MASTER'S International
UNIVERSITY of Divinity
Course Study Guide

A Biblical Response to Abortion and the Church AC-201

3 credits
"He will guide you into all truth" (John 16:13).

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This study guide is accurate at the time of posting.

A student who downloaded an earlier version may have slightly different requirements. In such a case, the student may elect to complete either the requirements of this study guide (recommended), or the earlier version.
Welcome to this course! The completion of this course will prove to be a significant blessing to you both academically and spiritually. We recommend that you thoroughly read the entire study guide before you actually begin working on the Course Projects. If you are uncertain or unclear on any matter, contact the University for clarification (1-800-933-1445 ~ 1-812-471-0611 ~ lessons@mdivs.edu). Above all other things, we encourage you to pray for God’s guidance before you begin this course, and each time you work on it.

Become totally familiar with the Master’s Online Digital Library, and make ample use of its resources throughout this course. The address is: http://odl.mdivs.edu. You will need your student ID# and a password. This information was sent to you shortly after your initial enrollment. Contact Master’s if this has been misplaced or forgotten.

Follow the instructions given later in this study guide related to course formatting and submission. You may also refer to your original Student Orientation Page. IMPORTANT: The instructions on the study guide always supersede any other instructions. If there seems to be a conflict between this study guide and other instructions, always follow the instructions on the study guide.

Your Master’s Student Portal is also a convenient place to get information on most subjects related to your student status. Go to: http://ims.mdivs.edu/students-alumni/

We strongly recommend that you use reliable word processing software and make frequent use of the spell checker and grammar suggestion aspects. Be sure to save your work frequently, and back up your files! Master’s cannot be responsible for keeping backup copies of course work you have submitted.

If you need to contact the professor for this course (or the academic office), we recommend that you do so first by email. If the professor’s email address is not listed on this study guide you may request it by email: lessons@mdivs.edu.

The total length of time required to complete this course is different for each person. This is because already acquired knowledge of the subject, previous education, and personal situations all influence study habits and ability.
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However, on average, one course credit usually requires between 35-40 clock hours of study. For example, a three-credit course will require between 105-120 hours. Since you are not restricted by classroom hours, on average you might expect to complete a three credit course in about eight to nine weeks by devoting four study hours per day four days per week (i.e. two hours morning and evening). Obviously, these are only general estimates, bearing in mind personal study habits and differing course requirements.

The time between the submission of your coursework, until it is returned to you (graded) will vary, but generally courses sent by postal mail may require as much as two weeks in transit (to and from), and another two weeks to get through the recording and grading process. Email submissions (preferred) generally require about two weeks. These are only averages.

Some courses require a final proctored written final summative exam. If so instructions will be included, further down in this study guide. Be sure to follow very carefully these instructions, and contact the University if you have. If no final exam is required, there will be no instructions given.

Please keep the University informed if you change your email, postal mailing address or telephone numbers.

Students with Disabilities

Students with documented disabilities who may need special instructional accommodations should notify the University.

May God bless you in your studies, and as you follow the timeless encouragement given by the Apostle Paul as recorded in II Timothy 2:15, “Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.”

Also, his words in Galatians 6:9, “And let us not be weary in well doing: for in due season we shall reap, if we faint not.”
"He will guide you into all truth" (John 16:13).

GENERAL INFORMATION

Identifying Course Projects - This study guide contains assignments that are related to the required textbook(s), instructional materials, lectures (if any), online or off-line research, as well as optional books along with other course materials. The combination of these assignments is called a Project or an Assignment.

You will complete Projects and/or Assignments for this course then be instructed as to how to submit these for grading. About half way through most courses, you will be asked to complete a Self-guided Personal Assessment. This assessment is not to be submitted for grading, but is designed to assist you in recalling and reaffirming your learning experience up to that point.

After you have completed the requirements for this course (if so required), you will be ready to take your final proctored summative exam (not all courses require a final written exam. Follow the instructions. If there are no such instructions, then this course is not one that requires a final proctored exam.

