

<b>Course ID:</b>	<b>Course Title:</b>	<b>Spring 2020</b>	
<b>BUS 431</b>	<b>Learning &amp; Performance Management</b>	<b>Prerequisite:</b>	<b>BUS250</b>
		<b>Credits:</b>	<b>3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Online (see schedule)	<b>Instructor:</b>	Dr. Tim Vanderpyl, DSL, CPHR	<b>First day of course:</b>	Tuesday, May 19, 2020
<b>Time:</b>	Online (see schedule)	<b>Email:</b>	<a href="mailto:Tim.Vanderpyl@ambrose.edu">Tim.Vanderpyl@ambrose.edu</a>	<b>Last day to add/drop, or change to audit:</b>	Friday, May 22, 2020 at 12.00pm
<b>Room:</b>	tbd	<b>Phone:</b>	403.462.9364 (call or text)	<b>Last day to request revised exam:</b>	N/A
<b>Lab/ Tutorial:</b>	N/A	<b>Office:</b>	Virtual	<b>Last day to withdraw from course:</b>	Saturday, June 13, 2020 at 12.00pm
<b>Office Hours:</b>	N/A	<b>Office Hours:</b>	By appointment only	<b>Last day to apply for coursework extension:</b>	Saturday, June 13, 2020 at 12.00pm
<b>Final Exam:</b>	N/A			<b>Last day of course:</b>	Saturday, June 20, 2020

## Course Description

This course builds upon BUS 330 Human Resource Management and focuses on how organizations create and operate performance management systems, as well as meet their organizational learning and development needs. It presents an overview of current issues in the field, such as performance assessment for individuals and teams, needs analysis, rewards and motivation, training program design, talent management, and organizational learning.

## Expected Learning Outcomes

By the end of the course, students will be able to:

- (1) Master the basic foundations of motivation and performance management;
- (2) Understand and evaluate the impact of organizational strategy, systems, practices, and other factors on individual and group performance;
- (3) Understand and be able to apply various techniques of performance planning, performance assessment, giving and receiving feedback, motivating, and training & development; and,
- (4) Understand and evaluate the primary training and development methods used in organizations and their role in the performance management process.

## Textbooks

Saks, A.M. & Haccoun, R.R. (2016). *Managing performance through training and development* (7<sup>th</sup> Ed.). Toronto: Nelson Education.

Pink, D. (2009). *Drive: The surprising truth about what motivates us*. New York: Penguin Group.

## Course Schedule

*Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.*

Date	Class Topic	Homework & Readings
<b>Week One</b> (May 19 <sup>th</sup> – May 24 <sup>th</sup> )	<b>Module One:</b> Performance Management and Motivation  Scheduled Zoom Class #1 (optional): May 19 <sup>th</sup> (6.30pm – 7.30pm)	Read Pink chapters 1-6 and toolkits Read Saks chapters 1-2 Read articles posted in Moodle
<b>Week Two</b> (May 25 <sup>th</sup> – May 31 <sup>st</sup> )	<b>Module Two:</b> Organizational Learning, Motivation and Coaching	Read Saks chapter 3 & articles posted in Moodle  <b><u>Discussion Posts (#1)</u></b> Original post due by May 29 <sup>th</sup> at 11.59pm. All other posts due by May 31 <sup>st</sup> at 11.59pm  <b><u>Assignment 1 (Reflective Essay)</u></b> Due by May 28 <sup>th</sup> at 11.59pm
May 30 <sup>th</sup>	Scheduled Zoom Class #2 (mandatory): May 30 <sup>th</sup> (9.00am – 11.30am)	See Moodle  Alternative Assignment due June 1 <sup>st</sup> at 11.59pm (only if you do not attend the virtual class)
<b>Week Three</b> (June 1 <sup>st</sup> – June 7 <sup>th</sup> )	<b>Module Three:</b> Training Design and Methods	Read Saks chapters 4-9 & articles posted in Moodle  <b><u>Discussion Posts (#2)</u></b> Original post due by June 5 <sup>th</sup> at 11.59pm. All other posts due by June 7 <sup>th</sup> at 11.59pm  <b><u>Assignment 2 (Book Summary)</u></b> Due by June 4 <sup>th</sup> at 11.59pm
<b>Week Four</b> (June 8 <sup>th</sup> – June 14 <sup>th</sup> )	<b>Module Four:</b> Transfer of Training and Training Evaluation  Scheduled Zoom Class #3 (optional): June 9 <sup>th</sup> (6.30pm – 7.30pm)	Read Saks chapters 10-13 & articles posted in Moodle  <b><u>Discussion Posts (#3)</u></b> Original post due by June 12 <sup>th</sup> at 11.59pm. All other posts due by June 14 <sup>th</sup> at 11.59pm

