

**RELT 138: Adventist Heritage**

**Three (3) credit hours**

**Summer 2022**

# Instructor

Vyhmeister, Jason

PhD candidate, Southwestern Baptist Theological Seminary

MBA, Southern Adventist University

MDiv, Andrews University

Email: jasonvyhmeister@southern.edu

Phone: (909) 363 5991

## Course Description

A study of the Second Advent Awakening in the nineteenth century and the subsequent development of the Seventh-day Adventist Church. Special emphasis will be placed on the contributory role in the church of the spiritual gift of prophecy through the life and ministry of Ellen G. White.

## Textbooks

To purchase, contact The Campus Shop at 423.236.2152 or visit their website at [saucampusshop.com.](https://www.saucampusshop.com/)

Knight, George R. (2012). *A Brief History of Seventh-day Adventists.* 3rd ed. Hagerstown, MD:

Review and Herald.

Knight, George R. (2000). *Ellen White’s World: A Fascinating Look at the Times in Which She*

*Lived.* Hagerstown, MD: Review and Herald.

Knight, George R. (1996). *Meeting Ellen White: A Fresh Look at Her Life, Writings, and Major*

*Themes.* Hagerstown, MD: Review and Herald.

Knight, George R. (2001). *Reading Ellen White: How to Understand and Apply Her Writings.*

Hagerstown, MD: Review and Herald.

Knight, George R. (1999). *Walking with Ellen White: The Human Interest Story.* Hagerstown, MD: Review and Herald.

Maxwell, C. Mervyn. (1977). *Tell It To The World: The Story of Seventh-day Adventists*. Mountain View, CA: Pacific Press.

## Supplemental Reading

Knight, George R. (1993). *Anticipating the Advent: A Brief History of Seventh-day Adventists.*

Boise, ID: Pacific Press.

Nichol, F.D. (1951). *Ellen G. White and Her Critics: An Answer to the Major Changes That Critics*

*Have Brought Against Mrs. Ellen G. White.* Washington, DC: Review and Herald.

Schwarz, Richard W. and Floyd Greenleaf. (2000). *Light Bearers to the Remnant.* Rev. ed.

Mountain View, CA: Pacific Press.

Spalding, Arthur W. (1961 -1962). *Origin and History of Seventh-day Adventists.* Washington, DC:

Review and Herald.

White, Ellen G. (1945). *Early Writings of Ellen G. White.* Washington, DC: Review and Herald Publisher.

White, Ellen G. (1943). *Life Sketches of Ellen G. White: Being a Narrative of Her Experience to 1881* *as Written by Herself; With a Sketch of Her Subsequent Labors And of Her Last Sickness/Compiled From Original Sources.* Mountain View, CA: Pacific Press Publisher.

## Biblical Foundations of the Course

The Seventh-day Adventist Church recognizes teaching as a ministry and, therefore, an essential element in spreading the Gospel to the entire world. By fostering a growing relationship with Jesus Christ, our Creator and Redeemer, Seventh-day Adventist teachers have the privilege of leading and encouraging students on their journey toward wholeness. The online teacher certification courses are designed for professionals who teach in Seventh-day Adventist schools. The focus is to advance scholarship and innovative teaching and learning practices to meet the needs of today’s diverse learners. The courses will provide opportunity for collegiality, discussion of important issues, and collaboration while utilizing the best available technology to promote excellence in teaching and learning.

## Learning Outcomes

Upon successful completion of this course, the student will be familiar with the following:

* The student will demonstrate knowledge of the historical context in which Adventism was

born.

* The student will demonstrate understanding of the important role the Millerite Movement and Disappointment played in the establishment of the Seventh-day Adventist (SDA) Church.

* The student will demonstrate understanding of key events and issues in the historical development of the SDA church from 1844 to present.

* The student will demonstrate understanding of doctrinal development and clarification in SDA Church history.

