



Course ID:	Course Title:	Winter 2018
BUS 499	Capstone Seminar in Business	Prerequisite: Business program students in final year of study
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Wed./Fri.	Instructor:	Dr. Randy Poon, PhD	First day of classes:	Thur., Jan. 4, 2018
Time:	9:45 - 11:00 a.m.	Email:	rpoon@ambrose.edu	Last day to add/drop, or change to audit:	Sun., Jan. 14, 2018
Room:	L2084	Phone:	(403) 410-2000 (x6513)	Last day to request revised exam:	Mon., Mar. 5, 2018
Lab/ Tutorial:	n/a	Office:	L2055	Last day to withdraw from course:	Fri., Mar 16, 2018
Final Exam:	None	Office Hours:	T/TH 10:00 – 11:00 W/F 11:15 – 12:15 or by appointment	Last day to apply for coursework extension:	Mon., Mar. 26, 2018
				Last day of classes:	Wed., Apr. 11, 2018

Course Description

Run as an integrative capstone seminar, this course serves as an occasion for graduating students to integrate and consolidate the various dimensions of their business administration program. The course will explore the pragmatic application of their fields of knowledge, the ways this can lead to vocation and service in the world community, while also providing a forum to help students transition to the next season of their professional lives.

Expected Learning Outcomes

This course caps your education across several broad areas of study within the business administration discipline and should lead to you explore several questions:

1. As one of the last courses you will complete in your Business degree, it is imperative that you reflect on the cumulative achievement of your work in this field of study. What have you learned about the leadership dimensions of your life? How have you come to know what you know? How have your expectations of what you should or would learn over the course of your degree been realized (or not)? How has your study of the various areas of study within Business complimented, extended, or contrasted with each other?
2. Your studies in a Business major/concentration are best pursued within the broader context of liberal arts education. How have these other liberal arts courses complemented, extended or challenged your studies in Business? What insights have you gained through your coursework in non-business courses that have informed your BBA/BA experience? How have these studies enhanced your overall educational experience, by your standards or those of the university?

3. The integration of faith and learning is an underlying value at Ambrose. How has your degree shaped your worldview, and vice versa? How has your worldview been challenged, modified, or expanded? How might the integration of faith and learning influence your vocation, moving forward?

Textbooks and Readings

Required Textbooks:

Arbinger Institute. (2010). *Leadership and self-deception: Getting out of the box*, (2nd ed.). San Francisco, CA: Berret-Koehler.

Arbinger Institute. (2016). *The outward mindset: Seeing beyond ourselves*. San Francisco, CA: Berret-Koehler.

Smith, G.T. (2011). *Courage and calling: Embracing your God-given potential* (revised and expanded ed.). Downers Grove, IL: Intervarsity Press.

Van Duzer, J. R. (2010). *Why business matters to God*. Downer's Grove, IL: InterVarsity Press.

Additional assigned readings:

Chouinard, Y. & Stanley, V. (2013). *The responsible company: What we've learned from Patagonia's first 40 years*. Ventura, CA: Patagonia Books. (Selected chapters)

Mclaughlin, K., & McMillon, D. (2015, April). Business and society in the coming decades. *The Mckinsey Quarterly*. Retrieved from <https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/business-and-society-in-the-coming-decades>

Polman, P. (2014, May). Business, society, and the future of capitalism. *The Mckinsey Quarterly*. Retrieved from <https://www.mckinsey.com/business-functions/sustainability-and-resource-productivity/our-insights/business-society-and-the-future-of-capitalism>

Sanford, C. (2011). *The responsible business: Reimagining sustainability and success*. San Francisco, CA: Jossey-Bass. (Chapters 1-3)

Course Requirements and Evaluation:

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

Reading Responses (written response and class discussion) 36.0%

Each of the nine responses are worth 4%

- The grade will be based 50% on the written response and 50% on class participation and attendance

Leadership and Self-Deception/The Outward Mindset Journal 6.0%

Reflection Paper and Presentation 18.0%

Scholarly Project and Presentation 36.0%

Attendance during other students' presentations 4.0%

- If you attend all four classes when you are not presenting, you receive 100%
- If you attend three classes when you are not presenting, you receive 50%
- If you attend two or fewer classes when you are not presenting, you receive 0%

Ambrose Research Conference Attendance (bonus grade) 1.0%

150 Ambrose Circle SW, Calgary, AB T3H 0L5
 T 403-410-2000 TF 800-461-1222
 info@ambrose.edu
 ambrose.edu

Note: All assignments must be completed to receive a passing grade in this course.

