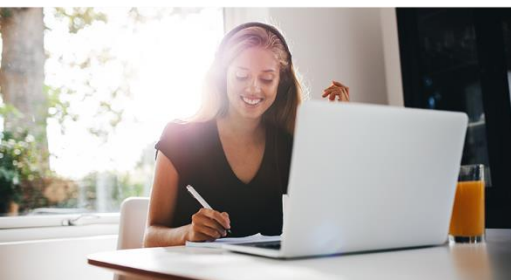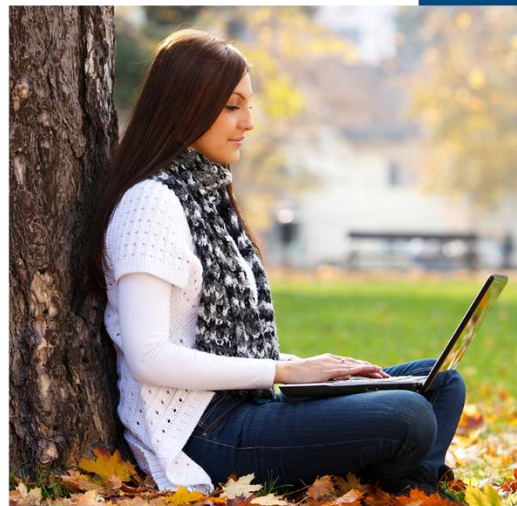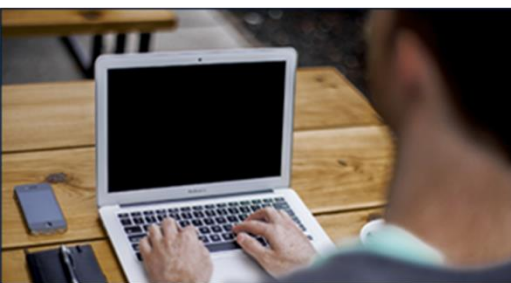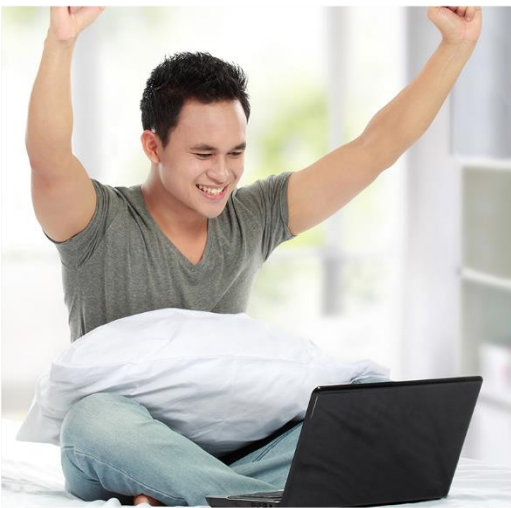Andrews University
Global Campus

SYLLABUS
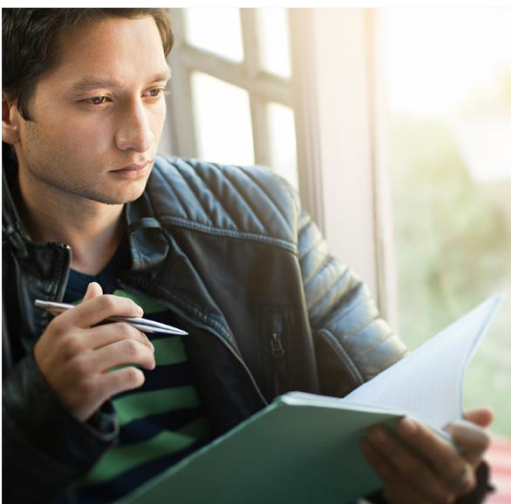
COMM 356 Group Dynamics and Leadership
Summer 2025

COMM 356 Group Dynamics and Leadership
Global Campus

Interactive Online Format
This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact
Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	onlineexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	onlinestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description
An experiential study of groups in process within organizations for the purpose of problem-solving and team building. Students work in teams to plan and complete a service project during the semester.

Required Text/Material
Required texts are essential for learning and understanding the course material. Textbooks are not included in the course cost unless specified otherwise. You can purchase your textbook from bookstore.andrews.edu, vitalsource.com, or any other textbook supplier. For financial aid payment, contact your financial advisor at the university where you are completing your degree.

