

INTRODUCTION to COMMUNITY DEVELOPMENT
3 credits
Prerequisite(s): None

Class Information		Instructor Information		First day of classes:	Wed., Sept. 9, 2015
Days:	Wed/Fri	Instructor	Miriam Charter PhD	Last day to add/drop, or change to audit:	Sun., Sept 20, 2015
Time:	11:15a.m.-12:30p.m.	Email:	mcharter@ambrose.edu	Last day to request revised exam:	Mon., Oct. 26, 2015
Room:	L 2084	Phone:	403-410-2000 ex 6930	Last day to withdraw from course:	Thu., Nov. 12, 2015
Lab/Tutorial	N/A	Office:	L 2049	Last day to apply for time extension for coursework:	Mon., Nov 23, 2015
FINAL EXAM: Take Home; due Dec 14 by noon.		Office Hrs:	Wednesday 9:00-11:00a.m. Prefer appointments by email	Last day of classes:	Mon., Dec 14, 2015

Textbooks:
Required:

Corbett, Steve and Brian Fikkert. **2012/2014**. *When Helping Hurts: How to Alleviate Poverty without Hurting the Poor. . . and Yourself*. Chicago: Moody Publishers.

Banerjee, Abhijit V. and Esther Duflo. **2011**. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York, NY: Public Affairs.

Myers, Bryant. **2012 (copyright 2011; older editions won't work)**. *Walking with the Poor: Principles & Practices of Transformational Development*. Maryknoll, NY: Orbis Books.

Readings will also be assigned from the following (on the Reserve Shelf):

Moyo, Dambisa. 2010. *Dead Aid: Why Aid is Not Working and How there is a Better Way for Africa*. Vancouver, BC: Douglas & McIntyre.

Nutt, Samantha. 2012. *Damned Nations: Greed, Guns, Armies and Aid*. Toronto, ON: McClelland & Stewart

Haslam, Paul, Jessica Schafer, Eds. 2011. *Introduction to International Development: Approaches, Actors and Issues*. Oxford Publishers.

Assigned chapters from books on the reserve shelf in the library, news articles, guest speakers, simulation exercises and audio visual presentations will be used to supplement lectures and course materials.

Course Description:

This course offers an introduction to community development theory and practice with a focus on real world experience and theory applications (both domestic and international), and the corresponding impact on local communities. Definitions, principles and approaches to community development will be discussed, with an emphasis on holistic transformation of individuals and communities from a Christian perspective. This course will also review best practices and relevant issues in the field of community development including poverty, employment, homelessness, literacy, health, environment, gender, and business development.

Expected Learning Outcomes:

It is expected that by the end of the course students will:

1. Be able to reflect biblically, theologically and historically about development and the challenges in approaching poverty.
2. Have developed a theoretical framework for the basic principles and definitions of community development, both domestic and international, from the perspective of social scientific research and practice.
3. Have developed an understanding of poverty and integral development
4. Understand some of the key approaches utilized by development practitioners in the field.
5. Critically evaluate the issues associated with development approaches, including values, faith, goals and impacts.
6. Understand some of the key sectors of development and techniques used for implementing community development

Course Schedule:

See Appendix #1 for an outline of lectures and accompanying readings.

Requirements:

Class Participation	10%
Course Reading & Journals	25%
Critical Review of <i>Poor Economics</i>	15%
Final Exam (Take Home)	20%
Term Paper (2 parts)	30% (5/25%)

Class Participation (10%):

Class time will consist of a combination of lecture and “seminar” type activities (highly participative; discussion based). Therefore, participation in discussions and group activities will be a key component of learning throughout this course. Students are expected to attend all classes, having read assigned materials ahead of time and prepared for class in order to actively participate in these discussions. In addition, the onus will be placed on each student to take initiative and contribute as much as possible to participatory class dynamics and activities. See Appendix #3 (Rubric for Evaluation of Classroom Participation)

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let Miriam know in advance (via email) so that this can be taken into account, as absences from class will negatively impact a student's individual participation grade. Attendance at all classes is mandatory.

Course Readings and Journals (25%):

Daily readings will follow the schedule in Appendix #1 and will be recorded on the Reading Log (also Appendix #1) that will be submitted three times in the semester. It is essential that readings be completed for the day assigned, as often they will form the basis of lecture and discussion. Each day, after reading assigned reading(s) for that day, write a reflective, "formal" response in a Reading Journal style (to be explained in the first class), better known as an annotation. See Appendix #4 How to Write an Annotation. "Formal" is explained below.

a. Each day's journal should include:

1) Date of reading/citation upon which journal entry is made

Name of the book using correct bibliographic format (at the top of the first entry for that book) following this example: Corbett, Steve & Brian Fikkert. *When Helping Hurts*. 2012. Chicago, IL: Moody Press.