Instructional Methods - All of the distance education courses at Master’s are taught using a variety of instructional methods including reading (lectures in some cases), research (both online and off-line in some cases), self-directed study, demonstration of comprehension through project creation and assessment, a self-directed mid-course personal assessment, and in some cases, a final proctored summative examination.

Home Page http://www.ims.mdivs.edu/
General Student Portal http://ims.mdivs.edu/students-alumni/
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Course Information

Instructor: Audrey Werner, B.R.N., M.A.

Contact Information for your professor:
Email address: awerner@mdivs.edu
Phone number: 1-812-471-0611

Course Purpose: This course will give the student specific tools to share the pro-life message with others to help them take a stand in a way that will help men and women considering abortion or who have chosen abortion feel the compassion and mercy of Christ, and be able to begin to heal. 43% of women will have at least one abortion before the age of 45. This includes Christian women who attend church regularly. Just because someone attends church does not mean that they will be able to stand up to the pressure that is placed upon them to abort. 75% of abortions are considered “coerced.” Men and women can be healed by a pastor leading the way and talking about abortion from the pulpit.

Course Objectives:

1. To challenge the student in their counseling role to take a strong stand on the issue of abortion in their church.
2. To introduce the student to the spiritual aspects of abortion including the history and consequences to someone choosing abortion.
3. To challenge the student to be able to understand and defend their pro-life views in light of scripture.
4. To empower the student to understand the pressures men and women face when looking at abortion and to be able to intelligently present pro-life alternatives to them.
5. To give the student information on how to better present abortion to others to encourage them to be prepared to minister those in their
churches who may be considering abortion or have already made a decision to abort.

**Required Printed Materials:**

*The Jericho Plan*, by Dr. David C. Reardon, published by Acorn Books, 1997, ISBN: 0964895757. This book should be purchased from The Elliot Institute, PO Box 7348-WF3, Springfield, IL 62791. This can be done by calling: 1-888-41-ACORN (1-888-412-2676), or online at: http://www.afterabortion.info/hot_off.html.


"He will guide you into all truth" (John 16:13).

COURSE COMPONENT NUMBER ONE

Textbook Project:

Part One: Read “Secret Sin”, “Answering the Call” and “The Jericho Plan” and write a one paragraph affirmation that you have read the required textbooks. Also, submit a simple reading log of the time required for reading.

Part Two: Assume you are asked to write a book review of the required texts for a magazine. Write your review, as both a synopsis and a critique of the content. Use not less than 750 words.

Part Three: Complete the questions for each book (see listed below).

Part Four: Using scripture, write a theological position paper about your personal pro-life or pro-choice beliefs (2-3 pages).

Case Study Projects:

Choose two (2) of the following scenarios to do a case study project. Use not less than 750 words (about three pages) and not more than 1,250 (about five pages).

1. Robin is 18 years old, a senior in high school and is very active in the church. Her parents are also very active in the church, in which her father is a deacon.
"He will guide you into all truth" (John 16:13).

She is afraid to tell them she is pregnant, and says that she is considering having an abortion to hide her sexual activity from them.

2. A couple comes to you for marriage counseling. They are fighting all the time, and her husband sometimes rages in such a way that is frightening to her. They have difficulty with their sexual relationship. Before they were married they were sexually active. As you talk with them the wife breaks down and admits that they made the decision to have an abortion, but he never wants to talk about it. They have other children, and they do not know about the abortion.

3. A 30 year old woman comes to talk with you. She has just found out that there is something wrong with her baby. It looks like he has Downs Syndrome and a possible heart defect. She has two other children, and is concerned that taking care of this child will be overwhelming to her. How do you counsel her?

4. A grandmother comes to you in tears. She has just found out that her 24 year old daughter got pregnant and had an abortion without telling her. She admits that she had an abortion herself 30 years earlier and has never told anyone, including the daughter. She now feels that she is at fault for her daughter’s decision.

