



B346 Life of Christ

For quick access to your syllabus online, click here—[B346 Life of Christ](#)

***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	14
TMC Policies	16
Help & Support	17

Overview

Meet Your Professor



Professor Mark Wilson (facilitator)

Mark Wilson has had the opportunity of serving Christ in the arena of Christian education since 2005. He currently serves as the Principal of Santa Clarita Christian School, and has been an adjunct faculty member at TMC's Degree Completion Program since 2006. On-campus courses Mark has taught include: Life of Christ, Elementary Greek, Practical Theology, Biblical Ethics in Business, and Christian Education. He is hopeful of completing his doctoral studies in Christian education in 2016. Most importantly, Mark is the very blessed husband of Tracy, and the proud father of Abigail and Luke. His greatest joys are studying and talking about Jesus, spending time with family and friends, and serving as principal of SCCS!

Contact Information

Email: mwilson@masters.edu

Degrees

B.A.; The Master's College
M.Div; The Master's Seminary
D.Min; In process, Corban University
Joined TMC 2006



Dr. Will Varner (lecturer)

Will Varner came to The Master's College after seven years in the Pastorate and seventeen years of ministry with the Friends of Israel in New Jersey. The last ten of those years he served as Dean of their Institute of Biblical Studies, where he taught and led study tours to Israel. Dr. Varner also served as an adjunct professor at Philadelphia College of the Bible. In addition to teaching Bible Exposition and Greek Exegesis courses, Will serves as Director of the college's IBEX semester in Israel program, a country he has visited over forty times. He loves traveling with his wife, Helen, and studying Civil War lore.

He is a member of the Evangelical Theological Society and the Society of Biblical Literature, and has authored five books, contributed to two others, published over a hundred journal and periodical articles, and regularly blogs at "DrIBEX Ideas". He recently published an academic commentary on James. He and Helen have three grown children, one of whom is with the Lord, and three grandchildren. In 1999 and in 2005 Dr. Varner was honored as The Master's College "Teacher of the Year". He has been selected for "Who's Who in America's Colleges" for 1998-2009 and was recently selected into "Who's Who in

America.” Will serves as pastor of the Sojourners Fellowship at Grace Community Church and often ministers in conferences and churches nationwide.

Degrees

Professor of Bible & Greek

B.A., Bob Jones University

M.A., Dropsie College

M.Div., Th.M., Biblical Theological Seminary

Ed.D., Temple University Studies in Modern Hebrew at Gratz College

Joined TMC 1996

Course Description & Objectives

Course Description

The purpose of this course is to survey the earthly life and ministry of Jesus of Nazareth as recorded in the four canonical gospels. This will be accomplished by focusing the student's attention primarily on the **narrative flow** of the events so as to ascertain the basic pattern of development in Jesus' actions and teachings. Particular emphasis will be placed on incidents rather than the long discourses.

Course Objectives

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

1. Outline the **current critical thought** about Jesus and the Gospels. These critical ideas center in such movements as the “Jesus Seminar” and the increasing fascination with Gnostic “Gospels” and their alternative view of Jesus.
2. Stress the **humanity** of the Lord while also affirming His full **deity**. To explore how these two vital truths are complementary and not contradictory in achieving a better understanding His words and works.
3. Explain the various **theological emphases** of Jesus' teaching – His Messiahship, His miracles, His preaching of the Kingdom, His knowledge and sinlessness. An effort will be made to understand the importance of these issues even if all difficulties cannot be solved.
4. Describe the **Passion** of the Lord during the last months of going up to Jerusalem and particularly the last week of His earthly life and ministry.
5. Apply to his/her life the **spiritual principles** of Jesus' life and teaching so we can be better formed into His image in our daily walk.
6. Express an appreciation of the historical and cultural **background** of Jesus' earthly life so one can place Him within the context of His own day. The Jewish world in which He lived will be particularly emphasized.

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

A Harmony of the Gospels: New American Standard Version

Author: Robert L. Thomas & Stanley N. Gundry

Publisher: Harper One

Date Printed: 1986

ISBN: 978-0060635244

Dethroning Jesus

Author: Darrell Bock and Daniel Wallace

Publisher: Thomas Nelson

Date Printed: 2007

ISBN: 978-0-7852-9785-7

Jesus: A Visual History

Author: Donald Brake, with Todd Bolen

Publisher: Zondervan

Date Printed: 20014

ISBN: 978-0-310-51537-1

Course Resources

- **Note Packet:** We recommend that you print the notes out at the beginning of the course. Referring to the notes while watching the lectures will be necessary in order for you to capture lecture content not outlined in the note packet.
- **Overheads:** A file full of maps, diagrams, and charts referenced frequently in the lectures by way of overheads. Please print these out to refer to them throughout the course.
- **Essay Rubric:** This rubric gives you the grading expectations for your essay. Use it as a guideline for key areas to focus on.
- **Journal Template:** For your journal assignment, download this template and fill it out as the modules progress. When you are finished you can upload the completed version to the assignment page.