2) Title of chapter upon which a specific journal entry/annotation is written (with page numbers).

3) One page (maximum) of reflection which will include three sections:

i. Description: 1 or 2 summary sentences naming the subject of the reading or setting forth what aspect interested you, and which you will examine in this annotation.

ii. Interpretation: 1 paragraph explaining how what you read relates to something heard in lecture or in class discussion, a model or theory you have previously read or an experience you have had. It ties the reading to either the "theoretical" or the "practical."

iii. Response: 1 paragraph about what the reading means for you and your ongoing development as a learner and/or as a practicing professional in the world of international/domestic development.

By "formal" journaling the following is implied:

All journaling should be kept in a single file on the computer¹ and be consistent in its layout. At the assigned time for submission, all pages in the journal should be printed off and submitted as a single submission. Each journal will include the above.

Some of the assigned chapters from Myers will be accompanied by a Reading Guide prepared by the instructor and posted to Moodle;

¹ Only typed journals in hard copy will be accepted for evaluation.

Critical Review of *Poor Economics* by Banerjee & Duflo (10%):

If Sachs says one thing and Easterly says another, what is the “solution” suggested by Banerjee and Duflo in the battle against poverty?. In what ways has your understanding of poverty changed as a result of reading the book? In what way has your understanding of what policy makers, philanthropists, activists and development workers (Christian and non-Christian) should do in addressing the complex issues of poverty changed as a result of reading? Be sure to reference how Banerjee and Duflo’s methodology changed how we approach issues of poverty. This is key. Various positions on the issue will be discussed in class and will inform your review. What does this book contribute to the conversation? Write a 5 page (minimum) critical review of the book, using Appendix #5 How to Write a Critical Book Review for specific direction.

Term Paper (30% -- 5% for Part 1; 25% for Part 2):

The term paper will have two components, one to be completed by September 16th (Day #3) and the primary component due on December 2nd (Day #23).

Kony 2012 – Invisible Children

- a. **Kony 2012 Part 1** – (3 pages) After watching the half-hour YouTube video “Kony 2012,” write a reflection paper on your reaction to the movie. Did it inspire you? Why? Did it capture your attention? Why? Did it offend you? Why? What about this short movie motivates you to act on its call to action? What about it makes you want to ignore it? Did you know about the Kony 2012 movement back in 2012? Did you participate in it? Do you think it was effective? This part of the term paper will require no outside resources but will call for good reflection (Be sure to reread Appendix #4 Reflective Writing: A Basic Introduction.)

- b. **Kony 2012 Part 2** – (6-8 pages) Write a critical review of/response to the Kony 2012 movement in which you discuss learning since your submission of Part 1. Using the information you have acquired during the course and other research on the effectiveness of the Kony 2012 movement, critique the movement. Does it represent good development? Why or why not? What were its strengths? What were its weaknesses? Did it accomplish its goals?

A good website to download the Kony 2012 video is:

<http://digitaljournal.com/article/320762>

Final Exam (20%):

The final exam will be a take home exam, a task that will require you to integrate all that has been learned in the course. All course notes and textbooks may be used. Further guidance will be given in class.

Due date: December 14th, noon.

All assignments must be submitted in hard copy, placed within the student’s file which the professor will bring to class each day.

Attendance:

Attendance will be noted by the professor and reflected in the matrix for evaluation of classroom participation. See Appendix #3 (Rubric for Evaluation of Classroom Discussion)

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>		<u>Numerical Range</u>
A+		95% - 100%
A	Excellent	90% - 94%
A-		85% - 90%
B+		80% - 84%
B	Good	76% - 79%
B-		72% - 75%
C+		68% - 71%
C	Satisfactory	64% - 67%
C-		60% - 63%
D+		56% - 59%
D	Minimal Pass	50% - 55%
F	Failure	Below 50%

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other

Note that there are 5 Appendices to this syllabus:

Appendix #1 – Course Reading, Assignments, Daily topics and Reading Log

Appendix #2 – Rubric for Class Participation (not attached to this Syllabus)

Appendix #3 – Reflective Writing: A Basic Introduction (not attached to this Syllabus)

