



B342 Exposition of Romans

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***Throughout this syllabus, content written in [underlined blue](#) are websites or emails that have been linked here for the student's quick access.

***Content written in [underlined red](#) are websites or resource documents that **cannot** be linked in this document and must be accessed by the student in its respective section of the syllabus on the course home page in Canvas.

***Content written in **bolded blue** designate Student Handbook section markers that delineate where in the Student Handbook the preceding information can be found or explained further. In the near future, these will be linked in the PDF syllabi for the student's online reference.

Table of Contents

Overview	3
Meet Your Professor	3
Course Description & Objectives	4
Textbooks	4
Grading	5
Course Work	7
Module Schedule	7
Assignments	8
Discussions	11
Exams	12
Resources & Policies	13
Research Resources	13
TMC Online Policies	15
TMC Policies	18
Help & Support	19

Overview

Meet Your Professor



Professor Scott Bashoor (facilitator)

Professor Bashoor began teaching Old Testament language and literature courses at The Master's Seminary in 2002 after completing his Th.M.. He is currently enrolled as a Ph.D. student in the Old Testament division at The Master's Seminary. His scholarly interests include Hebrew, Aramaic, the Psalms, biblical cultural backgrounds, the history of Israel, hermeneutics, and Bible exposition. He has published short articles on preaching, pastoral ministry, and biblical interpretation in various journals and magazines, and has contributed to the *Lexham Bible Dictionary*. He is under contract to publish *Visual Outline Charts of the New Testament* through B&H Academic (anticipated 2016). He has been a member of the Evangelical Theological Society since 2002. He was born and raised in a godly pastor's home in Maryland near Washington DC. While working on his Th.M. program at The Master's Seminary, he began serving as the pastor of Bible Church of Buena Park where he continues today. Before beginning his pastorate in 1999, Scott served as a camp chaplain, a pulpit supply/event speaker, and interim pastor at various churches. He and his wife, Heidi, live in Anaheim with their two daughters. He occasionally blogs on biblical and spiritual matters at [Set the Sails](#).

Contact Information

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Degrees

Faculty Associate in Old Testament & Bible Exposition (The Master's Seminary)
 B.A., Bob Jones University
 M.Div., Th.M., The Master's Seminary
 Ph.D., in process, The Master's Seminary



Dr. Daniel Wong (lecturer)

Dr. Wong has received awards for excellence in thesis writing and in eschatology. His specialties include Johannine literature, parables, and Old Testament prophecy and its use in the New Testament. He has served as pastor of a Chinese church in Los Angeles since 1984, and prior to joining TMC, he was president of Chinese for Christ Theological Seminary. In 2002, 2003-2004, 2005, 2006, and 2007, he was recognized in Who's Who Among America's Teachers. Dr. Wong has published a number of journal articles, periodical articles, and songs. He is currently writing a twenty volume New Testament Commentary Series with the Academic & Professional division of Kregel Publications.

Degrees

Professor of Biblical Studies
 B.S., Swatow University
 M.Div., Th.M., Talbot School of Theology
 Ph.D., Dallas Theological Seminary
 Joined TMC 2000
 Joined TMC 1996

Course Description & Objectives

Course Description

An analysis and exposition of Romans, with careful attention given to authorship, setting, structure, theme, purpose, contents, as well as theological, chronological and interpretive difficulties of this book. Relevant practical issues are also evaluated.

Course Objectives

Upon completing the course, the student will be able to:

1. State clearly the purpose of Romans.
2. Know the literary structure and argument of Romans, and think their way through the book chapter by chapter.
3. Explain the themes, emphases and unique features of Romans.
4. Discuss with proficiency the outstanding literary, historical, geographical, chronological, theological and interpretive problems of Romans.
5. Show the relationship of Romans to other parts of the Scripture.
6. Develop a greater awareness of and acquaintance with significant literature (commentaries, theses, journals, etc.) on Romans.
7. Do research works on a college level.
8. Develop skills in using hermeneutical principles more competently.
9. Cultivate a greater love for the book of Romans, and relate its teaching to practical living and ministry.
10. Grow in Christlike character and mature in your relationship with God in prayer and worship.

