



THE MASTER'S COLLEGE
— For Christ & Scripture —

BC300 Introduction to Biblical Counseling

For quick access to your syllabus online, click here—[BC300 Introduction to Biblical Counseling](#)

***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.

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Overview

Meet Your Professor



Professor Jeff Miller (facilitator)

Jeff Miller is the Teaching Fellow of Biblical Counseling in the Biblical Counseling office at The Master's College, which is a full-time assistant position for the professors of the MABC program. He has future plans to finish his training at the Master's Seminary and then to relocate with [The Master's Academy International](#) (TMAI) overseas to train others in biblical counseling as well as minister in a local church there. He and his wife Kristen have been married for seven years and have two little boys (Dietrich and Silas). They enjoy the outdoors together as well as exploring city life. They love being active in sports, hiking, biking and have even been sky-diving a few times. A favorite for Jeff is reading a good book (counseling and/or theology) over a great cup of coffee.

Contact Information

Email: jmiller@masters.edu

Degrees

B.S., in Engineering at the University of Akron
 M.Min., Moody Bible Graduate School
 M.A. in Biblical Counseling at the Master's College
 M.Div, (in process) at the Master's Seminary



Dr. Ernie Baker (lecturer)

Dr. Baker has been in ministry since 1980 with extensive experience in twenty-five years as a pastor and in training and equipping pastors and laymen in the skills of Biblical Counseling. He is also completing training to be a certified conciliator with Peacemaker Ministries and teaches a number of conflict resolution courses. He has Level II Certification with the National Association of Nouthetic Counselors and is currently seeking Fellow status with NANC. He and his wife Rose Marie have been married since 1981 and are thankful parents of six children, three boys and three girls (three of whom are married). They are grateful to the Lord to be able to serve at TMC and are passionate about teaching students to live as worshipers of what truly lasts.

Degrees

B.A., Washington Bible College
 M.Div., Capital Bible Seminary
 D.Min., Westminster Theological Seminary
 Joined TMC 2005

Course Description & Objectives

Course Description

Throughout this course, the student will be confronted with at least 13 foundational statements regarding biblical counseling. Each statement could be likened to a pillar that supports the structure and framework of counseling. These foundational principles form the basis of the methodology for biblical counseling. Without a biblical understanding of the nature of counseling that can accurately be called Scriptural, the counselor will be more apt to substitute the teaching of the Bible in the area of counseling with the world's philosophies. These 13 foundational statements will serve as driving motivations for the biblical counselor who wishes to base his ministry on the sufficiency of Scripture. Students will gain a greater confidence in the sufficiency and superiority of the Scripture for handling all the personal and interpersonal problems of life. This course also lays a foundation for understanding counseling as a vital ministry of all members of the local church.

Course Objectives

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

1. Pursue an enriched and improved personal life and relationship with Christ.
2. Demonstrate an understanding of the basic concepts, presuppositions, and distinctive features of biblical counseling.
3. Identify and develop the personal qualities that are necessary for effective counseling.
4. Recognize and understand how and why biblical counseling differs from all other kinds of counseling.
5. Evaluate people and their problems in a distinctly biblical way.
6. Develop a practical framework for understanding the counseling process from a biblical perspective.
7. Build upon a correct theoretical basis when pursuing future studies in biblical counseling.

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

Counseling: How to Counsel Biblically (referred to as **CHTCB**)

Authors: John MacArthur, Wayne Mack, and the Master's College Faculty

Publisher: Word Publishing Inc.