Jun 13 <sup>th</sup>	Scheduled Zoom Class #4 (mandatory): June 13 <sup>th</sup> (9.00am – 11.30am)	See Moodle  Thesis statement for Assignment 3B to be emailed to instructor by class start time  Alternative Assignment due June 15 <sup>th</sup> at 11.59pm (only if you do not attend the virtual class)
<b>Week Five</b> (June 15 <sup>th</sup> – June 20 <sup>th</sup> )	<b>Module Five:</b> Leadership Development and the Future of Training	Read Saks chapters 14-15 & articles posted in Moodle  <b>Discussion Posts (#4)</b> Original post due by June 19 <sup>th</sup> at 11.59pm. All other posts due by Saturday, June 20 <sup>th</sup> at 11.59pm  <b><u>Assignment 3A (Grading Rubric and Assessment) and 3B (Final Paper)</u></b> Due by June 20 <sup>th</sup> at 11.59pm

## Requirements

Course grading and evaluation will be conducted according to the following:

In person class participation / Alternative Assignments	5.0%
Discussion Board Postings / Responses (4 sets, each worth 7.5%)	30.0%
Assignment #1 – Reflective Essay	20.0%
Assignment #2 – Book Summary (Drive)	10.0%
Assignment #3A – Rubric Development & Self-Assessment	5.0%
Assignment #3B – Final Project	30.0%

Note: To pass the course, students must achieve an overall grade of at least 50% and must complete Assignment #1, #2 and #3.

## Grade Summary

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-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.

Assignments are due by the day/time specified. Any late assignments will be docked 10% and an additional 10% for each subsequent day the assignment is late. A day is defined as each 24-hour period after the day/time the assignment is due. Any exceptions to this rule remain my sole discretion.

## In-class Participation / Alternative Assignments (5%)

Please come to the virtual classes prepared to engage in conversations with myself and the other students about relevant topics. The textbooks and articles will be extremely valuable to our learning this semester, but I am also interested in everyone learning “how” to apply the textbooks and articles to your real-world work, now and in the future. The expectation is that you will learn from me, from the course materials, and from each other.

As such, you are expected to attend both Saturday classes (see schedule). You must participate actively in class discussions during those classes. In general, to “participate” means to contribute, in class, to the collective conversation. This requires that you complete all of the readings in advance of all of the classes. If you do not complete these readings, it will be obvious in the class discussions. Your grade will be affected accordingly.

You will receive a separate participation score for each mandatory virtual class, as per the rubric below. Each of the virtual classes will be worth 2.5% of your final grade.

You must discuss absences with me before class. If you do miss either of the two virtual classes (for any reason), you will be required to produce one 500-700 word Alternative Assignment on the course topics discussed in that class. I will provide specific direction to you directly if you do miss an in-person class. That paper will be due at 11.59pm on the Wednesday following the class.

### Grading Rubric – Overall Participation & Engagement

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<p><b>Group Discussions. Professionalism and Contribution Quality (100%)</b></p> <p>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's perspective.</p>	<p>Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.</p> <p>Fully participates in all other elements of the class, with minimal follow-up required by instructor.</p> <p>Completed all assigned readings before class</p>	<p>Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.</p> <p>Mostly participates in all other elements of the class, with occasional follow-up required by instructor.</p> <p>Completed some assigned readings before class.</p>	<p>Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.</p> <p>Somewhat participates in all other elements of the class, with follow-up required by instructor.</p> <p>Did not complete assigned readings before class.</p>	<p>Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.</p> <p>Does not participate in other elements of the class, with extensive follow-up required by instructor.</p> <p>Did not complete assigned readings before class.</p>

## Discussion Board Postings (30%)

Throughout the semester, you will be expected to engage in discussions and post responses to various questions I will ask in the Moodle discussion forums. There will be four discussion sets (see schedule), with each set being worth 7.5% of your final grade. Each discussion set will require the following elements:

1. **Initial Post** – Your initial post will directly address the posted question. Each post must be 300-500 words long and must have at least one scholarly reference. This reference cannot be from one of the two textbooks we are using (but feel free to use the bibliography in these books to find a reference and/or reference articles I post in Moodle). The post should be written in APA style (first or third person). Any other specific directions will be posted in Moodle. Note that each initial post is worth 3.0% of your final grade.
2. **Responses** – You will post **three** responses to posts/responses from other students. Each response must be 100-200 words long and should be written in APA style (first or third person). You must back up your arguments using rational arguments, intelligent discourse and/or by referencing applicable scholarly material. Note that each response is worth 1.5% of your final grade.