Grading

Grade Breakdown

Grade Item	Point Value	% of Total Grade
Reading Record of Dethroning Jesus and Harmony of Gospels texts (15 points each)	30 points	15%
Journal Assignment	15 points	7.5%
Essay Assignment: Response paper	30 points	15%
Midterm Exam	50 points	25%
Final Exam	50 points	25%
Discussion/Contribution	24 points (3 points for each module's discussion)	12%
Participation	1 point	0.5%
Total	200 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 to Jesus Christ and the Gospels	
Overview	Syllabus Canvas Orientation Student Introduction
Reading	<i>A Harmony of the Gospels</i> Introduction (pp. 5-6, 15, 17-18); sections 1-22 (pp. 19-32) <i>Jesus: A Visual History</i> chapters 1 (pp. 11-39) Record Reading online <i>Dethroning Jesus</i> (see Reading Plan below)
Lectures	Lectures 1-4
Discussions	Discussion
Assignments	Journal Entry
Exams	
MODULE 2: The Beginning Years of Jesus Christ	
Reading	<i>A Harmony of the Gospels</i> sections 23-42 (pp. 33-46) <i>Jesus: A Visual History</i> chapters 2-3 (pp. 40-64) Record Reading online <i>Dethroning Jesus</i> (see Reading Plan below)
Lectures	Lectures 5-7
Discussions	Discussion
Assignments	Journal Entry
Exams	
MODULE 3: John the Baptist's Ministry with Jesus Christ	
Reading	<i>A Harmony of the Gospels</i> sections 43-77 (pp. 47-76) <i>Jesus: A Visual History</i> chapters 4-5 (pp. 65-100) Record Reading online <i>Dethroning Jesus</i> (see Reading Plan below)
Lectures	Lectures 8-10
Discussions	Discussion
Assignments	Journal Entry
Exams	
MODULE 4: The Growing Galilean Ministry of Jesus Christ	
Reading	<i>A Harmony of the Gospels</i> sections 78-132 (pp. 76-129) <i>Jesus: A Visual History</i> chapter 6-7 (pp. 101-138) Record Reading online <i>Dethroning Jesus</i> (see Reading Plan below)
Lectures	Lectures 11-13
Discussions	Discussion
Assignments	Journal Entry
Exams	
MODULE 5: The Confrontational Galilean Ministry of Jesus Christ	
Reading	<i>A Harmony of the Gospels</i> sections 133-184 (pp. 130-173) <i>Jesus: A Visual History</i> chapters 8-9 (pp. 139-175) Record Reading online

	<i>Dethroning Jesus</i> (see Reading Plan below)
Lectures	Lectures 14-17
Discussions	Discussion
Assignments	Journal Entry
Exams	Midterm Exam
MODULE 6: The Later Judean and Perean Ministries of Jesus Christ	
Reading	<i>A Harmony of the Gospels</i> sections 185-226 (pp. 174-222) <i>Jesus: A Visual History</i> chapters 10-11 (pp. 176-207) Record Reading online <i>Dethroning Jesus</i> (see Reading Plan below)
Lectures	Lectures 18-20
Discussions	Discussion
Assignments	Journal Entry James Ossuary Poll
Exams	
MODULE 7: The Passion Week of Jesus Christ	
Reading	<i>A Harmony of the Gospels</i> sections 227-259 (pp. 223-264) <i>Jesus: A Visual History</i> chapter 12 (pp. 208-229) Record Reading online <i>Dethroning Jesus</i> (see Reading Plan below)
Lectures	Lectures 21-23
Discussions	Discussion
Assignments	Journal Entry and Final Journal Assignment Submission
Exams	
MODULE 8: The Crucifixion and Resurrection of Jesus Christ	
Reading	<i>Jesus: A Visual History</i> chapter 13 (pp. 230-241) Record Reading online <i>Dethroning Jesus</i> (see Reading Plan below)
Lectures	Lectures 24-25 and Chapel Lecture
Discussions	Discussion
Assignments	Extra Credit Book Report
Exams	Final Exam
Cafe	Student Opinion Survey (Self-Service)

Reading Plan

A case study assignment is due in Module 8 which is based upon *Dethroning Jesus*. It is up to you to create your own reading plan for this particular book.

Assignments

Readings

You are to read *Jesus: A Visual History* and *A Harmony of the Gospels* according to the [Reading Timetable](#). Once you have completed your reading for the module, confirm your reading through the link in each module identified by the title of each book.

The primary textbook is *A Harmony of the Gospels* and is to be read before watching the videos in each module. This will help you get the most out of the lectures. Also be sure to read the footnotes on each

page. You will be recording your thoughts and reflections about The Harmony of the Gospels in the Journal assignment.

Journal Assignment

For this assignment you will be recording your thoughts and observations on a selected verse or verses from your assigned reading of *A Harmony of the Gospels*. Your reflection could not possibly cover the entire reading for a given week, therefore select a section that is most meaningful to you. See instructions below.

Instructions:

Write at least 7 journal entries (7 different modules) that summarize and include a personal reflection on a selected passage.