* The student will demonstrate understanding of the life, ministry, and prophetic role of Ellen G. White in the historical development of the SDA Church.

* The student will demonstrate understanding of doctrinal heresy and personnel problems the denomination has experienced.

* The student will demonstrate understanding of the central role of the Bible in development of Adventist beliefs.

* The student will apply lessons from Adventist history to his or her personal life.

## Course Access

The website for course access is [eclass.e.southern.edu. He](http://eclass.e.southern.edu/)re you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account [http://access.southern.edu. Yo](http://access.southern.edu/)u can also put [eclass.e.southern.edu in](http://eclass.e.southern.edu/)to your browser and enter your username and password. If one method does not work, try the other method.

## Live Sessions

In this course, we will be having live zoom sessions that will take place every Monday at 7:00pm E.T.

## Time Expectations

The condensed nature of this summer course means that it will require significant diligence on your part. Typically, a 3-credit hour course requires 45 hours of class time. In addition, 2-3 hours of study per hour of class time is also typical. Spread out across just 7 weeks this amounts to as much as 25 hours per week! A diligent student may be able to complete the learning in less time, but please consider the serious investment of time required for this course.

# COURSE POLICIES

**Disclaimers:** This course syllabus and attached schedule is subject to change at short notice. Theinstructor will endeavor to keep the changes minimal and communicate changes within the course

site on eClass, but change may be necessary during the semester.

## Grading Criteria & Weighting

**--Grades will be weighted by category, as outlined below:**

|  |  |
| --- | --- |
|  |  |
| Weekly Live Participation | 25% |
| Weekly Watching Report | 10% |
| Weekly Reading Report | 10% |
| Weekly Quiz | 10% |
| Weekly Forum Discussion | 25% |
| Final Project | 10% |
| Final Exam | 10% |

**--Grades Percentages are outlined below:**

|  |  |
| --- | --- |
| 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 |

**--Grades** and a record of your scores for assignments and quizzes can be found in thegradebook in the online classroom.

## Description by Category

**Weekly Watching Reports**. (30 pts.)Each week you will be assigned a video assignment to watch. After completing the video assignment in full, please summarize the key concepts that you learned from watching in 200-300 words.

Guidelines for the written summary will be provided in form of a SEE-I response (State, Elaborate, Exemplify, and Illustrate). This response will be graded. Examples of a SEE-I response are provided in the section on Course Resources.

**Weekly Reading Reports**. (30 pts.)Each week you will be assigned lecture materials and a book portion to read. You must complete the reading in full and complete the corresponding reading report each week. The type of reading report will vary from week to week so be sure to read the instructions in eClass carefully each week.

1. *Tell It To The World* should be read in its entirety.
   1. 500-750 words double spaced book report is due **before midnight Sunday June 12**. This report should consist of your personal evaluation/response to the reading. You should list and discuss lessons for your personal life derived from the book.
2. *Meeting Ellen White* should be read along with the worksheet.
   1. You will need to submit the completed reading worksheet before **midnight Sunday June 19.**
3. *Walking with Ellen White* should be read with reading worksheet.
   1. Submit the completed reading worksheet **before midnight Sunday June 26**.

1. *Ellen White’s World* should be read along with the worksheet.
   1. You will need to submit the completed reading worksheet **before midnight Sunday July 3.**
2. *A Brief History* should be read along with the worksheet.
   1. You will need to submit the completed reading worksheet **before midnight Sunday July 10.**

1. *Reading Ellen White* should be read along with the worksheet.
   1. You will need to submit the completed reading worksheet before **midnight Sunday July 17.**

**Weekly Quizzes**. (60 pts.) Quizzes will generally contain 10 questions. The questions and answers will be based on the lecture materials, videos, and reading materials assigned for that week. The materials will vary from week to week so be sure to read the instructions in eClass carefully each week. It is essential that you read **all** of the materials and watch **all** of the videos provided for each week.

