events and accomplishments of noteworthy individuals. The timeline will be built in five segments. In the final installment, you will include the first four sections along with a final section dealing with the Modern Period. Students may illustrate/illuminate the outline with maps or pictures as long as they are not substitutes for content. Students will utilize the PowerPoint template posted on Moodle.

Each presentation will include the following: (1) a title page slide, (2) an overview of the period covered, (3) a timeline, and (4) a works cited page.

Each presentation will include at least 10 key events or significant individuals. Give a brief description of each event and include your justification for including it as a key event. For help with constructing a timeline in PowerPoint please refer to the Course Resources section titled, "How to Create a Timeline in PowerPoint".

Some helpful websites you may wish to consult follow:

- [Christianity History Institute](#)
- [Christianity Today](#)
- [Church History](#)

Lesson 2: Project 1

Construct a timeline for the Protestant Reformation (1500–1599).

Lesson 3: Project 2

Construct a timeline for the Puritan Period (1600–1699).

Lesson 5: Project 3

Construct a timeline for the Great Awakening (1700–1799).

Lesson 7: Project 4

Construct a timeline for the Second Great Awakening (1800–1899).

Lesson 8: Project 5

Construct a timeline for the Modern Period (1900 to present) and combine it with the first four projects for a comprehensive timeline. For this assignment you will combine all of your previous timelines and add the final segment on the Modern Period to complete the project. Your previous timelines should reflect the corrections suggested in your instructor's feedback.

Selected Bibliography

Systematic Theology

- Thomas Aquinas. *Summa Theologica*. Vols 1-5. Christian Classics, 1981.
- Karl Barth. *Church Dogmatics*. Vols 1-14. Hendrickson, 2010.
- Herman Bavinck. *Reformed Dogmatics*. Vols 1-4. Baker, 2011.
- Gerald Bray. *God is Love: A Biblical and Systematic Theology*. Crossway, 2012.
- Louis Berkhof. *Systematic Theology*. Eerdmans, 1996.
- Donald Bloesch. *Christian Foundations*. Vols 1-7. IVP, 2005.
- Essentials of Evangelical Theology*. Hendrickson, 2006.
- John Calvin. *Institutes of the Christian Religion*. Vols 1-2. WJK, 1960.
- John Dagg. *Manual of Theology*. General Books, 2009.
- Bruce Demarest and Gordon Lewis. *Integrative Theology*. Vols 1-3. Zondervan, 1996.
- Millard Erickson. *Christian Theology*. 2nd edition. Baker, 1998.
- John Frame. *A Theology of Lordship*. Vols 1-4. P&R, 1987-2008.
- James Garrett. *Systematic Theology*. Vols 1-2. 2nd edition. Smithfield Press, 2001.
- Norman Geisler. *Systematic Theology*. Vols 1-4. Bethany House, 2005.
- Wayne Grudem. *Systematic Theology: An Introduction to Biblical Doctrine*. Zondervan, 1994.
- Carl Henry. *God, Revelation and Authority*. Vols 1-6. 2nd edition. Crossway, 1999.
- Charles Hodge. *Systematic Theology*. Vols 1-3. Hendrickson, 1999.
- Michael Horton. *The Christian Faith: A Systematic Theology for Pilgrims on the Way*. Zondervan, 2011.
- Thomas Oden. *Systematic Theology*. Vols 1-3. Hendrickson, 2006.
- Wolfhart Pannenberg. *Systematic Theology*. Vols 1-4. Eerdmans, 2010.
- Paul Tillich. *Systematic Theology*. Vols 1-3. University of Chicago, 1967.

Historical Theology

Gregg Allison. *Historical Theology: An Introduction to Christian Doctrine*. Zondervan, 2011.

Louis Berkhof. *History of Christian Doctrines*. Banner of Truth, 1996.

Geoffrey Bromiley. *Historical Theology. An Introduction*. T&T Clark, 2000.

Earle Cairns. *Christianity Through the Centuries*. Zondervan, 1996.

Everett Ferguson. *Church History: From Christ to Pre-Reformation*. Vol 1. Zondervan, 2005.

Justo Gonzalez. *A History of Christian Thought*. Vols 1-3. Abingdon Press, 1987.

The Story of Christianity. Vols 1-2. Revised. HarperOne, 2010.

