

Course ID:	Course Title:	Winter 2021
LE 632 OL	Leadership and Servanthood	Prerequisite:
		Credits: 3

ONLINE CLASS

Class Information		Instructor Information		Important Dates	
Days:	On Line Course	Instructor:	Terry C. Young, PhD	First day of classes:	January 8, 2018
		Email:	teyoung@ambrose.edu	Last day to add/drop, or change to audit:	End of first week of class
		Phone:	403-410-2000 ext 7900	Last day to withdraw from course:	Fri, Mar. 17
		Office:	L20179	Last day to apply for coursework extension:	Mon, Mar. 27
		Office Hours:	By Appointment	Last day of classes:	Wed, Apr. 11

Course Description

An exploration of leading with a servant mindset in a world of power, position, and politics. Students will study and wrestle with the application of servant leadership rooted in the life and teaching of Jesus, centered around a commitment to serve, inspire, challenge, and lift others to greater influence and effectiveness in the world.

This course will wrestle with a way of leading that has been the focus of much dialogue and debate in recent leadership studies. The core question of this course will be – How does one lead with a servant mindset, and how is such leadership practiced in the real world of power, position, and politics? The concept of servant leadership, rooted in the model of Jesus, portrays real influence in the world as something that begins at the heart level with a commitment to serve, inspire, challenge, and lift others to a greater experience of life and effectiveness in the world. Though it is one thing to espouse this commitment; it's another thing to practice the skills to make this actually happen. Regardless of leadership context, this course experience will seek to clarify the philosophy and practice at the heart of leading others as a servant.

Expected Learning Outcomes

Cultivating a heart after God by:

- ✓ Addressing the heart and mindset of SL as a life rooted in humility – first before God and then secondly in the presence of people
- ✓ Establishing a renewed perspective on identity as a person and as a leader

Fostering vocational clarity and effectiveness by developing:

- ✓ A deep conviction concerning the call to SL
- ✓ A conceptual framework for effectively leading as a servant

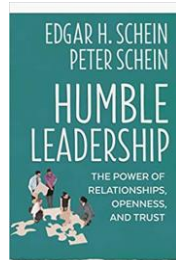
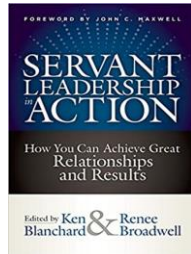
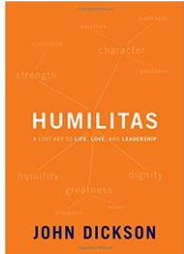
Nurturing theological depth and breadth by:

- ✓ Exploring and grasping the biblical and historical call to SL
- ✓ Grasping the necessity of Gospel humility for all of life and leadership

Inspiring redemptive engagement by

- ✓ Shaping a personal philosophy of SL
- ✓ Framing a clear pathway for the actions of SL in one's present leadership setting

Textbooks



A **Reader and Article Pack Handout** is provided in PDF form on Moodle for each student at the start of the course. This Reader and Article Pack will be a supplement to the texts above and provide a variety of summaries and tools for understanding and practicing servant leadership.

Each student will also be provided a Leadership Assessment inventory at the start of the course.

Course Schedule

ZOOM Gathering – Tuesday, January 12th – 6:30pm (MST)

Launch – Bearings – Goals – Who is around the circle? – Our introduction to and questions surrounding Servant Leadership

ON LINE - MODULE ONE – The Call to SL / What is SL? – January 12th to 17th

Brief Video with Power Point Presentation – Questions to reflect upon and write on – **Forum Posting**

Will include a Servant Leadership Self-Assessment / Reading and reflection on the definition and depiction of Servant Leadership / Contrast of Command Leadership and Servant Leadership / Clarifying “the call” for a postmodern world and global culture

ON LINE - MODULE TWO – The Heart of SL / SL Contrasts – January 18th to January 31st

Brief Video with Power Point Presentation – Questions to reflect upon and write on – **Conversation Week** (No written posts)