**Weekly Forum Discussions**. (21 pts.)Each week you will interact with the other co-learners in class byposting original thought and replying to others’ posts. There is a minimum of **one main discussion post** that will be graded each week covering the essential question and topics for the week. To receive points and a grade you are expected to post a minimum of **three** posts (**one initial post** and **two responses** to classmates). You may respond as many times as you like, but you must meet at least the minimum of **three quality posts**. Your initial post is due Wednesday at midnight (EDT) and your two responses are due by Sunday by midnight (EDT).

You can find the rubric that will be used to grade your discussion assignments located under *Course Resources* in eClass. Check the weekly requirements in eClass for updates.

**Weekly Live Participation**. (35 pts.)Full participation in the live zoom class each week is indispensable to your learning in this course. You are expected to participate both by being present AND by contributing to the discussion.

**Final Exam.** (100 pts.)This comprehensive exam will test your knowledge of the material covered throughout the course. It will draw from previous quiz questions, but also go beyond them. The questions and answers will be based on the lectures, videos, and reading materials assigned throughout the course.

**Final Project.** (100 pts.)Due before **midnight Sunday, July 17, 2022.**

As part of this course, each student is required to do research on a significant person, event, or theological concept that is important to the history and development of the Seventh-day Adventist Church. The project, in its final form, should be written in APA format and a minimum of 5 pages (not counting a cover page or list of sources/bibliography). It should utilize at least 4 high quality, academic sources. **The topic should be approved by the professor within the first two weeks of class**.

Some examples of topics could include: Annie R. Smith; James White and Leadership; the 1888 General Conference Session; the “Great Disappointment”; and the development of Adventist education. Only one student may write on any particular topic.

Students should feel free to consult with the professor about ideas for sources. A suggested plan of action is listed below:

Week 1 – Choose a topic

Week 2 – Submit a topic and start looking for sources (**get approval for topic from professor**)

Week 3 – Read from at least two sources and **submit a brief review of insights gleaned**

Week 4 – Read from at least two more sources **submit a brief review of insights gleaned**

Week 5 – Write a first draft of Final Project

Week 6 – Submit Final Project by **midnight Sunday, July 17, 2022.**

## Submission Times and Late Work Caution

Course assignments are to be submitted *electronically* to the course site, unless specifically indicated otherwise. All assignments are due based on Eastern Daylight Time. *Late work is at risk of not being accepted* unless prior approval is received from your professor. It is your responsibility to **plan ahead** and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

## Communication

**Southern Email.** To facilitate communication between the instructor and learners, all classmembers are encouraged and expected to regularly check their southern.edu email account and the “News Forum” within your eClass course. All eClass announcements posted to the class will be considered public class announcements.

**Sabbath Policy** Southern Adventist University, including Online Campus, share the belief inhonoring the seventh-day Sabbath as a day of rest, worship, and freedom from academic pursuits. The Sabbath, as it is celebrated on the SAU campus, begins at sundown on Friday and ends at sundown on Saturday each week.

Southern’s Online Campus respects the personal beliefs of each student enrolled in online courses, and the freedom to make personal choices about when and how to worship. Please know, however, that your faculty honor the Sabbath and will not be responding to student emails and concerns during this time.