Appendix #4 – How to Write a Critical Annotation

Appendix #5 – How to Write a Critical Review

Appendix #1 - Course Reading, Assignments, Daily topics and Reading Log

Weekly Schedule (Provisional)²

Date/Day <small>In the 2 columns to the right record % of each reading read on time; % read after due date</small>	<small>% read on time</small>	<small>% read after due date</small>	Provisional Topic for the Day/Reading Assignments/ Assignments Due <i>Articles to be read are posted on Moodle under "Articles"</i>
Sept 9, Wed Day #1			Introductions/Syllabus No reading for first day
Sept 11, Fri Day #2			Theology of Development (Thinking biblically about development and poverty) 1) Read the entire syllabus including the handout: <i>Reflective Writing: A Basic Introduction</i> 2) Fikkert and Corbett, Preface, Introduction & Chapters 1,2 (pages 11-68)
Sept 16, Wed Day #3			Defining Poverty 1) Fikkert and Corbett Chapter 3 (pages 71-95) 2) Myers, Chapter 4 (105-148) Due: Kony 2012 Part #1 (Personal Reflection)
Sept 18, Fri Day #4			Transformational Development and Worldview/Contemporary Thinking about Development 1) Moyo Chapter 2 (pages 10 -28) On Reserve Reading Shelf (Reading Guide posted on Moodle) 2) Inaugural speech of President Truman 1949 – Haslam and Schafer, p. 5 (on Reserve Reading Shelf and posted to Moodle) 3) Micah Declaration on Integral Mission (posted to Moodle) http://globalurbantrek.intervarsity.org/sites/trek/files/uploaded/mn_integral_mission_declaration_en.pdf
Sept 23, Wed Day #5			History of Development 1) Myers, Chapter 2 (p. 23- 45)
Sept 25, Fri Day #6			No Class – Significant reading in lieu of class (continued on p2) 1) Myers Chapter 3 (p. 60-76;86-102) 2) Myers Chapters 6 (page 173 – 204) Reading Guide on Moodle Article by Preston Manning: http://www.theglobeandmail.com/globe-debate/the-rise-of-the-grassroots-movements/article567728/ (Posted on Moodle) 3) UNICEF press release:

²Note: The dates and order of topics outlined in this schedule are subject to change at the instructor's discretion throughout the term.

			http://www.unicef.org/media/media_70964.html (Posted on Moodle)
Sept 30 Wed			No classes – Spiritual Emphasis Day
Oct 2, Fri Day #7			Partners in Deed 1) Fikkert and Corbett Chapter 4 (p 98-116) 2) Gates Foundation 2015 Annual Letter: http://www.appropriations.senate.gov/sites/default/files/hearings/032615%20Gates%20Foundation%20Annual%20Letter%2015%20-%20SFOPS.pdf
Oct 7, Wed Day #8			Perspectives on Development Fikkert and Corbett Chapter 5 (p.119-131)
Oct 9, Fri Day #9			Relief/Aid vs. Development Fikkert and Corbett Chapter 6 (p. 132-148) Due: Reading Journal Submission #1
Oct 14, Wed Day #10			Needs Based vs. Asset Based Approach to Development (an introduction to the SECTORS of Development) 1) Review Fikkert & Corbett Chapter 5 (p. 119-131) 2) Fikkert and Corbett Chapter 9 (p. 184-201)
Oct 16, Fri Day #11			Sector: Water and Sanitation/Guest Speaker: Naomi Mahaffey from WASH/CAWST 1) TBA: Article provided by guest speaker 2) Fikkert & Corbett, Chapter 7 (p. 151-167)
Oct 21, Wed Day #12			Sector: Disaster Relief and Mitigation 1) Fikkert and Corbett Chapter 10 (p. 204-221) 2) Red Cross One Year Report (Posted on Moodle) http://www.redcross.org/images/MEDIA_CustomProductCatalog/m3140113_HaitiEarthquake_OneYearReport.pdf 3) Code of Conduct for International Red Cross and Red Crescent Movements– (posted on Moodle)
Oct 23, Fri Day #13			Sector: Education/The Girl Effect Fikkert and Corbett Chapter 8 (p. 168-183)
Oct 28, Wed Day #14			Sector: Education/Community Health Education or Health Development Fikkert & Corbett, Chapter 9 (184-201)
Oct 30, Fri Day #15			Collective Impact – Randy Poon 1) Collective Impact by Kania and Kramer (posted on Moodle)
Nov 4, Wed Day #16			Sector: Education/Appreciative Inquiry 1) Myers, Chapter 8 (p. 239 – 271) Finish on Day 23 2) Fikkert & Corbett, Chapter 11 (p. 223-244) Due: Reading Journal Submission #2