Textbooks

It is the student's responsibility to ensure that all course materials, including textbooks are obtained by the first week of the course. Students are responsible for completing assigned reading and submitting assignments according to the syllabus. Extensions are not granted for reasons which include not having access to course textbooks. Texts may be purchased through online retailers such as Amazon, Barnes and Noble, etc.

The Master's College students trust The Master's College Book Store for new and used textbooks. At The Master's College Book Store you'll get the exact textbooks selected by your instructors at the most competitive prices guaranteed. Visit The Master's College Online Bookstore to buy or rent your textbooks online.

For more information, see Student Handbook § 3.03

Required Textbooks

Book Title: *The Book of Romans: Righteousness of Christ* (21st Century Biblical Commentary Series)

Authors: Woodrow Kroll

Publisher: AMG Publishers (April 1, 2003)

ISBN: 978-0899578149

Book Title: *Encountering the Book of Romans: A Theological Survey* (Encountering Biblical Studies).

Authors: Douglas J. Moo

Publisher: Baker Academic (December 1, 2002)

ISBN: 978-0801025464

You can read select chapters from [GoogleBooks](#)

Course Resources

- **Course Notes:** There are course notes as developed by Dr. Wong. Please download it, review it with the lectures, and study it for the Midterm and Final Exam.
- **PowerPoint Files:** Your professor has also included a visual outline of the book of Romans. This will help you gather a big picture of the book.

Grading

Grade Breakdown

Grade Item	Point Value	% of Total Grade
Study Questions	50	20%
Exams (2), Midterm and Final	50	20%
Sunday School Project	50	20%
Synthetic Research Paper	50	20%
Participation: Reading Record and Discussion (8 @ 6 pts each) Student Introductions (2 pts)	50	20%
Total	250 points	100%

Grade Scale

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	0-59%

Course Work

Module Schedule

Module = Week (e.g. Module 1 = Week 1; Module 2 = Week 2, etc.)

MODULE 1: Introduction & Romans 1	
Overview	Syllabus Canvas Orientation Student Introduction
Reading	Romans 1-8 <i>The Book of Romans: Righteousness of Christ</i> Introduction; chapters 1-5 <i>Encountering the Book of Romans</i> chapters 1, 2, 3
Lectures	Lectures 1-5
Discussions	Reading Report and Discussion
Assignments	
Exams	
MODULE 2: Romans 2-3	
Reading	Romans 9-16 <i>The Book of Romans: Righteousness of Christ</i> chapters 6-8 <i>Encountering the Book of Romans</i> chapters 4, 5, 6*
Lectures	Lectures 6-11
Discussions	Reading Report and Discussion
Assignments	Study Questions #1
Exams	
MODULE 3: Romans 4-5	
Reading	Romans 1-8 <i>The Book of Romans: Righteousness of Christ</i> chapters 9-11 <i>Encountering the Book of Romans</i> chapters 7, 8, 9*
Lectures	Lectures 12-14
Discussions	Reading Report and Discussion
Assignments	Study Questions #2
Exams	
MODULE 4: Romans 6-7	
Reading	Romans 9-16 <i>The Book of Romans: Righteousness of Christ</i> chapters 12-15 <i>Encountering the Book of Romans</i> chapters 10*, 11
Lectures	Lectures 15-17
Discussions	Reading Report and Discussion
Assignments	Study Questions #3
Exams	Midterm Exam
MODULE 5: Romans 8-9	
Reading	Romans 1-8 <i>The Book of Romans: Righteousness of Christ</i> chapters 16-20 <i>Encountering the Book of Romans</i> chapters 12, 13
Lectures	Lectures 18-20
Discussions	Reading Report and Discussion
Assignments	Sunday School Project