ISBN: 1-41850-005-4

When People are Big and God is Small (referred to as **WPBGS**)

Author: Ed Welch

Publisher: P&R Publishing

ISBN: 0-87552-600-4

Idols of the Heart (referred to as **IOTH**)

Author: Elyse Fitzpatrick

Publisher: P&R Publishing

ISBN: 0-87552-198-3

Our Sufficiency in Christ (referred to as **OSIC**)

Author: John MacArthur

Publisher: Crossway Books

ISBN: 1-581-34013-3

The Bible, New American Standard Updated Version (NAS95)

(Do not confuse this version with the non-updated New American Standard Version)

Optional Books

Though there will be no assignments in this course that specifically require the use of these books, it would be beneficial for the student to obtain the following optional textbooks (available from TMC bookstore):

- *Journal of Biblical Counseling CD*
- *Competent to Counsel*, Jay E. Adams
- *A Call to Discernment*, Jay E. Adams
- *Why Christians Can't Trust Psychology*, Ed Bulkley
- *The Vanishing Conscience*, John MacArthur
- *Reckless Faith*, John MacArthur
- *A Homework Manual For Biblical Living, Volume 1*, Wayne Mack
- *Christian Psychology's War on God's Word*, James Owen
- *Instruments in the Redeemer's Hands*, Paul Tripp
- *Psychobabble*, Rich Ganz

Course Resources

- [Course Notes](#): Your notes for the course.
- [Lecture PowerPoint](#): A comprehensive PowerPoint file for the course, which you can follow along with during the lectures.
- [Understanding the Heart PowerPoint](#): A supplemental PowerPoint further describing the intricacies of the heart according to Scripture.
- [PIP Contract – A Plan for Change](#): The PIP Contract has 13 questions that you must answer about yourself. After selecting an area of your life you would like to work on, answer these questions to show the plan you are developing.
- [PIP Guidelines](#): This document will walk you through the process of putting together the entire PIP project. It starts with directions for picking a topic, it then directs you to complete the PIP Contract, and finally it explains the remaining steps needed to finish the project. Keep this on hand as you put the project together.
- [PIP Contract – A Plan for Change \(Example\)](#): This file provides a sample PIP contract that you give you an idea how to answer each of the 13 questions.
- [Case Studies \(Lois & Joanne\)](#): You will be asked to put together a group presentation of a particular case study where you will provide a written analysis of the case and a PowerPoint summary of the analysis and solution. Select one of the cases found in this document to do your project on.
- [Drug Handout](#): One lecture later on in the course called "Theological Thoughts on the Use of Therapeutic Drugs" talks about counseling and the use of psychotropic drugs. Take a look through this helpful guide before or after watching the lecture.

Grading

Grade Breakdown

Grade Item	% of Total Grade
Reading Reports (8 reports)	20%
PIP Project	20%
<ul style="list-style-type: none"> • Contract • Assignment: Psalm 18 Study • Assignment: Purposes of the Heart • Report 	<ul style="list-style-type: none"> • 2% • 1.5% • 1.5% • 15%
Case Analysis Assignment (group project)	10%
Verse Quizzes (2 quizzes)	15%
Midterm Exam	15%
Final Exam	15%
Participation	5%
<ul style="list-style-type: none"> • Student Introduction • Case Study discussion 	<ul style="list-style-type: none"> • 2.5% • 2.5%
Total	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: Understanding the Heart (Part 1)	
Overview	Syllabus Canvas Orientation Student Introduction
Reading	<i>Idols of the Heart</i> chapters 1-6 Reading Report
Lectures	Lectures 1-4
Discussions	
Assignments	Plan for Change Contract Psalm 18 Exercise
Exams	
MODULE 2: Understanding the Heart (Part 2)	
Reading	<i>Idols of the Heart</i> chapters 7-12; Appendix B Reading Report "X-Ray Questions" Article
Lectures	Lectures 5-8
Discussions	
Assignments	Purposes of the Heart Worksheet PIP Journal Entry
Exams	
MODULE 3: Biblical Counseling is Needed	
Reading	<i>Counseling: How to Counsel Biblically</i> Preface; Introduction; chapters 1-4 Reading Report "Power Religion: Integration or Inundation" Article
Lectures	Lectures 9-12
Discussions	
Assignments	PIP Journal Entry
Exams	Verse Quiz #1 (NASB 1995 Update ONLY)
MODULE 4: Biblical Counseling is Expected and Purposeful	
Reading	<i>Counseling: How to Counsel Biblically</i> chapters 5-6; 15-17; 19 Reading Report
Lectures	Lectures 13-17
Discussions	
Assignments	PIP Journal Entry
Exams	
MODULE 5: Biblical Counseling is Sufficiently Equipped (Part 1)	
Reading	<i>Our Sufficiency in Christ</i> Preface; chapters 1; 3-5 Reading Report
Lectures	Lectures 18-22
Discussions	
Assignments	PIP Journal Entry
Exams	Midterm Exam

