

CHIS 505

Survey of Church History

September 18-22, 2022

Dr. Trevor O'Reggio

SYNOPSIS OF THE

POST-INTENSIVE COURSE REQUIREMENTS

1. Prepare three power point presentations on three topics in Church history and present at least one to your church and email an electronic copy to toreggio@andrews.edu by **December 3rd, 2022**.
2. There will be one exam, take home style, which is due by **Sunday, October 9th, 2022**. Email to me at toreggio@andrews.edu

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Class Topic	Assignments Due
September 18 th .	Introduction & Overview; The Beginnings of Christianity; approaches to Church History	Dowley: Chapter Summaries DUE Video: Summary reflection report DUE Reflection on Voices from the Reformation
September 18 th .	EARLY CHURCH Rise of the Papacy; Gregory the Great; early Christian Literature	
September 19 th .	EARLY CHURCH Church Councils and Persecutions	

MORE ABOUT THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

Courses for professional masters' degrees (e.g. MDiv) include 15 instructor contact hours and 30 hours of independent learning activities.

Courses for academic masters' (e.g., MA [Religion]) and all doctoral degrees include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs	
3 Credits	

Instructor Face to Face
Contact
Hours

Academic Accommodations

If you qualify for accommodation **under** the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged as soon as possible.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	83-86%	B	73-76%	C
90-94%	A-	80-82%	B-	70-72%	C-
87-89%	B+	77-79%	C+	60-69%	D

THE B GRADE

The B grade is a sign that you have competently fulfilled all the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence, and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis, and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