Note that I expect engagement in the responses. Challenge each other (respectfully) and wrestle with the course materials. Do not just agree with each other but rather, engage in a discussion. I will grade your posts/responses on the depth of the content, your ability to integrate course materials, your ability to justify your assertions, and your ability to succinctly get your point across.

Note that the word counts above are rigid. You will be penalized if you are over/under the minimum or maximum word counts.

Please note the deadlines for each post as posted in the course schedule and in Moodle. Any post done after the deadline noted in the schedule will be docked 10% for each 24-hour period it is late. Extensions must be pre-approved by me.

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (80%)	Goes above and beyond in answering the posted question and in responding to other posts. Student is critical but professional in answering the posted question(s).	Student identifies the most obvious issues. Student is somewhat critical and professional in answering the posted question(s) and in responding to other posts.	Student only made a half-hearted attempt to answer the question(s). Raises some of the key issues and identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.	Post/responses are not complete by the designated deadline or are done just to fill space/word count. No critical thinking in posts/responses.
Mechanics (20%)	Posts and responses demonstrate mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.	Posts and responses display good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Posts and responses show that mechanics are an area of concern. Posts and responses contain a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Post is not written at a 400-level mechanically

## Assignment #1 – Reflective Essay (20%)

For your first assignment, you will write a reflective essay on a specific topic (see below). Your deliverable will be an 800-word (minimum) to 1000-word (maximum) reflective essay that reflects on one of the topics below. This essay must have a clear introduction, body, and conclusion. It must flow logically throughout.

This essay must be written in APA format (first person, from your perspective). Spelling and grammar count. Please proofread your reflection. This is a fourth-year course and I do expect a paper written at a fourth-year level.

You are not required to cite any references. If you do choose to reference other material (including the textbooks), please cite appropriately using APA format.

Once completed, submit the reflection via Moodle in .doc or .docx format.

Topics (choose one):

1. Watch the “Flow” TedTalk from Mihaly Csikszentmihalyi [here](#). Discuss how organizations can help their employees maintain a sense of flow. Note that you should focus less on what “flow” is and more on how an organization can help its employees achieve it.
2. Reflect on a specific time where you were required to evaluate the performance of someone else (a peer or subordinate) in a work setting. How did you feel during this experience? Were you fair and effective in your evaluation? In hindsight, and based on what you have learned in this class so far, what could you have done differently?
3. Read the Edmonton Police Service case study on pages 2-3 of the Saks textbook. Reflect on whether you think this program would be effective and how you would measure the effectiveness of this program.
4. Discuss the following question: Do you believe training is an investment or an expense? Why? (Hint: Provide evidence)

### Grading Rubric – Assignment #1

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (80%)	Goes above and beyond in the reflection. Student is thorough and insightful in reflecting on the topic. Reflection provides depth on the topic.	Student identifies the most obvious issues. Student is somewhat thorough and insightful in reflecting on the topic.	Student is not thorough or insightful but does address the content required by the assignment.	Student does not address any issues beyond obvious ones. There is little to no depth in the reflection.
Mechanics (20%)	Reflection demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.  <b>To get 100%:</b> Reflection is perfect mechanically.	Reflection displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Reflection shows that mechanics are an area of concern. Reflection contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Reflection lacks basic control over mechanics and contains excessive proof-reading errors.

## Assignment #2 – Book Summary & Review: Drive (10%)

This assignment involves summarizing and critically responding to our secondary textbook (*Drive* by Dan Pink). You will write an 800-word (minimum) to 1000-word (maximum) summary and analysis of the book. Your summary will include the following elements:

1. Summary of the thesis of the book in your own words
2. Summary of the main conclusions / implications of the book
3. Summary of how the book relates to the course content
4. Critique: In your own words, tell me what you think of the book and its applicability to organizational leaders. Are the findings useful? Is the book pragmatic? Why is it important? Do you agree with Pink's conclusions? Why/why not? I am looking for insight in this section not just a regurgitation of what the book says. Do not just agree with everything in the book because Pink said it.

Note that the paper must address all the elements/questions above, but it must be written in essay format. There must be a clear and logical flow to your paper. Do not just answer the questions Q&A style.

Note that when providing an analysis of a book, you only need to provide a direct citation if you are citing/quoting other research and/or quoting directly from the book. Use both of these options sparingly, if at all.

Review should be written in APA style and format (first or third person). Spelling and grammar count. Please proofread your summary.

Once completed, submit the review via Moodle in .doc or .docx format.

### Grading Rubric – Assignment #2

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (80%)	Goes above and beyond in summarizing and analyzing the book. Student is critical but professional in evaluating the research and findings from the book.	Student identifies the most obvious issues. Student is somewhat critical and professional in evaluating the book.	Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.	Student does not address the key issues and does not provide a critical evaluation of the book
Mechanics (20%)	Review demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.  <b>To get 100%:</b> Review is perfect mechanically	Review displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Review shows that mechanics are an area of concern. Review contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Review lacks basic control over mechanics and contains excessive proof-reading errors.



