AU: RELB 274 Prophetic Writings of the Old Testament
OU: RB 401 Hebrew Prophets
WAU: RELB 310 Hebrew Prophets
Self-Paced Full Term Courses
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 Learning Hub 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

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Email</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
An introduction to the prophets of the Old Testament and their writings. May be taught with specific emphasis on a particular book or theme.

Course Learning Outcomes
To become familiar with the life and writings of the biblical prophets within their historical setting.

Required Textbook and Course 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, order through bookstore.andrews.edu, then email sdestudents@andrews.edu to assist with the payment from your account and shipping from the campus Bookstore.

Credit Hours and Commitment
This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course, or approximately 30 hours per week for the four weeks of the course.

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via blogs, and two exams. Regular participation in the course is essential to good performance.

Course/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 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 LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within six months. 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. 
Discipline yourself to make regular progress.
Submit your course plan to your instructor within LearningHub.

Assessment Descriptions

Blogs: Eight blogs forum questions appear throughout the course. They are posted in the lesson to which they best correspond. The successful student is expected to post a 1 page essay, 250-300 words, and well-thought-out response to the question. The student is expected to make connections to the readings, cite the sources, but also connect the information to personal experience. Further instructions appear in the blogs.

One should maintain Professional Conduct in the online blogs. The forum 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 in online communication as you would in a face-to-face environment.

Essay Assignment: There are seven essay assignments in the course. These require you to write one page structured answer to a given question. Please, check the essay example in Learning Hub to be sure to reach the required quality.

Bible Study Assignment: Choose one of the prophetic books covered in this course. Write a 15-question Bible study, with answers to the questions. Be sure to name which book you’re covering and what your audience is. You can select and specify any target audience (you can specify the age, gender, area of studies or professional career, country, culture, religion, socio-economic strata, etc.). Your Bible Study needs to include questions, biblical passages, and comments that are consistent with the target audience that you have selected/specify.

Imagine that you have invited these people to your home to study this book. This Bible study would be the first lesson you would deliver. At the end of your Bible Study include a short paragraph that explains to the instructor and your classmates why you think this guide (questions, biblical passages, and comments) are applicable to that target audience. Therefore, your Bible Study includes: (1) the identification of the lesson/topic chosen; (2) the specification of the target audience selected; (3) the study guide - questions, biblical passages, and comments; and (4) a short explanation of why this guide is applicable to the target audience selected.

Art project: Choose one of the prophetic books covered in this course and create an art project that represents this book. (not the same book selected for the bible study assignment). This is where the successful student posts the artistic results of about 5 hours of class study time. A project could be an MP3 of a song a student wrote and recorded, a Power-Point slide show, a poetry, a video showing a sculpture the student made, a photo of a painting the student made, or any other such art project. One who does not feel artistically inclined may spend the time writing some devotional thoughts on the selected book. These could be presented in written form or as radio-spot-style audio portions. A good length for the total amount of devotional material would be 2 double-spaced pages typed, or 5 minutes of audio. Students are very encouraged to explore other forms of artistic talent, though and to only do the devotional project if nothing else seems to work. A brief summary of the art project idea is to be presented as part of the fulfillment of this assignment.
# Reading Requirements

Students are expected to read the materials listed below.

- Required text materials as described above.
- Online lessons, and assigned articles.
- Assigned Bible passages.

## Written assignments rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Substandard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Concise, with every sentence counting; stays close to the word limit; Not too long or too short.</td>
<td>Fairly concise; stays close to the word limit; Not extremely long or short.</td>
<td>Excessively long or short.</td>
</tr>
<tr>
<td>Style</td>
<td>Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.</td>
<td>Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.</td>
<td>Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Writing shows that student knows the material taught and can apply it accurately in a new situation.</td>
<td>Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.</td>
<td>Writing displays a failure to understand, recall, or apply much of the material in new situations.</td>
</tr>
<tr>
<td>References</td>
<td>Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.</td>
<td>Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.</td>
<td>Quotes bible or text-book extensively or uses incorrect referencing.</td>
</tr>
<tr>
<td>Personal Comments</td>
<td>Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or &quot;preachy.&quot;</td>
<td>Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or &quot;preachy.&quot;</td>
<td>Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)</td>
</tr>
<tr>
<td>Depth/Analysis</td>
<td>In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.</td>
<td>In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.</td>
<td>Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platiitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.</td>
</tr>
<tr>
<td>Grammar/Language Usage</td>
<td>Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.</td>
<td>The writing is usually clear. There may be a few grammatical or syntactical mistakes.</td>
<td>Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.</td>
</tr>
<tr>
<td>Sentences</td>
<td>Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.</td>
<td>Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.</td>
<td>Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>Paragraphs are neat and separated with no more than one main point per paragraph.</td>
<td>Paragraphs are separated, usually with only one main point per paragraph.</td>
<td>Paragraphs run together without regard to individual points being made. Structure is random.</td>
</tr>
</tbody>
</table>
**Exams**