Nov 6, Fri Day #17			Sector: Food Security (Guest Speaker Ary Vreeken, U of C) Myers Chapter 7 (p. 205-219) (Finish the Chapter on Day 20)
Nov 11, Wed			REMEMBRANCE DAY, no classes
Nov 13, Fri Day #18			Poverty (Domestic) Guest Speaker: Derek Cook TBD
Nov 18, Wed Day #19			Sector: Education/Participatory Learning and Action Due: Critical Review of Banerjee & Duflo
Nov 20, Fri Day #20			Sector: Evaluation and Assessment Myers, Chapter 7 (p. 219 – 238) Myers, Chapter 9 (p. 287-307)
Nov 25, Wed Day #21			Guest Speaker: Derek Cook 1) Fikkert and Corbett, (p. 247 – 259) 2) Nutt, Chapter 4 (p. 99-130) On Reserve Reading Shelf; Reading guide on Moodle.
Nov 27, Fri Day #22			Paved With Good Intentions Moyo Chapter 7 (p. 98-113) Reading guide on Moodle
Dec 2, Wed Day #23			Sector: Advocacy Myers, Chapter 8 (p. 271-285) Due: Term Paper – Kony 2012
Dec 4, Fri Day #24			Sector: Microfinance 1) Moyo, Chapter 9 (p. 126-140) on Reserve Reading Shelf; Reading guide on Moodle 2) TBD as assigned by Guest Speaker
Dec 9, Wed Day #25			Foreign Direct Investment (China) vs Aid and Development OR Paved with Good Intentions Nutt, Chapter 4 on Reserve Reading Shelf; Reading guide on Moodle.
Dec 11, Fri Day #26			Best Practices in Development Due: Reading Journal Submission #3

Appendix #3--How to Write a Critical Book Review

The critical review is, in reality, an exemplary essay that you might submit to a journal that does comprehensive book reviews/critiques for people interested in that field of study. Our field is “Relief and Community Development.” The experience of writing the critical review provides an important skill which is as important in your academic development as reading and understanding the book for this assignment.

A critical review of a book should have two goals: first, to inform the reader about the content of the book, and second, to provide an evaluation/critique that gives your judgment of the book’s quality.

Your introduction will include an overview of the book that incorporates both an encapsulated summary and a sense of your general judgment. This is the equivalent to a **thesis statement** for the essay.

Part I -- The Summary component:

Do NOT spend more than one-third of the paper summarizing the book. The summary should consist of a discussion and highlights of the major argument(s), features, trends, concepts, themes, ideas, and characteristics of the book. While you may use direct quotes from the book (make sure you always give the page number), such quotes should never be the bulk of the summary. Much of your grade will depend on how well you describe and explain the material **IN YOUR OWN WORDS**. You might want to take the major organizing themes of the book and use them to organize your own discussion. This does NOT mean, however, that you write a chapter-by-chapter summary. Your goal is a unified essay.

So, if not just a summary what is a “critical review?” Throughout your summary, you must provide a critique of the book. (Hence the title of this Appendix: “A Critical Book Review.”) A critique consists of thoughts, responses, and reactions. It is not necessarily negative. Nor is it necessary to know as much about the subject as the author (because you will not). The skills you need are an ability to follow an argument and test a hypothesis. Regardless of how negative or positive your critique is, you need to be able to justify and support your position.

Part II -- Component of Evaluation/Critique that provides your judgment of the book’s quality:

Here are a number of questions that you might address as part of your critique. You cannot possibly answer them all, but questions one and two are essential to any book review, so those **must** be included. And these are **ABSOLUTELY NOT** to be answered one after another (*seriatim*). Don’t have one paragraph that answers one, and then the next paragraph that answers the next, etc. The answers should be part of a carefully constructed essay, complete with topic sentences and transitions.

1. What is your overall opinion of the book? On what basis has this opinion been formulated? That is, tell the reader what you think and how you arrived at this judgment. What did you expect to learn when you picked up the book? To what extent – and how effectively – were your expectations met? Did you nod in agreement (or off to sleep)? Did you wish you could talk back to the author? Why? Amplify upon and explain your reactions.
2. Identify the author’s thesis and explain it in your own words. How clearly and in what context is it stated and, subsequently, developed? To what extent and how effectively (i.e., with what kind of evidence) is this thesis proven? Use examples to amplify your responses. If arguments or perspectives were missing, why do you think this might be?