Myers, S. A., & Anderson, C. M. (2008). *The Fundamentals of Small Group Communication*. Sage Publications. Print ISBN: 9781412959391 eBook ISBN: 9781071826829

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

> Readings: 3 hours
> Lectures: 2 hours
> Interactive Discussions: 1 hour
> Quizzes: 1 hour
> Weekly Assignments: 1 hour
> Work on Larger Assignments: 1 hours

Student Learning Outcomes

SLO1: Demonstrate understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work

SLO2: Demonstrate understanding of group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles

SLO3: Demonstrate understanding of approaches used for other types of group work, including task groups

SLO4: Become more conscious of his/her personal growth through participation as a group member.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access Andrews Telehealth for new medical, counseling therapy, psychiatry, and diet & nutrition support to schedule a consultation.
- If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.
- Contact 911 for life-threatening emergencies.

Additional information and resources are at the Global Campus Student Wellbeing webpage.

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, recorded lectures from the instructor, worksheets, weekly quizzes, discussion forums, group projects, and individual projects.

Technical Requirements
- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer (Office 365 available here)

LearningHub Access
This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: Username Activation, if you haven't already. If you need assistance, call or email us: (269) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements
Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to "show up" to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

16 Personality Assessment and Results (40 pts)
You and your group are to take this free personality test from the following website www.16personalities.com. Each member of the group is to complete the assessment. Once you have completed the assessment, write up an analysis of your group's results. What did you find out about yourself? Reflect on the similarities and differences of your group members and explain how these differences and similarities will help your group work together successfully.

Twelve Angry Men Analysis Paper (60 pts)
View the film Twelve Angry Men and write a 2-3-page paper analyzing the group discussion in the film. While watching the film, take notes that include specific examples to illustrate concepts related to group communications. You may want to rent the film from a local video store and view it again as you develop ideas for your paper.

Case Studies/Activities (10 pts each)
You are to read the case studies and assignments assigned and answer the questions, typed and double spaced between questions. Please make sure you answer in full sentences.

Journal (60 pts)
You are to analyze and evaluate all team experiences throughout the time of the course. You will be given specific instructions on how to keep your journal in the module.

Team Building Experience/Reflection Paper (100 pts)
You are to Participate in an indoor or outdoor team-building experience. You must find an activity and gather no less than 4 other people to participate with you. This can be completed either face-to-face or virtually. Then you are to record the entire day and upload it to LearningHub. Once you have participated in the team-building experience, you are to write a three-page paper on the team-building experience. In the paper you should provide a brief summary of what you experienced and then apply what you have read in the textbook together with what you observed and experienced and write a thoughtful analysis. I'd like to know what you learned about your teammates individually and as a group. Were there any leaders? What role did you play? Did you learn anything about yourself or about the role you play in a group?

Team Service Project (400 pts)
Work with a four-to-six-person team on a service project that your team identifies, selects and gains approval from the instructor. Specific instruction for this project is provided on LH. This project consists of three parts as outlined below:

Team Service Project Activity/Reflection (200 pts)
You will research and select a group project that will benefit a community group—in your local community. You can check with a ministry in your church like Pathfinders, community service, or at your job, or local YMCA, for example for a project. After completing the project you will write a two to-three-page reflective paper that discusses your feelings about this project, including what was learned about the community, what went well with the project, what could have been improved with the project, and how she/he was affected by doing this project? You will turn in a copy of the hourly log sheet kept for the project, a set of minutes and agenda that you wrote.

Interim Written Report on Team Service Project (100 pts)
The components of the report: a) Your team-written report on what you've accomplished and what you plan b) Your individual report, describing your personal responses to the experience so far. c) Agendas, minutes, and forms/assessment instruments you've used in developing your team and your task.

Team Service Project Presentation (100 pts)
Your team will have 20 minutes to present the results of your project in front of a camera. Please upload your recording to Learning Hub.

Final Summary/Evaluation Paper (100 pts)
A final summary and evaluation of your experiences throughout the term.

Discussion Forums
Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Rubrics

Team Building Experience Reflection, Interim Written Report on Service Project, Team Service Project Activity/Reflection Paper, Final Summary/Evaluation

Criteria	Superior	Sufficient	Minimal	Unacceptable
Summary of Experience	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Application of Textbook Concepts	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Analysis of Group Interactions	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the course. No implications for the respondent's overall teaching practice are presented, as applicable.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