### **Assignment #3A – Grading Rubric and Self-Assessment (5%)**

Many performance assessment systems have a self-evaluation component, where employees must provide a self-assessment of their work, to their supervisor. These self-evaluations are often difficult for many employees to complete, but they can be useful to help employees grow and challenge themselves. We will discuss the merits of self-evaluations further in class.

For this component of Assignment 3, you will self-evaluate your own performance on the capstone project for this course. You will develop a grading rubric for Assignment 3B and will then will grade your own project to that rubric. There are no specific parameters associated with this grading rubric; you can design it how you want. But you must put some depth of thought into the rubric itself. I encourage you to look at previous classes you have taken (from me or other instructors) for ideas and/or any other resources you find online or otherwise.

The only rule is that the rubric must be significantly different than the rubric I designed for Assignment 3B (see next page under Assignment 3B).

Your grade in this area will be given to you as you assessed yourself. This grade will count for 5% of your final grade in this class.

I reserve the right to “penalize” your self-assessed grade in this area, or give a grade of zero, if you make a joke of this component. The allowed creativity and flexibility is not an excuse to put zero work into developing the rubric and assessing your project.

## Assignment #3B – Course Capstone Project (30%)

For this assignment, you will develop a comprehensive project on a topic related to the course materials. This topic should be specific and targeted, and summarized in a clear thesis statement that I must approve before you submit the paper.

This project is meant to be a “capstone” project for this course. It should be written/developed—and will be graded—at a fourth-year undergraduate level. An ‘A’ project will be comprehensive, articulate, insightful and flawless mechanically.

You may choose to interview a leader about his/her relation and insights to the course topics. For example, you may choose to interview a Learning and Development leader about what s/he does in his/her role. I am willing to make introductions to an applicable leader if you need assistance in finding a person. Please contact me directly if you wish to pursue this option. Note that the deadlines still apply if you wish to pursue this option. Please plan accordingly.

You may choose to work with another student on this project. This is not mandatory. If you do choose to work with a partner, you will receive the same grade as him/her.

Your submitted work can be in any format listed below:

1. *Formal APA paper submission*: Must be 2500-3000 words, excluding title page, attachments, appendices and reference pages.
2. *PowerPoint (or other slide deck) presentation*: Must be a maximum of 20 slides, be APA compliant, and must have notes in appropriate slides to complete thoughts. These notes must be written in full sentences, as if you were speaking. You will not be expected to actually present this presentation.
3. *Video presentation*: 5-minute (*maximum*) video presentation addressing the main points of the assignment with floating headings and textual evidences added, plus a credits reference page. While I am not expecting Hollywood quality, I do expect some creativity in this video.

You must cite at least 5 applicable references in your project. At least 2 of those references must be from a peer-reviewed / scholarly source; the other 3 can be from other sources (i.e. reputable blogs, Harvard Business Review, Fast Company, Fortune etc.) or from peer-reviewed / scholarly sources. Note that you are encouraged to use and cite the two textbooks, but those citations will not count as part of the 5 required citations.

I will review one draft of this project, provided that the draft is emailed to me by June 15<sup>th</sup> at 11.59pm. I will do my best to get the draft back to you in two business days. Once fully completed, please submit the final project to me in a format that suits the medium.

### Grading Rubric – Assignment #3

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (70%)	Goes above and beyond in the project. Student is thorough and insightful. Project provides depth on the topic. It has a clear thesis, and the student makes exceptional arguments to back-up that thesis.  <b>To get 100%:</b> Project is flawless and almost publishable	Student identifies the most obvious issues. Student is somewhat thorough and insightful in the analysis. The project has a clear thesis but the arguments only partially backup that thesis. At times, the arguments wander or drift away from the	Student is not thorough or insightful but does (barely) address the content required by the assignment.	Student does not address any issues beyond obvious ones. There is little to no depth in the project.

		core purpose of the project.		
Creativity & Mechanics (30%)	<p>Project demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.</p> <p>Strong creative elements are shown in the project.</p> <p><b>To get 100%:</b> Project is perfect mechanically.</p>	<p>Project displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.</p> <p>Some creative elements are shown in the project.</p>	<p>Project shows that mechanics are an area of concern. Project contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.</p> <p>Minimal creative elements are shown in the project.</p>	<p>Project lacks basic control over mechanics and contains excessive proof-reading errors.</p> <p>No creative elements are shown in the project.</p>

## Ambrose University Academic 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.

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.

### Exam Scheduling

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](mailto: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.