Reading and reflection on the location of ego in leadership – humility / self-transcendence/ Plus the real problem of narcissistic tendencies in leadership circles today

ZOOM Gathering – Monday, February 1st– 6:30pm (MST)

ON LINE - MODULE THREE – OT and NT Profiles of SL / Use of Power and SL - February 2nd to February 14th

Brief Video with Power Point Presentation – Questions to reflect upon and write on – **Forum Postings** of Feb 9-14

The Challenges of SL in the Real World / Mind Map Work

Reading Week – February 15 – 19

ON LINE - MODULE FOUR – The Mindset of SL – February 22th to 28th

Brief Video with Power Point Presentation – Questions to reflect upon and write on – **Conversation Week**

A Module designed to allow participants to interact around *Leading Change* by James O’Toole and the illustrations of “Rushmorean Leadership”. A guided set of questions designed to solidify the characteristics of front line leaders who led with integrity, moral courage, trust, and profound respect for followers. + Early Draft of The Project shared with your Team

ON LINE MODULE FIVE – The Actions of SL – March 1st to March 7th

Brief Video with Power Point Presentation – Questions to reflect upon and write on – **Conversation Week**

Servant Leader Stories – Presentations in Teams

Time spent in this module on my personal philosophy and practice of servant leadership. How will I pursue a posture of servant leadership in my current and future leadership settings?

ZOOM Gathering – Tuesday, March 9th – 7pm (MST)

Wrap Up –Final framework for grasping the essence of Servant Leadership.

Requirements:

Course Assignment Summary:

#1 – Bi-Weekly Reading / Reflection and Postings – 30% - Postings Due in Two of the Five Modules / Conversations Required in Three of the Five Modules

This aspect of our course together is one of the most important elements in our learning journey. In live classroom settings we are accustomed to asking questions and engaging from *time to time* with peers and professors about concepts, ideas, and issues. The on-line design raises this interaction to a different and, we believe, heightened level of dialogue. The modules reflection and posting, called MY WRESTLING WITH SL, are designed to have us wrestle with and respond to an idea or set of concepts around the essence of servant leadership. This process is designed to take our thinking and feeling and acting to another level in these WRESTLINGS based on our reading of *Selected Texts*. Taking time to place these thoughts before others allows our reflections to be stretched and deepened through interaction and dialogue with peers. In addition to your group interaction I will also be adding my thoughts and ideas. Together, we want to begin to master the challenge of leading as servants in contexts often dominated by power, positions, and politics. The rubric for assessing your Postings is provided in the Overview section on Moodle.

#2 – “The Project” – 20% - Early Draft shared with your Team (Week of Feb 9-14) with the full written work Due March 12th

The context for “the project” is the following. We are imagining together that an organization has called upon us to provide them some much needed help in their mission. They are looking for a concise yet deep depiction of servant leadership for all of their staff, key leadership, and volunteers throughout their organization. This organization has asked for help in the past but often they have ended up with a thick file of materials, power points, workbooks etc. For this project our client has placed upon us a constraint, in fact, a tremendous constraint. They have asked for a conceptual mind map of no more than one page that they can use for the next year to guide their journey (conversations, team building, leader growth and development focus points etc.) towards the shaping of a servant leadership culture throughout their organization. Our mission is to produce this mind map.

We will introduce this project in the early phase of our course experience, work on it during our Face-to-Face Weekend, and have you share your work in progress with a few of your colleagues. The Mind Map is a way to capture your understanding of Servant Leadership on no more than one page. It is a visual portrayal that summarizes your understanding of the definition, principles and practices of true servant leadership. You will be given some pointers on how to do this work, recognizing that this “drawing” kind of work is a stretch for most of us. Encourage you to start your doodling on day one of our course. It is to be one page . . . no more! This is a beautiful constraint! This project can draw upon and complement your assignment on your personal philosophy of servant leadership.

