AU: HIST 118 Civilization and Ideas II
OU: HI 104 World Civilizations II
WAU: HIST 126 History of World Civilizations II
AU: HIST 118 901 Civilization and Ideas II  
OU: HI 104 World Civilizations II  
WAU: HIST 126 History of World Civilizations II  
Consortium of Adventist Colleges and Universities

Self-Paced Format
This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

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

Other Assistance

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Part 1: Course Information

Course Descriptions

Andrews University
This course is a survey of the development of major world civilizations from the eighteenth century to the present-day, and includes explorations in their development, history of ideas, worldviews, political influences, religious institutions, social evolutions, economic realities, and physical environments.

Oakwood University
A survey course that investigates the great movements of history from the era of A.D. 1650 to the present time.

Washington Adventist University
An introduction to the historical development of human civilizations from approximately the mid-seventeenth century to the present. Emphases includes the interaction between Western and non-Western cultures and the impact of key social and political ideas and movements.
Required Text/Material

NOTE: Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

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. For a 16 week 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.

For each module, it is suggested you allocate your time learning in the following way:

- Textbook Readings: 2 hours
- Lectures and videos: 2 hours
- Interactive Discussions: 1 hour
- Quizzes and writing assignments: 1 hour
- Online activities: 1 hours
- Essay Writing and Studying for Upcoming Exams: 2 hours

Student Learning Outcomes
After completing this course students should be able to:
- Discover Divine Providence and Design within the human experience.
- Identify critical key events, people, and historical forces impacting historical developments.
- Determine the connections, similarities, and differences between historically significant characters.
- Analyze key historical questions utilizing primary documents and secondary literature.
- Utilize historical knowledge to inform current understanding of personal experiences and those around the world.

Part 2: Course Methods and Delivery

Methods of Instruction
This online course combines multiple learning exercises including short video lectures, textbook readings, primary source analysis, online activities, quizzes, two exams, and one essay. The video lectures will be consistent with the textbook but also provide additional information, so be prepared for exam questions covering both assignments and the textbook. The class will employ the use of film to help students visualize past peoples and events. Lastly, there will also be online discussion board interaction based on readings and online activities.
Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

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: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven’t already. If you need assistance, call or email us: (296) 471-6016 or mailto: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: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule
In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.
- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Assigned Readings: Readings are drawn from the textbook and other online sources. The course schedule below lists the reading assignments and their due dates.

Quizzes: Quizzes are a necessary evil when lengthy reading assignments are required, so each week a multiple choice and short answer quiz will be administered to demonstrate your mastery of the textbook material. There are a total of fifteen quizzes and they must be taken before the due date posted. Each quiz is worth 30 points.

Short Video Lecture Note Taking: For most learning modules you are required to watch and take notes on a short video PowerPoint lecture. Your notes are due on the designated date and must demonstrate a mastery of the information presented in the video in order to receive full credit. The point value of this assignment is noted on each module assignment sheet. You can expect exam questions to employ information from the video lectures, so plan accordingly.
Rubric for Grading Video Lecture Notes:
Characteristics of full credit are as follows:

1. Notes demonstrate information from the entire video lecture. In other words, they must show evidence of students having viewed the video lecture from beginning to end.
2. Notes need not be exhaustive, but they should be thorough.

Grading Scale
1. 25-30 Points: Notes demonstrate appropriate information and are well organized.
2. 20-25 Points: Notes demonstrate some of the appropriate information and are somewhat organized.
3. 15-20 Points: Notes are missing important information and are disorganized.
4. 10-15 Points: Notes are missing all-important information and are very disorganized.
5. 0-10 Points: Notes were either not taken or nearly incomplete.

Primary Source Readings
Primary sources can be any kind of information or artifact created during a particular time. Interpreting them allows historians to study topics that may be thousands of years old. Textbooks are simply overviews or summaries of what happened, but primary sources contain pieces of knowledge that allow us direct access to the past. Primary sources must be interpreted, so you must ask questions of them before they can be of any use. In this course, you will be asked to read or examine a number of primary sources in each module and answer several corresponding questions. The point value of this assignment is noted on each module assignment sheet.

Online Activities
One of the best opportunities provided by an online course is ready access to the Internet. Online courses are not constrained by time and space the same way classroom courses are, so not utilizing this advantage would be a missed opportunity. Each week you are required to explore a number of websites dealing with worldwide historical topics. In order to assure you have completed these tasks you will need to answer the provided corresponding questions. The point value of this assignment is noted on each module assignment sheet.