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. All electronically submitted written assignments (i.e., reading responses and papers) must be submitted in Word (preferable), Pages, or Open Text Document format (**and NOT as a PDF file**). Note: this doesn't apply to presentations. Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

Assignments:

Critical Reading and Discussion (includes Class Participation and Attendance)

Asking questions, articulating dissonance, and sharing insights during class discussions are a crucial component of the learning process and to the value of this course. You will come to class having read the assigned readings and will prepare a written response to the reading to be shared in class (at least 500 words, double spaced).

The readings for this course have been chosen to encourage your reflection on your studies, the next season of your professional life, and your identity. Explore what the author was trying to communicate and how the assigned reading impacted you. Your responses will form the basis for class discussion, so preparation for and participation in discussion will be evaluated.

There will be nine submissions during the entire semester. Written responses will be submitted in Moodle prior to the beginning of class.

- Your written submission (2% per submission) will be graded as follows: Pass – 100%; Incomplete – 60%; Did Not Hand In – 0%.
- Your participation (2% per discussion) will be graded as follows: Active (minimum two insightful comments) – 100%; Moderate (two comments, but limited engagement or passion) – 75%; Modest (one insightful comment) – 60%; Inactive (attends but no comments or insightful comments) – 30%; Did Not Attend – 0%.

Leadership and Self-Deception/The Outward Mindset Journal

Based on your reading and discussion of the two books (*Leadership and Self-Deception* and *The Outward Mindset*), as well as your two reading responses, write a three-page (at least 1000 words) journal. The journal should include:

- What situations or with what people do you get in the box? Why?
- How do you think you'll get out of the box? How do you develop an outward mindset?
- What challenges might you encounter along the way? How might you best deal with these challenges? What support systems might best help you?
- What benefits do you anticipate from being out of the box/maintaining an outward mindset?
- Results from your Mindset Assessment (see below)

Mindset Assessment:

The Individual Mindset Assessment includes 9 statements. Rate the extent to which each statement applies to you (1 = Rarely, 10 = Always). Note: the assessment is written in a workplace context. You could also apply it in the context of your roommates, close friends, or family.

1. I have a clear and complete understanding of my manager's goals and objectives.
2. I can accurately write the top three goals and objectives of my key coworkers.
3. I evaluate how my daily work contributes to the overall goals of the organization. (optional, if you're doing this in a non-workplace context)
4. I regularly check in with my coworkers to make sure my efforts are helpful to them.
5. I actively seek the opinions of those who would be affected by my decisions.
6. I make a conscious effort to use my expertise and resources to help others achieve their goals.
7. I regularly report to my manager on my failures and plans to improve.
8. When I make a mistake, my first impulse is to shift responsibility.
9. When others disagree with me, I carefully consider their suggestions.

Reflection Paper and Presentation

This seminar is an opportunity for you to engage in holistic reflection independently, through the assigned readings, and with others in the class. You will be required to systematically critique your undergraduate experience by reflecting on significant things you have learned through texts and articles you have read, papers you have written, projects you have participated in, and relationships you have made. The topic or theme you select to focus on is the residue of your own learning over the past years of your studies. It should also include key insights from your Leadership and Self-Deception/The Outward Mindset Journal.

Your reflection paper should address this set of questions:

In the context of achieving a degree in Business...

- What do you understand the role of business to be?
- To what extent can business be a vehicle of transformational mission?
- Why did you choose to study business? And in particular, at Ambrose?
- What did you hope to achieve? What were some of your expectations? For yourself personally? Of the school?
- Describe your journey over your university/degree experience?
- What were you supposed to have learned (not just regarding the degree content, but also of the time you spent over the years you've been at university)?
- What have you actually learned (again, not just degree content, but of life experience)? How have you learned it?
- What classes/readings/projects/assignments/extracurricular experiences impacted you the most (be specific)?
- How and why did you meet/not meet the aforementioned expectations (particularly the one's you had for yourself)?
- What would you change about your experience/journey? What would you do differently?
- Where are you at with respect to being in the box or out of the box? Do you have an inward or an outward mindset?
- How did your learning impact your faith journey?
- What difference will having a Business degree make to you personally and to your world?
- What happens next?

Note: in contrast to the scholarly project outlined below, the reflection paper is by nature a less formal undertaking. You may engage in a freer manner of prose than you might in research paper. Remember, this is your story; not answers to a series of questions.