#3 – My Servant Leader Story – 10% - Due – Presentation of your story will be on Week of March 1-7 in your Teams - Written work is due March 19th

At the outset of this course it is vitally important to set your sites on a person who can be the focus of a “servant leader case study.” This “case” is to be shaped by your exposure to and interaction with a living example of servant leadership. Tell the story in terms of who this person is and how they have evidenced a servant hearted approach in their life influence. The final product will be a servant leadership story that you can present in no more than ten minutes to the rest of the class at our live weekend on Feb 10,11. The Written Work can be in a form of your choice – It can be a paper, no more than three pages long OR A Mind Map depicting this person’s life and practice (one page) OR A Power Point designed by you that summarizes this person’s life and servant leadership characteristics OR A creative form other than these three above . . . (poem, song, artwork etc.)

#4 – Reflection Paper on Outward Mindset OR Humble Leadership – 25% - Due – April 2nd

Write a personal reflection paper on the Outward Mindset by The Arbinger Institute **OR** on the work of Edgar Schein – Humble Leadership. Provide a concise summary of this work and then work through the template provided – focusing on three major takeaways, one specific point that squared with your thinking and practice, and one thing that is still puzzling you. These takeaways from Outward Mindset **OR** Humble Leadership may be a reflection of your interest in an aspect of servant leadership or represent an area of your greatest development need. Reflect on why your top three takeaways are needed in your current/future leadership and how you would take practical steps in deepening these dimension in your life.

Length – No more than 6 pages / appropriate formatting / references properly cited if references other than the book in focus are used.

#5 – Reading Report – 15% - Due – April 9th

A Reading Report will be provided through Moodle listing all of the texts and articles to be read throughout the course. You will be asked to gauge your reading along a continuum. Did you read thoroughly OR mostly OR did you skim the material? The value of thorough reading will be the help this will provide in shaping your personal philosophy of servant leadership and in giving ideas for “The Project.”

Assignment Summary:

DUE

#1 – Postings / Bi-weekly Assignments	30%	Weekly and at times Bi-weekly checklist and posting + interactions + conversations
#2 – The Project	20%	March 12 th
#3 – My Servant Leader Story	10%	March 1-7 Presentation to Team / Mar 19 th - Written Work
#4 – Reflection Paper on Schein or Arbinger	25%	April 2
#5 – Reading Report	15%	April 9

Attendance:

The nature of the class is such that attendance for ZOOM Sessions is mandatory. Students will interact with the instructor, the material, and with fellow classmates through this means - this interaction is crucial to the design of this course. If a student is absent for any other reason than health or emergency related reasons a 2% grade reduction will be made. Please inform the instructor if you are going to be absent.

As an On Line course it is also vital to the effectiveness of this experience that you “attend” consistently to your on-line interaction with your learning partners in this journey. Your level of interaction will be assessed as a crucial ingredient in this on-line design.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Comprehensive understanding of subject matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-developed understanding of subject matter.	3.30
B		3.00
B-		2.70
C+	Basic: Developing understanding of subject matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited understanding of subject matter	1.30
D		1.00
F	Failure: Failure to meet course requirements	0.00

<u>Letter Grade</u>	<u>Description</u>	<u>% Equivalent</u>
A+		97-100
A	Excellent	94-96
A-		90-93
B+	Good	87-89
B		84-86
B-		80-83
C+	Satisfactory	77-79
C		74-76
C-		70-73
D+	Poor	67-69
D	Minimal Pass	60-66
F	Failure	0-59

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.

ZOOM Sessions: This information is posted on Moodle

The Course Outline highlights THREE sessions for on-line interaction. NOTE these dates and times and set aside one hour for being on-line through the ZOOM portal. Please do not do this in a coffee shop or any other noisy environment. The Ambrose IT department can help you to make sure that your computer is compatible with ZOOM and that your audio and microphone functions will work properly. Please take care of this prior to **our first ZOOM session on January 12th @ 6:30 pm MST**. We will give you full instructions as to how to navigate into these sessions on Moodle before our LAUNCH Session.