Paper Essay
There is ONE short paper required worth 250 points. Your paper will address the following: Choose any ideology, conflict, or world leader covered in the course textbook and explain why you were influenced by it or them. A successful essay will include direct links between you and the people you choose. Possible writing topics include: food, dress, religion, culture, and politics to name but a few. You can choose one topic to write on or many. Try to convince your reader that the people you choose really did impact how you live your life.
Feel free to contact your professor and ask them to review your thesis. Students that do so, are significantly more likely to receive higher marks, because they have a better tendency to write on the identified topic.
Your paper should include the following:
1. Title Page
2. Introductory paragraph, 1/2 to 3/4 page
3. Body of evidence that supports your thesis, 3-4 pages
4. Conclusion, 1/2 to 3/4 page
5. Bibliography
6. The paper must have proper grammar, punctuation, syntax, etc...
7. Due to the online nature of the course all of your sources can come from the Internet.
8. All evidence used to support your claims must be properly documented. **IN TEXT CITATION IS NECESSARY.** Either footnotes or endnotes are required for proper documentation. MLA, Chicago, APA, and Harvard styles of citation are all acceptable. One possible style for how to correctly document historical sources can be found at: http://www.colorado.edu/history/undergraduates/paper-guidelines/referencing
9. Each paper is required to have a minimum of 6 different reputable sources. Wikipedia is not an acceptable source and therefore cannot be counted. A reputable source is one that is created either by a respected educational institution or expert in a particular field. If you have questions about a particular source please email the professor about your concerns.
10. The paper will have one-inch margins and be double spaced using size 12 font.

Your essay will be graded on not only how well you addressed your thesis, but also on how you fulfilled the guidelines above. Check the paper grading rubric for grade breakdown.

Here is a breakdown of how the paper will be graded:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Parts of Speech</td>
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<tr>
<td>20%</td>
<td>Format</td>
</tr>
<tr>
<td>20%</td>
<td>Length</td>
</tr>
<tr>
<td>40%</td>
<td>How well you addressed and supported your thesis</td>
</tr>
<tr>
<td>100%</td>
<td>Total Possible</td>
</tr>
</tbody>
</table>

**Journal Entries**

A fundamental part of this course is the journaling component. This exercise will allow participants to consider significant questions raised by the teacher pertaining to their personal lives, spiritual welfare, and place in the world. Think of the journaling exercise as an opportunity to think critically about the world around you. A chance to record your thoughts and in the process have your perspective broadened. This assignment is worth 30 points.

For the journaling assignment students are required to answer four questions raised by the teacher each week.

**Rubric for Journal Participation:**

1. Posts and responses must be thoughtful and careful to include sufficient explanation. Stating simply that “I agree,” or “I disagree,” or “this is wrong” is unsatisfactory. Use examples, personal experience, and specific references to the course content to explain yourself. Remember, your fellow students will be reading your work.

2. All posts should be limited to one paragraph and be between 75 and 250 words long. Writing longer posts will not improve your grade but will not detract from it either.
3. All posts must address the question or questions posed. Writing on a completely separate topic will yield no credit. Likewise, if post content is inaccurate or irrelevant to the discussion at hand it will not yield high marks.

4. When appropriate refer to your personal experiences in your posts. If you have learned something about the world that is relevant to the topic at hand share it with us.

5. Posts should always be complete when posted and use proper grammar. No one likes to read anything riddled with mistakes.

If for whatever reason your post(s) on the online discussion board do not meet these criteria they will not receive full credit.

**Exams**
There are a total of 2 exams for this course. The first exam covers material from the first 8 modules of the course and is worth 300 points. The second exam covers material from the last 7 modules of the course and is also worth 300 points. Both exams are made up of multiple-choice questions.

The midterm exam is worth 10% of your grade. You are allowed 150 minutes to complete this exam.

The final exam is worth 10% of your grade. You are allowed 150 minutes to complete this exam.

All exams in this course require proctoring. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at calendly.com/sde-exams/online.

