



ALABAMA COURSE OF STUDY

GRADING POLICY FOR STUDENTS

Grades reflect a professor's evaluation of the quality and comprehension of a student's work in a course. Grades give feedback to the student and to the organizations to which the student and professor are accountable.

Faculty members have the freedom to design assignments in a variety of ways in order to better "capture" an understanding of a student's growing competence. Faculty members also have the freedom to assign numerical scales in line with the type of assignment (such as an exam) and desired outcomes of the course.

Course of Study grades are reported to the General Board of Higher Education and Ministry, to the student's conference local pastor registrar, and to the student. They are used by conferences, in combination with other factors, to determine "appointability" of a local pastor. To our knowledge, no annual conference gives credit for a grade less than a "C" (meaning they do not accept a "C-") toward the completion of the Course of Study. If a COS student decides to attend Candler School of Theology, up to nine credits worth of courses in which a student has made a B or higher, are transferable as elective credit (although assigned an "S" rather than transferring the grade).

Assignments to be graded are designed to lead students toward the comprehension and accomplishment of specific outcomes. The General Board of Higher Education and Ministry establishes these outcomes for each course in the Course of Study.

Grade	A	B	C	D	F
Comprehension	Superior	High	Good	Evidence of exposure	Gives no evidence of exposure or understanding material
Ability to Interpret Material	Consistently excellent and creative; superior ability to interpret material	Good, but less evidence of ability to interpret	Mix of strengths and weaknesses; moderate level of analysis and interpretation	Inability to interpret material	Incomprehensible
Written and Oral Assignments	Strong and interesting; able to interpret thesis and points of view of others in his or her own words.	Interesting, exhibiting a high level of analysis and interpretation; thesis are predictable or too broad; may not be fully supported	Thesis are too obvious or vague; introductions, conclusions are not very effective; grammar, word choice, and spelling errors present.	Has not followed directions or has failed to present what has been asked for. Unclear or lacking thesis, arguments, and/or evidence. Extremely "quote dependent"	Unreadable, unrecognizable or missing. Evidence of Plagiarism
Grammar, Spelling	Clear, without errors in grammar, spelling, and diction	Clear, without errors in grammar, spelling, and diction	Contains some errors in grammar, word choice, and spelling	Contains many errors in grammar, word choice, and spelling	Indecipherable
Class Participation	Contributes significantly and appropriately to growth and learning of whole class	Contributes somewhat to the growth and learning of the whole class	Speaks up in class occasionally, but contributes little to growth and learning of the class	Student is present but does not participate	Inappropriate, incomprehensible, or absent