All exams must be supervised by a school or community official, such as a teacher, librarian, registrar, or pastor, who is not related to the student.

There is a midterm and final exam. For each of these exams the student will be presented with three essay question from which they will choose two question to answer.

The exam request form will available in LearningHub after you have completed the assignments prior to the exam. The student must state clearly on the exam request form the professional status, job title, or any other qualifications of the supervisor that will aid the testing department in the approval process. If you are attending a college or university, you must use the testing center at that institution. A student living near the Andrews University School of Distance Education main office in Michigan must have the exams supervised at the School of Distance Education testing office. However, the exam request should be sent in ahead of time.

You are allowed 120 minutes to complete the midterm exam and the final exam. You must bring your photo ID to the exams. To the midterm exam you may bring an unmarked Bible. The midterm exam and final exam are worth 25% of your grade.

An online exam code cannot be sent to a supervisor who has the same address as the student unless the address is known to be that of a school, mission facility, etc.

All college students must present photo identification to their supervisor’s before taking exams.

If you cannot take your exam by the deadline date, email sdeexams@andrews.edu.

No exam is returned to the student or supervisor. Test grades are sent to the student as soon as the exam is graded. Feedback from the instructor for midterm exams will provide information for studying for future exams.

**Suggested schedule for completion in 8 weeks:**

<table>
<thead>
<tr>
<th>Module</th>
<th>Lesson</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview/Introduction</td>
<td>Davidson Bible Authority Revelation</td>
<td>Blog 1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Jonah and Amos</td>
<td><strong>Jonah c. 790 B.C (?) - Prophet from Israel</strong>&lt;br&gt;• Bullock: Preface to the Prophets p. 45 – 63&lt;br&gt;• SDA BC: p. 993 – 1007&lt;br&gt;• “The God of the Second Time: Another Look at the Jonah Story” by J. Davidson p. 18-26</td>
<td>Essay 1</td>
</tr>
<tr>
<td></td>
<td><strong>Amos c. 767-753 B.C.- Prophet from Judah to Israel</strong>&lt;br&gt;• Bullock: Call for Moral Obedience p. 64 – 98&lt;br&gt;• SDA BC: p. 951 – 984&lt;br&gt;• Article: “The Alleged ‘No’ of Amos and Amos’ Eschatology” by G. Hasel</td>
<td>Blog 2</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Section</td>
<td>Subsection</td>
<td>Text</td>
</tr>
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<td>---------</td>
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</tbody>
</table>
• SDA BC: p. 229 – 339; 1137 – 1154  
• Articles: Excerpt from *The Origin and Early History of the Remnant Motif in Ancient Israel* by G. Hasel p. 461 – 472  
“Sabbath is a Happy Day! What Does Isaiah 58:13 – 14 Mean?” by E. Christian | Blog 3 |
• SDA BC: p. 1033 – 1043  
• Article: “Nahum, Nineveh, and the Nile: The Description of Thebes in Nahum 3:8–9” by J. Huddlestun p. 97 – 11 | Essay 3 |
|      |          | Habakkuk c. 630 B.C. (?) – Prophet of Judah | • Bullock: Prophet of Transition p. 1045 – 1058  
• SDA BC: p. 1045 – 1058 | Blog 4 |
|      | Zephaniah & Joel | Zephaniah c. 630 B.C. (?) – Prophet of Judah | • Bullock: Profile of a People p. 195 – 208  
• SDA BC: p. 1059 – 1069 | Blog 4 |
|      |          | Joel c. 620 B.C. (?) – Prophet of Judah | • Bullock: The Day of Decision p. 390 – 402  
• SDA BC: p. 935 – 950 | Blog 4 |
• SDA BC: p. 341 – 463  
• Readings: *Prophets and Kings*, Chapt. 34 “Jeremiah” by E. White | Essay 4 |
• SDA BC: p. 463 – 539; 1154 – 1160  
• SDA BC: p. 541 – 563 | Essay 5 |
|      | Obadiah | Obadiah c. 586 B.C. – Prophet of Judah | • Bullock: Edom’s Day of the Lord p. 308 – 318  
• SDA BC: p. 985 – 992  
• Articles: “Nabonidus, as-Sila, and the Beginning of the End of Edom” by B. Crowell, “Edom and the Fall of Jerusalem, 587 B.C.” by J. Bartlett | Blog 6 |
• SDA BC: p. 565 – 663  
• Articles: “Even if Noah, Daniel, and Job” (Ezekiel 14:14, 20) – Why These Three?” by J. Davidson | Essay 6 |
• SDA BC: p. 663 – 739; 1160 – 1166  
• Articles: “Toward the Fulfillment of the Gog and Magog Prophecy of Ezekiel 38 – 39” by J. Moskala | Blog 7 |
• SDA BC: p. 1071 – 1081; 1175 – 1177 | Essay 7 |
|      |          | Zechariah c. 520 – 518 B.C. – Prophet of Judah | • Bullock: Prophet of the New Kingdom p. 373 – 389  
• SDA BC: p. 1083 – 1118; 1177 – 1180 | Essay 7 |
|      | Malachi | Malachi c. 425 B.C. (?) – Prophet of Judah | • Bullock: Prophet of Covenant Love p. 403 – 413  
• SDA BC: p. 1119 – 1134; 1180 – 1184  
• Reading: *Prophets and Kings*, Chapt. 59, “The House of Israel,” by E. White | Blog 8 |