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor's full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see www.andrews.edu/distance/students/exams.html
## Suggested schedule for completion in 8 weeks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>These items will need to be completed before you will have access to the rest of the course</td>
<td>Orientation&lt;br&gt;Course Overview&lt;br&gt;Introductions&lt;br&gt;Academic Integrity</td>
<td>Student Introductions&lt;br&gt;Academic Integrity Quiz&lt;br&gt;Academic Integrity Statement</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Diversity in the Americas</td>
<td>Chapter 18&lt;br&gt;The Diversity of American Colonial Societies, 1530-1770&lt;br&gt;Read Pages: 452-477</td>
<td>Discussion 1&lt;br&gt;Assignment Sheet 1&lt;br&gt;Quiz 1</td>
<td>SLO1, SLO2, SLO4</td>
</tr>
<tr>
<td></td>
<td>Atlantic Connections</td>
<td>Chapter 19&lt;br&gt;The Atlantic System and Africa, 1550-1800&lt;br&gt;Read Pages: 478-504</td>
<td>Discussion 2&lt;br&gt;Assignment Sheet 2&lt;br&gt;Quiz 2</td>
<td>SLO1, SLO2, SLO3, SLO4</td>
</tr>
<tr>
<td>2</td>
<td>Central Asia</td>
<td>Chapter 20&lt;br&gt;Between Europe and China, 1500-1750&lt;br&gt;Read Pages: 506-530</td>
<td>Discussion 3&lt;br&gt;Assignment Sheet 3&lt;br&gt;Quiz 3</td>
<td>SLO2, SLO3, SLO4</td>
</tr>
<tr>
<td></td>
<td>East Asia</td>
<td>Chapter 21&lt;br&gt;East Asia in Global Perspective&lt;br&gt;Read Pages: 532-549</td>
<td>Discussion 4&lt;br&gt;Assignment Sheet 4&lt;br&gt;Quiz 4</td>
<td>SLO2, SLO3, SLO4</td>
</tr>
<tr>
<td>3</td>
<td>Early Industrial Revolution</td>
<td>Chapter 22&lt;br&gt;The Early Industrial Revolution, 1760-1851&lt;br&gt;Read Pages: 556-582</td>
<td>Discussion 5&lt;br&gt;Assignment Sheet 5&lt;br&gt;Quiz 5</td>
<td>SLO1, SLO2, SLO3, SLO4, SLO5</td>
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<td></td>
<td>Revolution in the Atlantic World</td>
<td>Chapter 23&lt;br&gt;Revolutionary Changes in the Atlantic World, 1750-1850&lt;br&gt;Read Pages: 584-608</td>
<td>Discussion 6&lt;br&gt;Assignment Sheet 6&lt;br&gt;Quiz 6</td>
<td>SLO2, SLO3, SLO4</td>
</tr>
<tr>
<td>4</td>
<td>Imperialism</td>
<td>Chapter 24&lt;br&gt;Land Empires in the Age of Imperialism, 1800-1870&lt;br&gt;Read Pages: 610-632</td>
<td>Discussion 7&lt;br&gt;Assignment Sheet 7&lt;br&gt;Quiz 7</td>
<td>SLO1, SLO2, SLO3, SLO4, SLO5</td>
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<tr>
<td></td>
<td>Nation Building in the Atlantic World</td>
<td>Chapter 25&lt;br&gt;Nation Building and Economic Transformation in the Americas, 1800-1890&lt;br&gt;Read Pages: 634-661</td>
<td>Discussion 8&lt;br&gt;Assignment Sheet 8&lt;br&gt;Quiz 8</td>
<td>SLO1, SLO2, SLO3, SLO4</td>
</tr>
</tbody>
</table>

### PROCTORED MIDTERM EXAM

| 5      | The Experience of Imperialism | Chapter 26<br>Varied by Imperialism in Africa, India, Southeast Asia, and Latin America, 1750-1914<br>Read Pages: 668-694 | Discussion 9<br>Assignment Sheet 9<br>Quiz 9 | SLO2, SLO3, SLO4 |
|        | New Powers and Change to the International System | Chapter 27<br>The New Power Balance, 1850-1900<br>Read Pages: 698-724 | Discussion 10<br>Assignment Sheet 10<br>Quiz 10 | SLO1, SLO2, SLO3, SLO4, SLO5 |
| 6      | World Crisis | Chapter 28<br>The Crisis of the Imperial Order, 1900-1929<br>Read Pages: 726-749 | Discussion 11<br>Assignment Sheet 11<br>Quiz 11 | SLO1, SLO2, SLO3, SLO4, SLO5 |
|        | World Collapse | Chapter 29<br>The Collapse of the Old Order, 1929-1949<br>Read Pages: 750-774 | Discussion 12<br>Assignment Sheet 12<br>Quiz 12 | SLO1, SLO2, SLO4 |
| 7      | Life Changes | Chapter 30<br>Revolutions in Living, 1900-1950<br>Read Pages: 776-800 | Discussion 13<br>Assignment Sheet 13<br>Quiz 13 | SLO2, SLO3, SLO4 |
|        | Cold War | Chapter 31:<br>The Cold War and Decolonization, 1945-1975<br>Read Pages: 810-832 | Discussion 14<br>Assignment Sheet 14<br>Quiz 14 | SLO1, SLO2, SLO4 |
| 8      | The End of the Cold War, and a New International System | Chapter 32<br>The End of the Cold War and the Challenge of Economic Development and Immigration, 1975-2000<br>Read Pages: 834-862 | Discussion 15<br>Assignment Sheet 15<br>Final Paper<br>Quiz 15 | SLO2, SLO3, SLO4 |