5. You are given an opportunity to give teach or preach at your local church. You announce that you are going to preach on the topic of abortion. The pastor, a deacon, or a member of the church board asks why are you going to speak on a political topic, Christians don’t have abortions anyway, and if they do they should not be attending church because they are murderers.

**General guidelines for Developing a Solid Case Study Response**

1. Analyze your case study.
2. Gather the facts.
3. Determine the ethical/moral issues.
4. What principles have bearing on the case?
5. List alternatives.
6. Compare the alternatives with the principles.
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7. Consider the consequences.
8. Make a decision.
9. Give a thorough analysis from a biblically based world view.
10. Identify the ethical problems and suggest resolution(s).

**COURSE TEXTBOOK QUESTIONS**

Note: Be sure to identify the textbook, and repeat the question immediately before the answer. For example:

**Questions for Answering the Call**

1. List and explain the two reasons the author gives to couple the call to defend innocent life with local direct intervention for those in pregnancy distress?

Answer:

**Course Study Questions for Answering the Call**

**Chapter 1**

1. List and explain the two reasons the author gives to couple the call to defend innocent life with local direct intervention for those in pregnancy distress?

**Chapter 2**

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1. What is the Christian thing to do when confronted with someone in pregnancy distress? Give an example.

Chapter 3

1. List and explain the 5 things that abortion destroys in a woman or couples life when they choose abortion.
2. Does it surprise you to read that as many at 30% of Christian women have had abortions? How do you react to the statement from the author, "Those who preach the gospel without ever mentioning abortion leave the very people most in need of the gospel to interpret their silence to mean that abortion is the unforgivable sin."

3. After reading the statistics about Planned Parenthood, contraception and abortion among minorities, did any of those statistics surprise you? Does this information change your opinion about the importance of speaking informatively about abortion to those in your sphere of influence?

Chapter 4

1. Using no fewer than 150 words, explain using scripture the foundation for defending and cherishing human life.

Chapter 5

1. Explain the basic science that shows that life begins at conception.
2. The author gives 3 reasons abortion advocates give for justifying abortion. List those 3 reasons and explain the error of their argument.

Chapter 6
"He will guide you into all truth" (John 16:13).

1. Explain using scripture why God sees the shedding of innocent blood as such a great offense. Use no fewer than 150 words.
2. Explain the connection between child sacrifice and abortion today.

Chapter 7

1. The author gives three divine principles to be affirmed to cherish and defend innocent life. List those three principles and explain why it is important to affirm each of those principles.
2. When standing up for the weak it takes a risk. What are some of the risks to speak up for the pre-born in your church? What scriptures provide comfort that the Lord will provide the courage necessary to take that stand?

Chapter 8

1. Abortion has been around since the beginning of time. Explain the response Christians have had over the generations.
2. Give specific examples of Christian leaders who responded to abortion in their culture, and what they did to make a difference.
3. How does abortion allow men to not take responsibility for their sexual choices and exploit women?

Chapter 9

1. After reading the endings to many of the stories presented in chapter 2, has your opinion changed about the importance of giving the gift of
hope and life to those considering abortion? Did the outcomes of the stories surprise you?

Chapter 10

1. Why is it so important for pastors to speak up in their churches on the issue of abortion?

Appendix

1. List and explain the 4 steps of the LOVE approach which could be used to help someone considering abortion.
2. There are 5 ways given to hold each life precious. List the five ways a pastor can get involved in cherishing and defending innocent life.

Study Questions for The Jericho Plan

Chapter 1

1. After reading this chapter, explain in at least 150 words why it is important to focus on the woman rather than just her unborn child. What are some of the techniques to help someone focus on the woman?

Chapter 2

1. Explain why it is so important to break the bonds of shame when dealing with men and women who have had an abortion.
2. In this chapter Dr. Reardon gives an overview of his healing strategy. Explain the healing strategy and whether you agree with it and why or why not?
"He will guide you into all truth" (John 16:13).

Chapter 3

1. The devil’s ways of reaching women considering abortion and the way Jesus reaches out to them are opposite. Contrast the two methods and explain how we as the body of Christ can be the method Jesus uses to touch those considering abortion or who are in need of abortion recovery.