Use your microphone and speakers (VOIP) for audio. You'll sound best with a headset. Log in a few minutes before the start time. Meetings will last less than one hour. They will be recorded so if you miss something or have technical difficulties you can log on to Moodle and listen to the audio file of the meeting.

Servant Leadership

Resources

- Arbinger Institute. (2016). The outward mindset: Seeing beyond ourselves – how to change lives and transform organizations. Oakland, CA: Berrett-Koehler Publishers.
- Autry, J. (1991). Love and profit: The art of caring leadership. New York: Avon Books.
- Autry, J. (2001). The servant leader: How to build a creative team, develop great morale, and improve bottom-line performance. Roseville, CA: Prima Publishing.
- Banks, R. & Ledbetter, M. (2004). Reviewing leadership: A Christian evaluation of current approaches. Grand Rapids: Baker.
- Barna, G. (Ed.). (1997). Leaders on leadership. Ventura, CA: Regal.
- Bass, B. (1990). Bass and Stogdill's handbook of leadership: Theory, research, and managerial applications. New York: Free Press.
- Blackaby, H. T. & Blackaby, R. (2001). Spiritual leadership: Moving people on to God's agenda. Broadman & Holman.
- Blackaby, H. T. & Brandt, H. (1997). The power of the call. Nashville: Broadman & Holman.
- Blanchard, K., & Hodges, P. (2003). The servant leader: Transforming your heart, head, hands and habits. Nashville: Countryman.
- Blanchard, K. (2005). Lead like Jesus: Lessons from the greatest leadership role model of all times. Nashville: Word.
- Block, P. (1993). Stewardship: Choosing service over self-interest. San Francisco: Jossey-Bass.
- Bolman, L.G. & Deal, T.E. (2001). Leading with soul: An uncommon journey of spirit. San Francisco: Jossey-Bass.
- Boers, A. (2015). Servants and fools: A biblical theology of leadership. Nashville: Abingdon Press.
- Boyatzis, R. & McKee, A. (2005). Resonant leadership. Boston: Harvard Business School Press.
- Bruce, A. B. (1971). The training of the twelve. Grand Rapids: Kregel.
- Bushe, G. (2001). Clear leadership: How outstanding leaders make themselves understood, cut through the mush, and help everyone get real at work. Palo Alto, CA: Davies-Black.
- Carson, D. A. (2003). The cross and Christian ministry: Leadership lessons from I Corinthians. Grand Rapids: Baker.
- Carucci, R. (2006). Leadership divided: What emerging leaders need and what you might be missing. San Francisco: Jossey-Bass.
- Champy, J. & Nohriah, N. (2000). The arc of ambition: Defining the leadership journey. New York: Basic Books.
- Cohen, W. A. (2010). Heroic leadership: Leading with integrity and honor. San Francisco: Jossey-Bass.
- Collins, J.C. (2001). Good to great: Why some companies make the leap – and others don't. New York: Harper.
- Crouch, A. (2013). Playing God: Redeeming the gift of power. Downers Grove, IL: Intervarsity Press.
- DePree, M. (1993). Leadership jazz: The art of conducting business through leadership, followership, teamwork, tough and voice. New York: Dell.
- DePree, M. (1997). Leading without power: Finding hope in serving community. San Francisco: Jossey-Bass.
- Finzel, H. (1998). Empowered leaders: The ten principles of Christian leadership. Nashville: W Publishing Group.