### PROCTORED FINAL EXAM
## Suggested schedule for completion in 16 weeks:

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<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| 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               | Diversity in the Americas                    | Chapter 18  
The Diversity of American Colonial Societies, 1530-1770  
Read Pages: 452-477 | Discussion 1  
Assignment Sheet 1  
Quiz 1 | SLO1, SLO2, SLO4 |
| 2               | Atlantic Connections                          | Chapter 19  
The Atlantic System and Africa, 1550-1800  
Read Pages: 478-504 | Discussion 2  
Assignment Sheet 2  
Quiz 2 | SLO1, SLO2, SLO3, SLO4 |
| 3               | Central Asia                                  | Chapter 20  
Between Europe and China, 1500-1750  
Read Pages: 506-530 | Discussion 3  
Assignment Sheet 3  
Quiz 3 | SLO2, SLO3, SLO4 |
| 4               | East Asia                                    | Chapter 21  
East Asia in Global Perspective  
Read Pages: 532-549 | Discussion 4  
Assignment Sheet 4  
Quiz 4 | SLO2, SLO3, SLO4 |
| 5               | Early Industrial Revolution                   | Chapter 22  
The Early Industrial Revolution, 1760-1851  
Read Pages: 556-582 | Discussion 5  
Assignment Sheet 5  
Quiz 5 | SLO1, SLO2, SLO3, SLO4, SLO5 |
| 6               | Revolution in the Atlantic World              | Chapter 23  
Revolutionary Changes in the Atlantic World, 1750-1850  
Read Pages: 584-608 | Discussion 6  
Assignment Sheet 6  
Quiz 6 | SLO2, SLO3, SLO4 |
| 7               | Imperialism                                   | Chapter 24  
Land Empires in the Age of Imperialism, 1800-1870  
Read Pages: 610-632 | Discussion 7  
Assignment Sheet 7  
Quiz 7 | SLO1, SLO2, SLO3, SLO4, SLO5 |
| 8               | Nation Building in the Atlantic World         | Chapter 25  
Nation Building and Economic Transformation in the Americas, 1800-1890  
Read Pages: 634-661 | Discussion 8  
Assignment Sheet 8  
Quiz 8 | SLO1, SLO2, SLO3, SLO4 |

**PROCTORED MIDTERM EXAM**

| 9               | The Experience of Imperialism                | Chapter 26  
Varieties of Imperialism in Africa, India, Southeast Asia, and Latin America, 1750-1914  
Read Pages: 668-694 | Discussion 9  
Assignment Sheet 9  
Quiz 9 | SLO2, SLO3, SLO4 |
| 10              | New Powers and Change to the International System | Chapter 27  
The New Power Balance, 1850-1900  
Read Pages: 698-724 | Discussion 10  
Assignment Sheet 10  
Quiz 10 | SLO1, SLO2, SLO3, SLO4, SLO5 |
| 11              | World Crisis                                 | Chapter 28  
The Crisis of the Imperial Order, 1900-1929  
Read Pages: 726-749 | Discussion 11  
Assignment Sheet 11  
Quiz 11 | SLO1, SLO2, SLO3, SLO4, SLO5 |
| 12              | World Collapse                               | Chapter 29  
The Collapse of the Old Order, 1929-1949  
Read Pages: 750-774 | Discussion 12  
Assignment Sheet 12  
Quiz 12 | SLO1, SLO2, SLO4, SLO5 |
| 13              | Life Changes                                 | Chapter 30  
Revolutions in Living, 1900-1950  
Read Pages: 776-800 | Discussion 13  
Assignment Sheet 13  
Quiz 13 | SLO2, SLO3, SLO4 |
| 14              | Cold War                                     | Chapter 31  
The Cold War and Decolonization, 1945-1975  
Read Pages: 810-832 | Discussion 14  
Assignment Sheet 14  
Quiz 14 | SLO1, SLO2, SLO4 |
| 15              | The End of the Cold War, and a New International System | Chapter 32  
The End of the Cold War and the Challenge of Economic Development and Immigration, 1975-2000  
Read Pages: 834-862 | Discussion 15  
Assignment Sheet 15  
Final Paper | SLO2, SLO3, SLO4 |
| 16              | **PROCTORED FINAL EXAM**                     | | | |
Completing Assignments
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

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<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
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<tr>
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<tr>
<td>10%</td>
<td>Final Exam</td>
</tr>
<tr>
<td>10%</td>
<td>Paper</td>
</tr>
<tr>
<td>10%</td>
<td>Journal Entries</td>
</tr>
<tr>
<td>15%</td>
<td>Quizzes</td>
</tr>
<tr>
<td>45%</td>
<td>Assignment Sheets</td>
</tr>
<tr>
<td><strong>100%</strong></td>
<td><strong>Total Percent Possible</strong></td>
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</table>

Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
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<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
</table>
Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

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.

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:
1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

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
Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.