Exams	
MODULE 6: Romans 10-11	
Reading	Romans 9-16 <i>The Book of Romans: Righteousness of Christ</i> chapters 21-22 <i>Encountering the Book of Romans</i> chapters 14*, 15
Lectures	Lectures 21-24
Discussions	Reading Report and Discussion
Assignments	Study Questions #4
Exams	
MODULE 7: Romans 12-14	
Reading	Romans 1-8 <i>The Book of Romans: Righteousness of Christ</i> chapters 23-26 <i>Encountering the Book of Romans</i> chapters 16*, 17
Lectures	Lectures 25-28
Discussions	Reading Report and Discussion
Assignments	Study Questions #5
Exams	
MODULE 8: Romans 15-16	
Reading	Romans 9-16 <i>The Book of Romans: Righteousness of Christ</i> chapters 27-29 <i>Encountering the Book of Romans</i> chapters 18, 19
Lectures	Lectures 29-30
Discussions	Reading Report and Discussion
Assignments	Synthetic Research Paper
Exams	Final Exam
Cafe	Student Opinion Survey (Self-Service)

* Study questions assigned to this chapter.

Assignments

Format Guidelines

Formatting Guidelines for all assignments unless otherwise instructed
(excludes the online Reading Report and Discussion):

- Type your paper as a Word document.
- Each assignment should be posted as a single document.
- Use Times New Roman, 12 point font.
- Double-space all papers.
- Use 1" margins all around.
- For the Synthesis Paper, follow Turabian style (as specified in the Turabian manual).

Study Questions

Read the required textbook, *Encountering the Book of Romans*, by Douglas Moo as per the reading timetable. Please answer the study questions at the end of chapter as assigned below. Devote between half to one full page per question for responses. Each assignment should be between two and four pages. Assignments are due on the last day of the module in which they are assigned. Explain and expand upon your answers, one or two sentence responses will not be acceptable.

Module	Study questions from chapter #
2	chapter 6
3	chapter 9
4	chapter 10
5	chapter 14
6	chapter 16

Responses will be graded as follows:

- Addresses the question(s)
- Demonstrates thought and analysis
- Responses indicate student has read and applied the assigned reading
- Correct grammar, spelling, formatting (see guidelines at bottom of page)
- Meets page requirements

Sunday School Project

You are to write a 13-week Sunday School lesson for the Epistle to the Romans. You may divide the chapters of the Epistle up in any way you desire for the 13 lessons, but you must include the entire Epistle in the 13 outlines. Each Sunday School lesson will consist of:

1. **Introduction** - expressing your purpose or what you want to accomplish in that particular lesson.
2. **Outline** - this should be somewhat brief and should include a short paragraph under each main point indicating what the emphasis of that point will be.
3. **Conclusion** - this should summarize your lesson, as well as state what kind of specific applications (e.g. changed behaviors, changed outlooks, encouragements, etc.) you would like to see your students make as a result of the lesson.

Each lesson should be typed and 1-2 pages in length. This means the total project should be 13-26 pages. You will also need to indicate on your project what **age level** you will be designing this project for (children, adults, women, college, etc.).

Project will be graded as follows:

- Lesson includes all components as listed above with clarity
- The purpose for each lesson is described at the beginning of the lesson
- Age group for which the lesson is targeted is identified for reader

- Lesson is appropriate for selected age group
- Each outline includes a meaningful message(s) from the Epistle
- Correct grammar, spelling, formatting (see guidelines at bottom of page)
- Meets page requirement.

Synthetic Paper

Synthetic paper: Write an 8 - 10 page synthetic paper on the book of Romans (minimum 8 pages). Analyze the entire book, and develop an outline for it. Synthesize the content of the book around the framework of the outline. Show relationships among the different parts and sections of the book. Identify the main elements in the book, and explain why they are included by the author. Relate each element to the overarching theme and purpose of the book.

Grading standards: Please refer to this [rubric](#).

Reading Reports and Discussions

Assigned reading and your involvement and contribution to the weekly forum discussion make up the grade this category. Each reading and lecture discussion will be worth 7 points each. Evaluation is based primarily upon the completion of reading and the content, depth, and quality of the student participation in the forum discussions. Participation is mandatory.

