P311 Introduction to Philosophy

For quick access to your syllabus online, click here—P311 Introduction to Philosophy

***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 .................................................................................. 3
  Textbooks ....................................................................................................................... 4
  Grading ........................................................................................................................... 5

**Course Work** ............................................................................................................. 6
  Module Schedule ........................................................................................................... 6
  Assignments ................................................................................................................... 8
  Discussions .................................................................................................................... 10
  Exams ............................................................................................................................. 12

**Resources & Policies** ............................................................................................... 13
  Research Resources ...................................................................................................... 13
  TMC Online Policies .................................................................................................... 14
  TMC Policies ................................................................................................................ 17
  Help & Support ............................................................................................................. 17
Overview

Meet Your Professor

Dr. Brian Morley (facilitator & lecturer)

Dr. Brian Morley has taught classes in four seminaries and graduate schools in the U.S. and Europe, and has published numerous articles in reference works and scholarly resources. He has supervised doctoral research on the improvement of higher education in the U.S., and his consulting work has included a European government ministry of education. He has taught twenty courses at TMC, including one that was awarded a grant from the Templeton Foundation. His teaching style emphasizes critical thinking skills and methods to supplement classroom instruction. He has been a member of the Evangelical Theological Society, the Evangelical Philosophical Society, and the Society of Christian Philosophers. Also, Dr. Morley is an adjunct professor for the Center for Professional Studies at TMC. His book, God in the Shadows: Evil in God’s World (Christian Focus Publications, 2006) deals with why pain and evil exist if God is good and all-powerful. He is also working on Pathways to God: Comparing Apologetic Methods (InterVarsity). He and his wife, Donna, founded Faith & Reason Forum (and its extensive website, Faith and Reason, to strengthen Christians and reach non-believers. Dr. Morley is an active photographer with concentrated interests in art photography, especially landscapes, seascapes, animals, informal portraiture, religions, travel, and photographic philanthropy. You can visit Dr. Morley’s site by clicking here.

Contact Information

Email: bmorley@masters.edu

Degrees

Professor of Philosophy and Apologetics
B.A., University of Southern California
M.Div., Th.M., Talbot Theological Seminary
M.A., Ph.D., Claremont
Joined TMC 1989

Course Description & Objectives

Course Description

This course is a survey of the field of philosophy: its vocabulary, aims, purposes; the great systems of speculative thought, and the leading thinkers. Students will be introduced to historic and contemporary philosophers and examine their influence on science, the arts, and Western thought and ideals. In this learning format, students are exposed to an enriching online environment, with an opportunity to learn through a variety of mediums: video lectures, interactive quizzes, literature, and forums where classmates interact and discuss topics related to the course. By the end of the course, students will have developed a deeper understanding of contemporary issues in Western culture from a Biblical perspective.
Course Goals

The student will develop a deeper understanding of Western thought and of contemporary issues. This will enable the student to critically evaluate ideas so as not to naively accept error. As well, it will allow him or her to relate to the views of others in a more meaningful way. It is hoped that the student will develop a deeper understanding and appreciation for his or her Christian beliefs. In addition, the student will examine some important issues in philosophy of religion so as to better understand challenges to orthodox Christianity and contemporary responses to them. Special attention will be given to proofs for the existence of God, the consistency and adequacy of Christianity, religious experience, miracles, and the problem of evil.

Course Objectives

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

1. identify major philosophers and their times, the issues they sought to resolve, and their effect on Western thought.
2. list the major issues of several branches of philosophy.
3. express a Christian perspective of philosophy
4. describe the basic issues in logic and critical thinking that promote recognition of sound and logical arguments.
5. Act with a proper attitude toward ideas and beliefs of all types, intelligently interacting with those who hold different views.

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

Title: The Passion of the Western Mind: Understanding the Ideas that have shaped our Worldview
Author: Richard Tarnas
Publisher: Ballantine
Year: 1991
Course Resources

- **Course Notes & Study Guides**: This page will give you access to all your notes for the course and the study guides for all the quizzes.