- Ford, L. (1993). Transforming leadership: Jesus' way of creating vision, values and empowering change. Downers Grove, IL: Intervarsity Press.
- Friedman, E. H. (1985). Generation to generation: Family process in church and synagogue. New York: Guilford.
- Friedman, E. H. (2007). A failure of nerve: Leadership in the age of the quick fix. New York: Seabury.
- Frieberg, K. & J. (1996). NUTS! Southwest Airlines crazy recipe for business and personal success. New York: Broadway Books.
- Frieberg, K. & J. (2004). GUTS! Companies that blow the doors off business-as-usual. New York: Doubleday
- Gardner, J.W. (1990). On leadership. New York: The Free Press.
- Greenslade, P. (1984). Leadership, greatness and servanthood. Minneapolis: Bethany House.
- Guinness, O. (1998). The call. Nashville: Word.
- Habecker, E. B. (1990). Leading with a follower's heart. Wheaton: Scripture Press.
- Habecker, E. B. (1996). Rediscovering the soul of leadership. Wheaton, IL: Victor Books.
- Hayward, M. (2007). Ego check: Why executive hubris is wrecking companies and careers and how to avoid the trap. Chicago: Kaplan.
- Heifetz, R.A. (1994). Leadership without easy answers. Cambridge, MA: The Bellknap Press of Harvard University Press.
- Heifetz, R. A. & Linsky, M. (2002). Leadership on the line: Staying alive in the dangers of leading. Cambridge, MA: The Bellknap Press of Harvard University Press.
- Herrington, J., Creech, R., & Taylor, T. (2003). The leader's journey: Accepting the call to personal and congregational transformation. San Francisco: Jossey-Bass.
- Holiday, Ryan. (2016). Ego is the enemy. Portfolio.
- Hybels, B. (2002). Courageous leadership. Grand Rapids: Zondervan.
- Hunter, J. C. (1998). The servant: A simple story about the true essence of leadership. New York: Crown Publishing.
- Hunter, J. C. (2004). The world's most powerful leadership principle: How to become a servant leader. Colorado Springs: Waterbrook Press.
- Jennings, K. & Stahl-Wert, J. (2004). The serving leader: Five powerful actions that will transform your team, your business and your community. San Francisco: Berrett-Koehler.
- Kahane, A. (2004). Solving tough problems: An open way of talking, listening, and creating new realities. San Francisco: Berrett-Koehler.
- Kahane, A. (2010). Power and love: The theory and practice of social change. San Francisco: Berrett-Koehler.
- Kets de Vries, M. (2009). Character and leadership. San Francisco: Jossey-Bass.
- Kellerman, B. (2004). Bad leadership: What it is, how it happens, why it matters. Boston: Harvard Business School Press.
- Klein, M. & Napier, R. (2003). Courage to act: Five factors of courage to transform business. Palo-Alto, Ca. Davies-Black.
- Kouzes, J. & Posner, B. (1993). Credibility: How leaders gain and lost it, why people demand it. San Francisco: Jossey-Bass.
- Kouzes, J. & Posner, B. (1999). Encouraging the heart. San Francisco: Jossey-Bass.