Please note that due to the reading load, reading assignments may be assigned ahead of the module in which they will be discussed in order to balance the reading throughout the course.

Instructions

- Start your post by recording how much of the assigned reading you completed. If you do not record your reading, you will not receive credit for assigned reading.
- Read the discussion question posted in the discussion forum and respond with your own thoughts, comments, and/or even questions. Your initial post is due by Friday. The purpose of this assignment is build knowledge and appreciate various perspectives by interacting with fellow students, and by responding by Friday, there is adequate time to do so.
- Please refer to [Discussion Guidelines](#). Your participation in the class discussions are an essential component of your learning. Everyone's contribution is worthy and valuable!

The format for a post is:

"I have read the following for this week

"[Your response to the topic question here....."

Example

This example, though from another class (Old Testament Survey #1) will give you an idea of what a post looks like. Notice how the student records the reading completed at the beginning of the post.

The Heart of the Law_Christy Caruso

by [REDACTED] Friday, August 5, 2011, 06:44 PM

I have read Numbers -- Deuteronomy

Deuteronomy is a book in which Moses is preparing the children of Israel to enter into the promised land. He reviews the law were given years earlier with them so that they would, "be careful to do what the Lord your God has commanded you; do not aside to the right or to the left." (Deut 5:32). Chapter 5 is a re-cap of the original Ten Commandments given to Moses from G also a time of remembering all that God had done for them, and how He provided and cared for them through the 40 years of wandering in the desert. God was faithful even when they weren't!

In this entire section, Moses is not simply stating the laws for the purpose of review, if you will. Moses adds something very ir throughout the book: that is to "Love the Lord your God with all your heart and with all your soul and with all your strength." Se children of Israel are about to enter a land with people that worship other gods; that don't love *their* God; that do things that G against. If they don't 'take to heart' the things that the Lord has taught them, they will not be set apart as God's chosen childri can memorize the laws and commandments all they want, but when it comes down to choosing God's ways or these people's what is in their hearts that will decide the outcome. When their heart is right with God, when they love God with all their heart and desire to please Him will cause them to evaluate all their actions and decisions on Him.

Moses states this in Deut 4:9a, "Only be careful, and watch yourselves closely so that you do not forge the things your eyes or let them slip from your heart as long as you live." This issue of the heart is stated many times in the New Testament by Jes the apostles. Paul wrote in Romans 2:15, "since they show that the requirements of the law are written on their hearts, their consciences also bearing witness, and their thoughts now accusing, now even defending them." Jesus also stated in Matthev what makes a man 'unclean' is not what he eats, but what comes from the heart. The heart has to love God and have His wor on it.

This principle applies to us today, as we are called to 'salt and light' in a world that lives contrary to God's word. It is when we God's word written on our hearts that we, too, make choices that please God.

Discussions

Discussion forums are an important part of online learning. Though you may feel apprehensive about participating (this is completely normal), you will soon find it to be an engaging and interesting part of the course! You'll find that not only does your knowledge and understanding of the course content deepen, but you will develop and grow in your faith at the same time.

Regular participation is required, and counts towards your participation points/grade. Please respond to the topic with a post of at least 200 words by **Friday** of the given week. Respond to at least one other student with a reply of at least 50 words by **Saturday** of the given week to receive full credit.

Guidelines for posting to Discussions

- *Use a subject line* that relates to your post; this will help create interest and focus for the discussion.
- *Write clearly and with expression.* Communicating online requires careful and concise writing, but also allows your personality to come through! Though humor is effective and at times relevant in discussion, be sure to avoid sarcasm, which does not translate well in the online environment. **REMEMBER:** other students cannot see your expression when you post, so they do not always have a context for it and may misunderstand your meaning.
- *Be supportive, considerate and constructive* when replying to your classmates. Do not use jargon, slang or inappropriate language. No "U" for you; keep your "LOL" to yourself!