Presentation Rubric

	Superior	Adequate	Minimal	Inadequate
Content	The speaker(s) provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence. The speaker adapts the content in a specific way to the listener and situation.	The speaker(s) focuses primarily on relevant content. The speaker sticks to the topic. The speaker adapts the content in a general way to the listener and the situation.	The speaker(s) include(s) some irrelevant content. The speaker wanders off the topic. The speaker uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language).	The speaker(s) say(s) practically nothing. The speaker focuses primarily on irrelevant content. The speaker appears to ignore the listener and the situation.
Organization	Extremely well organized and creative elements of the project. Variety of effective and supporting information providing credibility. Fulfills all requirements of major elements, transitions, ideas developed thoroughly.	Great organization. Contains all major elements of the project, great amount of support information. Transitions could be smoother.	Fair organization. Contains most major elements of the project. Some supporting information. Some transitions.	Poor organization. Missing major elements of the project. Little support. Few transitions
Presentation Skills	Excellent verbal and nonverbal skills by all presenters throughout the presentation. Very confident, direct and animated delivery. Extemporaneous, practiced and polished.	Very good verbal and nonverbal skills by most presenters throughout the majority of the presentation. Somewhat confident and direct. Shows some practice but not as polished.	Fair to good skills for the majority of the presenters. Few verbal and nonverbal skills are fairly well done but needs more practice to improve in most areas.	Poor presentation skills throughout the presentation. All group members need to improve in most areas. Need to practice as a group more.
Presentation Aid	Many well designed, constructed and creative visual aids that integrated well into the presentation. Effective use in delivery.	Many well-designed visual aids. Could be more creative. Well used to enhance the presentation.	Good design of visual aids that generally added to presentation. Could be used more effectively.	No use of visual aids or visual (or other demonstration) aids distract from presentation.
Teamwork	Excellent collaboration, support and sharing among all the team members throughout. Equivalent knowledge level for all. Full complement of all team members. No one dominates.	Very good collaboration, support and sharing among the team members throughout. Equivalent knowledge level for most of the team. Full complement of all team members.	Some collaboration, some support and sharing among some team members. Amount of knowledge appears unequal. One or two team members dominated the presentation.	Little or no collaboration or support among team members.

Discussion Forum Rubric

	Mastery	Proficient	Emergent	No Progress
Content	Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic. (5)	Demonstrates fair knowledge of concepts, skills, and theories. (4.5)	Demonstrates significantly flawed knowledge of concepts, skills, and theories. (4)	Did not participate. (0)
Support	Statements are well supported; posts extend discussion (2)	Statements are partially supported; posts may extend discussion. (1.75)	Support is deficient; posts do not extend discussion. (1.5)	Did not participate. (0)
Quantity	Initial post and two other posts. (2)	Initial post and one other post. (1.75)	Initial post only. (1.5)	Did not participate. (0)
Timeliness	Initial before deadline. (1)	Initial post 1 day late (0.5)	Initial post 2 days late (0.25)	Did not participate. (0)
Points	**10**	**8.5**	**7.25**	**0**

Exams

There are 2 exams in this course. The midterm exam covers material from Chapters 1-6 is made up of multiple-choice, matching, and true and false questions and is worth 100 points. You will be allowed 60 minutes to take this exam. The final exam covers material from Chapters 7-12, is made up of multiple-choice, matching, and true and false questions and is worth 100 points. You will be allowed 60 minutes to take this exam. Both exams must be taken under supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at our exams page. Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. Follow the instructions that apply to your situation in the exam request form to set up a proctoring appointment before the exam due date. There will be prompts throughout your course to sign up as well.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center. Your instructor must email onlineexams@andrews.edu or call 269-471-6566. No exam is returned to the student for review. To aid in studying for future exams, you may request the instructor to provide summary feedback on an exam.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Acadeum students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 May 12 – 15	Lesson 1: Components of Small Group Communication Lesson 2: The Small Group Socialization Process	Read Chapter 1 Watch Lecture: Chapter 1 Read Chapter 2 Watch Lecture: Chapter 2	Group This Worksheet Discussion 1 Group Member List Submission Consent Form Quiz 1 Socialization Assignment Journal Blog 1 Discussion 2 Submit service project ideas Quiz 2 Due Thurs, May 22, 11:59 pm	SLO 1, 4
2 May 16 – 22	Lesson 3: Small Group Member Communication and Personality Traits	Read Chapter 3 Watch Lecture: Chapter 3	The Most Apprehensive of Them all Personality Assessment Journal Blog 2 Submit Chosen Team Service Project Discussion 3 Quiz 3	SLO 1, 3, 4
3 May 23 – 29	Lesson 4: Diversity Among Small Group Members	Read Chapter 4 Watch Lecture: Chapter 4	Learning With Style Journal Blog 3 Team Building Experience Recording Discussion 4 Quiz 4	SLO 1, 3, 4
4 May 30 – June 5	Lesson 5: Models of Small Group Development	Read Chapter 5 Watch Lecture: Chapter 5	Party of Five Journal Blog 4 Case Study Team Building Experience/Reflection Paper Discussion 5 Quiz 5	SLO 1, 3, 4
5 June 6 – 12	Lesson 6: Characteristics of Small Group Tasks	Read Chapter 6 Watch Lecture: Chapter 6 Read Chapter 7 Watch Lecture: Chapter 7	Plan that Function Journal Blog 5 Discussion 6 Interim Written Report on Team Service Project Quiz 6	SLO 1, 2, 3, 4