# COURSE SCHEDULE

## Weekly Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date/Week | Topic/Theme | Learn | Share | Grow |
| Week 1 June 6-12 | Live Session   Syllabus & Course Schedule  The Historical Context of the Millerite Movement | **Watch**  *The Midnight Cry!* **Submit** Watching Report #1 **Read**  *Tell It To The World* **Submit** Reading Report #1 | **Take** Quiz #1  **Participate** Padlet Discussion | **Choose** Research Topic |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| Week 2 June 13-19 | Live Session   Miller and The Movement | **Watch**  *Tell the World* **Submit** Watching Report #2 **Read**  *Meeting Ellen White* **Submit** Reading Report #2 | **Take** Quiz #2  **Participate** Padlet Discussion | **Submit** Research Topic |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| Week 3 June 20-26 | Live Session   1844 and the Heavenly Sanctuary | **Watch**  *Meet Joseph Bates* *Meet Hiram Edson* **Submit** Watching Report #3 **Read**  *Walking with Ellen White* **Submit** Reading Report #3 | **Take** Quiz #3  **Participate** Padlet Discussion | **Read** Source 1&2  **Submit** Brief Review |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| Week 4 June 27-July 3 | Live Session   Formation of Doctrines | **Watch**  *Lineage Journey* Episodes **Submit** Watching Report #4 **Read**  *A Brief History* **Submit** Reading Report #4 | **Take** Quiz #4  **Participate** Padlet Discussion | **Read** Source 3&4  **Submit** Brief Review |  |
|  |
|  |
|  |
|  |
|  |
| Week 5 July 4-July 10 | Live Session   1863 & Organization | **Watch**  *Lineage Journey* Episodes **Submit** Watching Report #5 **Read**  *Ellen White's World* **Submit** Reading Report #5 | **Take** Quiz #5  **Participate** Padlet Discussion | **Write** First Draft |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| Week 6 July 11-July 17 | Live Session   1888 & Justification by Faith | **Watch**  *Lineage Journey* Episodes **Submit** Watching Report #6 **Read**  *Reading Ellen White* **Submit** Reading Report #6 | **Take** Quiz #6  **Participate** Padlet Discussion | **Submit** Final Project |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| Week 7 July 18-July 24 | Live Session   20th Century & Beyond The Traditional Script | **Watch** *Ten Minute Bible Hour* **(BEFORE CLASS!)** | **Take**  Final Exam  **Participate** Padlet Discussion |  |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

## 

## Discussion Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participation** | Does Not | Minimal - Limited | Needs | Developing - | Advanced - |
|  | Exist | to 1 or 2 posts on | Improvement - | Participates 3-4 | Participates 3-4 |
|  | ***0 points*** | a single day | Participates 2-3 | times with posts | times with posts |
|  |  | during the week. | times on a single | distributed across | distributed |
|  |  | ***1 point*** | day during the | at least 2 different | throughout the |
|  |  |  | week. | days during the | week. |
|  |  |  | ***2 points*** | week.  ***3 points*** | ***4 points*** |
| **Initial** | Does Not | Minimal - Posts | Needs | Developing - | Advanced - Posts |
| **Assignment** | Exist | are minimal and | Improvement - | Posts address | are |
| **Posting** | ***0 points*** | off point. | Posts are | most required | well-developed |
|  |  | ***1 point*** | superficial in | aspects of the | and addresses all |
|  |  |  | thought and/or | topic, show | required aspects |
|  |  |  | few required | familiarity and | of the topic. Posts |
|  |  |  | aspects of the | basic analysis of | also demonstrate |
|  |  |  | topic are | the content but | that content was |
|  |  |  | discussed. | lack full | well-reviewed and |
|  |  |  | ***2 points*** | development of | synthesized. |
|  |  |  |  | concepts.  ***3 points*** | ***4 points*** |
| **Follow-Up** | Does Not | Minimal - Posts | Needs | Developing - | Advanced - |
| **Postings** | Exist | are largely limited | Improvement - | Elaborates on an | Analyzes others’ |
|  | ***0 points*** | to agreeing or | Posts are | existing posting | posts; extends |
|  |  | disagreeing. Little | superficial in | with further | meaningful |
|  |  | evidence of | nature and repeat | comment or | discussion by |
|  |  | thought, effort, | information | observation. | connecting and |
|  |  | and/or study. | provided in | Significant | synthesizing ideas |
|  |  | ***1 point*** | previous post(s). | thought, effort, | in others’ posts. |
|  |  |  | Marginal evidence | and/or study was | High level of |
|  |  |  | of adequate | evident. | thought, effort, |
|  |  |  | thought, effort, | ***3 points*** | and/or study was |
|  |  |  | and/or study. |  | evident. |
|  |  |  | ***2 points*** |  | ***4 points*** |
| **Style and** | Does Not | Minimal - Use of | Needs | Developing - | Advanced - |
| **Mechanics** | Exist | slang and/or | Improvement - | Communicates | Communicates in |
|  | ***0 points*** | abbreviations as | The use of | largely in a | a professional |
|  |  | seen in informal | informal language | professional | manner with no |
|  |  | texts. Contains | limits the | manner with | use of casual |
|  |  | many spelling, | professionalism of | minor use of | language. No |
|  |  | grammatical, | the posts. Several | informal language. | spelling, |
|  |  | and/or mechanical | spelling, | Some spelling, | grammatical, |
|  |  | errors. | grammatical, | grammatical, | and/or mechanical |
|  |  | ***1 point*** | and/or mechanical | and/or mechanical | errors evident. |
|  |  |  | errors were | errors evident. | ***4 points*** |
|  |  |  | evident. ***2 points*** | ***3 points*** |  |