3. What are the author(s)' aims? How well have they been achieved, especially with regard to the way the book is organized? Are these aims supported or justified? (You might look back at the introduction to the book for help). How closely does the organization follow the author's aims?
4. How are the author's main points presented, explained, and supported? What assumptions lie behind these points? What would be the most effective way for you to compress and/or reorder the author's scheme of presentation and argument?
5. How effectively does the author draw claims from the material being presented? Are connections between the claims and evidence made clearly and logically? Here you should definitely use examples to support your evaluation.
6. What conclusions does the author reach and how clearly are they stated? Do these conclusions follow from the thesis and aims and from the ways in which they were developed? In other words, how effectively does the book come together?
7. Identify the assumptions made by the author in both the approach to and the writing of the book. For example, what prior knowledge does the author expect readers to possess? How effectively are those assumptions worked into the overall presentation? What assumptions do you think should not have been made? Why?
8. Are you able to detect any underlying philosophy of relief & development held by the author (e.g. for or against)? If so, how does this philosophy affect the presentation of the argument?
9. How does the author see relief/aid and development as being motivated: primarily by the forces of economics, politics, social factors, nationalism, class, race, gender, something else? What kind of impact does this view of relief/development have upon the way in which the author develops the book?
10. Does the author's presentation seem fair and accurate? Is the interpretation biased? Can you detect any distortion, exaggeration, or diminishing of material? If so, for what purpose might this have been done, and what effect does it have on the overall presentation?

Check-list:

- Provide bibliographic information (author, title, edition, publisher, place of publication, year of publication). It is usually presented as a heading or introductory sentence.
- Summary – (see above) includes a brief description of the contents, assessment of the author's authority/biases, evaluation of the strengths and weaknesses, using evidence to support your own argument; overall assessment.
- Does your essay have a **thesis statement**? **This is different from the thesis statement of the author.** Think about what the main point of your criticism will be. Consider the author's intention in writing the book and whether she achieved it. Organize your notes into an outline which incorporates this thesis.
- Read other opinions of the book Use all the information within the book itself.
- Use the title page, sub-title, table of contents or chapter headings to orient you to the organization and context of the book
- Scrutinize the Bibliography at the end of the book to determine what/who contributed to the author's conclusion;
- Often the author's intentions are clarified in the preface or introduction.
- AS YOU READ, take notes and flag passages that you feel illustrate the purpose, theme of the book.
- Note strengths as well as weaknesses
- Edit and revise the review/essay before submitting it, as though it was going to a publisher.

Much of this description of a Critical Book Review came from the website for Carleton College at <http://apps.carleton.edu/curricular/history/resources/study/criticalbookreview/>. The 10 questions are derived from Robert Blackey, "Words to the Whys: Crafting Critical Book Reviews," *The History Teacher*, 27.2 (Feb. 1994): 159-66.

APPENDIX #4 How to Write a Critical Annotation

The annotations you write for this course are NOT primarily *descriptive annotations* (telling the professor WHAT you read; summarizing the material) but *critical annotations* of no more than two carefully-thought-through and carefully-written paragraph of **around 150 words** (see page 3 for details)

- 1) Begin the page, for each book or chapter or article by giving full bibliographic information (do this only once) following the Style Guide for the course. Keep all your individual annotations for separate chapters of a book in a single document, so you only need write bibliographic information once.
- 2) Write a *critical annotation* -- A critical annotation will require some critical thinking on your part. Your first stab at it won't be what you submit. It will require you to TAKE NOTES as you read, THEN reflect, and only THEN write. Sometimes the best thing to do is to compare different sources of information on the same topic, other sources on this topic that you have read or things that have been presented or discussed in class.

You might answer some of these questions in your annotation:

- What aspects of the subject are emphasized? Is the author presenting one particular point of view?
- What conclusions are drawn? Issues raised? Are the conclusions drawn justified or adequately substantiated?
- Can you detect any biases or fallacies in the arguments or conclusions presented?
- Is anything clearly lacking! Do you feel like you have questions about what is or is NOT stated?
- How effectively is the information presented? Are you feeling confused? Are there gaps or holes?
- Does this chapter/book/article contribute to the topic you will research for the final paper? How?
- How does this particular information source compare with or relate to other things you have read on the topic?
- How useful is this chapter/book/article to you in your research? What role did it play?
- Other *critical* questions beyond these.

Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office

in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.