Grading

Grade Breakdown

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>% of Total Grade</th>
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<tbody>
<tr>
<td>Quizzes and Exams</td>
<td>42%</td>
</tr>
<tr>
<td>Plato's Cave Assignment</td>
<td>8%</td>
</tr>
<tr>
<td>Scientific Revolution Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Essays</td>
<td>30%</td>
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<tr>
<td>Participation</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
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<td>D+</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>60-63%</td>
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<td>F</td>
<td>0-59%</td>
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</table>
Course Work

Module Schedule

Each week there is assigned reading from the course textbooks. The quizzes for each module are based upon the reading in the respective week.

The page numbers provided for the *The Passion of the Western Mind* come from the 1991 version.

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

<table>
<thead>
<tr>
<th>MODULE 1: The Study of Philosophy</th>
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<tbody>
<tr>
<td>Overview</td>
<td>Syllabus&lt;br&gt;Canvas Orientation&lt;br&gt;Student Introduction</td>
</tr>
<tr>
<td>Reading</td>
<td><em>The Passion of the Western Mind</em> (pp. 1-74)</td>
</tr>
<tr>
<td></td>
<td>• &quot;The Archetypal Forms&quot;&lt;br&gt;• &quot;The Dual Legacy&quot;</td>
</tr>
<tr>
<td></td>
<td><em>Socrates to Sartre</em> (pp. 9-53)</td>
</tr>
<tr>
<td></td>
<td>• Chapter 1: &quot;Virtue Is Knowledge&quot;&lt;br&gt;• Chapter 4: &quot;The Tripartite Soul&quot;</td>
</tr>
<tr>
<td>Lectures</td>
<td>Lectures 1-4</td>
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<tr>
<td>Discussions</td>
<td></td>
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<tr>
<td>Assignments</td>
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<tr>
<td>Exams</td>
<td><em>The Passion of the Western Mind</em> Quiz #1&lt;br&gt;<em>Socrates to Sartre</em> Quiz #1</td>
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</table>

<table>
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<tr>
<th>MODULE 2: Why Study Philosophy?</th>
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<tbody>
<tr>
<td>Reading</td>
<td><em>The Passion of the Western Mind</em> (pp. 75-157)</td>
</tr>
<tr>
<td></td>
<td>• &quot;Crosscurrents of the Hellenistic Matrix&quot;&lt;br&gt;• &quot;The Holy Spirit and Its Vicissitudes&quot;</td>
</tr>
<tr>
<td></td>
<td><em>Socrates to Sartre</em> (pp. 54-120)</td>
</tr>
<tr>
<td></td>
<td>• Chapter 5: &quot;The Ideal State&quot;&lt;br&gt;• Chapter 9: &quot;The Clockwork Universe&quot;</td>
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<td>Lectures</td>
<td>Lectures 5-8</td>
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<td>Discussions</td>
<td>Discussion</td>
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<td>Assignments</td>
<td>Plato's Cave Assignment</td>
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<tr>
<td>Exams</td>
<td><em>The Passion of the Western Mind</em> Quiz #2&lt;br&gt;<em>Socrates to Sartre</em> Quiz #2</td>
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</tbody>
</table>
### MODULE 3: Dawning of Philosophy

**Reading**

*The Passion of the Western Mind* (pp. 158-221)
- "Rome and Catholicism"
- "At the Threshold"

*Socrates to Sartre* (pp. 121-184)
- Chapter 10: "Body and Soul"
- Chapter 14: "Reason: 'Slave of the Passions"

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Lectures 9-12</th>
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</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>Discussion</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
</tr>
</tbody>
</table>
| Exams | *The Passion of the Western Mind* Quiz #3  
*Socrates to Sartre* Quiz #3 |

### MODULE 4: The Modern Worldview

**Reading**

*The Passion of the Western Mind* (pp. 224-281)
- "The Renaissance"
- "The Philosophical Revolution"

*Socrates to Sartre* (pp. 185-286)
- Chapter 15: "A Revolution in Thought"
- Chapter 21: "Alienated Man"

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Lectures 13-15</th>
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</thead>
<tbody>
<tr>
<td>Discussions</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>Scientific Revolution Presentation</td>
</tr>
</tbody>
</table>
| Exams | *The Passion of the Western Mind* Quiz #4  
*Socrates to Sartre* Quiz #4 |

### MODULE 5: Logic and Critical Thinking

**Reading**

*The Passion of the Western Mind* (pp. 282-365)
- "Foundations of the Modern World View"
- "The Crisis of Modern Science"