- If you disagree with a classmate please respond in a respectful and tactful manner. Any posts deemed inappropriate by the professor will be removed from the discussion board.
- *Keep your post focused* on the topic, relating any class readings and materials from the current module in your post (as applicable).
- *Proofread and review* your response before hitting the submit button! You have one hour to edit your response before it is posted, then, it cannot be modified or removed except by the instructor.
- *Participate regularly.* Improve your learning by being an active and engaged student. Successful students follow and participate in the assigned discussion throughout the module, logging on consistently each week while reading and participating in forums as assigned in the module.

For more information, read the [article](#) that is linked online from this section of the Course Home page syllabus on **Netiquette**.

Exams

Midterm Exam

- [Open Note](#)
- 60 minute time limit
- 50 points
- 18 questions
- 1 attempt allowed
- Material from your reading and notes in modules 1-3 (Romans 1-5)
- Due by the last day of module 4

Final Exam

- [Open Note](#)
- 60 minute time limit
- 50 points
- 23 questions
- 1 attempt allowed
- Material from your reading and notes in modules 4-8 (Romans 6-16)
- Due by the last day of module 8

Resources & Policies

Research Resources

Resources for the Sunday School Project

- Here is a [sample Sunday School Project](#). Please be aware that not all the material is filled in in the project, but the outline should give you a framework to start from, if you want.
- Middletown Bible Church: [A Detailed Analysis of Romans](#)
- Devotional and Pastoral Commentaries
 - John MacArthur, *Romans 1-8*
 - John MacArthur, *Romans 9-16*
 - Douglas Moo, *Romans* (NIVAC)
- Intermediate Commentaries
 - Leon Morris, *The Epistle to the Romans* (PNTC)
 - Robert H. Mounce, *Romans* (NAC)
 - Grant Osborne, *Romans* (IVPNTC)
 - John Stott, *The Message of Romans* (BST)
- Technical Commentaries
 - Douglas Moo (NICNT)
 - Schreiner (BECNT)

Websites to Help with Biblical Interpretation

- General
 - [International Standard Bible Encyclopedia](#) is an excellent resource to get you started.
 - [Institute of Biblical Greek](#) is geared more for the biblical scholar, however you still might find some useful resources with a bit of digging.
- Commentaries
 - [Best Commentaries](#) gives a comprehensive list and rating of commentary resources that you can find in a library, source to purchase and/or even view through Google Books. Quite often Google Books will make available select chapters of a book which you can view for free. Click on the Google icon to search - it's worth a try. You can also sort titles by one of four academic levels, you will most likely find the 'technical' and 'pastoral' categories most helpful.
- Historical Backgrounds
 - The [Bible Tutor](#) website is an excellent resource for researching historical backgrounds about the Books of the Bible. There are two levels, Basic and Advanced. Each level also includes in depth sections on: books, people, dates, places and general knowledge. There are even 'self-tests', if you so wish to partake in, that test your Bible knowledge.
 - [American Bible Society](#) is easy to navigate with a great deal of resources for conducting research into people, nations, journeys, etc.
- Maps
 - The images provided with the [NET BIBLE](#) are far better than any maps that have ever been included in any Bible.
 - [About-Jesus.org](#) provides an Interactive Bible Map of Israel.

Resources

- The Anchor Bible Dictionary, Volume 6 of Anchor Bible Dictionary. David Noel Freedman. ISBN 038542583X, 9780385425834
- Zondervan's Pictorial Bible Dictionary, Edited By: [Merrill C. Tenney](#)
- Introduction to the New Testament [Paperback] Werner Georg Kummel (Author), Howard Clark Kee (Translator), Werner G. Kummel (Author)
- Introduction to the New Testament, DaSilva

Turabian Formatting

Click on the following to see information on the subject:

- Formatting footnotes, endnotes, and bibliography: [Citation Guide](#)
- Inserting page numbers into your paper:
 - For Microsoft Word 1997-2003: [Turabian and Word 97-2003.pdf](#).
 - For Microsoft Word 2007-present: [Turabian and Word 2007.pdf](#).