The length of this paper is to be between 2400 - 2700 words (about 8-9 pages), double-spaced, 12-point font, 1-inch margins and is due on Friday, March 2. Please use headings to separate major themes. The written portion of this assignment is worth 12% of your final grade.

In addition to the reflection paper, a class presentation will also be required. Presentations should be about 10-12 minutes in length. Your classmates will be encouraged to ask you questions. The presentation portion of this assignment is worth 6% of the final grade.

Scholarly Project and Presentation

Each student will undertake a scholarly research and writing project culminating in a fully researched and documented paper on any topic of your choosing within the discipline of Business (e.g., leadership, organizational behaviour, human resources, strategy, marketing, international development/microfinance, nonprofit management, social entrepreneurship, business ethics, corporate social responsibility, business as transformational mission, etc.,).

Additional Requirements:

- You must tie-in and address elements of Van Duzer's *Why Business Matters to God*. While you can bring in and integrate concepts from anywhere in Van Duzer's book, what is particularly important are the observations for business that he highlights on pages 114-123. Alternatively, you can tie in any of the Responsible Business or Business and Society readings.
 - For example, with the observation that Business must concern itself with redemptive as well as creative work, this might encompass the following:
 - In addition to providing simply more goods and services, we must look for opportunities where service or product heals or restores (e.g., environmental restoration, urban renewal, medical advancement, economic development)
 - This also involves redeeming the nature of work, such as:
 - Re-inject meaning, purpose and dignity into jobs
 - Delegate authority to the lowest level possible
 - Focus on the power of community, rather than primarily on the individual

Your paper must be thoroughly researched and must demonstrate your engagement with the scholarship on your subject. It must follow correct APA or MLA style for documentation and citation of your sources. You should have at least ten scholarly sources in your paper. You are also free to cite from web-based sources provided that these are in addition to the ten scholarly sources.

I urge you to seek out something about which you have a passion—some interest that emerges from deep within you. It is my conviction that the best scholarship comes from those depths within us where the things we most care about reside. The best scholarship is something we need to write.

The length of this paper is to be around 4200-4800 words (about 14-16 pages), double-spaced, 12-point font, 1-inch margins, and is due in Moodle (by 6 a.m.) on Friday, April 6. The written portion of this assignment is worth 27% of your final grade.

In addition to the paper, a class presentation will also be required. Presentations should be about 10 minutes in length. In addition, please be prepared to respond to questions following your presentation. The presentation portion of this assignment is worth 9% of the final grade.

I will serve as a project advisor to each you. I will read your first draft, make suggestions for revision, and provide timely benchmarks for building the paper sequentially over the term.

Topics

Topics should be chosen by Friday, February 2. Feel free to meet with me to discuss the topic.

Provisional Thesis

Your provisional thesis (about 150-250 words) should emerge while completing your working bibliography. The working thesis should be drafted and submitted no later than Wednesday, February 28.

Ambrose Research Conference (ARC)

This year ARC takes place on Wednesday, April 4. There will be no daytime classes held on that day. ARC also serves as an opportunity to share your research and writing with the campus as a whole. Students choosing to submit and if accepted, present their scholarly project and presentation during ARC (**rather than in class**) will receive a 3% bonus. This will be added to your overall grade. For example, if at the end of the year I calculate your grade to be 87% (A-) and you are chosen to and ultimately present at ARC, your grade would increase to 90% (A). As a reminder, not all proposals will be accepted to present at ARC.

If your proposal is chosen to be a poster session, you will receive a 1.5% bonus. However, you will still need to present your scholarly project in class.

Note: the deadline for submitting your 100-150 word proposal/abstract (for ARC only) is due to me no later than Wednesday, February 14.

The ARC presentations will be a little longer than the in-class presentations (18 minutes including Q&A).

Students not presenting at ARC are still encouraged to attend the Research Conference. Those attending all sessions pertaining to the BUS 499 Scholarly Project and Presentations will receive a 1% bonus.