2. Explain how the despair specifically caused by abortion can drive men and women away from God, and give an example of how Christians have been guilty of feeding into that despair instead of leading them to hope in Christ.

Chapter 4

1. Explain using scripture the assurance that men and women who have aborted their babies will see them again in heaven.

Chapter 5

1. In chapter 5 Dr. Reardon gives examples of three sermons that could be given to help the church better respond to the post-abortive. Explain the goal and strategy of each sermon, and the importance of this information being preached from the pulpit.

Chapter 6

1. What are the two major dimensions to post-abortion healing, and why is it important for the man or woman seeking recovery from an abortion to share their experience with the church?

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2. Explain in no less than 150 words why abortion is so traumatic for teenagers.
3. Explain how anger and guilt become intertwined and confused, and why we tend to hang onto our guilt instead of receiving God’s forgiveness.
4. Dr. Reardon gives eight questions a pastor might ask about preaching on the topic of abortion. Choose one of the eight questions that is most important to you, and why? Did Dr. Reardon help you answer that question?

Chapter 7

1. Explain why it is important to use the testimonies of men and women who have experienced abortion in your services.
2. After reading the testimonies in this chapter, has this changed your opinion of those who have chosen abortion? What would you say to someone who came to you for advice about abortion?

Chapter 8

1. Choose three action steps from the chapter 8 checklist to do in your church. List which of the action steps you are doing and when you plan to do them. If you have already completed the action steps, explain what those experiences were like, and how they made a difference for men and women in your church who have chosen abortion.

Study Questions for Secret Sin

Chapter 1

1. What are some of the reasons Christians choose abortion and explain how some of those reasons show themselves in the church.
2. Explain how each person in a family are affected by abortion – mother, father, grandparents, aunts/uncles, friends etc.

Chapter 2

1. Of the myths listed in this chapter, which of those have you found yourself believing? What is the truth about the myth you have believed?
2. What are some of the consequences of abortion that are listed? Why is it important to get someone who is experiencing post abortion stress support?

Chapter 3

1. What are the initial reactions to abortion?
2. What are some of the reasons people don’t open up about their abortion to those in the church?

Chapter 4

1. How can those in the church encourage those to open up about a past abortion?

Chapter 5

1. What mistakes have you seen from the church related to the issue of abortion?
2. What are some of the “right” things the church could do that are described in the book?
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Chapter 6

1. What does the Bible say about abortion, according to this author?
2. What are the steps the church should take when tackling the abortion issue?

Chapter 7

1. List and explain the steps a church should take to create safety for those in abortion recovery.

Chapter 8

1. What are some of the reasons pastors might be reluctant to learn more about those touched by abortion?

Chapter 9

1. Why is it so important to speak the truth about abortion in the church and what benefit will that truth have?

Chapter 10

1. What are the various ways you can promote an abortion recovery ministry in your church or community?

YOU ARE NOW READY TO SEND THE FIRST COMPONENT OF THIS COURSE FOR GRADING. REFER TO THE SUBMISSION INSTRUCTIONS AT THE END OF THIS STUDY GUIDE. Next, you will complete your Mid-course Self Directed Assessment, after which you will begin the Second Component of this course.
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**MID-COURSE SELF- DIRECTED ASSESSMENT TOOL**

This Self-directed Assessment Tool is provided to serve you in two ways.

**First,** this tool is a vehicle for you to use to go back over the work you have completed up to this point by solidifying terms, concepts, and knowledge that you have encountered along the way.

**Second,** it helps you to stay focused on your work because all of your course work for the First Component of this course must be submitted for grading prior to beginning this assessment. In this way, as a result of grading the First Component of this course, your grading instructor can better understand where you may need assistance as you go forward. If there are any serious concerns, you will be contacted right away.