**FINAL EXAM**
Suggested schedule for completion in 16 weeks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Lesson</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview/Introduction</td>
<td>• Davidson Bible Authority Revelation</td>
<td>Blog 1</td>
</tr>
</tbody>
</table>
| 2      | Jonah and Amos | **Jonah c. 790 B.C.** - Prophets from Israel  
- Bullock: Preface to the Prophets p. 45 – 63  
- SDA BC: p. 993 – 1007  
- “The God of the Second Time: Another Look at the Jonah Story” by J. Davidson p. 18-26  
**Amos c. 767-753 B.C.** - Prophets from Judah to Israel  
- Bullock: Call for Moral Obedience p. 64 – 98  
- SDA BC: p. 951 – 984  
- Article: “The Alleged ‘No’ of Amos and Amos’ Eschatology” by G. Hasel | Essay 1 |
| 3      | Hosea and Micah | **Hosea c. 755 – 725 B.C.** - Prophets from Israel  
- Bullock: A Prophet’s Dilemma p. 99 – 124  
- SDA BC: p. 889 – 933; 1174  
**Micah c. 740 – 700 B.C.** - Prophets from Judah  
- Bullock: Judgment, Hope, and Promise p. 99 – 124  
- SDA BC: p. 1009 – 1031  
- Article: “Asherah in the Hebrew Bible and Northwest Semitic Literature” by J. Day | Blog 2 |
| 4      | Isaiah Part 1 | **Isaiah c. 745 – 685 B.C.** - Prophets from Judah  
- Bullock: Prophet Par Excellence p. 151 – 178  
- SDA BC: p. 341 – 463  
- Articles: “Practical Spirituality in Isaiah 1:10-20” by P. Gregor p. 16 – 27  
| 5      | Isaiah Part 2 | **Isaiah c. 745 – 685 B.C.** - Prophets from Judah  
- Bullock: Prophet Par Excellence p. 179 – 196  
- SDA BC: p. 229 – 339; 1137 – 1154  
- Articles: Excerpt from *The Origin and Early History of the Remnant Motif in Ancient Israel* by G. Hasel p. 461 – 472  
- “‘Sabbath is a Happy Day!’ What Does Isaiah 58:13 – 14 Mean?’” by E. Christian | Blog 3 |
| 6      | Nahum & Habakkuk | **Nahum c. 640 B.C. (?)** - Prophets from Judah  
- SDA BC: p. 1033 – 1043  
- Article: “Nahum, Nineveh, and the Nile: The Description of Thebes in Nahum 3:8–9” by J. Huddleston p. 97 – 11  
**Habakkuk c. 630 B.C. (?)** - Prophets from Judah  
- Bullock: Prophet of Transition p. 1045 – 1058  
- SDA BC: p. 1045 – 1058 | Essay 3 |
| 7      | Zephaniah & Joel | **Zephaniah c. 630 B.C. (?)** - Prophets from Judah  
- Bullock: Profile of a People p. 195 – 208  
- SDA BC: p. 1059 – 1069  
**Joel c. 620 B.C. (?)** - Prophets from Judah  
- Bullock: The Day of Decision p. 390 – 402  
- SDA BC: p. 935 – 950 | Blog 4 Bible Study Assignment Due |