## Reading Report Assignments - Marking Guide

|  |
| --- |
| **WRITING STYLE:**  The paper is written in standard English. Each sentence or paragraph is constructed well with attention to punctuation, capitalization, varied sentence structure, etc. |
| **FLOW OF THOUGHT:**  The paper reflects an orderly, unified, coherent flow of thought. The connections between ideas and sentences are logical and easily to understand. |
| **FORMAT:**  Paper is neat and clean without surface feature flaws. Overall formatting is easy to read with special attention given to keeping the answers neatly formatted and easy to grade. |
| **INFORMATIVE:**  The writer applies course content knowledge to develop informative insights. |

**CONTENT INTERPRETATION:**

While the paper might reference outside sources or current events, it reflects the author’s original interpretation of outside source content or current events.

## Final Project - Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Paper** | Unacceptable - | Minimal - Brief | Needs | On Target - The | Advanced - The |
| **Structure - 20%** | The paper is | paragraphs | Improvement - | paper is | paper is well |
|  | not | reflect little | The paper is | outlined | outlined and |
|  | based on a | unified flow of | partially | and reflects a | reflects a |
|  | coherent | thought. | outlined | mostly unified | unified |
|  | outline, | ***5 points*** | with a | flow of thought | flow of thought |
|  | and does not |  | somewhat | with some | that is orderly |
|  | reflect a unified |  | unified flow of | improvement | and coherent. |
|  | and orderly |  | thought and | with order and | ***20 points*** |
|  | flow |  | order and | coherencies. |  |
|  | of thought. |  | coherent. | ***15 points*** |  |
|  | ***0 points*** |  | ***10 points*** |  |  |
| **Content** | Unacceptable - | Minimal - The | Needs | On Target - The | Advanced - |
| **Research** | The paper is | paper has | Improvement - | paper is mostly | The |
| **Support - 25%** | not | minimal | The paper has | supported by | paper is fully |
|  | based on | research | some research | research. Some | supported by |
|  | supportive | support, and/or | support, some | insightful use of | research and |
|  | research. | poor quality | sources are not | peer reviewed | included the |
|  | ***0 points*** | sources. | high quality | scholarly | use |
|  |  | ***10 points*** | and/or peer | sources | of peer |
|  |  |  | reviewed. | is evident. | reviewed |
|  |  |  | ***15 points*** | ***20 points*** | scholarly sources. ***25 points*** |
| **Argument and** | Unacceptable - | Minimal - | Needs | On Target - | Advanced - |
| **Analysis** | There is little or | Analysis is | Improvement - | Good | Relevant |
| **- 25%** | no analysis. | mostly | Analysis resorts | evidence | evidence |
|  | ***0 points*** | undeveloped | to summary | supports a | supports an |
|  |  | thoughts, and | rather than | strong | insightfully |
|  |  | evidence is | insightful | premise. The | focused |
|  |  | lacking | interpretation. | paper offers | premise. |
|  |  | ***10 points*** | The paper | some fresh | The paper is |
|  |  |  | contains | insights that are | innovative and |
|  |  |  | potential | mostly | has potential |
|  |  |  | insights | developed. | for |
|  |  |  | that remain | ***20 points*** | advancing the |
|  |  |  | undeveloped. |  | professional |
|  |  |  | ***15 points*** |  | body of knowledge.  ***25 points*** |
| **Style/Clarity/** | Unacceptable - | Minimal - The | Needs | On Target - The | Advanced - The |
| **Originality** | Excessive use | writer's | Improvement - | paper mostly | paper clearly |