You should also take this time to contact the University if you need to ask questions or clarify points of concern. Remember, if you are encountering difficulties, it is your responsibility to contact us: [http://ims.mdivs.edu/students-alumni/contact-us/](http://ims.mdivs.edu/students-alumni/contact-us/)

**We are here to assist you!**

**The Mid-term Self-Directed Assessment Instructions:**

1. Go back through the work that you have just submitted for grading. Re-read your own work, looking for areas where you may still feel unclear or uncertain.

2. After identifying areas where you may feel unclear or uncertain, return to the section of the textbooks or other resources where that information is to be found.

3. Locate the area(s) of your concern, and attempt to clarify and strengthen your understanding of the issue(s).

4. If you are still not satisfied, contact your professor for the course or the University for assistance. We recommend that you do so first by email. If the professor’s email address is not listed on this study guide you may
request it by email: lessons@mdivs.edu.

5. Finally, consider the length of time it has taken you to complete the First Component of this course. Are you satisfied with your time management, study habits, location of study (home, office, library, etc.)? Do you feel you have sufficient resources? Have you made good use of the Master's Online Digital Library http://odl.mdivs.edu? In what ways are you able to improve your study habits and conditions? Did you actually stop to pray before you started each study session, and did you prepare your mind and spirit to undertake the task? Are you sharing what you have learned with others?

6. Are you satisfied with the quality of your work, including English composition, logic, topic concentration (staying on message), and the general quality of your scholarship?

7. Whatever things are working to the benefit of your study ought to be continued, and whatever things may be hindering your study ought to be reassessed and wherever possible, adjusted in your favor.

You are now ready to begin Course Component Two (you do not need to wait until you receive a grade for the First Component). If your grading professor determines there is a significant cause for concern, you will be contacted.
COURSE COMPONENT NUMBER TWO

Abortion/abortion Recovery Research Project:

Read the following chapters on the topic from the following website(s)

http://www.afterabortion.org/despair.html


Write a summary of each article. Use not less than 150 words per article.

Visit the following website:

www.inourmidst.com

Click on the “ministry tools” link on the website. Choose one of the tools. Write a paragraph listing which tool you chose, and how you will use it in your church/ministry.

Click on the “General Information” link and take a look at the “Abortion Statistics”, and also the “Abortion Procedures.” After reviewing the previous articles and website, explain how these articles have influenced your opinion about abortion and abortion recovery. Has there been any change in your thinking since writing
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your initial position paper? How will you use these items in your local church/ministry?

Finding Local Resources Project:

Men and women are in the local church in need of abortion alternatives and abortion recovery support. List at least 5 resources in your community which you could have available for referrals.

Not sure where to look? Check out these websites for some assistance.

www.silentnomore.org
www.afterabortion.org
www.optionline.org
www.abortionrecoverynetwork.org
www.heartbeatinternational.org
www.care-net.org
www.nifla.org
www.bfl.org

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Teaching Others Project:

1. Prepare a teaching/sermon/bible study – choose one, based on the required texts and previous assignments to better communicate the pro-life message in your church/ministry and/or minister to men and women who have had an abortion.

Your Final Course Assessment Project:

This is the final project and must be completed only after you have finished the other assignments. Write a summary of the entire course. Include in the summary how this course impacted your understanding of the subject, has helped you in your ministry to others; and how this understanding has changed the way you think and react in matters related to the subject. Use not less than 1000 words.

YOU ARE NOW READY TO SEND THE SECOND COMPONENT OF THIS COURSE FOR GRADING. REFER TO SUBMISSION INSTRUCTIONS AT THE END OF THIS STUDY GUIDE.

Assuming that you have completed the requirements for this course, and providing there are no follow-up issues concerning submission and grading, you are now one course closer to the successful completion of your ministry education goal. Congratulations!
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**GENERAL INFORMATION ON HOW TO SUBMIT YOUR COURSEWORK**

**Read Me 1 of 6**

ALL COURSES SENT ONLINE MUST BE IN THE FOLLOWING FORMAT:

ALL course assignments MUST be completed in the form of a single document file transfer attached to an email message. DO NOT paste your assignments into the body of the email message. Be sure the assignment is attached as a single file transfer. ALL assignment files must be sent in either one of two forms: 1. Microsoft Word® - or - 2. Any form of text (such as ASCII, Text Only, RTF, Text, etc.). Assignments submitted in unreadable formats will be returned for resubmission in the proper format. Send your assignments to lessons@mdivs.edu.