Writing Resources

- *University of Purdue's Writing Lab*, [OWL](#): For help with writing of papers, assignments and academic papers please visit this comprehensive site.
- *Book Review Explanation*: For further information about writing a book review from [OWL](#), Purdue's Online Writing Lab.

Powell Library at The Master's College

- Search the library's [Online Catalog](#) to find materials supporting all areas of study offered at The Master's College.
- More information about Powell Library's hours and online learning services can be found at the [TMC Library page](#).
- The library provides many tools for locating resources and information you may need for your course work. Here is a listing of our [LibGuides](#).
- We have found two tutorials to be particularly helpful:
 - Boolean Logic Applied to Online Searching: [Boolean.ppt](#).
 - Citation Searching: [Citation Searching.ppt](#).
- If you want to check out a book through TMC Powell Library that is not currently available in the system, please see the [Interlibrary Loan](#) page for more information.
- Library to Student Lending Service (L2S): Online Program Students who need books or articles but cannot get them through a local library may request the item through the Robert L. Powell Library under the following conditions:
 - The student resides within the contiguous United States. All others please contact Janet Tillman (Miss T.) directly, jtillman@masters.edu.
 - If and only if, the needed book(s) or article(s) cannot be obtained through the student's own local library.
 - If and only if, the Powell Library has the book(s) or article(s) within its own collection.
 - The Powell Library will pay to send L2S books to the student (delivery address only; no PO Boxes)

- The student will pay to send the L2S books back to the Powell Library (use USPS Media Mail)
- Loan period is six weeks. This includes estimated time for delivery there and back again.
- Articles will be emailed and may be kept by the student.
- You may also contact our research librarian, **Janet Tillman**, if you have any questions about research and/or resources for coursework and assignments at jtillman@masters.edu.

For more information, see Student Handbook § 6.02

TMC Online Policies

Closed Note Academic Dishonesty Policy

- Closed note means you may not access any outside materials, websites, books, or other outside resources, (including using electronic devices such as cell phones, e-tablets, etc.) while taking an exam.
- The following rule applies to **both open and closed book/note exams**: *Upon completion, you are not permitted to discuss or record the exam questions or exam content with any individual(s).* If these guidelines are not followed, you will be in violation of Masters College 'Academic Dishonesty Policy' which will result in the exam graded as a 0%. Any subsequent documented offense of academic dishonesty (regardless of whether it occurs in the same or any other course taken by the student at the College) will result in automatic failure of the course and expulsion from the College for a minimum of one academic year.

For more information, see Student Handbook § 4.02

Open Note Academic Dishonesty Policy

- You may access only your course notes during the exam. You are not allowed to use any electronic devices during the exam, which includes the use of cell phones and e-tablets, except in the case where you are using your electronic device to access your course notes or books.
- While taking the exam you are not permitted to access outside resources, including but not limited to: friends and family, other students/individuals, websites, chat rooms, social network sites, or other printed materials. Upon completion, you are not permitted to discuss or record the exam questions or exam content with any individual(s).
- If these guidelines are not followed, you will be in violation of Masters College 'Academic Dishonesty Policy' which will result in the exam graded as a 0%. Any subsequent documented offense of academic dishonesty (regardless of whether it occurs in the same or any other course taken by the student at the College) will result in automatic failure of the course and expulsion from the College for a minimum of one academic year.

For more information, see Student Handbook § 4.02

Grade Policy

- Professors keep record of all student grades for course assignments, participation, quizzes, exams and extra credit as assigned. Check the Gradebook in Canvas for your grades. Note the following:
 - Quiz and exam grades scored by Canvas in some instances need to be adjusted by the professor to account for essay and/or short answer responses or in some rare instances discrepancies within the test itself.
 - This also applies to Extra credit or additional assignments [as assigned].
 - The instructor might also adjust grades within the Canvas grade book calculated inaccurately.
- The official grade is recorded with the course instructor throughout the course. As a result, students will find their final and official grade for the course in [Self-Service](#) which is the same grade students will see on their transcript at course completion. This grade may be different from the grade which appears in Canvas for the reasons outlined above. If you have any questions, please do not hesitate to contact your professor.