- For each entry include: 1) indicate date of entry, 2) record the pages # within the text and verses you are focusing on, and 3) write your personal reflection (as per guidelines below).
- You do not have to include the entire reading for a given module, you may focus on a selected passage.
- Guidelines: Entries are to be 100 words minimum that summarize and reflect on a selection of reading for a given week from the Harmony of Gospels text. Include in the first paragraph a brief summary and observations of the key differences between Harmony accounts. In the next paragraph include, reflection and application of what you read. In this section you are to outline an interpretation, your own reaction and opinion and most importantly how I can apply the principles in the reading in your own life.
- Download the [Journal Template](#). Keep all your journal entries in one document and submit as one file in module 7.

Grading Rubric

0-5 points	6-11 points	12-15 points
Less than 5 journal entries	Between 5 and 6 journal entries	7 or more journal entries
Word count per entry is below 70 words.	Word count per entry ranges between 71 and 99 words.	Word count is consistently 100 words or more per entry.
Reading is summarized but does not include a personal reflection component.	Reading is summarized AND includes personal reflection that demonstrates analysis and personal application.	Reading is well summarized AND includes personal reflection that demonstrates a thoughtful analysis and discusses personal application. (See sample below)
Entry is a recount of what is presented in the text.		

Sample Journal Entry

Name: Joe Smith

Date: January 1, 2012

Module #: 5

Section: 178 (pp. 166-67)

Three gospels capture the event when Jesus was met by the rich young ruler. As we know, there are multiple different topics to discuss with this story so we'll focus on the response from Jesus when he turns to his disciples after the young ruler departs. Jesus states in Matt 19:23, "Truly I say to you, it is hard for a rich man to enter the kingdom of heaven." Verse 24 states, "it is easier for a camel to go through the eye of a needle, than for a rich man to enter the kingdom of God." All three accounts use the comparison with the "needle." Mark adds something extra that clarifies in my mind what riches can do to a person. Before we discuss that, why are riches singled out from other trapping sins. Does not every sinner need the hand of God (via the Spirit) to exit that situation and enter into the seal of eternal life? Why does Jesus present this great difficulty for riches? Mark 10:24 adds important detail by saying "Children, how hard it is to enter the Kingdom of God!" The note to this verse in Harmony states that some manuscripts add "for those who trust in wealth." So, Jesus points to the distinct difficulties for unbelievers take foundational comfort in their riches. The inward yearning to search out God that every person has can be masked very quickly by the concern for riches in ones' life. There is no time for meditation because a rich person spends time taking care of all the possessions. The guilt of their sin is masked by the continual comforts that come by the way of riches.

The questions that stream into my mind concern one of the richest nations on the earth, America. The abundance of riches and entertainment create a situation where unbelievers and their feelings of guilt are quickly bypassed or ignored because there is something that will quickly comfort them or consume their attention. Oh, how difficult to reach those who see that nothing is wrong. When I do get down about this, Jesus reassures who is in control by saying in Matt 19:26, "With men this is impossible, but with God all things are possible." What a great assurance to continue on!

Essay Assignment

In this essay assignment you will practice applying the principles you have learned from this course, using material primarily from the *Dethroning Jesus* text, but also from lecture content, readings and class discussions. You are to write an essay in response to the scenario presented below.

"Alex is a freshman at the local junior college. He made an early profession of faith and attended church growing up. But now he's questioning his beliefs. His history and sociology professors teach from a humanistic worldview and even scoff at Christianity. They believe the Bible is full of errors and inconsistencies. They suppose religion could be therapeutic ("a crutch") for some people, but find it outrageous that anyone would claim it to be the only way to heaven, or that Jesus could actually rise from the dead. How would you respond to Alex? "

Guidelines:

- Your response must apply the principles and content from the lectures, giving examples of the uniqueness of Christ's life and death and the authenticity of His resurrection.
- Your response must also incorporate supporting evidence from the Witherington text, using two or three historical individuals in Jesus' inner circle who testify to the authority of Jesus.
- Keep your response focused on material from the four Gospels. Please do not write an apologetics or worldview paper. Most of your material should stem from the content of this course.
- Your paper must: be a minimum of six pages, have 1 inch margins, and use an 11 or 12 point font.
- Follow the Turabian style guideline for all formatting and citation.
- Consult the [essay grading rubric](#) for further details.
- Submit in PDF format by one week after the last day of class

Extra Credit

If you are concerned that you may not accumulate enough points because of missing assignments or low exam scores, you can add 4 points to your final average by reading an additional 100 pages from a book in the Bibliography (back of Class Notes) and writing a 10 page, double-spaced summary and review of the material. This is due by the end of Module 8. Please contact Professor Wilson if you have any further questions about extra credit.

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 answer the topic question with a post by **Thursday** of the given week. Respond to at least one other student 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

- Closed Note
- 1 hour and 15 minute time limit
- 50 points
- 37 questions
- 1 attempt allowed
- Material from lectures 1-13
- Due by the last day of module 5

Final Exam

- Closed Note
- 1 hour and 15 minute time limit
- 50 points
- 33 questions
- 1 attempt allowed
- Material from lectures 14-25
- Due by the last day of module 8

Resources & Policies

Research Resources

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](#)

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 Wilson, at mwilson@masters.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