**MAKE BACK UP COPIES OF EVERY COURSE!**

**TIP:** You may create your lesson in your favorite word processor, and when you save it, select "Save As," and then select: .doc, .docx, .rtf, .txt. Remember, all the text types are simple, clean and easy way of submitting your courses.

HOWEVER, only the .rtf format is likely to retain all or most of the text formatting that you may have worked so hard to produce. THEREFORE, if you are not submitting your coursework in Microsoft Word (recommended), we strongly suggest that you save to .rtf formatting.

**DO NOT SEND COURSES IN ANY OTHER FILE FORMAT. DO NOT SEND COURSES AS A ZIP FILE.** In only rare cases will you be instructed to sent course components in multiple files. Unless instructed to do so, always send a completed course component as a single file with all of the projects and assignments for that component saved within a single file. Courses not sent according to these instructions may be refused and a request will be made for resubmission.

**Read Me 2 of 6**

THIS INFORMATION IS ONLY FOR STUDENTS WHO MUST PRINT THEIR COURSE SUBMISSIONS AND SEND THEM BY POSTAL MAIL, AND FOR THOSE FEW COURSES THAT REQUIRE THAT THE COURSE BE SENT BY POSTAL MAIL.

Most of the instructions for sending courses apply whether you print and mail your courses or elect to send them online.
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When printing be sure to print on only one side of the page, but be sure that your name, student number and the name plus number of the course is printed on each page (header or footer is acceptable).

If you wish to have us return your graded course, you must include with your submission a return envelop of sufficient size and affixed with sufficient postage to allow us to return your graded course. If you forget to do this, your student account will be charged for the cost of shipping and handling. Send your course submissions to: Master’s International University of Divinity, PO Box 5009, Evansville, IN 47716-5009.

Read Me 3 of 6

BEFORE SENDING YOUR FIRST COURSE, PLEASE BE SURE TO READ VERY CAREFULLY THE INSTRUCTIONS THAT ARE A PART OF THIS PARTICULAR COURSE. IN MOST CASES (THERE ARE SOME EXCEPTIONS) YOU WILL BE REQUIRED TO SEND THE FIRST PART OF THE COURSE, COMPLETE A SELF-ASSESSMENT, THEN BEGIN THE FINAL PART OF THE COURSE, AFTER WHICH YOU MAY BE REQUIRED TO COMPLETE A PROCTORED FINAL WRITTEN SUMMATIVE ESSAY EXAM. INSTRUCTIONS ON THE CURRENT STUDY GUIDE ALWAYS SUPERSEDE ANY OTHER INSTRUCTIONS.

NOW, LET US LOOK AT THE GENERAL PAGE FORMATTING & WRITING STYLE GUIDELINES THAT YOU SHOULD FOLLOW AS YOU COMPLETE YOUR COURSE.

Page margins are one inch (top, bottom, left and right). Use page numbering, and place the page numbers at the bottom right of each page. Page number one (1) will be the very first page of your first course project and so-forth. Always double-space.

Use a font that is easy to read (Ariel, Century Gothic (preferred), Verdana, etc.) as well as a font size that is appropriate (usually 12 point so that it is not too small or too large).

Put your name, student number, degree level, and course name in the "Properties" section of your course file. To find the "Properties" box for your file (this may be different for your word processing program), click on "File" at the top left of your word processor. Next, select "Properties" and key in the required information. This will permanently identify your document. You may select any recognized writing style you prefer (A.P.A., M.L.A., Chicago/Turabian), but be consistent in your style selection.
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Courses not sent according to the proper submission steps may be returned for proper compliance. PLEASE understand that with thousands of lessons sent each year, this requirement is a matter of high importance and self preservation for both you and our staff. Thank you for your understanding.