Adrian Hastings. *A World History of Christianity*. Eerdmans, 2000.

Jonathan Hill. *Zondervan Handbook to the History of Christianity*. Zondervan, 2007.

Kelly Kapic and Bruce McCormack. *Mapping Modern Theology: A Thematic and Historical Introduction*. Baker Academic, 2012.

J.N.D. Kelly. *Early Christian Creeds*. 3rd ed. Continuum, 1972.

Early Christian Doctrines. Revised. Prince Press, 2004.

John Leith, ed. *Creeds of the Churches*. 3rd edition. John Knox Press, 1982.

Mark Noll. *The New Shape of World Christianity. How American Experience Reflects Global Faith*. IVP, 2009.

Turning Points: Decisive Moments in the History of Christianity. 2nd edition. Baker Academic, 2001.

Alistair McGrath. *Historical Theology: An Introduction to the History of Christian Thought*. Blackwell, 1998.

Roger Olson. *The Story of Christian Theology: Twenty Centuries of Tradition and Reform*. IVP, 1999.

Phillip Schaff. *Creeds of Christendom*. Revised. Baker, 1984.

History of the Christian Church. Vols 1-8. Hendrickson, 2006.

Historical and Theological Series

The Cambridge History of Christianity. Vols 1-9. CUP, 2006-09.

The New Cambridge History of the Bible. Vols 1, 2, 4. CUP, 2012.

Gerald Bray, ed. *Contours of Christian Theology*. Vols 1-8. IVP, 1993-02.

John Feinberg, ed. *Foundations of Evangelical Theology*. Vols 1-4. Crossway, 2004-07.

D.A. Carson, ed. *New Studies in Biblical Theology*. Vols 1-27. IVP, 2000-11.

Policies and Procedures

Shorter University's Mission in Academic Preparedness

Listed among the core educational principles of Shorter University are the goals to “ensure that students reach the level of skill in written and oral communication” (III College Skills), to “promote the habit of acting on their responsibilities” (V Social Responsibility), and to “prepare students for careers or further education” (VII Preparation for Future).

In keeping with the mission of Shorter University, the mission statement of the Christian Studies Department has three goals for its graduates: (1) academic excellence, (2) professional competence, and (3) passionate devotion to Christ. The classroom is one place where academic excellence, professional competence, and devotion to Christ are demonstrated. Thus, it is expected that students will demonstrate (a) academic excellence by completing assignments accurately and submitting them in a timely manner, and (b) professional competence and devotion to Christ by consistent attendance and participation in classroom activities.

Christian Studies Department Goals

In pursuit of the mission, the School of Christian Studies plays a pivotal role in the success of Shorter University and seeks to reinforce the mission of the university through the accomplishment of five major goals:

- I. Christian Studies students will assimilate historical, literary, and theological knowledge of the Bible.
- II. Christian Studies students will develop knowledge and skills necessary for application of historical, literary, and theological understandings of the Bible to other academic disciplines, personal devotions, and in the performance of career duties.
- III. Christian Studies students will develop knowledge and skills necessary for proper research and use of grammar in the composition of written assignments and presentations.
- IV. Christian Studies students will develop skills necessary to understand, interpret, communicate, or present biblical understandings and truths effectively using critical methodologies.
- V. Christian Studies students will develop skills necessary for dialoguing critically with current knowledge and future developments in the fields of biblical and ministerial studies.

Learning Outcomes for Christian Studies Students

The following learning outcomes are used to assess whether the School of Christian Studies is achieving its educational goals:

1. Christian Studies students will exhibit the ability to read, understand, and recall or remember the information from the readings assigned in the course textbook(s), resources, and biblical texts. The achievement of the comprehension outcome will be pursued and assessed through participation in class discussion, written assignments, quizzes, examinations, or presentations (*Departmental Goals I, II, and IV; University Educational Principles I, II, III, IV, VI, and VIII*).
2. Christian Studies students will demonstrate knowledge of the biblical text, including historical and literary contexts and critical questions related to specific biblical writings (*Departmental Goals I, II, and V; University Educational Principle I, II, and IV*). Information competency will be assessed through objective and subjective items on quizzes and examinations, in class discussions, in interpretive/exegetical projects, or in group presentations.
3. Christian Studies students will exhibit knowledge of the interpretive process and use of critical methodologies (*Departmental Goals I, II, III, and IV; University Educational Principles III, IV, and VIII*). The achievement of this outcome will be pursued and

assessed through participation in class discussion, written assignments, group projects, or examinations.