**MIDTERM**

| 8      | Jeremiah Part 1 | **Jeremiah c. 627 – 580 B.C.** - Prophets from Judah  
- Bullock: Prophet to the Nations p. 223 – 243  
- SDA BC: p. 341 – 463  
- Readings: *Prophets and Kings*, Chapt. 34 “Jeremiah” by E. White | Essay 4 |
| 9      | Jeremiah Part 2 | **Jeremiah c. 627 – 580 B.C.** - Prophets from Judah  
- SDA BC: p. 463 – 530; 1154 – 1160  
10  Lamentations
   * Jeremiah c. 627 – 580 – Prophet of Judah
     - Bullock: Lamentations, Reflections of the Soul p. 319 – 331
     - SDA BC: p. 541 – 563

11  Obadiah
   * Obadiah c. 586 B.C. – Prophet of Judah
     - Bullock: Edom’s Day of the Lord p. 308 – 318
     - SDA BC: p. 985 – 992
     - Articles: “Nabonidus, as-Sila, and the Beginning of the End of Edom” by B. Crowell “Edom and the Fall of Jerusalem, 587 B.C.” by J. Bartlett

12  Ezekiel Part 1
   * Ezekiel c. 593/92 – 570 B.C. – Prophet of Judah
     - Bullock: The Merging of Two Spheres p. 274 – 296
     - SDA BC: p. 565 – 663
     - Articles: “Even if Noah, Daniel, and Job” (Ezekiel 14:14, 20) – Why These Three?” by J. Davidson

13  Ezekiel Part 2
   * Ezekiel c. 593/92 – 570 B.C. – Prophet of Judah
     - Bullock: The Merging of Two Spheres p. 296 – 307
     - SDA BC: p. 663 – 739; 1160 – 1166
     - Articles: “Toward the Fulfillment of the Gog and Magog Prophecy of Ezekiel 38 – 39” by J. Moskala

14  Haggai and Zechariah
   * Haggai c. 520 B.C. – Prophet of Judah
     - SDA BC: p. 1071 – 1081; 1175 – 1177
   * Zechariah c. 520 – 518 B.C. – Prophet of Judah
     - Bullock: Prophet of the New Kingdom p. 373 – 389
     - SDA BC: p. 1083 – 1118; 1177 – 1180

15  Malachi
   * Malachi c. 425 B.C. (?) – Prophet of Judah
     - Bullock: Prophet of Covenant Love p. 403 – 413
     - SDA BC: p. 1119 – 1134; 1180 – 1184
     - Reading: Prophets and Kings, Chapt. 59, “The House of Israel,” by E. White

16  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**
Your final grade will be the result of four components. You need to complete all components on the due dates.

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Blogs</td>
</tr>
<tr>
<td>15</td>
<td>Essays</td>
</tr>
<tr>
<td>10</td>
<td>Bible Study Assignment</td>
</tr>
<tr>
<td>10</td>
<td>Art Project Assignment</td>
</tr>
<tr>
<td>25</td>
<td>Mid-term Semester Exam</td>
</tr>
<tr>
<td>25</td>
<td>Final Semester Exam</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
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</table>

**Viewing Grades in LearningHub**
- Click into the course.
- Click on the Grades link in the Settings Box 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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<td>93-100%</td>
</tr>
<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>
</tr>
</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.

Commit 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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.