Grading Rubric – Reflection Paper and Scholarly Report

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (32.5%)	My reflection paper/scholarly report fully address the assignment's objectives. It is well-developed and supported by external sources (where required). I develop my ideas and focus on relevant details. There is a unified wholeness to the paper/report.	My reflection paper/scholarly report largely address the assignment's objectives. It is mostly developed and supported by external sources. I generally develop my details, although I do get a little unfocused occasionally. The paper/report is mostly unified.	My reflection paper/scholarly report misses some of the assignment's objectives. The ideas are not well developed or lack clarity. The paper/report is not very unified.	My reflection paper/scholarly report does not really get at the assignment's objectives. It does not have a sense of direction, are often unclear, or are fragmented.
Critical Thinking (27.5%)	My reflection paper is highly thoughtful, reflective, and frequently raises insightful self-observations. Through it, I make a genuine effort to “get out of the box.” My scholarly report goes above and beyond identifying the most obvious issues and arguments, and raises intriguing issues that are well supported. I challenge existing assumptions.	My reflection paper is thoughtful and reflective. I raise insightful self-observations. Through it, I make an okay effort to “get out of the box.” My scholarly report addresses the most obvious issues and arguments, and raises issues that are moderately well supported.	My reflection paper is somewhat thoughtful and reflective. I make some insightful self-observations. I make little attempt to “get out of the box.” My scholarly report addresses some of the key issues and arguments, not all of which are relevant, nor are they well supported.	My reflection paper is not thoughtful and reflective. I make some self-observations. I don't make an attempt to “get out of the box.” My scholarly report does not address key issues and arguments.
Voice and tone (13.33%)	It sounds like I care about my reflection paper/scholarly report. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but my reflection paper/scholarly report could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.

<p>Organization (13.33%)</p>	<p>My reflection paper/scholarly report is well organized and structured. There is a excellent sense of flow throughout the document. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that strongly links the ideas together).</p>	<p>My reflection paper/scholarly report is relatively well organized and structured. There is a good sense of flow throughout the document. Overall, there is an acceptable opening, middle, and conclusion (that links the ideas together).</p>	<p>My reflection paper/scholarly report is somewhat organized and structured. There isn't really a sense of flow within the document. Overall, my organization and cohesiveness are rough but workable.</p>	<p>My reflection paper/scholarly report is not very organized or structure. There are many breaks in flow in the document. Overall, my writing is aimless, disorganized, and lacking in cohesiveness.</p>
<p>Mechanics: Conventions and Sentence Fluency (13.33%)</p>	<p>My reflection paper/scholarly report uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths. I follow the conventions of the APA or MLA writing style and use these for citations in the document and in my reference/works cited section.</p>	<p>I have a few errors to fix, but I generally use correct conventions. I have well-constructed sentences. My reflection paper/scholarly report marches along but doesn't dance. I generally follow APA or MLA writing style, but I'm inconsistent in its usage.</p>	<p>I have enough errors in my reflection paper/scholarly report to distract a reader. My sentences are often awkward, run-ons, or fragments. My case study suggests that I have an idea what APA or MLA is, but I am mostly guessing as to what is a writing style.</p>	<p>Numerous errors make my reflection paper/scholarly report hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. My paper/report suggests that I don't know what APA or MLA is or I don't cite my sources.</p>

Grading Rubric – Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (40%)	My presentation fully addresses the assignment's objectives. It is very focused and brings the topic to life. I develop my ideas and zero in on relevant details.	My presentation largely addresses the assignment's objectives. It is mostly focused and brings general clarity to the topic. I generally develop my ideas and largely focus on relevant details.	My presentation misses some of the assignment's objectives. It is modestly focused and brings some clarity to the topic. Details are not well developed and are somewhat unclear.	My presentation doesn't really get at the assignment's objectives. It is not focused, has little sense of direction, and is mostly unclear.
Communication, and Delivery (25%)	I deliver my presentation with a clear, confident, and well-paced voice so that all audience members can hear me. I demonstrate my awareness of the audience through physical presence and eye contact (not referring to my notes). I am enthusiastic and genuinely interested in my topic and as such, generate significant classroom engagement.	I deliver my presentation with a mostly clear, confident, and well-paced voice so that most audience members can hear me. I partially demonstrate my awareness of the audience through physical presence and eye contact (occasionally referring to my notes). I am mostly interested in my topic and as such, generate classroom engagement.	I deliver my presentation with a somewhat clear, confident voice that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing me. I don't really demonstrate an awareness of the audience because I am frequently referring to my notes. I am somewhat interested in my topic and as such, generate little classroom engagement.	I deliver my presentation with a subdued voice that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following me. I avoid looking at or engaging the audience all together. I am not interested in my topic and as such, generate little to no interest with my topic.
Creativity and Graphics (25%)	I design my presentation insightfully, creatively and skillfully. I innovatively or expertly prepare graphics at appropriate moments in my presentation. They also explain and reinforce the text and presentation.	I make a good attempt to provide insight or creativity to my presentation. I generally use graphics in my presentation and they mostly support the text and presentation.	I make some attempt to provide insight or creativity to my presentation. I seldom use graphics and when I do they don't really support the text and presentation.	I make no attempt to provide insight or creativity to my presentation. It is primarily text-based or when I do use graphics, they're used simply to get a few creativity and graphics points.