4. Christian Studies students will gain procedural knowledge and apply research methods using tools of the disciplines of biblical and theological studies in order to identify source materials, gather data, and synthesize, organize, and analyze data related to the fields of biblical studies and theological studies. The research outcome will be pursued and assessed through an annotated bibliography, research paper, and individual or group presentations (*Departmental Goals I, II, III, IV, and V; University Educational Principles I, II, III, IV, and VIII*).
5. Christian Studies students will display an ability to analyze and evaluate information and arguments presented in assigned readings and other class resources. This includes an ability to analyze and interpret biblical material. Critical thinking skills will be assessed using the elements of critical thinking and the Intellectual Standards established by the Foundation for Critical Thinking (*Departmental Goals III, IV, and V; University Educational Principle I and IV*).
6. Christian Studies students will demonstrate skills necessary to communicate and present theological information in oral, written, and digital formats (*Departmental Goals II, III, IV, and V; University Educational Principles I and III*). The communication outcome will be pursued and assessed through participation in class discussion, written assignments, examinations, or presentations (*Departmental Goals I, II, IV, and V; University Educational Principles I, III, and VII*).

Student Responsibilities

Since the ultimate goal of every class includes consistent, on-task, participatory, professional behavior, the Christian Studies Department has established the following guidelines for its classes.

General Expectations

Learning is a time- and effort-intensive endeavor, a requirement that cannot be emphasized strongly enough. Any student who enrolls in this class is responsible for all course work, regular and punctual attendance to all classes, laboratories, and other student meetings required by the university, and active engagement in the class.

Class Assignment Policy

Unless specified otherwise, assignments submitted electronically must be submitted as a Microsoft Word document or PowerPoint presentation via Moodle. Submissions in formats other than Microsoft Word or PowerPoint will be returned to the student for reformatting. Late penalties will apply to resubmissions.

Assignment Format

The Christian Studies Department uses the following for its writing guide:

Vyhmeister, N. J., & Robertson, T. D. (2014). *Your guide to writing quality research papers: For students of religion and theology* (3rd ed.). Grand Rapids, MI: Zondervan.

All major writing assignments (e.g. essays, research papers, book reviews, etc.) must adhere to the guidelines established in Vyhmeister and Robertson (2014). All other writing assignments must adhere to the following format:

Example:

Ima A Student
Dr. My Instructor
Course Number and Title
January 13, 2013
Assignment Title/Name

Font: Typed using 12 point Times New Roman

Spacing: Double-spaced unless otherwise specified by the Instructor

Margins: One-inch all around

Edited: Proofread reading assignments at least twice for mechanical errors such as grammar, spelling, punctuation, sentence fragments, subject/verb agreement, pronoun use, and so on. *When finished with an assignment, the last thing you should do is perform a grammar and spell check!*

Late Work

Assignments must be turned in on the date and at the time determined by the professor. As a general rule, late assignments will be not be accepted. Students with extenuating circumstances (natural disaster, personal illness requiring hospitalization, etc.) must seek instructor approval before submitting late work.

Assignment Grading Rubric

Unless otherwise specified, assignments will be graded according to the following criteria:

- How well a student follows assignment directions (sufficient length, detail, etc.).
- Grammar, style, and sentence and paragraph construction.
- Evaluation of the assignment content will be conducted according to the [universal intellectual standards](#).
- How well a student produced original work/reflection demonstrating critical thought, interaction with appropriate source materials, and/or appropriate personal experiences

Communication

The official means of communication are Shorter Hawk mail and Moodle, the University email and Moodle, the University learning management system. Students may communicate with professors via email or phone. Please insert the course number and section number (CST 3112ONLH) in the subject line of all email correspondence. Professors will respond to emails within 24 hours.

Course Withdrawal Policy

Please see the *Shorter University Student Handbook* for official voluntary and involuntary withdrawal policies, and for applicable deadlines for withdrawal.