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Lectures 16-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>Discussion</td>
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<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td></td>
</tr>
</tbody>
</table>

### MODULE 6: Critical Thinking and Reasoning

**Reading**

*The Passion of the Western Mind* (pp. 366-394)
- "Romanticism and Its Fate"
Assignments

Plato’s Cave Assignment

Write one to two paragraphs, which answers the question, “Do you think Plato's allegory of the cave could in any way describe Christian life?” Describe how you think it does or does not. The readings from this week will help you answer the question. The paragraph(s) can be saved in a file format (either Word or a PDF) and submitted on assignment page.
Formatting Guidelines

- Double-spaced.
- Follow Turabian style or MLA formatting guidelines.
- Use 1” margins all around.
- 11 or 12 point Times New Roman font.

Scientific Revolution Assignment

In this activity you will create a PowerPoint presentation that you might deliver to an audience--a high school student youth group. (You are not actually going to deliver the presentation, but this assignment takes you through the learning and application of our course material). The goal of your presentation is educate the students (your “pretend” audience) on the history and impact of the Scientific Revolution has had on the role of God or faith in science today.

You will want to describe to the your audience how the Scientific Revolution has changed the approach to Science as we know it today, where God is removed from the center. The purpose of this assignment is for you to learn how to articulate and explain an event that has an impact on current day thinking and philosophy.

- Include a brief history of the Scientific Revolution, including the philosophers which influenced the revolution and dates associated with each.
- Communicate how society’s approach to “Science” has changed as a result.
- This presentation can be 8 to 10 slides in length, and can be done within a PowerPoint document, Pages or Word. Slides can be brief – further comments on what you would say to students during the presentation can be included in the “notes” section of each slide.
- See sample of an (incomplete) assignment.
- See a PowerPoint document with more guidelines and suggestions.

Choice Assignment

For this assignment you can choose ONE of the four options below. Whichever choice you make, you are to upload the completed assignment in two places: one in the assignment page in Module 6, and second to the discussion board in Module 7. In Module 7, you will be able to discuss and review work of each classmate.

All page lengths are only minimums (double spaced); you can write more if you like. To receive full credit for this assignment, it is required that you meaningfully respond to the content of at least one other person’s assignment in the discussion forum in Module 7.

- Option 1: READ at least fifteen pages of journal articles from a philosophy journal. These are available from the school’s online electronic database (refer to the Resources section of this syllabus). “Find a journal by title,” you may want to type in, “Philosophy” for journals with that word in the title, or you can search by category, under “Philosophy & Religion.” (There are over
200 journal listings.) One journal/magazine that is easier to read is *Philosophy Today*. WRITE at least three pages of summary and response double-spaced, with the response portion being at least half the content. You may agree, disagree, or add more to the person’s point. In your response you can focus on one aspect of your reading and you need not deal equally with all the ideas you read. Include a LIST of what you read. Include the name of the journal, author, title, year, and page numbers.

- **Option 2**: WATCH two movies that have some philosophical aspect to them. For each, WRITE a one page, double-spaced summary, followed by a two page, double-spaced response to the philosophical idea(s) (so six pages total). You MUST watch the film for the assignment even if you have seen it before. You may not simply write a report from memory of a film you have seen in the past. You may watch the film with another person or persons in the class and discuss the philosophical content as long as you (A) name the person(s) on your report, (B) write your own report such that every sentence is your own work.

- **Option 3**: READ at least 30 pages from a college level philosophy book. It cannot be a text for an introduction to philosophy course, which typically has material on a wide array of topics (e.g., logic, ethics, metaphysics, philosophy of religion). You can, however, use a text that is focused on only one subject, such an entire book on ethics, or an entire book on philosophy or religion. WRITE a three page double-spaced summary that includes your thoughts and conclusions. Include a LIST of the author, title of the book(s), and pages you read.

- **Option 4**: INTERVIEW a person who must deal with some significant ethical issue as part of their work. This must be something beyond the normal issues in the workplace, such as lying to a customer at the request of one’s supervisor. The interview must last at least twenty minutes. WRITE a summary and your response, three pages minimum and double-spaced.