| **- 10%** | of | opinions | The writer's | reflects the | reflects the |
|  | quotations | are mostly | opinions are | writer's | writer's |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | without the | nonexistent | vague. The | opinions | insightful |
|  | writer's | and | paper | about the | interpretation |
|  | interpretation. | quotations are | is reliant upon | research | and application |
|  | Does not | excessive. | quotations, | without | of the research |
|  | address | Does | and/or does not | excessive | without reliance |
|  | all parts of the | not address all | address all | quotations. | upon excessive |
|  | assignment. | parts of the | parts | Addresses all | quotations. |
|  | ***0 points*** | assignment. | of the | parts of the | Addresses all |
|  |  | ***4 points*** | assignment. | assignment. | parts of the |
|  |  |  | ***6 points*** | ***8 points*** | assignment.  ***10 points*** |
| **Grammar and** | Unacceptable - | Minimal - | Needs | On Target - | Advanced - |
| **Mechanics -** | Poor sentence | Sentence | Improvement - | Good | Flowing and |
| **10%** | structure | structure is | Average | sentence | varied sentence |
|  | without | poor | sentence | structure. No | structure |
|  | with many | and lacks style. | structure. A few | grammar or | without |
|  | grammar or | Several usage | grammar or | mechanics | errors in |
|  | mechanics | and | mechanics | errors. | grammar or |
|  | errors. | punctuation | errors. | ***8 points*** | mechanics |
|  | ***0 points*** | errors. ***4 points*** | ***6 points*** |  | ***10 points*** |
| **APA Format -** | Unacceptable - | Minimal - The | Needs | On Target - The | Advanced - The |
| **10%** | The paper is | paper is | Improvement - | paper is | paper is |
|  | not | somewhat | The paper is | formatted | carefully |
|  | APA formatted. | formatted | formatted | according to | formatted |
|  | ***0 points*** | according to | according to | the | according to |
|  |  | the | the | latest APA | the |
|  |  | latest APA | latest APA | guidelines with | latest APA |
|  |  | guidelines with | guidelines with | few errors. | guidelines. |
|  |  | many errors. | but with a | ***8 points*** | ***10 points*** |
|  |  | ***4 points*** | number of errors. ***6 points*** |  |  |

### Online Learning

Technology is revolutionizing education. Computer-enhanced presentations, interactive instructional media, Internet-connected classrooms, Web-based courses, student chat rooms and asynchronous discussions, streaming audio and video, satellite-distributed learning, and virtual universities are indicators of profound changes sweeping the instructional landscape. You are expected to participate actively in learning experiences through various technology media and prepare quality work. Basic competencies in word processing, Web browsing, email, and a compatible operating system are required as course entry points.

This course will employ the following instructional methodologies, among others:

* Weekly learning goals
* Select readings from scripture, Ellen White, and other experts
* Integration of core values into daily thought process
* Video lectures
* Web-based reference materials and resources
* Group discussion forums
* Live video conferencing sessions

Your participation in this class is vitally important to the learning process. Access your course several times weekly. Actively participate in all required activities, assignments, and assessments. Complete all reading assignments. Credit will be given based on the quality and consistency of each student’s work. Carefully read the course schedule that concludes this syllabus.