Structure, Organization, and Mechanics (10%)	I present the information in a very logical and interesting sequence which audience can follow. My conclusion flows from the rest of my presentation. It has no misspellings, grammatical errors, or formatting errors.	I present the information in a mostly logical sequence which audience generally follows. My conclusion largely flows from the rest of the presentation. It has no more than three misspellings, grammatical errors, or formatting errors.	Structure of my presentation is not easy to follow. I am missing the conclusion is missing, or if its provided, it does not flow from the rest of my presentation. It has between four to five misspellings, grammatical errors, or formatting errors.	A lack of structure detracts from the message of my presentation. My points are disjointed and lack good transitions. My presentation has six or more six misspellings, grammatical errors, or formatting errors.
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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+	Excellent
90% to 94%	A	
85% to 89%	A-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	

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.

Weekly Reading and Assignment Schedule:

Date	Class Topic/Book or Article Title	Text chapters	Assignment
Jan 5	Course Overview		
Jan 10 Jan 12	Leadership and Self-Deception	Arbinger 1-2 Arbinger 3	Reading response #1 (based on Parts 1-2) due in Moodle by 6 a.m., Jan 10
Jan 17	Leadership and Self-Deception Discussion		Complete the Mindset Assessment prior to class
Jan 19 Jan 24	The Outward Mindset	Arbinger 1-2 Arbinger 3-4	Reading response #2 (can either be on Parts 1-2 or Parts 3-4) due in Moodle by 6 a.m., Jan 19
Jan 25	Business Program Day		
Jan 26 Jan 31	Why Business Matters to God	Van Duzer 1-2 Van Duzer 3-4	Reading response #3 (can be either on Chapters 1-2 or 3-4) due in Moodle by 6 a.m., Jan 26
Jan 31			Leadership and Self-Deception/The Outward Mindset Journal due in Moodle by 6 a.m., Jan 31
Feb 2			Scholarly project topic due Feb 2
Feb 2 Feb 7	Why Business Matters to God	Van Duzer 5-6 Van Duzer 7-8	Reading response #4 (can be either on Chapters 5-6 or 7-8) due in Moodle by 6 a.m., Feb 2
Feb 9 Feb 14	The Responsible Business	Sanford 1-2 Sanford 3	Reading response #5 (based on all three chapters) due in Moodle by 6 a.m., Feb 9
Feb 14			If presenting at ARC, your abstract is due in Moodle by 6 a.m., Feb 14
Feb 16	Business and Society Business and society in the coming decades Business, society, and the future of capitalism	McLaughlin & McMillon Polman	Reading response #6 (based on both articles) due in Moodle by 6 a.m., Feb 16
Feb 19-23	No Classes: Winter Break		

Feb 28			Scholarly project thesis due Feb 28
Feb 28 Mar 2 & 7	Reflection Paper Presentations		All reflection papers due in Moodle by 6 a.m., Mar 2 PowerPoint presentations due in Moodle by 6 a.m. of presentation day
Mar 9	Courage and Calling	Smith 1-2	Reading response #7 due (based on chapters 1-2) due in Moodle by 6 a.m., Mar 9
Mar 14 Mar 16	Courage and Calling	Smith 3-4 Smith 5-6	Reading response #8 due (can be either on Chapters 3-4 or 5-6) due in Moodle by 6 a.m., Mar 14
Mar 21 Mar 23	Courage and Calling	Smith 8-9 Smith 10-11	Reading response #9 due (can be either on Chapters 8-9 or 10-11) due in Moodle by 6 a.m., Mar 21
March 28	Scholarly Project Presentations		All written scholarly project papers (regardless of presentation date) due in Moodle by 6 a.m., Apr 6 PowerPoint presentations due in Moodle by 6 a.m. of presentation day
Apr 4	Ambrose Research Conference		Remember: there is a 1% bonus grade if you attend an ARC session where one of your classmates is presenting.
Apr 6 & 11	Scholarly Project Presentations		All written scholarly project papers (regardless of presentation date) due in Moodle by 6 a.m., Apr 6 PowerPoint presentations due in Moodle by 6 a.m. of presentation day

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.

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 students to use a laptop in future lectures and/or to ask students to withdraw from the session if they do 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 advised to retain this syllabus for their records.