Week	Lessons	Readings	Assignments	Outcomes Met
6 June 13 – 19	**PROCTORED MIDTERM (Chapter 1-6)**			
7 June 20 – 26	Lesson 7: Small Group Decision-Making Procedures Lesson 8: Development of Small Group Roles	Read Chapter 7 Watch Lecture: Chapter 7 Read Chapter 8 Watch Lecture: Chapter 8	Which Hat is it? Which Hat is it? Debriefing questions Journal Blog 6 Discussion 7 Quiz 7 Flex That Role Assignment: Twelve Angry Men Journal Blog 7 Discussion 8 Quiz 8	SLO 1, 2, 3, 4
8 June 27 – July 3	Lesson 9: Approaches to Small Group Leadership	Read Chapter 9 Watch Lecture: Chapter 9	It's An Emergency! (NOT) Case Study 2 Journal Blog 8 Discussion 9 Quiz 09	SLO 1, 2, 4
9 July 4 – 10	Lesson 10: Relational Communication Among Small Group Members	Read Chapter 10 Watch Lecture: Chapter 10	Say What? Assignment Journal Blog 9 Discussion 10 Quiz 10	SLO 1, 3, 4
10 July 11 – 17	Lesson 11: Conflict in the Small Group Lesson 12: Cohesion and Climate in the Small Group	Read Chapter 11 Watch Lecture: Chapter 11 Read Chapter 12 Watch Lecture: Chapter 12	Journal Blog 10 Quiz 11 Quiz 12	SLO 1, 3, 4
11 July 18 – 24			Team Service Project Activity/Reflection Team Service Project Presentation Final Summary/Evelution Paper	SLO 1, 2, 3, 4
12 July 25 – Aug 1	**PROCTORED FINAL EXAM** **(Final Exam needs to be completed by Thursday, July 31, 11:59 p.m.)**			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Points	Description
40	16 Personality Assessment Reflection
120	Chapter Quizzes (10 pts each)
60	Journal Blogs (6 points each)
60	Movie Analysis
100	Discussion Forums (10 points each)
120	Case Studies and Weekly Assignments (10 points each)
100	Team Building Experience Video and Reflection Paper (50 pts each)
200	Team Service Project Activity/Reflection
100	Interim Written Report
100	Team Service Project Presentation
100	Final Summary Evaluation Paper
200	2 Exams: Midterm and Final (100 pts each)
1300	**Total Points Possible**

Viewing Grades in LearningHub
- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

You can view the current withdrawal policy online on our [Withdrawal Page](#). You can view the Incomplete Policy on our [Incomplete Page](#).

Late Work and Discussion Forum Policy

Due dates for all assignments are clearly listed in both the LearningHub course space and the syllabus. We understand that as adult online learners, you may sometimes face challenges in meeting deadlines. This policy aims to provide flexibility while maintaining course integrity.

Late Submissions

Students who anticipate submitting work after the due date must communicate with their instructor prior to the deadline whenever possible.

Late work may be accepted until the last day of the class, subject to instructor approval.

Approved late submissions will incur a 10% deduction of the earned points.

Acceptance of late work without prior communication is at the instructor's discretion.

Communication Process

1. If you need to submit work late, email your instructor as soon as possible before the due date.

2. Explain your situation and propose a new submission date.

3. Wait for your instructor's response and follow their guidance.

Extenuating Circumstances

In cases of unexpected emergencies or extenuating circumstances, contact your instructor as soon as you're able.

Depending on the situation, the instructor may waive late penalties or grant extensions.

Discussion Forums

The participatory nature of forums requires timely engagement for meaningful interaction.

Late discussion posts will generally not be accepted.

In rare and exceptional circumstances, instructors may consider accepting a late forum post, but this is at the instructor's discretion.

If you anticipate being unable to participate in a forum by the deadline, you must communicate with your instructor immediately. However, please note that extensions for forum participation are rarely granted.

We encourage open communication throughout the course. If you're struggling with deadlines or course load, please reach out to your instructor proactively to discuss your options.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and

beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.
   [Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information
2. Download the Accommodations Request Form here. Email the completed form and disability documentation (if any) to disabilities@andrews.edu.
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.