Complaints and Grievances

For complaints with a faculty member, the student should talk personally with the instructor first. Should the student and instructor be unable to resolve the conflict, the student may then turn to the chair of the involved department for assistance. The chair (or dean) will meet with both parties, seek to understand their individual perspectives, and, within a reasonable amount of time, reach a conclusion, share it with both parties, and reach a final resolution. A full copy of the Complaints/Grievances Policy can be found on the Scholar website or in the University Catalog.

Academic Dishonesty

Shorter University considers the principle of academic integrity to be essential to the functioning of the educational programs of the college. Violations of academic integrity are serious offenses, infractions that may carry academic as well as disciplinary consequences. Academic dishonesty may take numerous forms, some of which are outlined below.

Academic Integrity Policy

A Community of Honor

As a liberal arts university committed to the Christian faith, Shorter University seeks to develop ethical men and women of disciplined, creative minds and lives that focus on leadership, service and learning. The Honor System of Shorter University is designed to provide an academic community of trust in which students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

Academic Dishonesty

"Academic Dishonesty" is the transfer, receipt, or use of academic information, or the attempted transfer, receipt, or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.

"Cheating" is defined as wrongfully giving, taking, or presenting any information or material borrowed from another source - including the Internet by a student with the intent of aiding himself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

"Plagiarism" is the taking or attempted taking of an idea, a writing, a graphic, musical composition, art or datum of another without giving proper credit and presenting or attempting to present it as one's own. It is also taking written materials of one's own that have been used for a previous course assignment and using it without reference to it in its original form.

Students are encouraged to ask their instructor(s) for clarification regarding their academic dishonesty standards.

Procedure

A. It is the responsibility of an instructor to certify that academic assignments are independently mastered sufficiently to merit course credit. The responsibility of the student is to master academic assignments independently, refrain from acts of academic dishonesty, and refuse to aid or tolerate the academic dishonesty of others.

B. If an instructor determines that the student is guilty of academic dishonesty, the instructor must discuss the matter with the student. In the event the instructor cannot reach the student in a timely manner, such as when the student has gone home at the end of a semester, the instructor may assign a grade of "I" (Incomplete) until the student can be contacted and the matter of academic dishonesty discussed. The instructor then completes the "Academic Violation Form" (see *Appendix A*) which should include evidence and other necessary documentation. The instructor will determine the appropriate remedy: either to assign a grade of

zero on that assignment in question or a grade of "F" in the course. The student will designate whether he/she accepts the remedy for the violation of the dishonesty policy or wishes to appeal the instructor's decision. If a student elects to appeal, the "appeal due date" line must be completed on the Academic Violation Form. (See the Appeals section below for more information regarding the appeals process)

C. Upon completion, the instructor forwards the Academic Violation Form to the Registrar's for the placement in the student's permanent record. The Registrar will forward copies of the Academic Violation Form to the student, the faculty member, department chair, academic dean, dean of students, provost, and president. Not appealing when the form is first completed or by the appeal due date will be taken as an admission of guilt, except under compelling circumstances to be determined at the sole discretion of the provost.

D. If upon receipt of the Academic Violation Form the Registrar determines that the student is guilty of a second offense, then a grade of FD (Failure Due to Academic Dishonesty) will be assigned by the Registrar for the course regardless of the remedy specified on the Academic Violation Form. Assigning the FD is to be done by the Registrar when the second Academic Violation Form is placed in the student's record, and the Registrar will notify all parties in writing. The student is then permanently disbarred from membership in any honorary society and is permanently ineligible for any SU honor list. The student may petition the Academic Integrity Appeals Committee to have the dishonesty notation removed from the transcript after one year or upon graduating from the University if no additional dishonesty offenses occur and the student satisfactorily completes the Academic Integrity Program. The grade of F remains on the transcript. Upon receipt by the Registrar of a third offense, the Registrar will assign the grade of FD and then notify all parties. After all appeals are exhausted, if the third offense still stands, then the student will be permanently expelled from the University. The notice of expulsion will be forwarded to the student, department chair, appropriate academic dean, dean of students, provost, and president. A copy of the final report with the three offenses will become a part of the student's permanent record. The university reserves the right to expel the student after a first or second offense, depending on the circumstances and at the sole discretion of the provost.