Student Handbook § 3.06

Late Policy

- Late assignments (essays, papers, power point assignments etc.) will be subject to a 20% deduction on the first day an assignment is late and 10% each day thereafter unless prior arrangements are made with the instructor. If you know you will be offline the day an assignment is due, please make sure to post it early. Anytime you feel that you might be falling behind in the course, it is best to contact the instructor *before* you fall behind to discuss your situation. If you have an assignment completed by the deadline but are unable upload it through Canvas for technical reasons, send the assignment file to the instructor as an attachment via email to demonstrate that it was completed on time.
- Exams** (both proctored and non-proctored) that are not completed by the due date are closed and not available for students to complete. Students will thus receive a '0' on the exam. If you are unable to take the exam by the due date, please contact the instructor **prior** to the close date to discuss options.
- Assignments, exam, quiz and test due dates** are outlined in the *Course Schedule* section of the syllabus. Due dates are usually Sunday evenings at 11:59 PM Pacific Standard Time (PST).
- Discussion due dates** for postings vary; the specific days are outlined in the *Discussion Grading Rubric* located within the syllabus section of the course. There are no extensions granted for late discussion postings regardless of circumstances.
In some instances there may be extensions granted for late recording of completed reading required for a given week, but this does not apply to the discussion/reflection aspect of the posting.

Student Handbook § 3.04.c

Course Add/Drop Policy

- Credit Enrollments: Online Courses dropped before the first week of the class has ended (before the second Monday) will receive a 100% refund. Courses dropped during the second week (before the third Monday) will receive a 75% refund. Courses dropped during the third week (before the fourth Monday) will receive a 50% refund. Courses dropped after the third week are

not eligible to receive a refund. Students can withdraw from a course without a grade being recorded until the end of the sixth week, after which a grade will be awarded based on work submitted up to that point.

- Students can add and drop courses within the open Registration Period before courses begin. After the first day of class, students must submit a *Petition to Add or Drop a Class* form. If you are considering adjusting your schedule by adding or dropping, you must contact your Academic Counselor. For a list of academic counselors, see [Student Handbook § 2.02c](#).
- Audit Enrollments: Audit students who withdraw from classes before course materials have been received are eligible for a full tuition refund. There are no tuition refunds for Audit Enrollments after they have received either access to their course home page or a DVD lecture set. You will need to contact your academic counselor to enroll you in the course at a later date. You will be charged full tuition to retake the GES/DS course(s).

[Student Handbook § 2.02.c](#)

End of Term: Course Availability & Late Assignment Submissions

- This course will be continuously available for your reference so that you can return to download any course documents, assignments or lectures that you were unable to save during the duration of the term in which the course was live. However, with the exception of students in an ongoing cohort, please note that any assignments submitted after the term concludes will not be accepted unless preapproved by the course facilitator (i.e. professor).

[Student Handbook § 3.05](#)

Student Audit Policy

- The Master's College Online department extends enrollment of online courses to students not wishing to pursue course credit, but rather are interested in personal enrichment. Such applicants are classified as 'audit' students.
- Audit students enrolled in a course are able to access the course home page through the Learning Management platform, Canvas, for the duration of the course session. The course home page provides access to all course learning materials including video lectures, lecture notes, related handouts, the course syllabus and other course resources.
- Participation and Grading: Audit students can, and are encouraged to, participate in discussion forums, but are under no obligation to do so. Given that audit students do not receive grades, students are **not** required nor permitted to submit assignments or course work to the instructor for review or grading.
- Copyright policy as it applies to Audit Students: Audit students are also required to adhere to **The Master's College Copyright policy** which states that course materials and resources are for personal educational use only. Reproduction and/or distribution of course materials are restricted. Please refer to the copyright information section of the course e-book for further details.