Read Me 4 of 6

When you send your lesson as a file transfer, use the course number followed by your first, middle (if you have a middle name), and last initials as the name for the file. For example: Let us say you are completing the course "Advanced New Testament I ANT-701." In this example, a course from, let us say, student Steve L. Pack, might have a file name of ANT-701slp.rtf (if it were saved as an RTF file), or ANT-701slp.doc if it is a Word document. The point being that the course number is followed by the initials of your name.

In order to be sure that your faculty member knows that the work on your lesson has actually ended, you "must" place the following statement on the last line of the last page of your component submission: **Last page of this lesson**.

Of course, you are ultimately responsible for creating and maintaining a secure backup file of all courses sent to Master's (online as well as offline). While the occurrence of a course being lost is rare, it does happen.

In some cases, it may be necessary for new students to take a computer/word-processing course from a vendor in his or her own community, or to secure the help of a friend who has mastered the basics.

Of course, as online skills relate specifically to the use of any of Master's Internet based resource, we certainly are prepared to assist you in any way possible.

If ever you are just "plain old stuck", send a message to: lessons@mdivs.edu explaining your situation in detail. There is a solution to every problem, and together we will find it.

Each course must be completed with a passing grade of not less than a "C" (75%) for undergraduate programs, and a "B" (85%) for graduate level programs. If a grade falls below the required minimum, you will not be automatically failed, but will be assisted in knowing exactly what is required for a successful re-submission. The goal is always to assure that you will receive the highest quality education possible, and you may be confident that we will actively work with you toward this goal. Please refer to the Course Evaluation Criteria located a couple of pages below.
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Read Me 5 of 6

Be sure that the following information is always included at the very top of the first page of each and every Course Component.

Name:
Student I.D. Number:
E-Mail Address:
Date:
Course Name:
Level of Study and Program Area (Example, Bachelor of Ministry in Biblical Counseling):
Postal Address:
City: State:
Postal Zip or country code:
Country:
Office Telephone & Home Telephone:

You MUST add the above information at the very beginning of your work. COURSES NOT SENT ACCORDING TO THE ABOVE, MAY HAVE TO BE REFUSED, AND A REQUEST WILL BE MADE FOR RE-SUBMISSION.

Read Me 6 of 6

HOW TO REQUEST YOUR NEXT COURSE IF THE ONE YOU ARE SUBMITTING IS NOT THE FINAL COURSE.

Except when you are submitting your final course for the program, it will be necessary for you to request your next course (it will not be sent to you automatically). BEFORE you do so, please read the following:

If you do not already have the study guide for your next course, you will need to request that it be sent to you. Except in very rare circumstances, we do not recommend that students request future study guides far in advance. Courses are constantly being up-dated, and study guides that were current many months ago, may have undergone revisions.

To order your next course, use the Study Guide Request Form on your Program Access Page or the Student Portal. You may also go to: http://ims.mdivs.edu/students-alumni/request-a-study-guide/
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Your study guides will come to you in one of three formats:

1. Adobe .pdf format. This is the standard file format in higher education, and is increasingly the standard in general. It is most likely that you already have an Adobe .pdf reader installed on your computer. If you do not already have the Adobe Reader, you may download it Free online at: https://get.adobe.com/reader/

2. Rich Text .rtf format. Most summative final exams are sent as an .rtf file. Your computer should have no difficulty reading this type of file.

3. A Web page (.htm or .html) format. Your study guide will open in your preferred Internet browser.
"He will guide you into all truth" (John 16:13).