**Apologetics Essay**

Write a 5 to 6 page essay double-spaced, sharing your personal position on the topic of Apologetics. Specifically: "Why do you think you are right about your religious views--how do you know that God exists and Christianity is true?" Contrast your view with one other approach from views presented in class. Essay is due by the end of Module 8. [Click here for the instructions for structure of essay](#).

**Formatting Guidelines**

- Double-spaced.
- Follow Turabian style or MLA formatting guidelines.
- Use 1” margins all around.
- 11 or 12 point Times New Roman font.

**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 Friday of the given week. Respond to at least one other student by Friday of the given week to allow enough time for students to respond back and engage in discussion.

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

Tarnas Quizzes #1-6
- **Open Note** each
- 15 minute time limit each
- 10 questions each
- 1 attempt allowed each
- Material from the Tarnas reading of that module
- Due by the last day of that module
- **Study Guides** for each

Lavine Quizzes #1-6
- **Open Note** each
- 15 minute time limit each
- 10 questions each
- 1 attempt allowed each
- Material from the Lavine reading of that module
- Due by the last day of that module
- **Study Guides** for each

Logic & Critical Thinking Test
- **Closed Note**
- 15 minute time limit
- 10 questions
- 1 attempt allowed
- Material from your Logic & Critical Thinking notes
- Due by the last day of module 7
- **Study Guide**

Philosophy of Religion Test
- **Closed Note**
- 15 minute time limit
- 10 questions
- 1 attempt allowed
- Material from your Philosophy of Religion notes
- Due by the last day of module 8
- No study guide available
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:

Writing Resources

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

Powell Library at The Master’s College

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

For more information, see Student Handbook § 6.02

TMC Online Policies

Closed Note Academic Dishonesty Policy

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

For more information, see Student Handbook § 4.02

Open Note Academic Dishonesty Policy

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

For more information, see Student Handbook § 4.02

Grade Policy

• Professors keep record of all student grades for course assignments, participation, quizzes, exams and extra credit as assigned. Check the Gradebook in Canvas for your grades. Note the following:
Quiz and exam grades scored by Canvas in some instances need to be adjusted by the professor to account for essay and/or short answer responses or in some rare instances discrepancies within the test itself.

- This also applies to Extra credit or additional assignments [as assigned].
- The instructor might also adjust grades within the Canvas grade book calculated inaccurately.

- The official grade is recorded with the course instructor throughout the course. As a result, students will find their final and official grade for the course in Self-Service which is the same grade students will see on their transcript at course completion. This grade may be different from the grade which appears in Canvas for the reasons outlined above. If you have any questions, please do not hesitate to contact your professor.

Student Handbook § 3.06

Late Policy

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

Student Handbook § 3.04.c

Course Add/Drop Policy

- Credit Enrollments: Online Courses dropped before the first week of the class has ended (before the second Monday) will receive a 100% refund. Courses dropped during the second week (before the third Monday) will receive a 75% refund. Courses dropped during the third week (before the fourth Monday) will receive a 50% refund. Courses dropped after the third week are not eligible to receive a refund. Students can withdraw from a course without a grade being recorded until the end of the sixth week, after which a grade will be awarded based on work submitted up to that point.
- Students can add and drop courses within the open Registration Period before courses begin. After the first day of class, students must submit a Petition to Add or Drop a Class form. If you are
considering adjusting your schedule by adding or dropping, you must contact your Academic Counselor. For a list of academic counselors, see Student Handbook § 2.02c.

- Audit Enrollments: Audit students who withdraw from classes before course materials have been received are eligible for a full tuition refund. There are no tuition refunds for Audit Enrollments after they have received either access to their course home page or a DVD lecture set. You will need to contact your academic counselor to enroll you in the course at a later date. You will be charged full tuition to retake the GES/DS course(s).

Student Handbook § 2.02.c

End of Term: Course Availability & Late Assignment Submissions

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

Student Handbook § 3.05

Student Audit Policy

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

Student Handbook § 3.08

Copyright Policy

- Please note that the copyrights for the course materials provided in this course, including the course videos, are owned by their creators. You are licensed to use these materials for your education, and for taking this course. All other rights are restricted—if you wish to reproduce any of these materials, please contact us.
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, Dr. Morley, at bmorley@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:
  o Jay Street, TMC Online Course Technician: jdstreet@masters.edu (661-362-2683)
  o 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