- Kouzes, J. & Posner, B. (1993). Christian reflections on 'Leadership the Challenge'. San Francisco: Jossey-Bass.
- Logan, D., King, J., & Fischer=Wright, H. (2008). Tribal leadership: Leveraging natural groups to build a thriving organization. New York: Collins.
- Lowney, C. (2003). Heroic leadership: Best practices from a 450 year old company that changed the world. Chicago: Loyola Press.
- Machiavelli, N. (1513/1992). The prince. New York Dover Publications, Inc.
- Mackoff, B. & Wenet, G. (2001) The inner work of leaders: Leadership as a habit of mind. New York: Amacom.
- Marcum, D. & Smith, D. (2007). Egonomics: What makes ego our greatest asset or most expensive liability. New York: Simon & Schuster.
- Marquardt, M. (2005). Leading with questions: How leaders find the right solutions by knowing what to ask. San Francisco: Jossey-Bass.
- Marshall, T. (1991). Understanding leadership: Fresh perspectives on the essentials of New Testament leadership. Chichester, UK: Sovereign World.
- McKenna, R. (2005). Never blink in a hailstorm and other lessons on leadership. Grand Rapids: Baker.
- Mays, A. (2003). Courteous rebel: Jesus' model of leadership. Costa Mesa, CA: World Class Decorum.
- Miller, C. (1995). The empowered leader: Ten keys to servant leadership. Nashville: Broadman and Holman.
- Nanus, B. & Dobbs, S. (1999). Leaders who make a difference: Essential strategies for meeting the non-profit challenge. San Francisco: Jossey-Bass
- Nouwen, H. (1979). The wounded healer. New York: Image Books.
- Nouwen, H. (1989). In the name of Jesus: Reflections on Christian leadership. New York: Crossroad Publishing.
- O'Neil, J. (1993). The paradox of success. New York: Putman.
- O'Toole, J. (1995). Leading change: Overcoming the tyranny of custom and the power of tradition. San Francisco: Jossey-Bass.
- Page, D. (2008). Servant empowered leadership: A hands-on guide to transforming you and your organization. Langley, BC: Power to Change Ministries.
- Palus, C. & Horth, D. (2002). The leader's edge: Six creative competencies for navigating complex challenges. San Francisco: Jossey-Bass.
- Perkins, B.(2000). Awaken the leader within: How the wisdom of Jesus can unleash your potential. Grand Rapids: Zondervan.
- Pfeffer, J. & Sutton, R. (2000). The knowing-doing gap: How smart companies turn knowledge into action. Boston: Harvard Business School Press.
- Pollard, W. (1996). The soul of the firm. Grand Rapids: Zondervan.
- Quinn, R. (2004). Building the bridge as you walk on it: A guide for leading change. San Francisco: Jossey-Bass.
- Rima, S. (1997). Overcoming the dark side of leadership: The paradox of personal dysfunction. Grand Rapids, MI: Baker Books.
- Rima, S. (2000). Leading from the inside out: The art of self-leadership. Grand Rapids: Baker.
- Rinehart, S. (1998). Upside down: The paradox of servant leadership. Colorado Springs: NavPress.

- Rosen, R. (1996). Leading people. New York: Penguin.
- Rost, J. (1991). Leadership for the 21st century. New York: Praeger.
- Sanborn, M. (2004). The fred factor. Colorado Springs: Waterbrook Press.
- Sanborn, M. (2006). You don't need a title to be a leader: How anyone, anywhere, can make a positive difference. Colorado Springs: Waterbrook Press.
- Sanders, J. O. (1980). Spiritual leadership. Chicago: Moody Press.
- Schein, E. H. (2011). Helping: How to offer, give, and receive help. San Francisco: Berrett-Koehler Publishers.
- Schein, E. H. (1985). Organizational culture and leadership. San Francisco: Jossey-Bass.
- Spears, L. (1995). Reflections on leadership: How Robert K. Greenleaf's theory of servant leadership influenced today's top management thinkers. New York: John & Wiley & Sons.
- Spears, L. (1998). Insights on leadership: Service, stewardship, spirit and servant leadership. New York: John & Wiley & Sons.
- Spears, L. (2002). Focus on leadership: Servant leadership for the 21st century. New York: John & Wiley & Sons.
- Stanley, A. (2003). The next generation leader: Five essentials for those who will shape the future. Sisters, Oregon: Multnomah.
- Stanley, A. (1999). Visioneering: God's blueprint for developing and maintaining personal vision. Sisters, Oregon: Multnomah.
- Stark, D. (2005). Christ-based leadership: Applying the bible and today's best leadership models to become an effective leader. Bloomington, MN: Bethany House.
- Swenson, R.A. (1992). Margin. Colorado Springs: NavPress.
- Terry, R. W. (1993). Authentic leadership. San Francisco: Jossey-Bass.
- Thrall, B., McNicol, B, & McElrath, K. (1999). The ascent of a leader: How ordinary relationships develop extraordinary character and influence. San Francisco: Jossey-Bass.
- Trompenaars, F. & Voerman, E. (2010). Servant-leadership across cultures: Harnessing the trength of the world's most powerful management philosophy. New York: McGraw Hill.

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.

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.