Appeals

A. The student who wishes to appeal an academic violation charge should submit his/her appeal in writing to the chair of the appropriate department by the appeal due date indicated on the Academic Violation Form, which is normally within ten regularly scheduled class days after the completion date of the Academic Violation Form. This statement should contain the reasons for which the student is appealing the instructor's decision. The burden of proof lies with the student in such a case to show that an error or malfeasance has occurred. Within 27 regularly scheduled class days of receiving the written appeal, the department chair will notify in writing both the instructor and the student of the chair's decision. If the department chair is also the instructor who files the Academic Violation Form, then the student must appeal to the appropriate academic dean.

B. When, in the opinion of the department chair, the student fails to show reasonable cause for further investigation, the chair may deny the appeal without taking further action. When, in the opinion of the department chair, a student's appeal raises reasonable doubt as to whether a mistake or malfeasance has occurred, the chair will meet with the faculty member and with the student and render a decision within ten regularly scheduled class days of the receipt of the appeal. If the decision favors granting the student's appeal, the department chair may request

that the Registrar remove the Academic Violation Form from the student's record. The chair will notify both the student and the instructor of this action.

C. If the student files the initial appeal or elects to appeal the chair's decision during Maymester, Summer I, Summer II or during final exam week of the Fall or Spring semesters and if the instructor or department chair is not available during that time, all of the foregoing time requirements begin to run with the first day of class in the next major term. In extreme or unusual circumstances regarding the timeliness of the appeals process, the provost will make the final determination.

D. Any student who has exhausted the remedies open under the procedures outlined above may appeal the entire matter to the Academic Integrity Appeals Committee in writing within ten regularly scheduled class days of receiving the response from the department chair. Upon receipt of the appeal, the Academic Integrity Appeals Committee will review the matter and issue a decision within fifteen (15) regularly scheduled class days. The Academic Integrity Appeals Committee has the authority to deny the appeal, reduce the penalties in the event of extenuating circumstances, or direct the registrar to remove the record of the Academic Violation Form from the student's permanent record. The results of the Academic Integrity Appeals Committee are final.

E. All results from the proceedings of the Academic Dishonesty Appeals Committee should be reported to the appropriate academic dean, dean of students, provost, and president as information.

NOTE: During the appeals process, the student may continue to attend the class in which the violation occurred.

Class Attendance

Online courses are typically delivered asynchronously, meaning that there are no fixed times when students need to be online. While there is no standard attendance policy for online classes, students are expected to log-in to class several times each week to check for updates and to communicate with the professor and/or with other students. There will also typically be deadlines for the completion of assignments, and there may be requirements that the student participate each week in online chats or forum discussions. In some cases there may be a requirement for the student to log-in at a particular time during the week to participate in a group chat or discussion. As with any traditional course, a student cannot skip several weeks of online classes and expect to succeed! Students should consult each class syllabus for specific requirements.

No Show Policy

Students who fail to complete the mandatory introduction forum within the first 9 class days from the start of the session will be automatically dropped from the class. PLEASE NOTE: Students must login as well as complete mandatory introduction forum within this 9 day period. Simply logging into a course will still constitute as a NO SHOW for the course if the mandatory introduction forum within the actual online course platform is not completed within the first 9 class days from the start of the session.

Students who do login and complete the mandatory introduction forum within the first 9 days from the start of the session, but who then stop participating in their online class will NOT be automatically withdrawn from the class. To withdraw from the class the student must send an e-mail to their advisor and his or her instructor from his or her Shorter e-mail account requesting to withdraw. The withdrawal will be effective from the date of the e-mail request. An automatic F will be given if a student is not properly withdrawn.

Students Needing Accommodations

Shorter University provides accommodations for students who have a disability. The student must contact the Director of Educational Support in FSU 219 (706-233-7323) as soon as possible to discuss your needs. Shorter University is committed to providing access to programs and services to all qualified students with disabilities. Student Support Services is located in the Fitton Student Union, Room 219 (706-233-7323). Academic support is available to all students through the Center for Learning and Academic Success at Shorter (CLASS). The Center offers peer tutoring and coordinates study groups for students seeking assistance. Also, students can receive help with writing through individual tutoring in the Writing center. CLASS is located on the second floor of the Sheffield-Thompson building in the Bailor Suite.