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. All assignments are due on or before the dates specified in the course schedule. It is your responsibility to plan ahead and deliver a professional product in a timely manner. Other arrangements must be made with the course instructor in advance. If you do experience atypical circumstances that impede your progress, please contact the instructor immediately.

We suggest that you backup all projects in at least two locations (e.g., your server space, the W drive, and a USB drive).

Email your questions or concerns to your instructor. Students should expect to receive a reply within 24 – 48 hours.

***All course components must be completed before a final grade is given.***

# UNIVERSITY POLICIES

## Academic Integrity

**Plagiarism Policy:**

* Work that is submitted for credit must be the original work of the learner and specifically prepared for this course.

* Assignments that are not the original work of the learner are considered plagiarized and in violation of the honesty code.

* Plagiarism occurs when another person’s work, words, or ideas are represented as one’s own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another co-learner without properly acknowledging the actual writer/author).

* Plagiarism also occurs when knowingly giving or allowing one’s own work to be copied or otherwise duplicated by another for academic credit, or when re-submitting one’s own work

for academic credit.

* Using any content from the Web without citing is plagiarism.
* The penalty for plagiarism may include a grade of F being recorded for the course.

**Turnitin.** Turnitin is a company Southern Adventist University contracts with that providesresources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

## Disability Services

In keeping with the University’s policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge, (i.e. physical, learning, psychological, ADHD or other type), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or via email at dss@southern.edu. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at [www.southern.edu/disabilitysupport.](http://www.southern.edu/disabilitysupport)

## Course Evaluation

Southern requires all students enrolled in courses, on campus or online, to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. As an online student, you are encouraged to fill out the course evaluation. A few minutes of your time and your honest feedback will assist your professor in shaping the course for future semesters and will provide academic administration additional information regarding the professor’s qualification when his or her professional portfolio is reviewed. The faculty welcome your feedback and would like to strongly encourage you to add your own comments, both telling them how you were positively impacted and if you have any suggestions for improvement.

You may access the course evaluation at [https://myaccess.southern.edu/apps/courseevaluation.](https://myaccess.southern.edu/apps/courseevaluation)

1. Log in using your Southern username and password.

1. Choose the professor and class you wish to evaluate from the list you see.

If you have problems with, or questions regarding this online course evaluation, please contact Teresa Adams at teresas@southern.edu.

All comments and evaluations are completely anonymous, and the results are made available to the professor only after grades are submitted to the Records Office.

Thank you very much for taking the time to do to this.

## Add/Drop Policy

Prior to the deadline date, students not completing the course for any reason are required to send a single email to both 1) the Course Instructor, and 2) Online Campus (online@southern.edu) as recipients requesting permission to drop the online course, and this email should include the reason for the drop request. The course instructor’s email response (approving the drop request) will then be forwarded by the Online Campus directly to the Records Office. On-campus students and students who are in online degree programs must complete an [Add/Drop Form, ha](http://www.southern.edu/administration/records/docs/Add_Drop_Form_Student_Input.pdf)ve their own advisor and the instructor sign it, and then submit it to Records and Advisement. **This is the student’s**

**responsibility. Failure to comply with this procedure may result in a failing grade for the course.** Agrade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered.

According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an “F.” **It is the student’s responsibility to make arrangements with the instructor to complete the course on time.**

# TECHNICAL SUPPORT

Needing additional assistance? Feel free to reach out to the following people:

**Online Campus**

**Gus Martin, PhD**

Online Campus Director gusmartin@southern.edu 423.236.2083

**Academic Online Support**

**Greg Merchant**

SOC eClass Support Supervisor eclasshelp@southern.edu 423.236.2086

**Deanna Walker**

Course Development – Online Coach Manager online@southern.edu 423.236.2087

**Jessica Spears**

Embedded Librarian jspears@southern.edu

423.236.2000

**Online Campus**

## online@southern.edu