[Student Handbook § 3.08](#)

Copyright Policy

- Please note that the copyrights for the course materials provided in this course, including the course videos, are owned by their creators. You are licensed to use these materials for your

education, and for taking this course. All other rights are restricted—if you wish to reproduce any of these materials, please contact us.

Student Handbook § 4.07

TMC Policies

Academic Dishonesty Policy

It is the responsibility of the faculty member to pursue suspected incidents of academic dishonesty occurring within his/her courses. If a student is found to be guilty of cheating, plagiarism or another form of academic dishonesty, the faculty member is required to document the incident in writing and submit the report to the Vice President for Academic Affairs.

The first documented incident of academic dishonesty will result in the student failing the assignment or the course at the instructor's discretion depending on the severity of the incident. Any subsequent documented offense of academic dishonesty by that student (regardless of whether it occurs in the same or any other course taken by the student at the College) will result in automatic failure of the course and expulsion of the student from the College for a minimum of one academic year.

Academic honor and Christian virtue in your studies is the result of placing your vocational and academic pursuits under the Lordship of Christ (2 Cor 10.5). It is the result of respecting and honoring the faculty and the institution as "one with authority" (1 Pet 2.13). It is the result of modeling academic excellence in one's academic pursuits before a watching world (Matt 5.16).

For more information, see Student Handbook § 4.02.a

Disability Policy

The Master's College is committed to practicing principles of equal opportunity and to provide educational programs and/or activities for all students based upon sovereign biblical principles. We are also committed to comply with provisions of various state and federal regulations, among them the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, regarding discrimination against individuals with disabilities.

To comply with these regulations we provide a variety of services to individuals with disabilities through the Office of Disability Services. Persons having questions about obtaining available services at TMC should contact Diana Castanzo at (661) 362-2269, or email her at dcastanzo@masters.edu.

Because regulations do not permit the College to inquire about existing or perceived disabilities, we invite individuals to identify a qualified disability and specifically request reasonable accommodations to assist them in meeting the requirements and expectations of one or more of their courses.

Student Handbook § 6.03

Help & Support

Should you have any course content related questions, please communicate directly with your professors via Canvas, TMC email, and phone. General information concerning OLP (Online Learning Program) matters not related to enrollment or academic counseling should be directed to the Administrative Assistant, Lindsay Mullin, at lmullin@masters.edu or 661-362-2671.

Should you need to get a hold of our offices on campus, office hours at the OLP office are Monday through Friday from 8:00 a.m. to 6:00 p.m. (PST).

For more information, see Student Handbook § 1.02

Academic Help

- For questions about the course content, assignments, or grades please contact the course professor, Professor Bashoor, at sbashoor@tms.edu.

Course Home Page Help

- For questions or help about the technical aspects of the course home page (e.g., the video lessons aren't working, links are missing or not working, etc.), please email onlinecoursehelp@masters.edu. You should receive a response within 24 hours.
- If you require immediate assistance, please contact one of the following TMC Online department team members:
 - Jay Street, TMC Online Course Technician: jdstreet@masters.edu (661-362-2683)
 - James McLaughlin, TMC Online Director: jmclaughlin@masters.edu (661-362-2672)

Technical Support

- For technical support regarding your computer or access to your account on Self-Service, please contact The Master's College IT department:

IT Service Desk

Monday through Friday 8:00 am – 5:00 pm – 661.362.2876 – servicesdesk@masters.com or helpdesk@masters.edu

For more information, see Student Handbook § 6.03

Canvas Help/Tutorials

- If you are new to Canvas, view the [Canvas Student Quickstart Guide](#):
- You can get help with Canvas by clicking "Help" in the upper-right corner and "Search the Canvas Guides."

Canvas Log-in Help

- If you are unable to log onto Canvas, please contact onlinecoursehelp@masters.edu.

Administrative Questions

- For any administrative questions related to the course, such as adding or dropping online courses, proctoring administration, etc., please contact your Academic Counselor.

For more information, see Student Handbook § 2.02.c