MODULE 6: Biblical Counseling is Sufficiently Equipped (Part 2)	
Reading	<i>Our Sufficiency in Christ</i> Preface; chapters 8-10 Reading Report
Lectures	Lectures 23-27
Discussions	
Assignments	PIP Journal Entry
Exams	
MODULE 7: Biblical Counseling is Sin-Conscious	
Reading	<i>When People are Big and God is Small</i> chapters 1-6 Reading Report
Lectures	Lectures 28-32
Discussions	
Assignments	PIP Journal Entry Case Analysis Project
Exams	Verse Quiz #2 (NASB 1995 Update ONLY)
MODULE 8: Other Aspects of Biblical Counseling	
Reading	<i>When People are Big and God is Small</i> chapters 7-13 Reading Report
Lectures	Lectures 33-37
Discussions	Class Discussion: Case Study
Assignments	PIP Project
Exams	Final Exam
Cafe	Student Opinion Survey (Self-Service)

Suggested Reading Timetable Corresponding to Lectures

It is recommended that you read through your assignments according to the chart as you watch the lectures.

Lecture #	Book/Chapter
MODULE 1	
1	-
2	<i>Idols of the Heart</i> chapters 1, 2
3	<i>Idols of the Heart</i> chapters 3, 4
4	<i>Idols of the Heart</i> chapters 5, 6
MODULE 2	
5	<i>Idols of the Heart</i> chapters 7, 8
6	Xray Questions Article
7	<i>Idols of the Heart</i> chapters 9, 10
8	<i>Idols of the Heart</i> chapters 11, 12; Appendix B
MODULE 3	
9	<i>Counseling: How to Counsel Biblically</i> Preface; Introduction; chapter 1
10	<i>Counseling: How to Counsel Biblically</i> chapter 2
11	Article: "Power Religion: Integration or Inundation"
12	<i>Counseling: How to Counsel Biblically</i> chapters 3, 4
MODULE 4	
13	-
14	-

15	<i>Counseling: How to Counsel Biblically</i> chapter 5, 6
16	<i>Counseling: How to Counsel Biblically</i> chapter 15 to 17
17	<i>Counseling: How to Counsel Biblically</i> chapter 19
MODULE 5	
18	<i>Our Sufficiency in Christ</i> Preface; chapter 1
19	<i>Our Sufficiency in Christ</i> chapter 3
20	<i>Our Sufficiency in Christ</i> chapter 4
21	-
22	<i>Our Sufficiency in Christ</i> chapter 5
MODULE 6	
23	<i>Our Sufficiency in Christ</i> chapter 8
24	<i>Our Sufficiency in Christ</i> chapters 9, 10
25	-
26	-
27	-
MODULE 7	
28	<i>When People are Big and God is Small</i> chapter 1
29	<i>When People are Big and God is Small</i> chapters 2, 3
30	<i>When People are Big and God is Small</i> chapter 4
31	<i>When People are Big and God is Small</i> chapters 5, 6
32	-
MODULE 8	
33	<i>When People are Big and God is Small</i> chapter 7
34	<i>When People are Big and God is Small</i> chapters 8, 9
35	<i>When People are Big and God is Small</i> chapters 10, 11
36	<i>When People are Big and God is Small</i> chapter 12
37	<i>When People are Big and God is Small</i> chapter 13

Assignments

Reading Reports

Read and report on the portions of *Our Sufficiency in Christ* (OSIC), *Counseling: How to Counsel Biblically* (CHTCB), *When People are Big...* (WPBGS), and *Idols of the Heart* (IOTH) following instructions in the reading report worksheets.