**GENERAL COURSE EVALUATION CRITERIA USED BY MASTER'S**

**IMPORTANT:** Undergraduate students must achieve not less than 75/C grade level, and graduate/doctoral students not less than 85/B. Student's failing to attain the minimum passing grade, will be asked to resubmit either the entire course, or the portion of the course needing remedy.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Details</th>
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<tr>
<td><strong>KNOWLEDGE:</strong> recalls details of learned material, including relevant facts and theories.</td>
<td>20</td>
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<tr>
<td><strong>COMPREHENSION:</strong> Answers are relevant to questions and projects. Student grasps the meaning of the learned material. Correctly explains, interprets, and summarizes as appropriate.</td>
<td>20</td>
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<tr>
<td><strong>APPLICATION:</strong> Applies rules, methods, concepts, and principles as required by questions and projects.</td>
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<td><strong>ACADEMIC LEVEL:</strong> Answers are insightful, original and developed with adequate detail and depth.</td>
<td>10</td>
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<tr>
<td><strong>ACADEMIC LEVEL:</strong> Student follows accepted norms of written submission including spelling, grammar and syntax.</td>
<td>10</td>
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<tr>
<td><strong>PROPER CITATION OF REFERENCES:</strong> References are appropriate.</td>
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<tr>
<td><strong>SUBMISSION REQUIREMENTS:</strong> The course has been submitted neatly and in accordance with course submission guidelines.</td>
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**100 PTS. MAX**

<table>
<thead>
<tr>
<th>Grade Range</th>
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<tbody>
<tr>
<td>100-96</td>
<td>A</td>
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<td>95-90</td>
<td>A-</td>
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<td>89-85</td>
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<td>64-60</td>
<td>D-</td>
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Home Page [http://www.ims.mdivs.edu/](http://www.ims.mdivs.edu/)
General Student Portal [http://ims.mdivs.edu/students-alumni/](http://ims.mdivs.edu/students-alumni/)
"He will guide you into all truth" (John 16:13).

ADDITIONAL GRADE CRITERIA


□ Exemplary development of ideas. □ Excellent recall of material. □ Submission requirements not fulfilled.

□ Strong in the area of application. □ References very strong and relevant. □ Grammatical errors excessive.

□ Unique and helpful expressions employed. □ Aware of important intricacies of the issues involved. □ Lack of flow in communication.

□ Nice mix of theological and/or pastoral ideas. □ Overall work at the peak of or above grade level. □ Overall work somewhat below grade level.

MASTER’S ACADEMIC INTEGRITY POLICY

The following statements express the policy of Master’s International University of Divinity pertaining to academic dishonesty:

Cheating/Plagiarism

A student who submits written material as his/her own work which has been copied in whole or in part from another person’s writing without proper acknowledgment is guilty of plagiarism.

Material (whether published or unpublished), copied from another writer must be identified by the use of quotation marks and documentation with specific citation of the source. Paraphrased material must likewise be attributed to the original author. Copying another student’s paper, with or without his/her permission, or using his/her ideas with only minimal reworking is plagiarism just as is copying material from printed books and magazines without giving credit to the original source. Having another person do his/her work and submitting it as his/her own is considered cheating.

Home Page http://www.ims.mdivs.edu/
General Student Portal http://ims.mdivs.edu/students-alumni/
Reporting Procedures

First Offense

The grading faculty member will confront the student and the student will be given an opportunity to respond. Taking the student’s response into account, the professor will indicate to the student what action will be taken according to the University policy and what procedures will be carried out for reporting the matter to the Dean of Academic Affairs.

The professor may require that the student sign an academic misconduct incident report and give the student a copy of the report. If this is a first incident of plagiarism, the student will receive an “incomplete” for the assignment and the instructor will require the paper to be rewritten in correct form.

Second Offense

The student will receive a “0” for that assignment and will need to re-submit the assignment with a full letter grade reduction as penalty. A notice of the academic offence will be submitted to the Dean of Academic Affairs with a copy of the incident report form and the plagiarized paper or relevant material put in the student’s file.

Third Offense

The Professor will send a copy of the incident report to the Dean of Academic Affairs. The student will meet by telephone conference or in person with the Dean of Academic Affairs for consultation regarding academic integrity. The student will fail the course. The student is placed on disciplinary probation. The offending course must be completely repeated if the student is to remain in the program.

**This is the end of this study guide. **