You will need to download the reading report each week from the assignment page. After you have finished the assigned reading, use the worksheet you downloaded and answer the questions on the worksheet, then save, and submit the file back to the same assignment page by the end of the module.

Your report should be 1.5 to 2 pages in length, single spaced, 12 point font and, must be submitted by the end of the module. The reports should be written with clarity, thoughtfulness, and be consistent with college level writing skills, and it will be graded as such. The questions should be answered in paragraph format, not in bullet form.

Group Project: Case Studies

Every student will be part of a group that will analyze one of [two counseling cases](#). Each group will then prepare a written summary of their conclusions for the rest of the class. You will receive an email within the first week or two as to which group you are assigned.

The purpose of doing this case study assignment in a group, is to give you an opportunity to consider, analyze and apply the knowledge you have been learning so far in the course by working within a team on a case study. This gives you an opportunity to problem solve using a collaborative approach. Scripture says there is wisdom in a multitude of counselors.

There is a 4 phase approach to this assignment, please see the [Group Case Study Guidelines](#) page also found in Module 6. Below is a summary of the deliverables.

Your group is to produce a report that outlines a plan in writing that one could realistically implement with a counselee, including specific steps, resources and activities you might assign.

- Write a 8 to 10 page double spaced report of your analysis
- Prepare a PowerPoint presentation of at least 10 slides for the rest of the class to view that presents your counselee's problem/situation, analysis and plan to address. You may also use the 'notes' section of the slide to provide supporting rationale for specific recommendations, rather than overwhelm the slide with content.
- Post the power point presentation file to the discussion board in Module 7, with a brief introduction to your analysis and report.
- Have one group member upload **both** your **final report** and **presentation** to the assignment page by the last day of Module 7.
- Participate individually in the class discussion in Module 8 about your group's case study, and the other studies uploaded by your classmates.

Personal Improvement Project (PIP)

Refer to the PDF file [PIP Guidelines](#) for complete details about this assignment. Be sure to view the 'notes' on the PDF file which have tips and highlights about the assignment.

The Turabian (Chicago) format (margins, spacing, citations, etc.) should be referred to and used for all major assignments (see Resources section below). This includes using a 12 point, Times New Roman font and correct margins. The goal in using this format is to present writing that is consistent with accepted professional standards.

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 NOT required in this course for any particular forum, with the exception of the [Class Discussion: Case Study](#) forum, in which you will review and comment on other classmates' case study projects. Please respond with a post by the **Saturday** of module 8.

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

Verse Quiz #1

- [Closed Note](#) and **Closed Bible**
- 10 minute time limit
- 7.5% of grade
- 5 questions
- 2 attempts allowed
- Memorization of verses from [Verses for Verse Quiz #1](#)
- NASB 1995 Update Version ONLY
- Due by the last day of module 3

Verse Quiz #2

- [Closed Note](#) and **Closed Bible**
- 10 minute time limit
- 7.5% of grade
- 5 questions
- 2 attempts allowed
- Memorization of verses from [Verses for Verse Quiz #2](#)
- NASB 1995 Update Version ONLY
- Due by the last day of module 7

Midterm Exam

- [Closed Note](#) & **Closed Bible** (*Bible is accepted for the essay portion of the exam*)
- 1 hour time limit
- 15% of grade
- 23 questions
- 1 attempt allowed
- Material from lectures 1-17
- Due by the last day of module 5
- NASB 1995 Update Version ONLY
- [Study Guide](#)

Final Exam

- [Closed Note](#) & **Closed Bible** (*Bible is accepted for the essay portion of the exam*)
- 1 hour and 15 minute time limit
- 15% of grade
- 29 questions
- 1 attempt allowed
- Material from lectures 18-37
- Due by the last day of module 8
- NASB 1995 Update Version ONLY
- [Study Guide](#)

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, Jeff Miller, at jmiller@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